



INBALANCE

Summer 2022

Editor: Anthony Puliafico, PhD
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Presented by The Society of Clinical Child and Adolescent Psychology - American Psychological Association, Division 53

SCCAP's Inaugural Clinical Practice Institute: Culturally-Responsive Evidence-Based Practices for Children & Families

Presented by the SCCAP Practice Committee

The Clinical Practice Institute (CPI) is an initiative of SCCAP to enhance opportunities for its membership to engage in hands-on, practical learning about innovations in evidence-based practice for children and families.

On three consecutive Fridays in July, Drs. Milton Fuentes, Isha Metzger, and Armando Pina will each provide a 3-hour interactive workshop on evidence-based treatment engagement, cultural formulation, and interviewing and intervention with diverse youth and families, respectively. Attendees will receive both lecture-based instruction, hands-on practice opportunities, and relevant materials to support their learning.

SCCAP President, Anna Lau, Ph.D., will introduce the 2022 CPI theme in a pre-recorded keynote on "Challenges and opportunities in implementing evidence-based interventions to promote mental health equity for Asian American youth". Registrants will be sent a link to the recorded keynote address.

Registration includes the opportunity to participate in all three sessions. Each attended individual session date comes with 3 Continuing Education Units.

Dr. Milton Fuentes (Montclair State University)

July 8, 12:00 – 3:00 PM

**Applying APA's Multicultural Guidelines to Latinx Children and Families:
Implications for Clinical Practice**

In 2017, APA released the second iteration of the multicultural guidelines, titled Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. The revised guidelines build on current literature and present an ecological model emphasizing individual's self-definition within various contexts. These include the bidirectional relationship that occurs between the individual and the professional; school, home, and community; institutions and their impact on engagement; domestic and international climates; and related outcomes. The revised multicultural guidelines also address the intersectionality of reference group identities, including race, age, gender, immigration status, language, ability status, culture, religion, socioeconomic status, ethnic identity, sexual orientation, gender identity, spirituality, education, and employment. In this workshop, an expert in Latinx psychology will introduce and address the guidelines relevance to Latinx children and

their families. Through case studies, participants will consider applications for practice. The workshop will include both didactic and conversational aspects, allowing for consideration of how the guidelines can be best utilized within professional practice with Latinx children, families, and communities.

Learning Objectives:

- Explain the heterogeneity within the Latinx community.
- Describe the Layered Ecological Model of the Multicultural Guidelines.
- Discuss the implications of the ecological model for professional practice with Latinx children and families.
- Apply the tenets of the Multicultural Guidelines to a case vignette.

Isha Metzger, PhD (Cultural Concepts, LLC & Georgia State University)

July 15, 12:00 – 3:00 PM

Healing Interpersonal and Racial Trauma: Cultural Considerations for Integrating Racial Socialization into Evidence-Based Practices for Black Youth and Families

The negative consequences of interpersonal trauma (e.g., physical abuse) take a disproportionate toll on Black youth due to the compounding stress of negative racial experiences that can be both direct (e.g., microaggressions) and vicarious (e.g., witnessing police brutality in the media). Schools are a part of a system of community-based services in place to help children and families prevent and treat negative consequences that might emerge from experiences of abuse, neglect, and discrimination. However, our current services do not systematically consider interpersonal and racial stress and trauma in their understanding of youth which impacts their treatment, discipline, and academic outcomes, to name a few. Researchers and clinicians have identified efficacious evidence-based trauma informed treatment strategies that improve cognitive and behavioral outcomes for youth who experience trauma. To increase their utility in responding to and treating interpersonal trauma, practitioners should integrate and address cultural factors (e.g., system mistrust) that are likely to influence Black families' abilities to navigate the system and utilize existing strategies and supports. In addition, Black youth rely on particular assets and strengths in their families and communities to reduce negative mental and behavioral health outcomes that can result from interpersonal and race-related stressors. Racial socialization is the protective process of transmitting cultural behaviors, attitudes, and values to prepare youth to cope with racial stressors, and is associated with positive outcomes including increased resilience, coping abilities, and decreased problem behaviors and anxiety in Black youth.

Learning Objectives:

- Identify ways that interpersonal and racial stress and trauma impact Black youth development.

- Describe research on barriers and facilitators to service utilization for Black youth and families.
- Discuss the protective role of racial socialization on behavioral and mental health outcomes for Black youth.
- Contribute to multidisciplinary teams to make culturally informed decisions pertaining to engagement, assessment, and treatment of Black youth.

Armando Pina, PhD (Arizona State University)

July 22, 12:00 – 3:00 PM

Use of cultural formulations in clinical practice with Latine families

The American Psychiatric Association, in its DSM-5 (2013), made the importance of integrating cultural formulations in clinical practice official. In this webinar, a Latinx psychology scholar will introduce and explicate each aspect of the cultural formulation pertaining to minoritized Latinx caretakers and their children (families). The presenter will discuss ways cultural formulation components; such as cultural identities, explanatory models, and psychosocial stressors, among others; explain clinical complexities that arise in therapy with Latinx families. Practice challenges, such as navigating cultural meaning, code switching, enculturation resistance, and language as currency will be included. Also included, by focusing on minoritized youth and families, are challenges such as those that implicate belongingness, hybridity, creolization, migration history (refugee, transborder, undocumented), and divergent frames of cultural reference (e.g., from multiple caretakers). The webinar includes formal didactics in addition to discussion and collaborative learning activities. Through case studies, the presenter will demonstrate the application of cultural formulation inquiry. And, there will be in-depth discussion about pragmatic leveraging of cultural formulation dynamics to activate therapeutic elements.

Learning Objectives:

- Identify the dynamic relations among cultural formulation components shaping the clinical presentation of the Latine youth and family.
- Recognize situations that minoritize Latine youth and families, based on cultural formulation inquiry.
- Explicate barriers to equitable service delivery, arising from overlooking cultural formulations.
- Evaluate the application of cultural formulations to enable activation of equitable care.

Space Is Limited! - [Register Now](#)

Registration includes all three speakers. Fees are \$120 for SCCAP members, \$220 for non-SCCAP members, and \$30 for students. This cost includes up to 9 CE credits.

Understanding, Preventing, & Responding to School Violence

By Julianna N. Casella, BS, Margaret E. Manges, MEd, & Amanda B. Nickerson, PhD
University at Buffalo

Editors' Note: We, along with SCCAP leadership, are shocked and saddened by the recent devastating shooting at Robb Elementary School in Uvalde, Texas. The article below, which provides valuable insights and strategies for preventing violence in schools, was selected and submitted months ago and thus does not directly reference the incident. We are grateful to Ms. Casella, Ms. Manges, and Dr. Nickerson for contributing the article and sharing their expertise in preventing school violence. We also believe urgent and immediate action is needed to more effectively prevent gun violence in schools as recommended by the Call for Action to Prevent Gun Violence in the United States of America, developed by The Interdisciplinary Group on Preventing School and Community Violence in 2018, and endorsed by SCCAP: <https://education.virginia.edu/prevent-gun-violence>. In light of the shooting in Uvalde, we are also providing a link to resources specifically related to mass shootings and gun violence, available on APA's website: <https://www.apa.org/topics/gun-violence-crime/mass-shooting-resources>

We express our deepest condolences and support for the Uvalde community and all those in mourning following this horrific incident.

Whereas schools are generally considered to be a safe place, with school violence decreasing over the past decade (Irwin et al., 2021), school violence is a significant concern in education and society at large. Recent research shows that, whereas most students report feeling safe in school, they have accepted the potential for a crisis to occur in their daily lives (Safe and Sound Schools, 2021). Additionally, with the transition back to in-person schooling, a quarter of school administrators reported they are not confident in their ability to meet the threat of an active shooter/intruder (Safe and Sound Schools, 2021). Therefore, it is important to understand what school violence is, who is most at-risk to perpetrate and be victimized by school violence, effective prevention strategies, and how to best support victims.

According to the Center for Disease Control ([CDC], 2016), school violence is youth violence that occurs on school property or at school-sponsored events, and acts of violence that occur on the way to/from school or school-sponsored events. These include threats of violence, bullying, harassment, gang violence, weapons and gun violence, and assault (CDC, 2016; National Association of School Psychologists, 2015). The negative consequences of school violence are far reaching, with academic, cognitive, and social-emotional impacts, including increased depression and anxiety

(CDC, 2016), and decreased control and executive functioning (Perkins & Graham-Bermann, 2012).

Risk Factors for Perpetrating School Violence

There are multiple risk factors for perpetrating school violence that function in conjunction with one another (Bushman et al., 2018). Personal risk factors include being male (Bushman et al., 2018; National Threat Assessment Center [NTAC], 2021), having emotional regulation difficulties, low empathy, aggressive behavior in early childhood, and an obsession with weapons and death (Bushman et al., 2018). There are also a number of family, peer, and community related risk factors, including a history of substance abuse, associating with delinquent peers (CDC, 2016), being recently exposed to a stressful event (Groves & Anderson, 2018), coming from a family that has experienced a divorce or high level of family conflict, experiencing neighborhood violence, being bullied, and having easy access to guns (Bushman et al., 2018). School violence has been found to be more likely in schools with high student to teacher/counselor ratios, and at schools with a lack of sense of community and connectedness (Bushman et al., 2018).

Risk and Protective Factors for Victims of School Violence

It is also important to consider certain risk factors for being a victim of violence in schools. Concerning bullying, students with disabilities (Rose et al., 2015), students in rural areas (Wang et al., 2020), and students with marginalized sexual and gender identities (Berry, 2018; Kahle, 2020) are more likely to be victimized, whereas students of color are more likely to be both victims and perpetrators of sexual harassment (Clear et al., 2014). Conversely, a recent paper revealed schools with lower levels of violence have students who have better perceptions of school climate (Bradshaw et al., 2021).

Prevention Strategies

What Can Schools Do?

There are many strategies schools can use to prevent violence, including adjusting the physical environment to minimize students' ability to commit violent acts; improving student culture and connectedness; collaborating with community partners, such as mental health agencies and law enforcement; and having written plans to respond to an act of school violence that are known by the school community (Cuellar, 2016). These measures can be bolstered with additional school-based mental health professionals (Nickerson & Spears, 2007). Zero tolerance policies and arming teachers have been used in schools; both have been found to be ineffective at preventing or have increased incidents of school violence (Fox & DeLateur, 2014; Huang & Cornell, 2021).

Multi-tiered systems of support (MTSS) provide supports for students at the universal or school-wide level (e.g., having clear expectations about students' behaviors during school), as well as more targeted and intensive levels (Cornell et al., 2021). For

example, schools may support students that are known to be more at-risk by facilitating psychosocial groups to address bullying, increase coping skills, and improve conflict resolution (Paolini, 2015). Schools should also have a robust threat assessment procedure to screen for and address concerns related to school violence (NTAC, 2018). This should be a multi-disciplinary team approach, with clearly defined reporting mechanisms and procedures that assist in identifying the severity of concern and developing individualized management plans (NTAC, 2018). Threat assessment team members, and all members of the school community, should be appropriately trained in their roles in reporting and responding to a potential threat (NTAC, 2018).

What Can Parents and the Community Do?

Parental involvement in school has been found to be negatively associated with the number of violent incidents, physical fights, and disciplinary actions for weapons (Cuellar, 2016). Community partnership with schools to coordinate and integrate programs and activities can improve student safety and well-being by more efficiently identifying services and minimizing overlap in services (Rollison et al., 2013).

Supporting Victims of School Violence

Children exposed to any level of physical violence within the school may experience a slew of negative physical health outcomes, ranging from reductions in physical activity to heavy alcohol use (Ferraram et al., 2019). School violence may also negatively impact teachers, staff, and school personnel (Daniels et al., 2007). Therefore, effective interventions work to address both student and adult staff needs after experiencing school-based violence. Promising interventions in addressing school violence include cognitive behavioral, social-emotional, and peer mentoring approaches, with universal interventions demonstrating some longstanding change in the prevention of peer aggression (Lester et al., 2017).

In summary, there are many preventative actions that can be taken to minimize the likelihood of school violence. It is crucial that schools and mental health professionals work together to support at-risk individuals and victims of school violence.

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The Advocacy Imperative: Politics are Personal & Professional

By Megan Mooney, PhD

I've recently attracted national attention for my role as a plaintiff in a legal case in Texas to protect the rights of families of transgender youth and their providers who give life-saving and medically necessary care. I think it's important to know that my journey to this point wasn't something fast and certainly was not one that I was prepared for in my graduate training. Rather, this was a slow journey over the past decade of my career as I realized that my voice as a psychologist was important, not just in a therapy room or a professional presentation. Rather, through a variety of experiences that all have converged at this moment in time, I have learned the incredible value of public advocacy and representation of psychological science to promote mental health and well-being.

My journey probably started during my internship year when I was fortunate enough to work at a community mental health center that served children and families who had experienced numerous traumas and hardships in their lives. As I continued to specialize in trauma-informed care into my early years as a licensed psychologist, I worked with the kinds of children and families that research consistently tells us are disproportionately impacted by trauma – those who are not white, wealthy, cisgender, heterosexual, and/or able bodied.

At this same time, I became interested in legislative and policy work because that is what my now-wife was focused on in her career – mental health policy. She was working in and around the Texas Capitol and our discussions of our days led me to realize that my work could often be either hindered or helped by a legislative process of which I had been blissfully unaware prior to that time. I became more interested and engaged in the Texas Psychological Association (TPA) and their legislative priorities that I saw could help our profession but also my clients and the greater community.

In what seemed like a separate part of my world then, I began helping some friends and colleagues with work on a small educational conference to help provide information and support for transgender youth and their families, particularly in schools. Over time, we realized that the need for community and support for these young people and their families was so great that our tiny conference was rapidly growing each year. We formed a non-profit entity called [Gender Infinity](#) to provide ongoing education and support for these incredible families and I'm thrilled to note that the work continues to this day. This organization has provided a safe place for kids to have fun and for their caregivers, teachers, and providers to get much-needed information about gender-affirming care from national experts.

It is the particular confluence of my professional interests as well as my personality that strives for justice and fairness that led me to begin more actively advocating for the rights of LGBTQ+ people, especially transgender and gender diverse youth, in Texas. I have given testimony to our Texas legislature numerous times in support of the rights of transgender people and have helped write position statements on behalf of TPA in support of gender-affirming care. I have also been able to exchange information with colleagues in other states to help protect the rights of LGBTQ+ people as well as our ability to provide affirmative care in keeping with our ethics code and research. And I have given presentations across the country and have been interviewed by media outlets to further spread facts that support the mental health and well-being of LGBTQ+ people, especially youth. So, in an effort to keep on sharing information and to get more of our psychological community comfortable with the idea of professional advocacy, I will leave you with a few ideas and suggestions based on my unconventional journey:

- 1. The political is personal is professional.** A specific bill proposed in Texas may not seem relevant to you or your clients directly. But all of these efforts are being broadcast loudly across the country. Our children are watching. Our clients and their children are watching. Our students and trainees are watching. They are watching efforts to strip away the rights and dignity of people. And they are watching to see *if* and *how* we, the experts in the science of mental health, stand up for what is right and good.
- 2. If we aren't there, someone else will be.** I have learned that someone is *always* going to be "there" to share ideas with legislators, policymakers, reporters, etc. If we want science and reason to be at the forefront of the discussion and guiding decisions, we'd better be there as psychologists to share the data and talk about why it matters.
- 3. Get involved. Do something.** You do not have to engage in a lawsuit to make a difference. Writing emails as a constituent, posting research on social media, donating to a charity or grassroots advocacy group, and having a conversation with a neighbor are all equally valid paths towards advocacy and helping. There are coordinated attacks on the rights of people occurring as I type this, and you then read it. We must be equally well-coordinated in our responses and do so consistently.
- 4. Be an active member of your state or territorial psychological association and APA.** Your local association will know what the crucial issues are facing you and your community and APA will help with coordinating the efforts across the country. These groups have plenty of people ready and willing to help guide you in taking whatever step you're willing to and will give you all the talking points you need to be successful. And if you don't know who to reach out to, feel free to email me. I can't do this all alone and thankfully I don't. Please join me and get involved! You can reach me at drmeganmooney@gmail.com.

SCCAP AT APA 2022

August 4-6 | Minneapolis, MN

This summer, we will be convening to learn and connect at APA 2022 in person in Minneapolis, MN. We are so excited to finally have the opportunity to come together in person after two years apart! Visit <https://convention.apa.org> for more event information and updates.

APA 2022 will occur from August 4-6, with opportunities to learn about cutting edge research, network, and build clinical skills. Our invited talks, skill building sessions, and research symposiums all highlight how to provide high quality, evidence-based services for youth, with a specific focus on identifying mental health disparities and implementing solutions for equity.

We are very excited to announce our 2022 APA SCCAP Programming, seen below!

Thursday, August 4th

Session	Presenters	Title	Overview
Invited Address Thursday 8/4, 9:00-9:50	Nancy Gonzales, PhD	Listening to Latinx Youth and Families to Build a More Inclusive Clinical Science	2021 Distinguished Career Award winner, Dr. Nancy Gonzales will outline key lessons she has learned in building a collaborative program of developmental and clinical research focused on Latinx youth and families.
Invited Address Thursday 8/4, 10:00-10:50	Maggi Price, PhD	Structural stigma undermines youth psychotherapy efficacy	In this keynote address, Dr. Maggi Price will give an overview of findings from spatial meta-analyses on the impact of structural stigma (e.g., racism, sexism) on youth psychotherapy outcomes.
Symposium Thursday 8/4, 1:00-2:50	Elizabeth K Reynolds, PhD; Alysha D Thompson, PhD; Michelle Patruquin, PhD; Jarrod M Leffler, PhD; Guy S Diamond, PhD	Inpatient and Residential Research: Methodological and Clinical Challenges and Opportunities	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.
Symposium Thursday 8/4, 3:00-4:50	Carmen Valdez, PhD; Stephanie D'Costa, PhD; Patrice Leverett, PhD; Luz Argelia Gomez	Mental health of migrant youth during the pandemic	The COVID-19 pandemic has impacted the mental health of youth differentially given their unique social identities. This symposium explores the mental health impact of the pandemic on migrant youth and how it affects their relationships and school.

Friday, August 5th

Session	Presenters	Title	Overview
Symposium Friday 8/5, 8:00-8:50	Angela D Moreland, PhD; Katie J Stone, PhD; Caitlin Rancher, PhD; Grace S Hubel, PhD	Promoting children's mental health through improving teacher well-being and classroom climates	Teachers play a critical role in children's social-emotional development. This symposium will provide results from two interventions in early childcare settings, including a teacher wellness program and a mental health consultation program.
Invited Address Friday 8/5, 9:00-9:50	Enrique Neblett, PhD	Sankofa: Looking Back to Go Forward in Racism and Youth Mental Health Research	Dr. Enrique Neblett, 2022 SCCAP Distinguished Career Award recipient, will provide an overview of his groundbreaking work related to understanding how racism-related stress influences the mental and physical health of African American young people.
Invited Address Friday 8/5, 10:00-10:50	Rosaura Oregno Aguayo, PhD	Trauma Treatment without Borders: Implementation of Trauma Focused CBT in Latin American and the Caribbean	This invited keynote address will describe the implementation of Trauma Focused Cognitive Behavioral Therapy (TF-CBT) in three low resourced contexts impacted by poverty, natural disasters, and violence in the US and Latin America.
Presidential Panel Friday 8/5, 1:00-1:50	Anna Lau, PhD; Rosaura Oregno Aguayo, PhD; Maggi Price, PhD; Cindy Liu, PhD, & Donte Bernard, PhD	The Long Arc of Progress: Translating the Science of Child Mental Health Disparities to Promote Equity	SCCAP President, Dr. Anna Lau, will moderate a panel on conducting health equity research with prominent researchers focused on working with Latinx, AAPI, Black, and sexual and gender minority youth and families.
Skill Building Friday 8/5, 2:00-2:50	Teri L. Bourdeau, PhD & Alison R. Love, PhD	We Live in a Diverse World: Adding to Evidence-Based Treatments to Improve Outcomes	This session provides 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.
Skill Building Friday 8/5, 3:00-3:50	Marilyn L Sampilo, PhD, MPH; Catrina C Litzenburg, PhD; Hannah L Smith, MA; & Kathryn M Jones, PhD	Using Structural Competency to Promote Behavioral Health Equity in Integrated Pediatric Primary Care	Integrated primary care (IPC) should address structural factors that drive inequity. Presenters will explain structural competency in IPC, discuss its application in service design and delivery, and outline its use in interventions to promote equity.

Saturday, August 6th

Session	Presenters	Title	Overview
Invited Talk Saturday (8/6), 9:00-9:50	Michael Roberts, PhD	Explicating and Enhancing Children's Psychological and Physical Health: Developments Over Time	2022 SCCAP Distinguished Career Award Winner, Dr. Michael Roberts, will outline key lessons from his illustrative career related to strategies to improve children's psychological and physical health.
Symposium Saturday 8/6, 1:00-2:50	Alayna Park, PhD; Rachel Haine-Schlagel, PhD; Blanche Wright, MA; Hanan Salem, BA; Joyce H. Lui, PhD, & Mary J. Kuckertz, BA	Fostering Mental Health Care Engagement of Low-Income, Racial/ethnic Minoritized and LGBTQ+ Youth	Sociocultural practices that perpetuate inequality maintain disparities in mental healthcare access, quality and outcomes. It is imperative to identify and implement strategies for better meeting the mental health needs of marginalized youth.

Question, comments or hopes about APA 2022? Email us at apaconvention@sccap53.org and follow us at Twitter [@SCCAP53](https://twitter.com/SCCAP53). We are looking forward to August and hope to connect!

President's Message: Taking Up the Challenge

By Anna Lau, PhD

Your SCCAP Board has continued to think about how we can position our Division to promote racial equity in children's mental health through our mission of enhancing the science and practice of clinical child and adolescent psychology by supporting our membership and the field's workforce. For example, we have approached this intentionally through our programming content at the upcoming [APA convention](#), *Translational Research to Address Determinants of Mental Health Disparities for Children of Color*, and our inaugural [Clinical Practice Institute](#) showcasing *Culturally-Responsive Evidence-Based Practices for Children and Families*. These educational opportunities may support our members in learning about and incorporating culturally responsive and race-conscious approaches to intervention and assessment for diverse youth. But it is vital to take a step back from thinking about content and programming to reflect on how we can catalyze enduring structural change, which is much harder.

So many of us in our field are grappling with how to engage in collective action towards the goal of dismantling barriers to mental health equity. In his 2019 book, Ibram X. Kendi lays out, in accessible ways, *How to Be An Antiracist*. A key starting point in this journey is recognizing the definition of a racist as not just a person who hold racist ideas, but also as anyone “*who is supporting a racist policy through their actions or inaction.*” Accepting this definition means that we begin to reckon with our own agency and complicity within systems and structures that have caused and continue to perpetuate racial inequity. This can be uncomfortable and unsettling for those of us who identify with progressive causes and who have devoted our careers to serving diverse youth and families. Becoming anti-racist requires us to move beyond the impulse to say we are “not racist,” and instead ask ourselves to identify the ways we hold up systems of oppression.

“*What an anti-racist does first and foremost is identify racial inequities.*” Racism yields enduring and deep racial inequities in every sector, and children's mental health is by no means an exception. As child clinical psychologists who identify as practitioners, educators, and researchers, we can use our disciplinary scientific and intervention training to identify and act on racial inequities in our local contexts. What data points can you examine to identify the impacts of racism in your organization? Adopting an equity mindset involves reframing observed racial disparities as a problem of organizational practice (not a problem of minoritized group deficits) and viewing their elimination as a shared responsibility[1]. This work can occur with multiple targets: (1) Diversity work- e.g., increasing the number of clinical child psychologists from historically excluded and underrepresented racial groups, (2) Inclusion work – e.g., transforming the culture and structure of our professional society so that historically

excluded and underrepresented people feel a sense of belonging, and (3) Equity work – e.g., dismantling barriers that impede the hiring and promotion of faculty from historically excluded and underrepresented racial groups.

Change involves an iterative process of *examining* inequities, *understanding* root causes of inequities, *designing* actions to transform organizational practice and structures, and *reflecting* on their impact ([SEA Change Institute](#)). We are fortunate that our field is home to thought and action leaders who have identified some starting points for our local work in reducing inequities in: (1) the delivery and outcomes of children’s mental health care, and (2) the education and training of the next generation of clinical child psychologists. Disparities in clinical services are likely familiar to many of our members; a useful [guide](#) from the APA Working Group for Addressing Racial and Ethnic Disparities in Youth Mental Health offers starting points for how to reduce inequities in care access and engagement. We also have examples of road maps of anti-racist action to reduce racial inequities in the education and training of clinical scientists, including Galan and colleagues’ editorial in JCCAP accessible [here](#).

The SCCAP Board is calling on our members to examine racial inequities in your local contexts, consider the guidance on starting points for action above, and propose action that we can support through our [Child Mental Health in Action Funding Mechanisms](#). The 2023 Call highlights our priority on proposals that *promote anti-racism efforts to achieve equity in mental health and developmental outcomes for children and adolescents in diverse communities*, including efforts to promote diversity and inclusion in the discipline. We are here to support this collective journey in becoming anti-racist as a discipline.

In service,
Anna Lau

[1] McNair, Bensimon, & Malcom-Piqueux (2020). From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education.

2022 Distinguished Career Award: Enrique Neblett, Jr., PhD

SCCAP is delighted to present the 2022 Distinguished Career Award to Enrique Neblett, Jr., Ph.D. in recognition of his impactful program of research and dedication to the advancement of clinical child psychology. Dr. Neblett serves as professor of health behavior and health education at University of Michigan, where he also serves as co-lead for Diversity, Equity and Inclusion. Dr. Neblett is also associate director of the Detroit Community-Academic Urban Research Center. Prior to his tenure at University of Michigan, Dr. Neblett was a professor of psychology and neuroscience at University of North Carolina – Chapel Hill.

Dr. Neblett's research investigating the effects of racism on the mental and physical health of Black/African American youth has enhanced our understanding of both the deleterious impact of racism and factors that can worsen or protect against racism's effects. His work has been highly valuable in informing community-wide and clinical interventions as well as in shaping policy.

Dr. Neblett has employed an integrative approach to understanding racial stress on African American adolescents and young adults, incorporating assessments of psychology, biology and public health measures. More recently, Dr. Neblett has focused on the development and examination of community-based interventions and policies to protect against the negative effects of racism and to promote health equity. His work has been funded by the National Institute of Mental Health, the National Science Foundation, and the William T. Grant Foundation, among many others.

In 2021, Dr. Neblett's distinguished body of work was awarded by the National Institute of Mental Health as the inaugural recipient of the James Jackson Memorial Award. His excellence in teaching and mentorship has also been recognized across graduate and undergraduate teaching. Additionally, he was named Mentor of the Year by the Black Caucus of the Society for Research in Child Development.

Dr. Neblett is a leader in the field of child and adolescent mental health and his work has significantly contributed to the field's understanding of the impacts of racism on health. Please join us in congratulating him for receiving SCCAP's Distinguished Career Award. Dr. Neblett will present his work at the upcoming APA Convention in August 2022. In his talk, entitled, *Sankofa: Looking Back to Go Forward in Racism and Youth Mental Health Research*, Dr. Neblett will 1) review past work linking racism-related stress experiences and mental health among Black American youth, underlying mechanisms, and protective mechanisms that mitigate the mental health sequelae of racism and discrimination; and 2) describe future research examining structural racism and discrimination as a determinant of mental health and evaluating mental health-enhanced workforce development programs in Detroit, Michigan.

2022 Distinguished Career Award: Michael Roberts, PhD, ABPP

SCCAP is thrilled to announce that Michael Roberts, Ph.D., ABPP has received the 2022 Distinguished Career Award. Dr. Roberts is a pioneer and true leader in the field of clinical child and adolescent psychology. Indeed, he was instrumental in the establishment of SCCAP as a division of APA. Dr. Roberts has championed the specialty training of clinical child psychologists in evidence-based practices, and his work has shaped the progression of our field in a myriad of ways.

Dr. Roberts has advanced multiple areas of research throughout his career, which, taken together, have uniquely informed our field. His research interests include the examination of children's and parents' perceptions of pediatric and psychological conditions and interventions, injury prevention, psychotherapy outcomes and program evaluation, the training and education of psychologists, diagnostic classification, and the study of professional issues relevant to psychologists. He has authored or co-authored over 200 journal articles and book chapters and has authored or co-edited over 20 books. These include the Handbook of Pediatric Psychology and the Handbook of Clinical Child Psychology, texts that continue to be used to train future clinical child psychologists today.

Dr. Roberts has also influenced the field of clinical child psychology through his service. He served as president of APA, Division 12, Section 1 (the organization that later became Division 53) and, as mentioned before, advocated for the development of an APA division dedicated to clinical child and adolescent psychology. Dr. Roberts originated the Kansas Conference on Child Psychology, one of the first conferences dedicated to clinical child and adolescent psychology. Besides his service to SCCAP, Dr. Roberts has served as President of the Society of Pediatric Psychology, chair of the APA Board of Educational Affairs, chair of the APA Committee on Children, Youth and Families, and chair of the APA Board of Professional Affairs. He has served as editor or associate editor on multiple academic journals and edits the book series, *Issues in Clinical Child Psychology*.

Dr. Roberts has received many well-deserved accolades throughout his career across all professional domains: research, teaching, advocacy, mentorship, service, and advancement of the field of clinical child and pediatric psychology. Most recently, he was awarded the "Distinguished Service to the Profession" Award from the American Board of Professional Psychology. He also received the APA Award for Distinguished Contributions to Education and Training in 2014.

Please join us in congratulating Dr. Roberts for receiving SCCAP's Distinguished Career Award. Dr. Roberts will present on his illustrious career, and particularly on strategies to

improve children's psychological and physical health, in an Invited Address at this year's APA Convention.

2022 R. Bob Smith, III Excellence in Psychological Assessment Award: Eric Youngstrom, PhD

SCCAP is delighted to announce that Eric Youngstrom, PhD, is the recipient of the 2022 R. Bob Smith, III Excellence in Psychological Assessment Award. The *Bob Smith Award* is given to an individual that has made significant contributions to the field related to evidence-based assessment. Dr. Youngstrom is a professor of Psychology and Neuroscience, and Psychiatry at the University of North Carolina (UNC) at Chapel Hill. He serves as Director of the Center for Excellence in Research and Treatment of Bipolar Disorder as well as UNC's Mood, Emotions, and Child Clinical Assessment (MECCA) Lab.

Dr. Youngstrom has dedicated much of his professional work to the study of clinical assessment for youth with mental health concerns and increasing the accessibility of evidence-based assessments. He is an internationally renowned expert in pediatric bipolar disorder and his research has advanced our field's approach to assessing youth diagnosed with bipolar disorder with regard to symptom severity, functioning, and treatment progress. Dr. Youngstrom adapted the General Behavior Inventory (GBI) to a parent version to assess mood symptoms in youth. He also developed a short-version of the GBI known as the 7 Up 7 Down Inventory for use as a screening assessment for youth with mood concerns. Given his specialty in clinical assessment, he consulted on the 5th revision of the Diagnostic and Statistical Manual and the 11th revision of the International Classification of Diseases.

In 2016, Dr. Youngstrom co-founded [Helping Give Away Psychological Science \(HGAPS\)](#) with Dr. Mian-Li Ong. HGAPS's mission is to make available evidence-based assessments and other psychological information to clinicians, students, and others who would benefit. Through HGAPS's Assessment Center, dozens of free evidence-based assessments are available in one place for clinical use. A strong advocate for open science, Dr. Youngstrom also serves as an editor on the WikiJournal of Medicine Editorial Board.

Dr. Youngstrom's efforts in research, teaching and advancing clinical practice have garnered him numerous awards and accolades, including the Larry Cohen Mentorship Award from the Society for a Science of Clinical Psychology. He was also SCCAP's inaugural recipient of the Abidin Early Career Award. Dr. Youngstrom has twice served as SCCAP President and also served as President of APA's Division 5 (Qualitative and Quantitative Methods). He has authored or co-authored over 300 peer-reviewed journal articles or book chapters, many focused on clinical child assessment. Dr. Youngstrom is a fellow of SCCAP, as well as APA Divisions 5 and 12, the Association for Behavioral and Cognitive Therapies, and the Association for Psychological Science.

Please join us in congratulating Dr. Youngstrom!

2022 SCCAP Practice Award: Alysha D. Thompson, PhD

By Ashley M. Shaw, PhD

Chair, SCCAP Award for Promoting Evidence-Based Mental Health Services for Children & Adolescents

The SCCAP Award for Promoting Evidence-Based Mental Health Services for Children and Adolescents recognizes a clinical child and adolescent practitioner who has made a significant and enduring impact on promoting awareness, accessibility, and/or implementation of evidence-based mental health services for youth. This recognition highlights the outstanding work of currently practicing clinicians who take scientifically derived clinical knowledge and promote, provide, or share it on a broader scale, particularly with members of diverse, vulnerable, or underserved groups. An award review committee, including Ashley M. Shaw, Ph.D. and Mary Ann McCabe, Ph.D., ABPP, reviewed the outstanding applications for this award.

SCCAP is thrilled to announce that the 2022 winner of this award is Alysha D. Thompson, Ph.D., Clinical Director of the Psychiatry and Behavioral Medicine Unit at Seattle Children's Hospital and Assistant Professor in the Department of Psychiatry and Behavioral Sciences at University of Washington. Dr. Thompson has made a significant local, state, and nationwide impact regarding evidence-based acute and intensive services for youth. Her work has focused on increasing access to higher levels of care, trauma-informed care, and gender-affirming care, particularly for underserved populations (i.e., Medicaid patients). She has spearheaded training for 10,000+ staff at Seattle Children's Hospital to increase use of trauma-informed services. She has also advocated for increased access to acute and intensive services at the state and national levels, and successfully increased government funding for these programs. Moreover, in just the past five years, Dr. Thompson has supervised 35 trainees inside and outside of our profession across multiple institutions and states.

Dr. Thompson completed her Ph.D. in Clinical Psychology at Suffolk University in 2013, with a specialization in child and adolescent clinical psychology. She then completed residency in pediatric psychology at Rush University Medical Center in Chicago. Next, she completed a fellowship in clinical psychology with an emphasis in trauma in children and adolescents at the Trauma Center at Justice Resource Institute. Prior to her current positions, Dr. Thompson was an attending psychologist on the Adolescent Inpatient Unit at Bradley Hospital and Clinical Assistant Professor in the Department of Psychiatry and Human Behavior at Brown University.

Currently, in addition to her faculty positions, Dr. Thompson is the co-founder and co-chair of the Trauma Informed Care Workgroup at Seattle Children's and co-founder and Chair-Elect of the Acute, Residential, and Intensive Services Special Interest Group of

SCCAP. Through these efforts, she aims to improve the care provided to youth across disciplines and settings, with a specific focus on dissemination of evidence-based practices for youth in inpatient psychiatric care. Dr. Thompson has also provided legislative testimony to the Washington State Senate regarding youth mental health and access to evidence-based treatment on multiple occasions.

Prior to receiving this award, Dr. Thompson has also received accolades for her outstanding teaching within the child track of the University of Washington Psychology Internship. She has 15 peer-reviewed articles, and many more under review. She is passionate about working with and improving treatments for children and adolescents with acute mental illness and trauma and has focused her work primarily in inpatient psychiatric settings. SCCAP heartily congratulates Dr. Thompson on her achievement and receipt of this prestigious award.

2022 Abidin Early Career Award & Grant: Joseph McGuire, PhD

SCCAP is delighted to present this year's Richard "Dick" Abidin Early Career Award and Grant to Joseph McGuire. The award honors Richard "Dick" Abidin, longtime member and treasurer of SCCAP. It is intended to recognize an early career psychologist whose line of research has significantly contributed to our understanding of child and adolescent mental health, and to support the awardee in extending their current program of research.

Dr. McGuire is a very worthy candidate of the Abidin Early Career Award and Grant. He currently serves as an associate professor of Psychiatry and Behavioral Services at Johns Hopkins University (JHU) and directs the JHU Center for OCD, Anxiety and Related Disorders for Children (COACH). Dr. McGuire's research program focuses on the assessment and treatment of pediatric obsessive-compulsive disorder (OCD), tic disorders, and hair-pulling disorder. His research has been supported by the NIH and numerous foundations.

Dr. McGuire's research efforts have directly contributed to improving the clinical care of youth suffering from OCD and tic disorders. He has been involved in revising both the Children's Yale-Brown Obsessive Compulsive Scale (YBOCS) and the Yale Global Tic Severity Scale (YGTSS). He also led efforts to establish objective benchmarks of treatment improvement for pediatric anxiety, OCD and tic disorders. His research on treatment mechanisms has clarified and highlighted the role of inhibitory learning in exposure treatment for youth with OCD. Moreover, Dr. McGuire's involvement in meta-analyses of treatment effects for OCD, tic disorders, hair-pulling disorder, and excoriation disorder provided the field with treatment-related effect size estimates and identified relevant moderators of treatment.

Thus far, Dr. McGuire has authored or co-authored over 100 peer-reviewed articles and book chapters. He has also co-authored four books, including *The Clinician's Guide to the Treatment and Management of Youth with Tourette Syndrome and Tic Disorders*. Dr. McGuire was previously the recipient of ABCT's Anne Marie Albano Early Career Award and the ABCT President's New Researcher Award.

As the Abidin Early Career Award winner, Dr. McGuire will receive \$20,000 from SCCAP to support a project in his line of research. He plans to use these funds to further current research efforts examining the efficacy and utility of virtual reality (VR) exposure-based interventions to treat OCD. Dr. McGuire will conduct a multimodal test of whether VR exposures provoke a desired response in youth with OCD compared to a control group. Please join us in recognizing Dr. McGuire as this year's Abidin Early Career Award recipient!

2022 Future Directions Forum Update

By Andres De Los Reyes, PhD
Program Chair, Future Directions Forum

We have an update to our programming schedule for the *2022 Future Directions Forum*. Although we find ourselves in a place where parts of our social environments are beginning to return to some semblance of “normal,” local social distancing guidelines in Washington, DC, coupled with trends in local infection rates, continue to create uncertainties with holding an in-person meeting in the area during the regularly scheduled dates (June 9-11). Thus, after careful consideration, we decided to revise our programming format for 2022. We hope to return to in-person programming in 2023.

In revising our programming schedule for 2022, our team thought carefully about how attendees to the *Forum* might react to a third year of virtual programming. We are scientists to the core, and so we arrived at the following hypothesis: **People are done with cramming three days’ worth of a conference into their daily lives!** We hope we are right, because we want *Forum* attendees to still have access to all of the awesome programming we have in store for them, even if we have to go another year without seeing you all face-to-face.

With that said, we wanted to outline some key changes to programming, with additional details to follow in the coming months. Stay tuned to our website (www.jccapfuturedirectionsforum.com) and our social media accounts (@JCCAP_Editor on Twitter, @JCCAPFDF on Instagram) for details to come:

- **All of our 2022 programming will be free to access!**
- Our 2022 programming will occur on a monthly basis as a rolling webinar series, starting in July
- Our programming will include addresses and workshops as originally detailed on our 2022 programming page (<https://jccapfuturedirectionsforum.weebly.com/2022-programming.html>)
- Our programming will also include a poster session as well as ceremonies for our awards programs (*Future Directions Launch Award, Future Directions Fellows*)
- We intend to record our 2022 programming and archive it on our *Forum On Demand* page (<https://jccapfuturedirectionsforum.weebly.com/forum-on-demand.html>)

We very much hope to see you at the *2022 Future Directions Forum!*

Journal Update: Evidence-Based Practice in Child and Adolescent Mental Health

By Mary Fristad, PhD - Editor, *EPCAMH*

A big shout-out to Drs. Omar Gudino and Ernestine Briggs-King, who guest edited a special issue on ***Diversity Science*** for our EPCAMH 7(2) issue. They were so successful in their Call for Papers that a second special issue will be published early in 2023.

I am pleased to report that based on our most recent update from Taylor & Francis, author satisfaction for EPCAMH is 9.0 on a 1-10 scale, surpassing Taylor & Francis' "top level" journals. Additionally, article downloads are up 58% from one year ago. This is terrific, as last year also showed a very significant increase from the year before. EPCAMH is on a roll!

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

Journal of Clinical Child & Adolescent Psychology Update: New and Upcoming Evidence Base Update and Future Directions Articles for 2022

By Andres De Los Reyes, PhD
Editor, Journal of Clinical Child and Adolescent Psychology

One of my favorite duties as Editor of the *Journal of Clinical Child and Adolescent Psychology* involves commissioning contributions to our two invited article series. Collectively, authors of these articles write about the “past, present, and future” of youth mental health on topics central to our discipline and the interests of our readers. Articles in our *Evidence Base Update* series provide readers with the latest information on all matters relevant to research and service delivery, including evaluations of treatment and assessment techniques, as well as expository pieces on issues surrounding measurement and methodology. Articles in our *Future Directions* series inform readers about emerging, innovative research topics, and for some, inspire them to get involved in research about these topics. Below, I outline some of the 2022 articles we have released so far, as well as a couple on their way to one of this year’s issues!

- Amanda Sanchez and colleagues: “Person-Centered Cultural Assessment Can Improve Child Mental Health Service Engagement and Outcomes” (Evidence Base Update, Issue 1): <https://doi.org/10.1080/15374416.2021.1981340>
- Riana Anderson and colleagues: “Future Directions for Vaccinating Children against the American Endemic: Treating Racism as a Virus” (Future Directions, Issue 1): <https://doi.org/10.1080/15374416.2021.1969940>
- Diana M.Y. Smith and colleagues: “Online Methods in Adolescent Self-Injury Research: Challenges and Recommendations” (Evidence Base Update, Issue 2): <https://doi.org/10.1080/15374416.2021.1875325>
- Caroline W. Oppenheimer and colleagues: “Future Directions in Suicide and Self-Injury Revisited: Integrating a Developmental Psychopathology Perspective” (Future Directions, Issue 2): <https://doi.org/10.1080/15374416.2022.2051526>
- Looking ahead to future issues, we are excited to release these articles:
 - Bryce McLeod and colleagues: “To Utility and Beyond! Specifying and Advancing the Utility of Measurement-Based Care for Youth” (Evidence Base Update): <https://doi.org/10.1080/15374416.2022.2042698>
 - José Causadias and colleagues: “Future Directions on BIPOC Youth Mental Health: The Importance of Rituals in the COVID-19 Pandemic” (Future Directions): COMING SOON!
- **All of these articles are free to access! We very much hope you enjoy all this wonderful work!**

Routh Award Winners

The Routh 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. Congratulations to the 2022 winners on their outstanding work!

Michelle Vardanian, New York University

Project Title: Assessing the disparities in access to and engagement with telehealth services by families during the COVID-19 era: Exploring the environment of caregiver engagement and determining the feasibility of accessible telehealth resources for children in need

This two-study dissertation explores treatment access disparities for in-person and virtual children's mental health services during the COVID-19 pandemic. Through qualitative interviews, Study 1 will explore how caregivers have recognized, wanted, or pursued either in-person or virtual children's mental health services while navigating the stressors that have resulted from COVID-19. Study 2 will serve to confirm and expand these findings through quantitative methods, identifying significant barriers and facilitators that impact children's mental health treatment access.

Violeta Rodriguez, University of Georgia

Project Title: Revision and Validation of the Multidimensional Assessment of Parenting Scale (MAPS) in a Racially and Ethnically Diverse National Sample

Parenting is a primary target in child mental health interventions, and implementing such interventions requires valid, reliable, and equitable parenting assessments. However, the limited inclusion of racial and ethnic diversity in measure development hamper validity, reliability, and equity of parenting assessments. My dissertation addresses this unmet need by revising and validating the Multidimensional Assessment of Parenting Scale (MAPS) to yield a psychometrically sound measure of parenting for use in racially and ethnically diverse families.

Afsoon Gazor, University of Texas Southwestern

Project Title: Pilot treatment development: Improving adolescent suicide risk with a standardized, brief, group sleep intervention

This pilot treatment development project seeks to adapt and implement a novel CBT-Insomnia intervention for adolescents in a group outpatient suicidality treatment

program (called CBT-IA), and determine its feasibility and acceptability in a real-world setting. This study aims to obtain initial evidence for the benefit of CBT-IA in improving sleep and suicidality – a first step in developing a larger-scale trial of a cost-effective intervention which harnesses a modifiable risk factor in the management of suicidal youth.

Bosi Chen, San Diego State University/UC San Diego

Project Title: Brain Development in Toddlers and Preschoolers with Autism Spectrum Disorder: A Multimodal MRI Examination

Description: Although symptoms of autism spectrum disorder (ASD) emerge in the first years of life, little is known about the trajectories of brain development and their relationship to ASD symptom onset early in life. By using multimodal neuroimaging techniques, my dissertation aims to comprehensively examine multiple aspects of brain development in early childhood in ASD. Findings from this dissertation have the potential to aid with early identification and to contribute to development of more targeted interventions.

Honorable Mentions

Amanda Bowling, University of Texas at Austin

Project title: The Impact of Parent Involvement During Youth Anxiety Treatment

Katharine Galbraith, University of Southern California

Project title: Using Integrative Data Analysis to Evaluate Gender Differences in Multisystemic Therapy Effects with Justice-Involved Youth

2022 Student Achievement Award Recipients

Late-Stage Research Award

Winner: Stephanie Yu

Stephanie Yu is a 4th year Clinical Psychology PhD candidate under the mentorship of Dr. Anna Lau at the University of California, Los Angeles. Stephanie's work primarily focuses on enhancing the public health impact of evidence-based practices for racial/ethnic marginalized youth and is grounded in her clinical experiences in community settings. As a Patrick & Lily Okura Research Grant recipient and Immigrant Youth Task Force Fellow, Stephanie's research engages stakeholders in co-designing implementation strategies to bring evidence-based suicide prevention practices into schools serving racial/ethnic marginalized youth. In addition, Stephanie is Co-Chair of the UCLA Department of Psychology's Clinical Area Anti-Racism Work Group, DEI Student Facilitator of the Implementation Research and Practice journal's DEI Advisory Group, and Undergraduate Outreach Committee Co-Chair of UCLA's Underrepresented Graduate Students in Psychology (UGSP). Stephanie has demonstrated a passion for advancing diversity, equity, and inclusion in psychology through her mentorship, service, and teaching. Congratulations to Stephanie on all of her accomplishments!

Late-Stage Research Award

Winner: May Conley

May Conley is a 4th year doctoral student under the mentorship of Dr. Arielle Baskin-Sommers and Dr. BJ Casey at Yale University. May's work integrates clinical science and developmental cognitive neuroscience to understand how threat in different social contexts influences neurocognitive development and mental health in youth from sociodemographically diverse backgrounds. May's clinical work focuses on providing treatment for youth with trauma history. May is also committed to improving instruments and practices that promote diversity, equity, and justice in developmental research. In addition, she serves on the Yale Psychology Department's Committee for Racial Equity and Justice and has demonstrated an exceptional commitment to mentoring undergraduate researchers from underrepresented backgrounds. Congratulations to May on all of her accomplishments!

Early Stage Research Award

Winner: Harlee Onovbiona

Harlee Onovbiona is a 2nd year doctoral student under the mentorship of Dr. Quetsch at The University of Arkansas. Harlee's work primarily focuses on investigating the potential impact of both cultural and systemic barriers on parental stress, treatment effectiveness and satisfaction for Black families who have sought services for their children with ASD. As a Southern Regional Education Board Fellow, Harlee's research has both scholarly and real-world impacts. In addition, Harlee has demonstrated a commitment to clinical work, leadership, and community efforts through activities such as serving on the University of Arkansas' diversity committee, mentoring undergraduates through the Black Caucus of the Society of Research and Child Development, and serving as the Southern regional ambassador for a non-profit with a mission to promote free and affordable mental health resources for people of color and individuals with limited financial resources. Congratulations to Harlee on all of her accomplishments!

Undergraduate Research Award

Winner: Gabriela Spizale

Gabriela Spizale is a rising junior at Loyola University New Orleans who is currently pursuing her Bachelor of Science in Psychology Pre-Health. Gabriela is highly passionate about the field of clinical child and adolescent psychology. In particular, her research examines the relation among parental psychological control, intellectual functioning, and child anxiety in an ethnically diverse sample of youth with Autism Spectrum Disorder. Gabriela promises to be an outstanding scholar, as exemplified by her high GPA, involvement in poster presentations, and research with research supervisor Dr. Enrique Varela who holds a Ph.D. in clinical child psychology. Gabriela also has worked as a classroom aide for children diagnosed with ADHD and other behavioral disorders and a volunteer for a non-profit organization that provides a transitional living facility for individuals diagnosed with HIV/AIDS. Gabriela hopes to pursue a research career studying racial diversity among understudied minority youth populations. Congratulations to Gabriela on all of her accomplishments!

Clinical Award

Winner: Yodit Denu

Yodit Denu is a 4th-year doctoral student under the mentorship of Dr. Elizabeth Boyd at The University of South Dakota. Yodit has extensive experience in assessment and delivering evidence-based treatments to children and adolescents across a diverse range of settings. Yodit has demonstrated a commitment to advocacy for her patients while serving on an interdisciplinary team as well as providing psychoeducation for staff members within an inpatient psychiatric hospital setting. In addition to her exceptional clinical work and commitment to evidence-based practices, Yodit has taught multiple undergraduate psychology courses, served as a peer supervisor to junior doctoral students, and engaged in various community outreach opportunities, such as presenting

on best practices during COVID-19 for children and families. Congratulations to Yodit on all of her accomplishments!

[Learn More About These Awards Here](#)

Diversity Professional Development Awards

The goal of the Diversity Professional Development Awards is to provide educational and professional experiences to SCCAP members from diverse groups. This award intends to provide awardees the opportunity to gain new skills, to increase their professional network, and to promote their professional development by presenting at or attending professional conferences (online or in person).

Awardee	Institution
Shweta Gosh, PhD	Children's Hospital Oakland
Amy Lee, PhD	Stony Brook University
Briahna Yuodsnukis, PhD	Lurie Children's Hospital
Silvia Alves	Columbia University
Robyn Douglas	Texas A&M
Cindy Huang	Teachers College, Columbia University
Sadaf Khawar	Montclair State University
Jasmine Lewis	Virginia Tech
Harlee Onovbiona	University of Arkansas
Mary Phan	Utah State University
Raquel Rose	New York University
Carlos Sanchez	Texas Tech University
Aksheya Sridhar	Michigan State University
Karen Tang	Dalhousie University
Crystal Thinzar	UNC Greensboro

2022 Student Development Committee Professional Development Awards

These awards are aimed at supporting the professional development of undergraduate, and of graduate students in APA or CPA accredited programs. Up to six professional development awards are available to support student conference attendance, online educational opportunities, and/or purchase of printed materials that relate to the student's work.

Name	Institution
Morgan Brown	University of North Carolina Greensboro
Alan Gerber	Stony Brook University
Stephanie Miodus	Temple University
Ana Sheehan	University of Delaware
Karen Tang	Dalhousie University
Mariana Vazquez	University of Houston

2022 APA Student Poster Awards

There will be in-person and virtual posters this year. The research and scholarly work presented this year represents cutting edge work, with our student members leading many exceptional studies. This year's poster award recipients are:

Best Overall Poster Award

Christopher Gomez, MA, University of Kansas

Christopher Gomez & Omar Gudino, *Understanding the Concurrence of Environmental Stressors in Latinx youth: A Person-Centered Approach*

Best Graduate Student Poster Award

Alyssa M Payne, BS, BA, Nova Southeastern University

Alyssa M Payne, Megan Rittenberg, & Lourdes Suarez Morales, *Parental Factors Associated with Child Depression in a Latino Sample*

Diversity Graduate Student Poster Award

Angel Norwood, MPH, BS, Howard University

Angel Norwood, MPH,¹ Olayinka Omigbodun,² Adeola Oduguwa,² Woojae Kim,¹ Lu Qin,¹ Olesegun Ogunmola,² Folasade Akinkuotu,¹ Meghan Derencourt,¹ Haleem Abduramen,² Olurotimi Adejumo,³ Kehinde Lawal,² & Tolulope Bella-Awash,² & Ezer Kang,¹ *Assessing Guardian Wellness and Recognition of Child and Adolescent Mental Health Problems in Nigeria: Does More Life Stress Lead to Less Focus on the Nest?*

¹ Howard University, Department of Psychology, Washington, DC; ² University of Ibadan, Centre for Child & Adolescent Mental Health, Ibadan, Nigeria; ³ Hertfordshire Partnership, University NHS Foundation Trust, UK

Translational Research Poster Award

Jake C. Steggerda, MA, University of Arkansas

Jake C. Steggerda,¹ Vernice Barrimond,² Bethany Hamilton,² Mia Menassa,² & Sandra Yu Rueger,² *Does Hope Mediate the Link Between Attributional Style and Depression?*

¹ University of Arkansas, ² Wheaton College

Innovative Research Poster Award

Jae Hyung Ahn, MA, Lehigh University

Jae Hyung Ahn; Hi Jae Jung, & George J. Dupaul, *Psychosocial Impact of Covid-19 and Discrimination on Asian American Youths and Families*

Undergraduate Research Poster Award

Maia C Karpinsky, Marquette University

Maia C Karpinsky, Nora Wood, Madeline Buchanan, Alexandra Bowling, & Lindsay Holly, *Understanding parents' expected barriers to youth treatment: The role of parent and family factors*

Emerging Adulthood Special Interest Group: An Open Invitation

By Thomas McMahon, PhD
& Amanda Zayde, PsyD

During 2013, the leadership of the Society for Clinical Child and Adolescent Psychology (SCCAP) outlined guidelines for the development of special interest groups and agreed to support the development of an **Emerging Adulthood Special Interest Group** (EA SIG).

At the annual convention in August of 2014, a small group met to launch an SCCAP EA SIG dedicated to the 'development, organization, and dissemination of knowledge that will improve the delivery of psychological services to young people needing support as they negotiate diverse pathways into early adulthood.' Over more than four years, this group met regularly and made substantial progress toward realizing that goal. Unfortunately, this initial effort waned with the departure of several key people. Interest in an SCCAP EA SIG has, however, continued.

If you are interested in helping to resurrect the SCCAP EA SIG, please join us on **Thursday, June 23, 2022 from 3:30 to 4:30PM** to hear a brief presentation about the unique developmental phase of emerging adulthood, learn more about the history of the EA SIG, and help plan for its future. Anyone interested, regardless of their level of professional development, is invited to join a Zoom meeting using this hyperlink: <https://zoom.us/j/93453788289>. If needed, the **Zoom meeting ID is 934 5378 8289**. There is no passcode. Please feel free to pass this invitation along to anyone who may be interested.

The meeting will be hosted by Thomas McMahon, PhD and Amanda Zayde, PsyD. Tom is an Emeritus Professor of Psychiatry at the Yale School of Medicine and the previous director of the Young Adult Service at the Connecticut Mental Health Center. Amanda is an Assistant Professor at the Albert Einstein College of Medicine, co-Director of the Becoming an Emerging Adult at Montefiore (BEAM) program, and Associate Director of Psychology Internship Training at Montefiore Medical Center. Both helped begin the SCCAP EA SIG in 2014.

If you have questions before the meeting, please send a note to either Tom at thomas.mcmahon@yale.edu or Amanda at azayde@montefiore.org.

Bilingual Psychologists SIG Update

By Hannah Jones, PhD
Bilingual Psychologists SIG Chair

We are excited to announce that the Bilingual Psychologists Special Interest Group was just approved by the Society of Clinical Child and Adolescent Psychology (SCCAP). There were fifty-seven child clinical and adolescent psychologists and trainees that expressed interest and supported the development of this new Special Interest Group (SIG). This SIG is dedicated to advocacy, training, mentorship, and leadership for bilingual clinical child and adolescent psychologists and trainees. The primary goal of the Bilingual Psychologists SIG is to develop a professional network to support clinicians, researchers, and educators in the development of psychological practice, policy, and guidelines to improve the well-being and quality of care for linguistically diverse youth and families.

Across the United States, there is a growing need for clinical child and adolescent psychologists to provide care in languages other than English, especially Spanish. As the workforce begins to grow in bilingual providers, there is an increasing need to provide specialized support, training, and mentorship. This has led to a growing need to connect bilingual clinicians, researchers, and educators across the United States to provide support for those trying to create bilingual services and programs as well as to share resources to improve clinical language skills.

The objectives of the Bilingual Psychologists SIG are as follows:

- create a national network of bilingual child and adolescent providers and training programs
- develop a resource bank to share clinical materials in different languages
- form work groups to create guidelines for bilingual training and supervision
- advocate for the unique needs of linguistically diverse families
- provide mentorship for bilingual trainees to further expand the bilingual workforce
- define best practices for bilingual assessment of linguistically diverse youth
- discuss and advocate for the unique needs of bilingual child clinical and adolescent providers

We invite all interested psychologists and trainees who are bilingual to join the Bilingual Psychologists Special Interest Group! We are planning on hosting a social meet-and-greet at the upcoming American Psychological Association conference in August to network and connect.

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

Clinical Child & Adolescent Practice SIG Update

By Jill Thurber, PhD
Chair, Clinical Child and Adolescent Practice SIG

On June 3, the Clinical Child and Adolescent Practice (CCAP) Special Interest Group provided a virtual case conference presented by Jonathan Perle, PhD, of West Virginia University and moderated by Heather Risser, PhD of Northwestern University. This free case study webinar detailed a behavioral parent management training treatment for a 7-year-old with significant ADHD and ODD-related symptoms. The webinar recording is available to view for all CCAP SIG members.

SIG members who watch the webinar recording will have the opportunity to earn 1.5 CEU's through participation in this discussion-based webinar.

Infant and Early Childhood SIG Update

By Miller Shivers, PhD & Caroline Kerns, PhD
IEC SIG Co-Chairs

We are pleased to announce that the Infant and Early Childhood (IEC) SIG has over 200 members! The founding members have been meeting regularly to establish goals and plan future endeavors.

Over the past several months, the IEC SIG has established a Research Committee, an Education and Training Committee and a Clinical Practice Committee. The subcommittees have had their initial meetings to kick things off and plan initiatives. The Education and Training Committee is planning a series of webinars and is asking members to complete a survey ([linked here](#)) to indicate topics of interest and offer to present during a webinar. Please see below for the co-chairs and contact information for each subcommittee.

Subcommittee	Co-Chairs
Research	Brenda Salley, PhD (bjsalley@cmh.edu) Jaclyn Russo, PhD (jr4ym@virginia.edu) Sukhpreet Tamana, PhD (sukhpreet_tamana@sfu.ca)
Education & Training	Annelise Cunningham, PhD (annelise.cunningham@cuanschultz.edu) Caroline Martin, PhD (caroline_martin1@brown.edu)
Clinical Practice	Elizabeth Fischer, PhD (efischer@chw.org) Marni Axelrad, PhD (meaxelra@texaschildrens.org)

We invite all to use the IEC SIG listserv, IECSCCAP@LISTS.APA.ORG, for information and questions pertaining to this age group. If you are interested in joining the IEC SIG, please visit our [website](#) and complete the membership form.

Acute, Intensive, & Residential Services Special Interest Group Update

By Jarrod Leffler, PhD, ABPP & Aaron Vaughn, PhD
Co-Chairs, AIRS SIG

This year, the Acute, Intensive, and Residential Services Special Interest Group (AIRS SIG) has held a coffee hour on conducting virtual partial hospitalization programs and facilitated a lecture on addressing OCD in inpatient settings. We will also be holding a coffee hour on Tuesday, June 28th at 3pm (EST) on developing and maintaining specialty intensive programs; click [here](#) for the Zoom link to this event. Finally, our membership has continued to increase this year, with a 2% growth in membership so far, and a total of 162 members.

If you're interested in joining the SIG, sign up for the listserv on the [AIRS SIG](#) page of the SCCAP website! You are also invited to join us for the Information and Q&A we will be offering in the SCCAP Suite at the APA Convention on Thursday, August 4, at 11:00am. We'll see you there!

Time to Consider Becoming a Fellow of SCCAP!

By Sharon Berry, PhD, ABPP
Chair, SCCAP Fellows Committee

The SCCAP Fellows Committee invites nominations for Fellow Status in our upcoming 2023 cycle (Fellow status as of 2024). 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:

- Existing APA Fellow status through another division,
- APA and SCCAP membership for at least one year,
- Ten (10) years of postdoctoral professional experience, and
- A self-statement and Curriculum Vita 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.

The deadline for submission is **December 1, 2022**, and a full list of divisional criteria as well as information on both application processes, can be found on the SCCAP website.

We are proud to announce that 9 individuals who were already APA Fellows through another Division have been named as Current Fellows in Division 53, effective in 2023. Thanks to the SCCAP Fellows Committee Members, Drs. Martha Tompson and Barney Greenspan!

Daniel Brodzinsky, PhD
Eva Feindler, PhD
Mona El-Sheikh, PhD
Kathi Borden, PhD
Guy Diamond, PhD
Debi Bell, PhD
Linda Reddy, PhD
Christina Rodriguez, PhD
Mary Alford, PhD

Update from Division 53 Representatives to APA Council

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

The APA Council of Representatives met virtually on February 25-26, 2022. We received the APA Task Force Report on Climate Change, passed a policy on the role of Psychology in Advancing Population Health, and adopted revised standards on High School Psychology Curricula. Revised guidelines were also adopted for Assessment and Intervention with Persons with Disabilities. Council adopted a new resolution for the reproductive rights of women, affirming access to abortion. Finally, several ethical guidelines were adopted, including Guidelines for Child Custody Evaluations in Family Law, and revisions to the guidelines for the Ethical Conduct in the Care and Use of Nonhuman Animals in Research, and for Ethical Conduct in Behavioral Projects Involving Human Participants by High School Students. In response to the Ukraine crisis, Council quickly drafted and passed a motion voicing solidarity with the National Psychological Association of Ukraine. Your Division 53 representatives, Tim Cavell and Mary Louise Cashel, voted in favor of this and all of the above motions.

Tim Cavell, who is also a member of APA's Board of Educational Affairs (BEA), is BEA's Liaison to the Board of Professional Affairs (BPA) Working Group (WG) to recommend an appropriate master's title and scope of practice in Health Service Psychology (HSP). This WG is continuing APA's efforts to promote psychology's presence in the work done by master's level mental health care providers that began with Council approving the accreditation of master's programs in HSP. Mary Louise Cashel, Secretary for the Child and Family Caucus, in collaboration with the Center for Psychology in the Schools and Education, helped develop an information resource for parents considering homeschooling their children. This tool is intended to help parents make informed decisions about homeschooling and to promote positive outcomes for homeschooled youth. Tim is also Chair of the Education and Training Caucus and the current Treasurer for the Child and Family Caucus.

The next APA Council meeting will be held in in hybrid format in Minneapolis on August 3-4, 2022, in conjunction with the APA Convention.

Diversity Committee Update

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

SCCAP has some exciting Equity, Diversity, and Inclusion (EDI) learning and networking opportunities for members coming this summer! The Diversity Committee has been busy working alongside our SCCAP colleagues to support EDI efforts across the organization. Jill Ehrenreich-May, PhD (MAL for Science and Practice) and the committee of volunteers that are launching [SCCAP's Clinical Practice Institute](#) in July deserves a special acknowledgement. This group of volunteers has worked diligently over many months to launch this series of trainings focused on culturally responsive EBP. We also acknowledge Miya Barnett, PhD and Anna Lau, PhD for ensuring that most of SCCAP's offerings at the APA Convention center EDI content. We are thrilled to be part of an organization that is working diligently to infuse EDI across areas.

Recently, the Diversity Committee hosted a webinar on Culturally Responsive TF-CBT via Telehealth for Latinx Youth and Families. The webinar was presented by Juventino Hernandez Rodriguez, PhD and Bianca T. Villalobos, PhD, with Thania Galvan, PhD as the moderator. More than 200 people joined the webinar live and many more will be able to benefit from the recording. We are thankful to the presenters for sharing their expertise and supporting providers in delivering effective care for Latinx youth and families.

If you are attending the APA Convention, please join us for the Diversity Committee Social Hour on Thursday, August 4th from 12-1pm in the SCCAP Hospitality Suite. Light refreshments will be served. Please follow the listserv for additional details about the location of the hospitality suite as APA approaches. We are looking forward to talking with members to identify additional ways that the Diversity Committee can support EDI. Looking forward to seeing many of you at APA in Minneapolis!

Membership Committee Update

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

I'm so pleased to be writing to you with many exciting updates. It seems that for the first time in so long, we may be able to convene in person in Minneapolis for the [2022 APA Convention August 4-6](#). We have some exciting programming planned and I'm looking forward to meeting and connecting with many of you again.

I would be remiss if I didn't take this opportunity to remind you that there is still time to [renew](#) your membership. If that remains on your "to do list," please take a moment and visit [SCCAP53.org](#) so you don't miss out on great membership benefits like our listserv, newsletter, convention programming, and so much more!

Our SIGs have been busy this year! I am pleased to announce our newest addition: the Bilingual Child and Adolescent Psychologist SIG. This SIG is joining a growing and quite active group. Be on the lookout for events organized by each of our SIGs in our SCCAP suite at APA, including the Acute and Intensive Residential Services (AIRS), Infant and Early Childhood Mental Health, and Clinical Child and Adolescent Practice SIGs. It has been wonderful seeing many of you connecting on shared interests.

I'm also excited to celebrate the launch of our new Ambassador Program. Our program chair, Ana Ugueto, PhD, ABPP, along with our very first Ambassadors, will create awareness about SCCAP and the many benefits of SCCAP membership at universities and training programs through community outreach at fairs and club meetings and hosting social events to recruit new members. Please be on the lookout for more information coming soon!

The 2021 – 2023 Student Ambassadors are:

- Natalie Angelo, University of Hartford
- Yaritza Cadena, Texas A&M International University
- Sera Levy, University of Alabama
- Vanessa Liang, University of Hawai'i at Manoa
- Megan Summers, Spalding University

As always, we know you could be a member of so many organizations, and I want to say thank you for choosing us. I continue to be so impressed by this group and the support we offer to each other. I hope to see many of you soon.

American Board of Clinical Child & Adolescent Psychology Update

By Omar G. Gudiño, PhD, ABPP
President, ABCCAP

Board certification is based on a psychologist's training, experience, and competence in their specialization. Importantly, board certification supports the development of our specialty by highlighting the unique training and competence of psychologists specializing in clinical child, adolescent, and pediatric psychology. This "peer review" communicates a specialist's competence to the public, trainees in the specialty, and colleagues in other specialties. ABCCAP congratulates the following clinical child, adolescent, and pediatric psychologists who attained Specialty Board Certification between February and May 2022:

Courtney Hale, PhD, ABPP
Sheila Z. Modir, PhD, ABPP
Jocelyn Stokes, PhD, ABPP
Amy E. West, PhD, ABPP

To learn more about Board Certification in Clinical Child and Adolescent Psychology, please attend one of our events in the SCCAP Hospitality Suite at the APA Convention. We will hold an ABCCAP Information Session on Friday, August 5th from 12-12:50pm. The information session is designed for people interested in learning generally about board certification and have not started the process of applying. We will also hold an ABCCAP Q&A session (Saturday, August 6th from 11-11:50am). If you are not attending APA, please visit clinicalchildpsychology.com to learn about eligibility and requirements; our mentorship program; and opportunities to attend an informational session to learn more about the process. We are particularly interested in eliminating barriers to board certification, so we welcome your ideas and feedback about ways to facilitate board certification for early career psychologists.

Education and Standards Committee Update

By Tara Peris, PhD
Member-at-Large: Education and Standards

Save the date for this summer's Internship Panel Discussion webinar, occurring **Thursday, July 14 from 9:30am-11am PT/ 12:30pm-2pm ET.**

Panelists:

Amy West, Ph.D., Director, Clinical Child and Pediatric Psychology Internship, Associate Director for Psychology Training, Children's Hospital Los Angeles (CHLA).

Tina R. Goldstein, Ph.D., Co-director of Predoctoral Clinical Psychology Internship Training, Western Psychiatric Institute and Clinic, University of Pittsburgh Medical Center.

Patricia Walshaw, Ph.D., Director, Psychology Internship Training Program, UCLA Semel Institute for Neuroscience and Human Behavior.

Additional information and the link to attend will be sent via the SCCAP listserv and will be available on sccap53.org.

2022 APA President-Elect Election Announcement

There are no SCCAP members running for 2022 APA President-Elect. To learn more about the candidates' positions on issues relating to children and adolescents, the SCCAP Board offered each candidate the opportunity to respond to a series of child-focused questions. Their responses will be posted on SCCAP53.org under the Events and News tab.

APA also offered the candidates the opportunity to respond to questions of interest to psychologists and psychology. Their responses are posted here.

While SCCAP as a society does not endorse candidates, the Board does encourage its members to familiarize themselves with the positions and qualifications of the candidates to make an informed vote.

The 2022 APA Candidates are:

Cynthia de las Fuentes, PhD

Diana L. Prescott, PhD

Beth N. Rom-Rymer, PhD

Kirk J. Schneider, PhD

APA will send out ballots on September 15, and the voting period will last for 45 days. If you do not receive your emailed ballot, contact the APA Governance Office – Garnett Coad, gcoad@apa.org

Call for Funding Applications through the SCCAP Child Mental Health in Action Program

Deadline: August 1, 2022, 11:59 PM Eastern Time

Off-cycle requests will be considered for applications submitted after August 1 for the following year but must contain a strong justification why the request was not submitted during the normal application cycle.

SCCAP aims to support the development and advancement of clinical child and adolescent psychology through integration of its scientific and professional aspects. SCCAP promotes scientific inquiry, training, professional practice, and public policy in clinical child and adolescent psychology as a means of improving the welfare and mental health of children, youth, and families in the context of a diverse society. In the service of these goals, SCCAP promotes the general objectives of the American Psychological Association.

SCCAP invites applications that are well-aligned with these goals. In the 2023 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.

We 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.
 - Programs and projects that advance the mission of SCCAP will be prioritized over research projects.
 - Applicants are encouraged to be creative with their proposals. Examples of potential projects include but are not limited to activities such as hosting a regional conference, developing and disseminating professional training opportunities, APA CODAPAR initiatives, and efforts to improve community outreach.
 - The target funding allotment for each program is up to \$5,000 with requests larger than \$5,000 requiring strong additional justification.
 - *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.

- The target funding allotment for each program is up to \$25,000 with requests larger than \$25,000 requiring strong additional justification.
- *Innovation Award* projects are expected to be completed within two years.
-

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

Eligibility:

1. Non-profit organizations, and programs from the public or private sector that are not intended for personal gain or profit are eligible for funding. Payments must be made to an organization, not an individual.
2. Students' research proposals and doctoral dissertations are not eligible for consideration. We encourage students to seek student-focused funding from SCCAP.
3. Applications for the cycle advertised in 2022 must include a clear description of how you will successfully carry out your project in 2023 if physical distancing and/or stay-at-home orders are in effect. Applications will be evaluated for feasibility under pandemic circumstances.
4. Funding requests for CODAPAR or any initiative with another division or group should be proposed through the Child Mental Health in Action program. The processes and evaluation criteria for both on- and off-cycle requests apply. SCCAP's Commitment to the CODAPAR proposal is voided if APA does not award the CODAPAR grant. If the proposing group would like to continue with the project, they may reapply through CHMA.
5. Travel expenses will be considered on an individual basis but must be strongly justified relative to the aims of the proposal.
6. Requests for the purposes of lobbying will not be considered.
7. Indirect, and Facilities and Administrative (F & A) costs for the project will not be covered by CMHA funds.
8. Current SCCAP Board Members are not individually eligible.
9. Priority will be given to applications that have not been previously submitted. Previously supported projects by SCCAP must include strong justification for continued funding, including incremental contributions of the application and related innovations.
10. SCCAP membership is required for the principal applicant on the application.
11. The organization/group funded agrees to acknowledge SCCAP funding in marketing and related materials. SCCAP will work with the group to identify appropriate strategies.
12. If awarded a grant, failure to submit the Program Accountability form at the completion of the project will result in the principal applicant and their project being ineligible for future funding. This form describes the outcomes of your project.

Evaluation Criteria:

All submissions will be evaluated according to the following criteria:

- Alignment with the mission of SCCAP
- Supportive of diversity, equity, inclusion
- Impact of the project, either to youth with mental health concerns and/or to SCCAP members
- Ability of the team to successfully conduct the project
- Proposed timeline
 - It is expected that proposed projects be completed within the funded period. However, projects with longer timelines may be considered on an individual basis
- Approach feasibility (including under pandemic-related restrictions)
- Budget (e.g., efficiency of resources, evidence of other funding resources) and likely return on investment

Selection Process:

- Incomplete or late applications will not be considered
- Proposals will be reviewed by the CMHA Committee and voted on by the SCCAP Board of Directors

Funding will begin January 2023

