



INBALANCE

Summer 2023

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President's Message

By Yo Jackson, PhD, ABPP

What Does it Mean to be a Member?

Hi all – Yo Jackson here – your 2023 President – hoping you are reading this with a sense of pride over all of your accomplishments this year so far and a sense of optimism for the future. This issue, I want to say a word about membership. Clearly as a member, you know that SCCAP is an important part of your professional identity. It is good to be a member of professional groups that provide you with a sense of connection not only to the science, but to the practice of clinical child and adolescent psychology. But what does it mean for YOU to be a member? Why did you join SCCAP and what keeps you renewing every year?

The Board – especially your Member-at-Large for Membership, Chrissy Cammarata – and I are always interested in finding new ways to not only increase our membership, but to keep current members engaged. To this end, SCCAP tries to find some benefit for every stage of your development as a professional psychologist.

We want to hear from you. The listserv is one of the best benefits of being a member of SCCAP, but did you know you can contact any member of the Board directly and let them know your interest in a given area? Recently, the members of Division 54 (Pediatric Psychology) have expressed to their Board an interest in assisting and supporting their clinical members who provide gender-affirming care in states where such practices are under fire. Are there other issues that affect your practice or your science where you feel that SCCAP should be more involved? Let us know!

In addition to letting the Board know more about how we can serve you—remember there are a lot of ways you can be of service to SCCAP.

If you are a student – think about joining the student board and participating in one of their many committees. You could assist in developing the student mentorship program or be a voice in helping to decide how student awards are distributed.

If you are an early career psychologist – consider joining one of the Board committees and work groups. If you are interested in diversity efforts in clinical child psychology, or training of psychologists (given you are fresh from that experience) or clinical science, the SCCAP Board has committees devoted to each of these efforts. You could also participate in the Awards Committee helping to determine the best science in the field.

For early- and mid-career, and senior-level psychologists, I encourage you to consider running for a Board position. We are always looking for new voices on the Board to make sure that our focus of serving members met to the fullest.

If you are reading this, you likely know that it is important to join SCCAP and renew your membership each year. You, however, can get so much more from being a member – just let us know how SCCAP can better serve you as a psychologist. And when you are ready... how you can be of service to SCCAP, too!

In Focus: Transgender Youth's Mental Health

By Meg D. Bishop, PhD & Jessica N. Fish, PhD

Transgender Youth Mental Health Inequities

Transgender and gender diverse youth (i.e., TGDY) are young people whose innate sense of their gender varies from that which they were assigned at birth. Over 300,000 teens ages 13-17 years old in the United States are TGDY (Herman et al., 2022). Due to gender-based stigma (e.g., discrimination, victimization) and barriers to medical care, TGDY face disproportionate risk for mental health problems including depression, suicidality, and anxiety (Price-Feeney et al., 2020; Thoma et al., 2019). More than one third of TGDY report a past-year suicide attempt —approximately three times the rate of cisgender youth (Johns, 2019). Given that TGD people are increasingly disclosing their identities at younger ages, addressing TGDY mental health inequities is an urgent priority for child and adolescent psychology.

Mental Health Inequities are Rooted in Stigma

Although TGDY report higher rates of mental health symptomology, it is crucial to note that there is nothing inherently risky about TGDY identity; rather, mental health inequities result from stigma related to gender diversity, such as rejection and discrimination. With support and access to gender-affirming services, TGDY mental health is similar to that of their peers (Durwood et al., 2017). This reality is backed by a robust science demonstrating the ways that eradicating gender-based discrimination in family, school, and healthcare environments drastically reduces mental health inequities.

Numerous studies show that family affirmation of gender identity is linked to improved psychological outcomes for TGDY (Durwood et al., 2021; Kivalanka et al., 2017). For young (prepubescent) TGDY, family affirmation means supporting social transition by allowing TGDY to use their affirmed names and pronouns, wear clothes that best express their gender, and play with peers and toys with which they are comfortable. Prepubescent TGDY whose families affirm their social transition report rates of depression comparable to their non-TGDY peers and only modestly higher rates of anxiety (Durwood et al., 2017; Olson et al., 2016).

As do all young people, TGDY benefit from healthcare that is evidence-based, responsive, and supportive. Gender-affirming medical care (i.e., GAMC) is comprised of social, psychological, behavioral, and medical treatments to align TGDY gender presentation and expression with their sense of self (Alberti et al., 2023). For

prepubescent TGDY, GAMC facilitates social transitions such as shifts in names, pronouns, appearance (e.g., clothing, hair), and utilization of gendered social spaces (e.g., bathrooms, locker rooms). Approaching puberty, TGDY and their caretakers may consult medical and mental health providers to consider medications to suppress puberty. These medications create temporary pauses to the development of secondary sex characteristics (e.g., voice, hair, and body composition) that may elicit or exacerbate gender dysphoria (Coleman et al., 2022). In consultation with healthcare providers and caretakers, some adolescents may receive gender-affirming hormone therapies that produce secondary sex characteristics aligned with their gender identity. GAMC is developmentally appropriate and medically necessary for TGDY who meet internationally recognized guidelines for treatment (Coleman et al., 2022; Hembree et al., 2017). It is recommended by all major medical organizations (Alberti et al., 2023). When indicated, GAMC is associated with improved mental health for TGDY. For example, recent studies show that TGDY who receive GAMC report subjective well-being, quality of life, and suicidality rates that mirror their same-aged peers from the general population (de Vries et al., 2014; van der Miesen et al., 2020).

Schools can also be sites for addressing TGDY mental health inequities. Research suggests four main strategies for supporting LGBTQ+ students (Bishop et al., 2023): 1) Inclusive, enumerated state or local policies that name groups protected in schools (e.g., through non-discrimination or anti-bullying policies); 2) Professional development to train educators to support LGBTQ+ youth; 3) Student-led organizations like Gender-Sexuality Alliances (i.e., GSAs) that create positive school climates; and 4) Access to information related to LGBTQ+ identity, such as LGBTQ+-inclusive curricula or designated safe school personnel. TGDY who attend schools that enact these strategies report markedly higher wellbeing, mental health, and academic achievement (Russell et al., 2021). Notably, these safe-school strategies improve wellbeing for all students, not only for LGBTQ+ youth (Poteat et al., 2020).

Anti-Transgender Legislation Perpetuates Stigma and Exacerbates Health Disparities

Despite a robust and definitive science documenting the benefits of gender-affirming supports in family, healthcare, and school settings, there has been a recent dramatic surge in anti-transgender legislation that perpetuates, rather than reduces, TGDY mental health inequities. In 2023 alone, more than 500 bills across 49 states have been proposed to limit the rights of transgender people, with the majority targeting TGDY. These bills include bans on gender-affirming healthcare, inclusive education, participation in sports, and bathroom use. As of this writing, at least 21 states have enacted anti-transgender laws (Trans Legislation Tracker, 2023).

Legislative efforts to limit TGDY's access to affirming family, healthcare, and school resources counter scientific consensus from all major medical organizations and exacerbate mental health inequities (Alberti et al., 2023). A recent study documented an increase in the number of LGBTQ+ youth who contacted crisis text lines in states that proposed anti-LGBTQ legislation (Parris et al., 2021). In another recent study, 86% of

TGDY reported that recent debates regarding anti-transgender legislation negatively impacted their mental health; 29% reported feeling unsafe going to the doctor as a result of these debates (Trevor Project, 2023).

Eliminate Anti-Transgender Legislation to Support Transgender Youth's Mental Health

The instantiation of laws and policies that strip TGDY of their basic civil rights to health, education, and freedom contradict evidence-based recommendations from scientists, physicians, and educators. The child and adolescent psychology community must advocate for strategies that support the positive development and wellbeing of TGDY, including the use of names, pronouns, and access to gendered spaces that affirm TGDY. In medical settings, we must eliminate barriers to the effective healthcare that TGDY deserve. At school, we should enact inclusive and enumerated policies, teach affirming curricula, prioritize TGDY-focused professional development, and support TGDY-led spaces. Crucially, at the policy level, we must enact legislation that promotes, rather than threatens, TGDY health. The science is clear—developmentally appropriate gender-affirming care is a life-saving measure that TGDY deserve.

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SCCAP AT APA 2023

August 3-5 | Washington, D.C.

We look forward to coming together this summer to share our science and learn from one another at APA in Washington, D.C.! We are excited to offer our members and others a wide range of programming through SCCAP oriented towards our theme of “Innovation and Impact,” which we hope will provide key insights towards the future of clinical and scientific efforts within our field.

APA 2023 will be held in person, although we will host one virtual poster session. We hope you'll be able to join us for programming that is planned to strengthen and advance practice, share the most cutting-edge research, and facilitate collaborative learning to support the development of skills and broaden understanding of important clinical child and adolescent psychology issues. Registration is open! Visit <https://convention.apa.org/> for updated event information!

Be sure to also attend our two poster sessions as well as our suite programming at the Marriott Hotel. Presentations on research and practice include topics related to developmental psychopathology, innovation in intervention and prevention, and how child and adolescent clinical psychologists can leverage technology and measurement to maximize treatment and mental health outcomes. We are looking forward to meeting in August and hope to connect. Keep an eye on our social media updates on Twitter @SCCAP53, or email us at apaconvention@sccap53.org with questions, ideas, and hopes for APA 2023!

Announcing 2023 Poster Award Winners!

Innovative Research:

- Nina Menon, Parental Stigma and Beliefs Regarding Child Behavioral Services Among Diverse Immigrant Families

Research Advancing DEI:

- Dongbowie Zhang, Influencing BPT-related Parenting Attitudes through a Culturally- Personalized Intervention

Best Overall Student/Trainee Research:

- Nicholas Bellamy, Further Validation of the Proposed Specifiers for Conduct Disorder-Parent Version (PSCD-P)
- Gabrielle Beaudoin, Perceptions of Family Functioning as a Contributor to Adolescent Mental Health Symptoms

Distinguished Career Award: Stephen Hinshaw, PhD

SCCAP is delighted to honor Stephen Hinshaw, Ph.D. with the 2023 Distinguished Career Award in recognition of his pioneering and impactful program of research and overall contributions to the field. Dr. Hinshaw's research contributions cover three primary areas of study, as described on his lab website: 1) developmental psychopathology and longitudinal research; 2) Attention-Deficit Hyperactivity Disorder (ADHD)—causal pathways and mechanisms underlying lifespan improvement; and 3) stigmatization of mental illness—key processes and strategies for stigma reduction. Additionally, Dr. Hinshaw has furthered science on prevention interventions targeting various aspects of youth mental illness.

Dr. Hinshaw is currently a Distinguished Professor of Psychology at the University of California, Berkeley as well as a Professor of Psychiatry and Behavioral Sciences at the University of California, San Francisco. After graduating *summa cum laude* with a B.A. from Harvard, he directed a summer camp for youth with disabilities as well as a therapeutic day program for children who were unable to attend public school. He went on to obtain his Ph.D. in clinical psychology at UCLA, followed by his post-doctoral fellowship at the Langley Porter Institute of UC San Francisco.

The thread of Dr. Hinshaw's commitment to service and social justice began early in his career as he was recognized at Harvard University as the "outstanding graduating senior integrating social action and scholarship" through the Ames Award. He sustained this dedication to service through his role in leadership on numerous advisory boards and executive committees for youth mental health organizations both in the U.S. and internationally – including his role as President for SCCAP from 2001-2003 and again in 2019-2021.

Dr. Hinshaw has examined risk and protective factors across multiple domains, including family, peer, and psychophysiological dimensions. He has been recognized for the tremendous impact of his work through receipt of honors including the Award for Distinguished Scientific Contributions to Psychology from the American Psychological Association and the Distinguished Scientific Contributions to Child Development Award from the Society for Research in Child Development. He was also recognized for outstanding mentorship and teaching through the University of California at Berkeley and the Association for Psychological Science.

Some of Dr. Hinshaw's most notable research studies include his work as Principal Investigator for the Berkeley site of the Multimodal Treatment Study of Children with ADHD (MTA) as well as the Berkeley Girls with ADHD Longitudinal (BGALS) Study. He has received over \$20 million in research support from the NIH, with comparable additional support from foundation sources. Dr. Hinshaw has authored over 400

scientific works with an astounding *h*-index of 132 reported by Google Scholar. He has authored or edited 16 books, including *Another Kind of Madness: A Journey through the Stigma and Hope of Mental Illness*, which won the Best Book Award at the American Book Fest in the Autobiography/Memoir category. His most recent book, *Straight Talk about ADHD in Girls: How to Help your Daughter Thrive* received multiple accolades from other ADHD and youth mental health experts, noted as “critically important,” a “must read,” and “filled with sage advice as well as inspiration and hope.”

Dr. Hinshaw’s research work has culminated in his leadership roles across multiple youth mental health initiatives and institutes, including roles as: co-director of the UCSF-UC Berkeley Schwab Dyslexia and Cognitive Diversity Center; director of the UCLA-UC Berkeley Awareness and Hope component of the UCLA Depression Grand Challenge; co-chair of the Child Teen and Family Center at the UCSF Department of Psychiatry and Behavioral Sciences; and chair of the Scientific Advisory Board for the Irsay Institute. He has also provided service to the field through his role on editorial boards on over 15 journals, including his role as Editor for *Psychological Bulletin* from 2009-2014 and his current role as Associate Editor for *Development and Psychopathology*.

Dr. Hinshaw’s lab has remained active in research, with ongoing projects including the MTA and BGALs studies noted above, the Child Life and Attention Skills Program, the Let’s Bring Change to Mind and Erasing the Stigma of Mental Illness projects, the Neurophysiological Attention Test study, and Stigma of Mental Illness studies. He has supported the careers of many impactful young scientists who have also gone on to advance psychological science and practice in the area of clinical child and adolescent psychology, and he continues to invest heavily in mentorship of junior colleagues and trainees to prepare the next generation of leaders in the field.

Dr. Hinshaw has made substantial contributions to the field of clinical child and adolescent psychology, and he continues to advance us in innovation and impact through his ongoing service and leadership efforts across multiple settings. His foundational work in areas of developmental psychopathology, intervention and prevention for youth mental illness, and addressing the stigma that surrounds youth mental illness has resounding impacts that will surely drive research and innovation in the field for many years to come. Dr. Hinshaw is an inspiration for the field and provides us with an incredible model of how to establish and maintain a successful career defined by excellence in science, teaching, and mentorship with the end goal of health promotion for children, adolescents, and families. We are incredibly excited for Dr. Hinshaw’s APA address that will take place on Friday morning at the APA Convention in Washington, D.C. and remain eager to see his continued impact on our field in the coming years!

Congratulations Dr. Hinshaw!

R. Bob Smith, III

Excellence in Psychological Assessment Award:

Anne E. Kazak, PhD, ABPP

SCCAP is delighted to announce that **Anne E. Kazak, PhD, ABPP**, is the recipient of the 2023 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. Kazak currently serves in several leadership positions including the Enterprise Director of the Center for Healthcare Delivery Science at Nemours Children's Health, based at Nemours Children's Hospital, Delaware, and the co-Director of the Center for Pediatric Traumatic Stress,. She is a Professor of Pediatrics at the Sidney Kimmel Medical School of Thomas Jefferson University, Professor Emerita at University of Pennsylvania, and Affiliated Professor in the College of Health Sciences and Department of Psychological and Brain Sciences at the University of Delaware. Dr. Kazak is a former editor in chief of four psychology journals – American Psychologist, Health Psychology, the Journal of Family Psychology, and the Journal of Pediatric Psychology.

Dr. Kazak was selected for this award based on her leadership in the development of the Psychosocial Assessment Tool (PAT) in conjunction with key partners and colleagues who have promoted ongoing research and adaptation of PAT. The PAT is a brief evidence-based caregiver report screener used across a range of pediatric health conditions to identify areas of risk and resilience across the child and family's social ecology in order to inform intervention and provide optimal care. The PAT incorporates understanding of medical traumatic stress and is highly consistent with a preventative orientation to psychological care for children and families. It strongly aligns with health equity by focusing on universal screening of all children and families. This assessment also has wide reach as it is utilized by clinicians and researchers both in the United States and globally with cultural adaptation and translation in 20+ languages. Building on its impact, current research focuses on implementation science and identifying strategies to increase the use of the PAT as a first step in a clinical pathway of evidence-based care.

Dr. Kazak's experience as a clinician, researcher and administrator has helped to advance integrated behavioral and medical care for children and families globally. As a leading expert, she is a frequent consultant and reviewer on national and international projects related to pediatric psychology. She has contributed over 300 peer-reviewed journal articles or book chapters to further the field.

Notably, Dr. Kazak has garnered her numerous awards and accolades, including the Cummings American Psychological Cummings PSYCHE Prize for integrated care, Presidential Citation from American Psychological Association, Significant Contribution to the Profession of Psychology and to Humanity from the Philadelphia Society of Clinical Psychologists, and the Compassionate Champion Award from the Office of the Governor in Delaware. In addition to her significant professional accomplishments, Dr. Kazak has a Certificate in Digital Photography from the University of the Arts in Philadelphia. She integrates her clinical vantage point thoughtfully within her photography work. Her photographs include landscapes, animals, street photography and portraiture. Explore them at her website, www.annekazakphotography.com or more recent work at <https://annekazak.zenfolio.com/>.

Please join us in congratulating Dr. Kazak!

Award for Promoting Evidence-Based Mental Health Services for Children & Adolescents: Ritchie J. Rubio, PhD

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., Michelle Roley-Roberts, Ph.D., and Alysha D. Thompson Ph.D., reviewed the outstanding applications for this award.

SCCAP is thrilled to announce that the 2023 winner of this award is **Ritchie J. Rubio, Ph.D.**, Director of Practice Improvement and Analytics of the Children, Youth, and Families System of Care at the San Francisco Department of Public Health. He is also an Adjunct Professor at the Counseling Psychology programs of the University of San Francisco, Pepperdine University, and the Wright Institute. Dr. Rubio has made a significant local, state, national, and global impact regarding increasing awareness and dissemination of remote-delivered and culturally responsive evidence-based practices for youth. Dr. Rubio completed his Ph.D. in Clinical Psychology at the California School of Professional Psychology, with a Child and Family emphasis. Across his 25 years of experience, he has worked in various roles (e.g., clinical psychologist, researcher, trainer, statistical consultant, professor) in three different countries, including the Philippines and New Zealand. Dr. Rubio is licensed in both California and New Zealand, and is proficient in Tagalog and two other Filipino languages.

In terms of promoting awareness and accessibility, Dr. Rubio engages in community-based participatory research to consistently integrate the voices of key stakeholders (children, families, program leaders) in his efforts to enhance diversity and equity in the work of various mental health organizations. For example, one of his research efforts seeks to understand the implications of racial/cultural matching of clients and clinicians on mental health outcomes. Additionally, he has been very involved in increasing awareness of evidence-based remote-delivered and culturally responsive interventions for Black, Indigenous, and People of Color (BIPOC) families. He also participates in a San Francisco committee collaborating on a city-wide plan to apply for funding through the federal Family First Prevention Services Act law. This committee seeks to obtain

funding for efforts to implement evidence-based prevention and intervention services (e.g., Triple-P and Multi-Systemic Therapy) for child-welfare involved families.

In terms of his implementation efforts, Dr. Rubio seeks to build sustainability for therapists to utilize remote, culturally-informed, and culturally-adapted evidence-based practices in their settings. As a concrete example of the global reach of his efforts, we were incredibly impressed with [Dr. Rubio's "Tools to Improve Practice" website](#), which includes practice-oriented resources for clinicians (e.g., tools for working with a range of marginalized groups and an anti-racism toolkit). Overall, Dr. Rubio has been involved in creating and leading a range of training opportunities with the goal to strengthen the use of evidence-based assessments and interventions in a telehealth environment primarily for diverse, marginalized, and underserved communities. For example, Dr. Rubio created a curriculum and facilitated a learning network for the Greater Bay Area Mental Health and Education Workforce Collaborative in California to prepare behavioral health providers to use evidence-based, trauma-informed, and culturally-responsive clinical practices with their clients, in a telehealth environment. Additionally, he collaborated on and co-facilitated a 12-week webinar series attended by 2,000 providers to consolidate learning from the quick transition to telehealth during COVID-19.

In sum, through his many hats, we thank Dr. Rubio for the substantial impact he has made on marginalized families with lived experiences of mental illness, behavioral health clinicians, and mental health organizations across three countries. SCCAP heartily congratulates Dr. Rubio on his achievement and receipt of this prestigious award!

Richard “Dick” Abidin Early Career Award Winner: Rosanna Breaux, PhD

SCCAP is delighted to present this year’s Richard “Dick” Abidin Early Career Award and Grant to **Rosanna Breaux, PhD**. 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. Breaux is an Assistant Professor and the Director of the Child Study Center in the Department of Psychology at Virginia Polytechnic Institute and State University. Her work focuses on the transdiagnostic impact that parents have on youth emotion regulation and predictors of the efficacy of interventions for youth with ADHD. Her research has been supported by the Society for a Science of Clinical Psychology and the American Psychological Association Committee on Early Career Psychologists, among others.

Dr. Breaux has authored or co-authored over 70 peer-reviewed articles. She has been invited to speak at both national and international meetings on youth mental health, and has been selected for prestigious awards including the Association for Psychological Science Rising Star Award and the CHADD Young Scientist Research Award. She completed her PhD at the University of Massachusetts Amherst and her postdoctoral fellowship at Virginia Commonwealth University.

As the Abidin Early Career Award winner, Dr. Breaux will receive \$20,000 from SCCAP to support a study aligned with her program of research. Dr. Breaux’s proposed study will systematically evaluate the clinician-administered RELAX (Regulating Emotions Like An eXpert) Intervention and explore the utility of ecological momentary intervention as a way by which to increase skill rehearsal and real-time skill utilization. Dr. Breaux developed RELAX, a multi-family group intervention for adolescents with ADHD and their caregivers. In pilot work, RELAX was associated with improvements in parent emotion socialization, adolescent and parent emotion regulation, and family conflict. Integrating ecological momentary intervention will provide participants with reminders and encouragement to practice skills in real-time, which Dr. Breaux hypothesizes will increase the intervention’s impact.

Please join us in recognizing Dr. Breaux as the 2023 Abidin Early Career Award recipient!

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). Congratulations to all of our winners!

Awardee	Institution
Hayley Seely	University of Louisville
Kinjal Patel	Old Dominion University
Jasmine Alli	Texas A&M University
Shimei Nelapati	University of Florida
Jessica Tschida	Michigan State University
Jae Eun Park	University of Notre Dame

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 2023 winners on their outstanding work!

May Conley, Yale University

Project Title: Effects of Neighborhood Threats on Episodic Memory During Development

May's dissertation leverages insights and methodologies from clinical science and developmental cognitive neuroscience to examine associations between experiencing neighborhood threats, episodic memory processing, and youth engagement in externalizing behaviors, such as aggression and delinquency. Using a large open-access dataset and novel virtual reality paradigm, results will provide crucial insight into, as of yet unidentified, neurocognitive factors that can be targeted to support youth in coping with neighborhood threats and reduce engagement in externalizing behaviors.

Erin Corcoran, University of Florida

Project Title: Understanding Adolescent In-vivo Exposure to Vaping and Cannabis Content in the Media

Adolescent cannabis use associates with multiple negative health and social outcomes, particularly when consumed at earlier ages. Exposure to substance use in the media predicts youth substance use onset and progression. This project seeks to gain understanding of the cannabis and vaping content youth are exposed to in the media and the effects on subsequent substance use behaviors and attitudes, utilizing quantitative data from Ecological Momentary Assessment and qualitative data from individual interviews.

Hannah D. Kassab, Ohio University

Project Title: Understanding How to Promote Adoption of School-Based Mental Health Interventions: An Examination of Decision-Making Among School Administrators

The aim of my dissertation is to assess the relative importance of factors that influence decision-making processes of elementary school administrators as they relate to adoption of social-emotional learning interventions in schools. I will advance the literature by experimentally evaluating preferences of school administrators using conjoint analysis, an innovative research marketing tool. This study will inform the marketing of existing evidence-based practices to school administrators and development of new interventions between researchers and education professionals.

Linzy Pinkerton, Northwestern University

Project title: A Community-Driven Approach to Assessing the Acceptability and Feasibility of Screening for Parental Mental Health Concerns at Well-Child Visits

The purpose of my dissertation is to understand the feasibility and acceptability of a preventative standard of care in which families' current levels of functioning and stress are screened at well-child visits. I will be conducting two sets of focus groups. The first will include parents of young children and the second will be with pediatric primary care providers. Both will employ user-based design strategies to maximize uptake and understand potential barriers to implementation.

Honorable Mentions

Alexandra Zax, University of Kansas

Project Title: The Mediating Effects of Cognitive Flexibility on the Relation Between Trauma Exposure, Bilingualism, and Mental Health Symptoms in Latinx Youth

Raquel Rose, New York University

Project Title: ROSES in the Educational Margins: Analyzing the Impact of Unmet Needs, Structural Trauma, and Stakeholder Perceptions on School Pushout and Sense of Safety for Black and Latine Girls

Student Achievement Award Winners

On behalf of the SCCAP Board of Directors, we are delighted to announce the winners for the **2023 Student Achievement Awards**! This year, we received a high volume of extremely competitive applications. While this made it difficult to select winners, it showcased the amazing work that many SCCAP students are doing.

Lauren Eales

Late-Stage Research Award

Lauren Eales is a 5th-year doctoral student under the mentorship of Dr. Ferguson and Dr. Klimes-Dougan at The University of Minnesota. Lauren's work primarily focuses on clinically concerning media use in children. Lauren developed a program of research on problematic media use (PMU) and led an online study that assessed media use behaviors in well-resourced children as well as parent perceptions of media over the past three years. As a graduate student, Lauren has earned numerous accolades and has consistently published in high-impact journals. As a recipient of a predoctoral T32 from the National Institute of Mental Health, Lauren's research has both scholarly and real-world impacts. In addition, Lauren utilizes her research to inform her evidence-based clinical practice with children and adolescents, and is passionate about teaching, mentoring, and improving graduate school for future students. Lauren serves on her department's graduate student committee while leading the clinical DEI committee and founded a mentorship program for underrepresented graduate students. Congratulations to Lauren on all her accomplishments!

Jordan C. Foster

Early-Stage Research Award

Jordan C. Foster is a 2nd-year doctoral student under the mentorship of Dr. Dylan Gee at Yale University. Jordan's work primarily focuses on delineating the complex associations between stress, emotion, and memory as they are represented across development, in the brain, and in psychopathology. His current research has deepened the mechanistic focus of his work on early-life stress to specifically examine the key role of emotional memory in both the development and treatment of stress and anxiety disorders in youth. Additionally, Jordan's work integrates more basic developmental science with community-engaged approaches, and he is currently involved in several projects that aim to leverage and promote how community-engaged strategies can improve the context, meaning, and impact of clinical science research. Alongside his research, Jordan has developed and led initiatives to promote community engagement and racial equity through serving as a student leader of the Committee for Racial Equity and Justice's Community Engagement workgroup at Yale, mentoring underrepresented

students, and providing evidence-based culturally informed treatments to a variety of individuals. Jordan aims to use his position as a doctoral student to create more inclusive spaces for individuals from diverse backgrounds to thrive in the fields of clinical research and practice.

Congratulations to Jordan on all his accomplishments!

Emily Vinet

Undergraduate Research Award

Emily Vinet is a Junior at Loyola University New Orleans who is currently pursuing a Bachelor of Science, majoring in Psychology and minoring in Criminology. Emily is highly passionate about the field of clinical child psychology. Her research examines the influence of intellectual ability and rejection on the relation between social anxiety and conduct problems in children with autism spectrum disorder. Emily promises to be an outstanding scholar, as exemplified by her high GPA and involvement in multiple research projects resulting in various poster presentations and a recent journal publication. Emily also has obtained a practicum experience at the Children's Hospital of New Orleans shadowing the psychology department supervisor, and a leadership position as a psychology department representative at Loyola University New Orleans. Emily hopes to pursue a research career studying anxiety and conduct concerns in youth from diverse backgrounds.

Congratulations to Emily on all her accomplishments!

Sadaf Khawar

Clinical Award

Sadaf Khawar is a rising 5th-year doctoral candidate in the clinical psychology program at Montclair State University, New Jersey, under the mentorship of Dr. Erin Kang. Sadaf has extensive experience in assessment and delivering evidence-based treatments to children and adolescents in a variety of home, school, and mental health settings. Sadaf is committed to her goal of developing accessible, effective, and culturally sensitive interventions that would improve the quality of life of youth, caregivers, and families, particularly from minoritized backgrounds. Further, Sadaf is wrapping up her clinical training at the Autism Spectrum Disorder Service at the NYU Child Study Center and will soon start her predoctoral clinical internship at Kennedy Krieger Institute at Johns Hopkins University School of Medicine (July 2023). In addition to her exceptional clinical work and commitment to evidence-based practices, Sadaf is seeking to explore barriers to ASD diagnosis and treatment access as well as disparities in service use in underrepresented minorities through her research. Sadaf has taught multiple introductory and advanced-level undergraduate psychology courses, engaged in various community service projects, and advocated to mobilize resources at the grassroots level to support families.

Congratulations to Sadaf on all her accomplishments!

Child Mental Health in Action Award: Project Update

By Amy Hyeoun Lee, PhD & Kristin Bernard, PhD

We are grateful to SCCAP for sponsoring a funding mechanism that is intended to have a direct impact on children and families and clinicians providing mental health care. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT; Cohen et al., 2017) is an evidence-based intervention for youth with trauma-related mental health problems and their caregivers. Despite its robust evidence base (see Thielemann et al., 2022 for a recent meta-analytic review) and the high prevalence of trauma-related mental health problems among treatment-seeking youth, the availability of TF-CBT in community mental health settings continues to be limited. Moreover, disparities persist for youth from historically marginalized communities (e.g., racial ethnic minority, low-income immigrant families) in both rates of trauma exposure and access to evidence-based trauma treatments such as TF-CBT. Thus, the primary aim of our CMHA project, titled “Addressing Mental Health Inequity by Enhancing Trauma-Specific Care for Youth from Historically Marginalized Communities,” was to train a team of clinicians across two outpatient clinics at Stony Brook University in TF-CBT to address these gaps in trauma-specific services for youth with marginalized identities. A secondary aim was to pilot a single TF-CBT group for Black teens and their families adapted to address the additional burden of racial trauma and related stressors (Metzger et al., 2021). We provide brief updates on each of these aims below.

With the support from CMHA grant, we implemented an initial 3-day training in TF-CBT with a nationally certified trainer in September 2021. Twenty-nine faculty and trainees across Departments of Psychiatry & Behavioral Health and Psychology participated in this training. Clinicians who attended the initial training self-reported *moderate* levels of confidence in working with traumatized youth and families prior to the training (Modal response=3; 1=Not at all, 5=Extremely high). Following the training, the clinicians reported that the training was both beneficial for learning to treat traumatized children (Modal response=5) and that they would readily use TF-CBT (Modal response=5). The CMHA funds also supported monthly consultation calls for a subset of 15 clinicians pursuing eventual certification in the model. Participating clinicians included both full-time faculty and trainees (e.g., psychology interns, psychiatry resident), who presented on their ongoing TF-CBT cases twice over the course of the training year for feedback and consultation. At the end of the training year, these clinicians rated highly the perceived efficacy of TF-CBT with their clients (Modal response=5), confidence in implementing TF-CBT (Modal response=5), and the added value of TF-CBT to their practice (Modal response=5). Clinicians’ positive feedback is further illustrated by the following comments we received:

“Thanks for the thorough training initiative, I feel very comfortable with TF-CBT despite only using it in one case and would use it again in the future.”

“It has been great with the group supervision... [the trainer] is able to see the real life of the families we work and not panic with the needs of the families. I appreciate the flexibility of TF-CBT.”

“It has a been a wonderful program, I’ve learned how to conduct a full TF-CBT treatment and look forward to practicing this therapeutic intervention as needed in my clinical practice.”

In all, we estimate that TF-CBT was provided to 30-35 youth and their families during the training year, with the majority of these youth holding one or more marginalized identities (i.e., racial/ethnic minority, low income and/or public health insurance, sexual or gender minority, developmentally disabled, non-English primary language). Three of the clinicians trained through the initiative are now certified in [TF-CBT](#), and others have indicated that they will be pursuing certification in the near future. A team of clinicians at Stony Brook University continues to meet monthly to hold space for peer consultation of ongoing TF-CBT cases.

The secondary aim of this project, focusing on piloting a TF-CBT group with culturally responsive adaptations for Black youth and their caregivers to assess initial acceptability and feasibility, was also successfully completed. Five Black adolescents and their caregivers participated in this group, facilitated by 3 trainees and 3 supervisors who completed the initial TF-CBT training and an additional workshop on TF-CBT adaptations for Black youth with Dr. Isha Metzger. The group concluded successfully in June 2022 after 12 sessions. Preliminary outcome data suggest adequate feasibility, acceptability, and appropriateness, and highlight the collective healing potential of group-based trauma treatments, which may be consistent with the cultural values of many minoritized communities (Lee, Silver, Shen, Farquharson, Bernard, & Metzger, submitted for publication).

We are confident that the clinicians who have been trained in TF-CBT through this project, both full-time faculty at Stony Brook University and trainees who have since moved onto other institutions, will continue to make an impact on youth and families with marginalized identities in need of trauma-specific care. We extend our thanks to SCCAP, the participating clinicians, and other internal champions who made this work possible.

The Future Directions Forum: Living a Balanced Academic Life

On Wascana Lake at Regina,
Saskatchewan, Canada

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

Overview of Our Programming

Learning how to do great science requires a toolbox of skills. Skills for effectively communicating science. To secure funding for scientific work. To identify where and when job opportunities arise. To get the offers to start your first job and build the record to keep that job. No one takes a class to acquire this toolbox, who has the time? Yet, we still need these tools, so where do we find them? We launched the *Future Directions Forum* to help you build your scientific toolbox. At the *Forum*, we dedicate a full day to offering professional development workshops, as well as small group and one-on-one expert consultations on all aspects of academic work. In keeping with our focus on the future of science, we also dedicate time to learning about innovative areas of mental health research, based on featured content from a leading mental health journal, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)*. Our 2023 addresses will be delivered by internationally recognized scholars with expertise in:

- School-based intervention for ADHD (Dr. George DuPaul, Lehigh University)
- Child maltreatment (Dr. Yo Jackson, Penn State University)
- Real-time monitoring of suicide risk (Dr. Evan Kleiman, Rutgers University)
- Early assessment and intervention for autism (Dr. Meghan Miller, UC Davis)

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

An academic's toolbox of skills is not limited to those tools that facilitate producing impactful work. These tools must also help you address a perennial challenge with working in academic settings. In particular, to lead a healthy, balanced academic life, we at the *Forum* are mindful of the need to disengage from your work on a regular basis, in an effort to reduce the effects of job-related stressors as well as the risk of burnout. However, how often do we have a platform for learning strategies to lead a balanced academic life? How do we stay productive in our work and at the same time, *stay human* and find time to unwind? In an effort to begin building these resources, our theme for this year—*Living a Balanced Academic Life*—inspired us to build programming that literally strikes a balance between academic skills and skills for

balancing work and life. Our *Professional Development Team* will offer programming that includes activities for both work and life, including workshops and activities on the following topics:

- **Pursuing Opportunities for Consulting with Industry and Research Partners**
- **Engaging Schools and Communities in Research**
- **Self-Care and Work-Life Balance in Academia**
- **Navigating the First 3 Years as Tenure-Track Faculty**
- **Balancing the False Dichotomy of Work & Life in Academia**
- **Implementing the Tools of Storytelling in Academic Writing**

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

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

**Deadline is August 1, 2023,
11:59 PM Eastern Time**

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.

Off-cycle requests will not be considered.

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. Organizations and programs must be domiciled in the United States of America.
 2. Students' research proposals and doctoral dissertations are not eligible for consideration. We encourage students to [seek student-focused funding](#) from SCCAP.
 3. 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.
 4. Travel expenses will be considered on an individual basis, but must be strongly justified relative to the aims of the proposal.
 5. Requests for the purposes of lobbying will not be considered.
 6. Indirect, and Facilities and Administrative (F & A) costs for the project will not be covered by CMHA funds. Salary support will be considered as one element when evaluating the Budget proposal.
 7. Current SCCAP Board Members are not individually eligible.
 8. 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.
 9. SCCAP membership is required for the principal applicant on the application.
- The organization/group funded agrees to acknowledge SCCAP funding in marketing and related materials. SCCAP will work with the group to identify appropriate strategies.
 - 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
 1. It is expected that proposed projects be completed within the funded period. However, projects with longer timelines may be considered on an individual basis
- 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. The [application](#) is posted on the SCCAP53.org website.
- Proposals will be reviewed by the CMHA Committee and voted on by the SCCAP Board of Directors
- Funding will begin January/February 2024. Decisions for 2024 funding will be announced prior to the year's end 2023.

If you have any questions, please contact Lynn Canty, SCCAP Director of Operations at sccap@sccap53.org



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

RECRUITING FOR: **ASSOCIATE NEWSLETTER EDITOR**



In its new online form, **InBalance** shares SCCAP updates and news with members and provides original content focused on clinical activities, research, training, and policy.

The Associate Newsletter Editor will work closely with incoming editor **Lindsay Holly** to generate, obtain, & edit newsletter content.

The Associate Editor is also responsible for identifying topics and contributors for the newsletter's InFocus section, which features articles on areas of interest to our members.
It is a great opportunity to meet new colleagues in the field!

DETAILS

The Associate Newsletter Editor will serve **2 years** (2024–2025) before transitioning to the **Newsletter Editor** position (2025–2027).

The position is open to all non-student members with a minimum Masters level terminal degree.

There is an annual stipend of **\$750**.

INTERESTED?

Interested applicants should send:

- A **letter of interest** (max. 300 words) outlining:
 - Prior and relevant experience
 - Perspectives on the direction the newsletter might take
- A copy of their **CV**

in one pdf document to:

Lynn Canty, Director of Operations
(SCCAP@SCCAP53.org).

Deadline for applications is Oct 1, 2023 at Midnight ET.

SCCAP actively subscribes to a policy of equal employment opportunity and will not discriminate against any employee or applicant because of race, age, gender, color, sexual orientation, physical or mental disability, religion, national origin, or political affiliation. Applicants who identify as American Indians or Alaskan Natives, Asians, Blacks, Hispanics, Native Hawaiians and other Pacific Islanders, and people of color are encouraged to apply.

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

By **Mary Fristad, PhD, ABPP**
Editor, *EPCAMH*

Interested in getting involved with EPCAMH? There are several ways you can partner with us.

We have several special issues in the works- *Opportunities to Impact Public Policy*, *Professional Education Issues in Behavioral Health*, *Bilingual Mental Health Care*, *Summer Treatment Programs for Youth with ADHD*, and *Tic and Tourette Disorders*. Most of these are still accepting submissions. If there is a clinical topic near and dear to your heart on which you would like a special issue to focus – please reach out to me.

If you want to become a reviewer for EPCAMH, please backchannel me at mary.fristad@nationwidechildrens.org. If you are new to reviewing or want to brush up on your skills, Taylor & Francis provides trainings- see [5 tips on how to become a peer reviewer – Author Services \(taylorandfrancis.com\)](#)

And, 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.

American Board of Clinical Child & Adolescent Psychology Update

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

Please congratulate the following Child/Pediatric Specialists who have been boarded in our specialty in 2023. Hats off!

Fiona Miller, PhD
Alexis Quinoy, PhD
Katherine Lamparyk
Sarah Tannenbaum, PsyD
Diana Bastien, PsyD
Dana McMakin, PhD
Sophia Tani, PhD
William Martinez, PhD
Allison Burke, PhD
Amy Sanders , PsyD
Heidi Fisher, PhD
Leah Orchinik, PhD

For those thinking about getting board certified or even simply learning more, please join us for a webinar. The board will be hosting several informational meetings (many with CE available) to give information on the process (for those who are ready-to-go) and to discuss the personal and profession-wide merits of boarding (for those still deciding). We'll also be hosting regular "office hours" to help those in the process. We continue to expand mentoring opportunities for candidates.

What's coming in 2023? The board was excited to sponsor expert CE lectures – In March, Terry Stancin, Ph.D., ABPP presented "Working from the Trenches: Challenges Treating Gender Diverse Youth." In May, Wendy Ward, Ph.D., ABPP presented "Best Practices for Being a Mentor in a Mentor Circle." We aim to increase these types of benefits in 2023-24. We are also launching our ABCCAP National Examiner Board, a group of experienced examiners who will help strengthen and expedite our examination process. This team will function like an editorial board – a national service leadership opportunity.

We will also be recruiting for multiple openings on the ABCCAP Board of Directors, please look out for notifications from ABPP Central Office (you can update your ABPP contact information in the member portal). The ABCCAP Board is a “working board” – it’s an incredibly collaborative and rewarding experience. Our board members are educators, clinicians, training directors, administrators, scholars – a diverse group of hard-working volunteers brought together by our passion for the Child/Pediatric specialty area, a commitment to its integrity, and for advancing our specialty in an inclusive, equitable and just manner.

I’ll close with a sincere “THANK YOU!” to our many mentors, examiners, exam-chairs and my colleagues on the ABCCAP Board! ABCCAP functions because of the energy and commitment of boarded psychologists.

Please visit our site at <https://www.clinicalchildpsychology.com/> for more information. Come learn about us – I am always happy to talk about the process and its merits – for individuals and our field.

Updates From the SCCAP Student Development Committee

By Ayotola Onipede & Amanda Bennett
Student Development Committee Co-Chairs

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

What We've Been Up To:

- **Mentorship Program:** Thank you to *Maya Hareli, Caterina Obenauf, and Emily Shah* for coordinating our Student Mentorship Program this year. We have just wrapped up a large application review for potential mentors and mentees! Each summer the SDC Mentorship Program partners undergraduate students/graduate students interested in clinical child and adolescent psychology careers with graduate students/early career professionals in the field. More information about the SDC Mentorship Program is available [here](#).
- **Awards:** Thank you to *Rachel Canella, Margot Barclay, Kristin Aho* for coordinating our Awards Committee this year! Each year, SDC awards five **Student Achievement Awards** to undergraduate and graduate students in recognition of their contributions to the field (research and clinical work), as well as six **Professional Development Awards**, to fund student conference and/or training opportunities. To learn more about student award opportunities, please visit [this page](#) of our website. Check out the awards page of the newsletter for a list of our wonderful award winners!

What To Expect:

- **Annual Internship Webinar:** The SDC organizes an annual webinar focused on applying to clinical internships every summer! Keep your eyes on the lookout for a special panel late this summer! We always welcome feedback to ensure we are best serving you, if there are any topics you would appreciate being discussed on the panel please feel free to email us: studentlistserv@sccap53.org! Past recordings of our webinars are available [here](#).

- **SDC at APA:** We are excited to announce that we'll be at the APA Convention this year! We have some wonderful networking opportunities planned for our student members that you won't want to miss out on. Look out for the Division 53 Student Development Committee in this year's convention brochure. We look forward to seeing you in August.

Acute, Intensive, & Residential Services SIG Update

By Alysha Thompson, PhD
Chair, AIRS SIG

This past quarter, the AIRS SIG has hosted a number of coffee hours focused on topics specific to acute, intensive, and residential settings. These coffee hours are offered monthly and highlight discussion about relevant topics. Recent coffee hours have included:

- Presentation and discussion of a rapid stabilization pathway created to decrease length of stay on an inpatient unit
- Early Career coffee hours held monthly to create community for early career psychologists in AIR settings
- Research Collaboration – discussion regarding implementation of research in AIR settings
- Microaggressions in acute care

We are looking forward to seeing folks and connecting at APA 2023!

- Join us for a Critical Discussion led by members of the executive board of the AIRS SIG entitled: *Helping or harming?: Effectiveness and iatrogenesis in child/adolescent inpatient psychiatry units*. This will be held Friday August 4 at 8:00 AM.

The AIRS SIG will also be hosting a social hour at APA in the SCCAP (Division 53) Suite, Friday August 4, at 11:00 AM.

Bilingual Psychologists SIG Update

By Hannah Jones, PhD
Bilingual Psychologists SIG Co-Chair

In late March, the Bilingual Psychologists SIG hosted a virtual networking event focused on sharing bilingual resources with SIG members. Since then, members have been invited to continue to add to the bilingual resource drive as well as request resources they need on a wish list document. Bilingual resources are available on the drive in a few different languages and focus on bilingual clinical care, training, and assessment. Furthermore, we have been collaborating with the *Evidence-Based Practice in Child and Adolescent Mental Health* (EPCAMH) on a special issue focused on considerations in bilingual child and adolescent clinical care delivery, research, assessment, and training. We will be sending out a Call for Papers shortly and will be hosting an event with SIG members who might be interested in collaborating and submitting papers. Additionally, we are planning on hosting a virtual networking back to school event for our SIG student members at the beginning of the fall.

Look for more information about these events coming soon. The most up-to-date information will be available on our listserv. We continue to invite all interested psychologists and trainees who are bilingual to join the Bilingual Psychologists Special Interest Group. To be added to the Bilingual Psychologists Listserv contact **Kelly Banneyer** at knbanney@texaschildrens.org (you must be a SCCAP member to join the listserv). For more information, please see [our website](#).

Clinical Child & Adolescent Practice SIG Update

By Jill Thurber, PhD

Chair, Clinical Child and Adolescent Practice SIG

The Clinical Child and Adolescent Practice Special Interest Group has grown to 160 members since its beginning two years ago. The board continues to meet monthly for in person case consultation, while the larger membership participates in quarterly webinars and case conferences via tele health services.

On June 23, 2023, the Practice SIG hosted a case conference entitled, Neuroscience in Child and Adolescent Psychotherapy: Brain as Tool and Metaphor, presented by Rowland Follensbee, Ph.D. Thank you to Dr. Follensbee and all who attended this informative case conference!

We look forward to future opportunities for child and adolescent clinicians to collaborate together over complex cases in practice.

Emerging Adult SIG Update

By Chelsea K. VanderWoude, PhD
Chair, Emerging Adult SIG

Transitioning from adolescence to young adulthood is a stressful and distinct developmental phase that warrants special attention from clinicians and researchers, particularly given recent changes (e.g., COVID-19, advancement in technology, social-political climate, etc.).

I am thrilled to announce the relaunch of the Emerging Adulthood Special Interest Group (EA SIG) to address these challenges. The mission of the EA SIG is to increase awareness, support the education and training of child clinicians, who are most likely to work with emerging adults, and to support clinical interventions and research. The SIG is organized and guided by a wonderful leadership team.

- **Chair:** Chelsea VanderWoude, PhD
- **Vice-Chair:** Kelly Schloredt, PhD
- **Secretary:** Lauren Oddo, PhD
- Member at Large Research: Erica Musser, PhD
- Member at Large Education: Joseph DeLuca, PhD
- Member at Large Practice: Arielle Linsky, PhD
- Member at Large Membership: Traci Kennedy, PhD
- Member at Large Student: Angela Pollard, MS
- Member at Large DEI: Hana-May Eadeh, MA
- Member at Large Communication: Aijia Yao, MA
- **SIG Mentors:** Thomas McMahon, PhD and Amanda Zayde, PsyD

The executive team formed in early 2023. Since then, we have met monthly to re-establish the SIG and deliberate on initial projects. Our first event was a success: we hosted a virtual CE presentation sponsored by the division in April. Moving forward, we hope to increase our membership and outreach efforts for the remainder of the year and create more opportunities for membership involvement. Anyone interested in joining the SIG can do so on [our webpage](#). We would love to have you!

Education & Standards Committee Update

By Tara Peris, PhD

Member-at-Large: Education & Standards

CE and Conference Programs

SCCAP takes an interdisciplinary approach to sponsoring CE programs as a way to more broadly advocate for children's mental health and to provide members with a variety of networking experiences. CEU's are offered through our APA Conference programming, webinar series, and a variety of [SCCAP sponsored conferences](#).

Upcoming Webinars:

September 26 – Donte Bernard, Ph.D., *We Can't Talk About ACE without Race: Recognizing and Responding to Adverse Childhood Experiences among Black Youth*, sponsored by the Diversity Committee

October-November 2023 – Clinical Practice Institute (CPI), sponsored by the Science and Practice Committee. CPI Theme: *Navigating technology and social media with children, adolescents, and families: Clinical implications of APA's Guidance on Social Media Use*. **Fridays from 12:00-3:00 pm ET – Oct. 6, Oct. 20, and Nov. 3**

November 8 – Anne Kazak, Ph.D., *Smith Award Assessment Seminar* (Free CE for SCCAP Members)

Registration Info will be posted soon [here](#) and distributed through the listserv.

SCCAP Fellows Committee Update

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

Spring has been busy for the Fellows Committee! Eight new members have earned SCCAP Fellow status. We welcomed: Alice Carter, PhD, Paula Fite, PhD, Lyn Greenberg, PhD, ABPP, Charles Guyer II, PhD, ABPP, George M. Kapalka, PhD, MS, ABPP, Patricia Kerig, PhD, Chad Shenk, PhD, and Terry Stancin, PhD, ABPP.

To earn SCCAP Fellow status you must already be an APA Fellow and provide evidence of outstanding work in Clinical Child and Adolescent Psychology. Because applicants are already APA fellows the division fellow application is not as lengthy.

During the APA Convention this August, the APA Council of Representatives will vote on approving six new initial APA fellows. These Initial APA Fellows are sponsored by SCCAP and will concurrently achieve both APA and SCCAP Fellow status.

SCCAP Fellow status is a valued honor and recognizes outstanding contributions, with national impact, to Psychology overall and to SCCAP specifically. A hearty congratulations to all our new Fellows!

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

I would like to thank the prior Chair – Sharon Berry, PhD, ABPP – for her advice and assistance in this process. I also acknowledge the important role and excellent service of the committee members – Joaquin Borrego, PhD and Barney Greenspan, PhD.

**JOIN US at the Annual APA Convention for a
Fellows Social Hour!**

Friday, August 4th, SCCAP Suite, Marriott Marquis Suite #TBA

All SCCAP Fellows and anyone interested in applying to become a fellow are welcome to attend. It is a great chance to mingle with friends and colleagues and to learn some tips to make the application process easier.

We welcome all. The location of this meeting will be updated in the [SCCAP-APA convention schedule](#) and on social media (@SCCAP53).

Infant & Early Childhood SIG Update

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

The Infant and Early Childhood (IEC) SIG has had a busy past few months. We have grown our membership to 310 members and counting and are pleased that number includes many students and trainees. We have several committees within the SIG that have been meeting and planning initiatives. As a highlight of some of the recent work, the Education and Training Committee pursued an initiative to increase awareness of infant and early childhood mental health (IECMH) internship and postdoctoral training opportunities. The subcommittee worked with the Association of Psychology Postdoctoral and Internship Centers (APPIC) to obtain a list of all training directors to survey the prevalence of IECMH training opportunities. Results were shared with APPIC in order to highlight the need for a specialized infant/early childhood category on the APPIC Directory, allowing applicants to view the extent to which each training program offers opportunities to work with young children and their families. APPIC is working on the infrastructure to include this new update, offering a sustainable avenue for increasing awareness of IECMH training opportunities.

Additionally, the IEC SIG has started hosting virtual seminars on various topics related to the field and on May 19th we featured our inaugural presentation from the Network for Enhancing Wellness in Disaster-Affected Youth (NEW DAY), a program that provides professional training, consultation, and technical support in youth disaster mental health. Jami Furr, PhD from NEW DAY presented an overview of professional trainings they provide, including Psychological First Aid (PFA), Skills for Psychological Recovery (SPR), and Child-Adult Relationship Enhancement (CARE) after disasters.

We will host our next seminar on **July 14th at 1:00 PM CST featuring a panel discussion on “Perspectives on Early Childhood Policy and Practice Research”**. Panelists will represent IECMH policy and clinical research perspectives and partnerships and will include Meghan Schmelzer, LMSW, Senior Policy Analyst within the Infant Early Childhood Mental Health (IECMH) Team at Zero to Three; Nicole Catherine, PhD, Associate Director of the Children’s Health Policy Centre in the Faculty of Health Sciences at Simon Fraser University (SFU); and Virginia E. Vitiello, PhD, Research Assistant Professor at the Center for Advanced Study of Teaching and Learning (CASTL), University of Virginia.

If you would like more information about the IEC SIG, want to join a committee or would like to join a virtual seminar, please contact the co-chairs, Caroline Kerns, PhD and Miller Shivers, PhD at Ckerns@luriechildrens.org and Mshivers@luriechildrens.org

Science & Practice Committee Update

By Jennifer L. Hughes, PhD, MPH
Member-at-Large: Science & Practice

Summer is here, and we are looking forward to the APA Convention in August! In preparation for the Convention, the Science and Practice Committees spent the spring reviewing our fabulous candidates for the Practice Award and the Smith Award. I am grateful to Ashley Shaw, PhD, the Practice Award Committee Chair, Alysha Thompson, PhD, and Michelle Roley-Roberts, PhD, for their service on the Practice Award Committee. Additionally, I would like to recognize and thank Puja Patel, PhD, the Smith Award Committee Chair, Sunita Stewart, PhD, and Jon Weinand, PhD, for their service on the Smith Award Committee.

Given my recent transition into the MAL for Science and Practice role, I have spent the past few months familiarizing myself with the SCCAP mission and how our Practice Committee and Science Committee might best serve SCCAP members. I would like to take the opportunity to acknowledge and thank the members of each committee for their service. We are currently seeking new members for both the Practice and Science Committees. Please contact me at Jennifer.Hughes@nationwidechildrens.org to learn more!

2022 Practice Committee

Jill Ehrenreich-May, PhD
Kelly Champion, PhD, ABPP
Ashley Shaw, PhD, Award Chair
Bradley White, PhD
Jon Wienand, PhD
Elizabeth Penela, PhD
Dominique Phillips – Student Member

I wish to thank Bradley White, Elizabeth Penela, and Dominique Phillips for their service on the Practice Committee over the past years.

2022-2023 Practice Award Committee

Ashley Shaw, Ph.D., Award Chair
Alysha Thompson, PhD
Michelle Roley-Roberts, PhD

2023 Practice Committee

Jennifer L. Hughes, PhD, MPH
Ashley Shaw, Ph.D., Award Chair
Kelly Champion, PhD, ABPP
Jon Wienand, PhD
Danielle Busby, PhD
Lucas Zullo, PhD

2022 Clinical Practice Institute Sub-Committee

Juventino Hernandez Rodriguez, PhD
Marilyn Sampilo, PhD
Sherelle Harmon, PhD, LCSW
Regine Galanti, PhD
Jennifer L. Hughes, PhD
Omar Gudino, PhD

2023 Clinical Practice Institute Sub-Committee

Marilyn Sampilo, PhD
Sherelle Harmon, PhD, LCSW
Regine Galanti, PhD
Omar Gudino, PhD
Jen Reese, PhD
Aleksandra Foxwell, PhD
Lucas Zullo, PhD

2022 Science Committee

Jill Ehrenreich-May, PhD
Dan Bagner, PhD
Paula Fite, PhD
Eli Lebowitz, PhD
Vanessa Ringle, PhD
Amy Krain Roy, PhD
Andres Viana, PhD
Andrea Young Ryan, PhD

I wish to thank Eli Lebowitz and Vanessa Ringle for their service on the Science Committee over the past years.

2023 Science Committee

Jennifer L. Hughes, PhD, MPH
Puja Patel, PhD, Awards Chair
Dan Bagner, PhD
Paula Fite, PhD
Amy Krain Roy, PhD
Andres Viana, PhD
Andrea Young Ryan, PhD

