



INBALANCE

Fall 2022

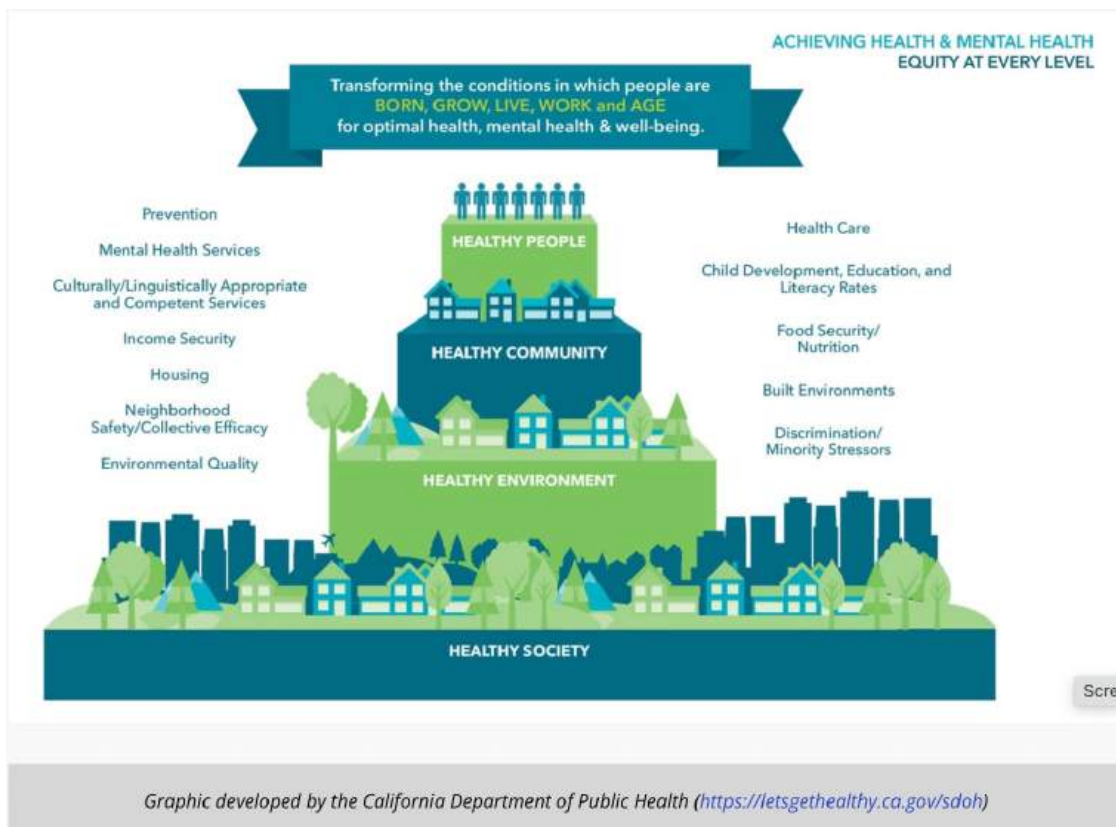
Editor: Anthony Puliafico, PhD
Associate Editor: Lindsay Holly, PhD

President's Message

By Anna Lau, PhD

We are starting to round the corner on 2022, and we continue to adjust to our new normal. For me this meant missing out on our in-person APA Convention due to a close contact with COVID. Although personally disappointed, I was grateful to hear about the incredible SCCAP Program orchestrated by Dr. Miya Barnett. For this final reflection, I wanted to revisit a discussion held among our esteemed SCCAP Presidential Panelists. We posed the following question – ***As child clinical psychologists, how do you focus and balance the need for structural change with our field's focus on individual- and family-level interventions?***

Our conference theme centered 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. Our SCCAP programming has focused on supporting evidence-based, culturally responsive mental health practice and we have aimed to promote the inclusion and development of a diverse child and adolescent mental health workforce. Our focus is generally on the young people coming to us in need, we are trained to help decrease the burden of mental health challenges by intervening with individual children, their families, sometimes in their classrooms and care systems. We train and support others to carry out this work, and we may help transform the settings where we do this work to be strengths-based and trauma-informed. Increasingly our discipline has leveled up to transcend beyond individual- and family-level interventions.



Following the science, we know that mental health is socially determined. Social determinants are in the everyday conditions into which children are born, grow, live, learn and develop. Inequitable access to hospitable conditions for children spans from housing, food, and income security, to environmental justice and neighborhood safety, to education and health care quality and access, to political representation and human capital. I'm grateful to Mary Fristad, our Division liaison to the National Academy of Science Engineering and Medicine (NAEM) Forum for Children's Well-being, who routinely disseminates resources and information about social determinants of child development and mental health.

As clinical child and adolescent psychologists, how do we make meaningful impact working at the individual-level when the rampant root causes are entrenched, structural, and historical? A good place to start is awareness and critical reflection on our approach as a helping profession. As clinicians, our training is often steeped in traditional medical models of disease and the classification and treatment of individual psychopathology. Yet our understanding of social determinants of mental health and deep racial inequities should give us pause. Families and children of color are exposed to chronic and acute forms of racialized oppression. Practicing clinical psychologists have been criticized for pathologizing the marginalized rather than working to disrupt the sociopolitical systems that oppress the disadvantaged (Afuapa, 2011).

How can psychologists begin to identify ways to disrupt systems of disadvantage in youth mental health? I am grateful to Dr. Rosaura Orenge-Aguayo, Associate Professor at the Medical University of South Carolina, who was kind enough to summarize her panel response on the concrete ways she addresses structural inequities using a community based participatory approach and a social and language justice lens in her work. She explains,

- *We center community voices – we listen first to the people, parents, children, with whom we are working. We follow their needs, not ours. If families have difficulty with basic needs, we start there.*
- *We center language justice – we ensure our institutions fund interpreter services and train and support our clinicians to use interpreter services. We must also increase our bilingual workforce which is crucial for promoting equitable access to quality mental health care.*
- *We center social justice – we recognize that mental health care cannot be absent of the context that slavery, colonialism, and capitalism play in structural inequities today. Communities are in the best position to let us know what support, justice, safety, and treatment should look like for them given this context.*
- *We center cultural humility – we engage in ongoing self-reflection, examination, and awareness that we all are part of a system that perpetuates inequities and power imbalances. We need to constantly strive to dismantle these systems, realize that we don't know it all AND it is our responsibility to listen, learn, grow, and serve others before serving ourselves.*

Thus, Dr. Orengo-Aguayo beautifully illustrates examples of paths for psychologists seeking to take on responsibility for excavating drivers of inequity in youth mental health.

Finally, some of our members may be familiar with tenets of liberation psychology that may provide critical framing of our potential impact. Liberation psychologists foster awareness of inequality, affirm cultural identities and strengths and promote change to improve lives and address oppression (Martín-Baró, 1994). Liberation therapists thus articulate another direct route toward moving toward equity – by viewing their work with an individual as potentially helping many others by catalyzing social action that fosters empowerment and resistance. Here, the purpose of therapy is not to treat individual pathology but to help clients gain awareness of the ways historical, socioeconomic, and political structures affect psychological experience (Comas-Díaz, 2020). As child clinical psychologists working with minoritized groups, might we focus on desired outcomes beyond symptom and impairment reduction to cultivating sociopolitical consciousness and agency in the families we serve as a means of fueling collective action toward justice?

In service,

Anna Lau

References

- Afuape, T. (2011). *Power, resistance and liberation in therapy with survivors of trauma: To have our hearts broken*. Routledge/Taylor & Francis Group.
- Comas-Díaz, L. (2020). Liberation psychotherapy. In L. Comas-Díaz & E. Torres Rivera (Eds.), *Liberation psychology: Theory, method, practice, and social justice* (pp. 169–185). American Psychological Association. <https://doi.org/10.1037/0000198-010>
- Martín-Baró, I. (1994). *Writings for a liberation psychology*. (A. Aron & S. Corne, Eds.). Harvard University Press.

Recommended Reading

- Woods-Jaeger, B., Cho, B., & Briggs, E. C. (2020). Training psychologists to address social determinants of mental health. *Training and Education in Professional Psychology*.

In Focus: A Brief Overview of Anti-Racism Among Youth

By **Fatima Varner, PhD; Lorraine Scott, MA; Gloria Stout, BA; & Sophia J. Lamb, BS**
The University of Texas at Austin

Anti-racism includes attitudes and actions that “seek to confront, eradicate, and/or ameliorate racism” (Bonnett, 2005, p. 3) and requires awareness of systems of racism, oppression, and privilege (Cooper et al., 2022; Roberts and Rizzo, 2021). Anti-racist actions can be interpersonal in one’s immediate environments, communal in working with others in communities and schools, and through political processes such as protesting (Aldana et al., 2019; Bañales et al., 2021a; O’Brien, 2018). The psychological literature on anti-racism is scant relative to the body of research focused on prejudice reduction and the negative influences of racism on psychological well-being and mental health (Benner et al., 2018; Paradies et al., 2015; Roberts & Rizzo, 2021). In this brief introduction we will cover antiracism research a) among racially and ethnically minoritized youth, b) among White youth, and c) in interventions.

Anti-racism among racially and ethnically minoritized youth

Anti-racism research involving racially and ethnically minoritized populations often focuses on their critical consciousness, or their awareness, motivational responses, and resistance to forms of oppression (Watts et al., 2011). Ethnic-racial socialization (i.e., messages about race and ethnicity) that confronts the roles of racism and other forms of oppression is one process which can contribute to critical consciousness (Bañales & Rivas-Drake, 2022; Bañales et al., 2021b). This ethnic-racial socialization can come from many different sources including from family, peers, and media. For example, in a national sample of Black youth, youth who experienced anti-racist socialization through hip-hop media also reported higher rates of racial resistance, including Anti-Racist Activism, higher awareness of racial inequity, and a greater sense of agency in the ability to address racism (Anyiwo et al., 2022). In addition, ethnic-racial identity development is related to the development of anti-racist ideology and behaviors. Among Latinx youth, holding a Latinx anti-racist identity often involves having a politicized understanding of one’s ethnic-racial identity and stems from youth actively confronting the roles that White Supremacy, Anti-Blackness, and Anti-Indigeneity play in their lives (Bañales & Rivas-Drake, 2022). Critical reflection about how racism is differentially experienced by people of different ethnicities, genders, sexualities, skin tone, etc. is also crucial to youths’ understanding and participation in anti-racist action (Bañales & Rivas-Drake, 2022; Mora & Figueroa, 2021; Velez & Spencer, 2018).

Youths' engagement in anti-racist activism also appears to be tied to their experiences of race-related stressors. Hope and colleagues (2022) found that racism-related stress was related to higher anti-racism activism for Black adolescents and emerging adults. Critical action has been theorized as an adaptive response to oppression through which youth can experience hope and increased political efficacy (Hope & Spencer, 2017). At the same time, youth may feel negative emotions such as anger and frustration because of their increased awareness of injustice and barriers to changing the status quo (see Anyiwo et al., 2020 for review). More research on the consequences of and supports for youth engaged in anti-racist action is needed as other research suggests that antiracism actions can contribute to more depressive symptoms and reduced psychological well-being among youth, but these links can be mitigated by their perceptions of parental critical motivation and community action (Heberle et al., 2022).

Anti-racism among White youth

Anti-racism research in White populations is shaped by the idea that White individuals are less likely than racially and ethnically minoritized youth to develop an anti-racist identity because it requires them to work against a racial hierarchy that often benefits them (O'Brien, 2018). Therefore, much of the anti-racism research with White populations focuses on how anti-racism develops. Hazelbaker and colleagues (2022) have developed a model of development of anti-racism among White children and youth which emphasizes the development of socioemotional and cognitive skills and moral development in childhood and early adolescence. The development of perspective taking, empathy, and moral reasoning contribute to early adolescents' ability to recognize and understand racism and privilege during adolescence, and ultimately engage in both interpersonal and collective action. Racial socialization messages from parents, intergroup contact and anti-bias curricula at school, and peer norms were proposed as contextual factors that promote White youths' awareness of racism and privilege.

In regard to racial socialization messages in White families, the literature has focused on color-evasive (or colorblind) versus color conscious messages. Many White parents are silent about race or promote messages that deemphasize the significance of race (Abaied & Perry, 2021; Hagerman, 2014; Loyd & Gaither, 2018). These types of color-evasive messages have been found to reinforce preexisting racial hierarchies and are often identified as a barrier to anti-racism (Bartoli et al., 2016). Color-conscious messages that directly discuss race and the existence of racism and privilege are much less common in White families but have been linked to more positive racial outgroup attitudes (Loyd & Gaither, 2018; Perry et al., 2019; Vittrup & Holden, 2011). In one study examining anti-racist White fathers, explicit messages about race and confronting racism are one strategy that fathers reported using to develop anti-racist children (Hagerman, 2017). Yet, more research is needed to determine links between color-conscious racial socialization and White youths' development of an anti-racist identity.

Other anti-racism research has explored the influence of peers, particularly intergroup contact for White youth to develop awareness of racism and anti-racist attitudes and actions. Cross-racial friendships on their own may not be sufficient for White youth to develop anti-racist ideologies, as most White youth indicate that they do not discuss race with friends of a different race (O'Brien & Korgen, 2007). A recent study by Smalls Glover et al. (2022) examined both parent and peer influences in adolescence on White youths' later anti-racist ideology (measured by acknowledgment of anti-Black racism and endorsement of affirmative action to redress racism). Parents' reports of favorable racial out-group attitudes were positively related to acknowledgment of anti-Black discrimination among White youth who had more close Black friendships but was not related among White youth with few close Black friends. These results suggest that being embedded in multiple reinforcing contexts is important for awareness of racism. Together these findings also align with other research that suggests that many White anti-racist individuals often undergo a "process of sensitization" rather than identifying one factor or event that led to anti-racism (O'Brien & Korgen, 2007).

Anti-Racist Interventions

There is a dearth of research on specific interventions that facilitate development of anti-racism (Cooper et al., 2022). However, there are a few school and community-based interventions that have led to anti-racist outcomes among the participants (Cooper et al., 2022; Killen et al., 2022; Sun et al., 2022; Curenton et al., 2022). For instance, Killen & Colleagues (2022), recently implemented the Developing Inclusive Youth (DIY) program, a multisite randomized controlled trial, with elementary school children which attempted to directly address children's social and racial biases. DIY was found to be effective in changing attitudes among the children as they were found to be more likely to engage in actions that promoted social and racial inclusion (e.g., play with diverse groups of peers) compared to children in the control group (Killen et al., 2022). Furthermore, Sun et al. (2022) were able to successfully implement an anti-racism and anti-colonialism intervention among Indigenous children, which aimed to challenge and resist institutional racism while also supporting their overall well-being. Nevertheless, in the current sociopolitical climate, many of these groundbreaking anti-racism interventions are difficult to implement because of increasing legislation and policies that limit the discussion of racism and by default anti-racism in public schools (Ray & Gibbons, 2021)

Conclusion

More anti-racism research is needed that directly examines correlates and consequences of anti-racism action. In addition, links between color-conscious White racial socialization and anti-racism attitudes and actions should be explored. The current research primarily focuses on critical action among racially and ethnically minoritized youth, relative to White youth, which appears to place the burden of challenging racism onto minoritized youth of color. Much of the research cited above focuses on individual development of anti-racist identities and behaviors. However, to fight multisystemic racism, collective actions in institutions that have historically

engaged in racist and marginalizing practices are also important, including in academia.

To better serve racially minoritized communities through anti-racist research, researchers should consider the roles of racism, oppression, and power during each step of the research process. This consideration begins with the conceptualization of research questions, selection of theoretical frameworks, design of data collection methods, and data interpretation (Doucet, 2021; Kirkland, 2019). In addition, increasing inclusion of underrepresented scholars in citations, research projects, and grant opportunities, and underrepresented students in our research labs can increase inclusion and equity in our field (Chaudhary & Berhe, 2020; Zurn et al., 2020). It is only with collective actions and confrontation with oppressive systems that we may truly begin producing anti-racist work that might best serve future generations.

References

- Abaied, J. L., & Perry, S. P. (2021). Socialization of racial ideology by White parents. *Cultural Diversity and Ethnic Minority Psychology, 27*(3), 431–440. <https://doi.org/10.1037/cdp0000454>
- Aldana, A., Bañales, J., & Richards-Schuster, K. (2019). Youth anti-racist engagement: Conceptualization, development, and validation of an anti-racism action scale. *Adolescent Research Review, 4*(4), 369–381. <https://doi.org/10.1007/s40894-019-00113-1>
- Anyiwo, N., Palmer, G. J., Garrett, J. M., Starck, J. G., & Hope, E. C. (2020). Racial and political resistance: An examination of the sociopolitical action of racially marginalized youth. *Current opinion in psychology, 35*, 86–91. <https://doi.org/10.1016/j.copsyc.2020.03.005>
- Anyiwo, N., Watkins, D. C., & Rowley, S. J. (2022). “They can’t take away the light”: Hip-Hop culture and black youth’s racial resistance. *Youth & Society, 54*(4), 611–634. <https://doi.org/10.1177/0044118X211001096>
- Bañales, J., Aldana, A., Richards-Schuster, K., Flanagan, C. A., Diemer, M. A., & Rowley, S. J. (2021). Youth anti-racism action: Contributions of youth perceptions of school racial messages and critical consciousness. *Journal of Community Psychology, 49*(8), 3079–3100. <https://doi.org/10.1002/jcop.22266>
- Bañales, J., Hope, E. C., Rowley, S. J., & Cryer-Coupet, Q. R. (2021). Raising justice-minded youth: Parental ethnic-racial and political socialization and Black youth’s critical consciousness. *Journal of Social Issues, 77*(4), 964–986. <https://doi.org/10.1111/josi.12486>
- Bañales, J., & Rivas-Drake, D. (2022). Showing Up: A Theoretical Model of Anti-Racist Identity and Action for Latinx Youth. *Journal of Research on Adolescence, 32*(3), 999–1019. <https://doi.org/10.1111/jora.12747>
- Bartoli, E., Michael, A., Bentley-Edwards, K. L., Stevenson, H. C., Shor, R. E., & McClain, S. E. (2016). Training for colour-blindness: White racial socialisation. *Whiteness and Education, 1*(2), 125–136.

- Benner, A. D., Wang, Y., Shen, Y., Boyle, A. E., Polk, R., & Cheng, Y.-P. (2018). Racial/ethnic discrimination and well-being during adolescence: A meta-analytic review. *American Psychologist*, 73(7), 855–883. <https://doi.org/10.1037/amp0000204>
- Bonnett, A. (2005). *Anti-racism*. Routledge.
- Chaudhury, V. B., & Berhe, A. A. (2020). Ten simple rules for building an antiracist lab. *PLOS Computational Biology*, 16(10), e1008210. <https://doi.org/10.1371/journal.pcbi.1008210>
- Cooper, S. M., Hurd, N. M., & Loyd, A. B. (2022). Advancing scholarship on anti-racism within developmental science: Reflections on the special section and recommendations for future research. *Child Development*, 93(3), 619-632. <https://doi.org/10.1111/cdev.13783>
- Curenton, S. M., Rochester, S. E., Sims, J., Ibekwe-Okafor, N., Iruka, I. U., García-Miranda, A. G., & Whittaker, J. (2022). Antiracism defined as equitable sociocultural interactions in prekindergarten: Classroom racial composition makes a difference. *Child Development*, 93(3), 681–698.
- Doucet, F. (2021). Identifying and testing strategies to improve the use of antiracist research evidence through critical race lenses. *WT Grant Foundation, Digest*, (6).
- Hagerman, M. A. (2014). White families and race: Colour-blind and colour-conscious approaches to white racial socialization. *Ethnic and Racial Studies*, 37(14), 2598-2614. <https://doi.org/10.1080/01419870.2013.848289>
- Hagerman, M. A. (2017). White racial socialization: Progressive fathers on raising “antiracist” children. *Journal of Marriage and Family*, 79(1), 60-74. <https://doi.org/10.1111/jomf.12325>
- Hazelbaker, T., Brown, C. S., Nenadal, L., & Mistry, R. S. (2022). Fostering anti-racism in white children and youth: Development within contexts. *American Psychologist*, 77(4), 497-509. <https://doi.org/10.1037/amp0000948>
- Heberle, A. E., Wagner, A. C., & Hoch, N. (2022). Adolescent mental health in relation to anti-racism critical action. *Journal of Youth and Adolescence*, 51(5), 832-847. <https://doi.org/10.1007/s10964-022-01589-2>
- Hope, E. C., & Spencer, M. B. (2017). Civic engagement as an adaptive coping response to conditions of inequality: An application of phenomenological variant of ecological systems theory (PVEST). In N.J. Cabrera, B. Leyendecker (Eds.), *Handbook on Positive Development of Minority Children and Youth*, pp. 421-435, . Springer International Publishing.
- Hope, E. C., Volpe, V. V., Briggs, A. S., & Benson, G. P. (2022). Anti-racism activism among Black adolescents and emerging adults: Understanding the roles of racism and anticipatory racism-related stress. *Child Development*, 93(3), 717-731.
- Killen, M., Burkholder, A. R., D’Esterre, A. P., Sims, R. N., Glidden, J., Yee, K. M., Luken Raz, K. V., Elenbaas, L., Rizzo, M. T., Woodward, B., Samuelson, A., Sweet, T. M., & Stapleton, L. M. (2022). Testing the effectiveness of developing inclusive youth: A multisite randomized control trial. *Child Development*, 93(3), 732–750. <https://doi.org/10.1111/cdev.13785>

- Kirkland, D.E. (2019). No small matters: Reimagining the use of research evidence from a racial justice perspective. William T. Grant Foundation. <http://wtgrantfoundation.org/library/uploads/2019/12/David-E.-Kirkland-2019-WTG-Digest.pdf>
- Loyd, A. B., & Gaither, S. E. (2018). Racial/ethnic socialization for White youth: What we know and future directions. *Journal of Applied Developmental Psychology*, 59(1), 54-64. <https://doi.org/10.1016/j.appdev.2018.05.004>
- Mora, M., & Figueroa, M. M. (2021). Horizons of Anti-Racist Organizing in Mexico: Despite historical barriers, the grounds for joint Indigenous and Black organizing are fertile. How can anti-racist and anti-colonial collective action take root?. *NACLA Report on the Americas*, 53(3), 239-247.
- O'Brien, E. (2018). Anti-racism. In P. Batur and J. R. Feagin (eds.), *Handbook of the Sociology of Racial and Ethnic Relations*, *Handbooks of Sociology and Social Research*, pp. 413 – 425. https://doi.org/10.1007/978-3-319-76757-4_23
- O'Brien, E., & Korgen, K. O. (2007). It's the message, not the messenger: the declining significance of Black–White contact in a “colorblind” society. *Sociological Inquiry*, 77(3), 356-382. <https://doi.org/10.1111/j.1475-682X.2007.00197.x>
- Paradies, Y., Ben, J., Denson, N., Elias, A., Priest, N., Pieterse, A., ... & Gee, G. (2015). Racism as a determinant of health: a systematic review and meta-analysis. *PloS one*, 10(9), e0138511. <https://doi.org/10.1371/journal.pone.0138511>
- Perry, S. P., Skinner, A. L., & Abaied, J. L. (2019). Bias awareness predicts color conscious racial socialization methods among White parents. *Journal of Social Issues*, 75(4), 1035-1056. <https://doi.org/10.1111/josi.12348>
- Ray, R., & Gibbons, A. (2021). Why are states banning critical race theory? Brookings Institute. <https://www.brookings.edu/blog/fixgov/2021/07/02/why-are-states-banning-critical-race-theory/>
- Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, 76(3), 475. <https://doi.org/10.1037/amp0000642>
- Smalls Glover, C., Varner, F., & Holloway, K. (2022). Parent socialization and anti-racist ideology development in White youth: Do peer and parenting contexts matter?. *Child Development*, 93(3), 653-667. <https://doi.org/10.1111/cdev.13788>
- Sun, J., Goforth, A. N., Nichols, L. M., Violante, A. E., Christopher, K., Howlett, R., Hogenson, D., & Graham, N. (2022). Building a space to dream: Supporting indigenous children's survivance through community-engaged social and emotional learning. *Child Development*, 93(3), 699–716. <https://doi.org/10.1111/cdev.13786>
- Sykes, E., & Hinger, S. (2021, September 29). *State Lawmakers Are Trying to Ban Talk About Race in Schools* | *News & Commentary*. American Civil Liberties Union. Retrieved September 27, 2022, from <https://www.aclu.org/news/free-speech/state-lawmakers-are-trying-to-ban-talk-about-race-in-schools>

Velez, G., & Spencer, M. B. (2018). Phenomenology and intersectionality: Using PVEST as a frame for adolescent identity formation amid intersecting ecological systems of inequality. *New Directions for Child and Adolescent Development*, 2018(161), 75-90. <https://doi.org/10.1002/cad.20247>

Vittrup, B., & Holden, G. W. (2011). Exploring the impact of educational television and parent-child discussions on children's racial attitudes. *Analyses of Social Issues and Public Policy*, 11(1), 82-104. <https://doi.org/10.1111/j.1530-2415.2010.01223.x>

Watts, R. J., Diemer, M. A., & Voight, A. M. (2011). Critical consciousness: Current status and future directions. *New Directions for Child and Adolescent Development*, 2011(134), 43-57. <https://doi.org/10.1002/cd.310>

Zurn, P., Bassett, D. S., & Rust, N. C. (2020). The citation diversity statement: a practice of transparency, a way of life. *Trends in Cognitive Sciences*, 24(9), 669-672. <https://doi.org/10.1016/j.tics.2020.06.009>

Expert Recommendations: School Refusal

Five Helpful Resources From Jonathan Dalton, PhD

Jonathan Dalton, Ph.D. is a clinical psychologist and expert in the assessment and treatment of school-based anxiety and school refusal. He directs the Center for Anxiety and Behavioral Change, where he oversees specialized clinical services for school refusal. Dr. Dalton is also highly active in presenting to and consulting with schools, mental health professionals and community agencies on the topics of anxiety and school refusal. He regularly presents on these topics at conferences organized by the Anxiety and Depression Association of American (ADAA) and the Association for Behavioral and Cognitive Therapies (ABCT).

As the “honeymoon” period of the school year ends, we asked Dr. Dalton to provide some helpful resources to support the treatment of school refusal. Here is his list:

1. [Getting Your Child to Say “Yes” to School: A Guide for Parents of Youth with School Refusal Behavior](#) by Christopher A. Kearney (Book)
2. [Education for families considering home-based instruction for students experiencing anxiety-based school refusal](#) by Jonathan Dalton, PhD (Video)
3. [Breaking Free of Child Anxiety and OCD](#) by Eli Lebowitz, PhD (Book)
4. [How to Use Exposure Therapy to Overcome Phobias](#) by Ali Mattu, PhD (an engaging video description (and first-hand account) of exposure therapy)
5. [What to Do, and Not Do, When Your Child Won’t Go to School](#) by Washington Post journalist Elizabeth Chang (a recent Washington Post article outlining helpful strategies to address school refusal)

SCCAP is Seeking Nominations for Upcoming Board Positions

Deadline for Nomination Submissions: December 15, 2022

SCCAP is seeking nominations for the following board positions:

- President-Elect
- Council Representative
- Member at Large-Diversity
- Member at Large – Education and Standards

Candidates must have a strong commitment to the SCCAP mission and have the available time to successfully accomplish the tasks defined for the specific position.

- All positions assume responsibility on January 1, 2024.
- Each term runs for three years (2024-2026). In addition to the responsibilities listed below each board member is expected to participate in monthly conference calls and attend two Board of Directors meetings per year.
- Each board member should identify best practices for implementing evidence-based and culturally informed practices to support mental health professionals that work with children and adolescents as it relates to their board position.
- All candidates must be a member of the Society of Clinical Child and Adolescent Psychology (Division 53). Some positions require membership in See specific position descriptions.
- All candidate must agree to and sign the [Board Conduct, Confidentiality and Conflict of Interest Agreement](#)
- Personal Statements, CVs, and headshots of the official slate will be posted to the SCCAP53.org Elections page.
- Read the full position descriptions on SCCAP53.org under the [News and Announcement tab](#).

Email the application information listed below to SCCAP@SCCAP53.org:

1. Vita
2. Headshot
3. Signed [SCCAP Conduct, Confidentiality, and Conflict of Interest Agreement](#)
4. Personal statement

Personal statements should be divided into two sections: (1) a bio describing your background, and (2) a statement describing your interest in the position and SCCAP. The full statement should not exceed 500 words. Self-nominations are accepted.

After the review of all nominations, the Elections Committee will present the slate of candidates to the Board of Directors to be voted on and approved during the January Board of Directors meeting. Candidates will be notified in late January about the official slate of candidates.

Announcing SCCAP Award Opportunities

To advance its mission and support the professional development of its members, SCCAP has developed a series of awards to recognize and promote excellence across specific child and adolescent focused domains, as well as across the career span.

These awards are a members-only benefit and are part of SCCAP's mission to promote psychologists' work and advance the profession. SCCAP encourages and welcomes applicants with diverse backgrounds with respect to age, ethnicity, disability, gender, geography, nationality, race, religion, and sexual orientation.

Our awards program has the ability to help support developing professionals and students or acknowledge valuable contributions by our members. We need your assistance to seek candidates throughout our diverse fields of educators, researchers, and practitioners who are worthy of recognition.

The SCCAP nomination process is straightforward and self-nominations are accepted. Nominations can be submitted online through the specific award pages listed below.

Please visit the [Awards tab](#) on SCCAP53.org for a full listing of opportunities and specific requirements.

Questions may be emailed to SCCAP@sccap53.org.

Distinguished Career Award

[Nominations Due by January 10, 2023](#)

Although there are no simple defining criteria for this award, major research or theoretical contributions to the field or other contributions in terms of public policy or scientific practice may be considered. The awardee must be prominent or eminent in clinical child and adolescent psychology. We especially encourage our members to nominate stellar candidates within any area of clinical expertise who have made contributions to equity, diversity, and inclusion in the field. The recipient will receive a \$2,000 honorarium to be used for travel to the APA Convention to present an invited address. A list of past Distinguished Career Recipients is posted on the SCCAP53.org [website](#).

R. Bob Smith Award for Excellence in Psychological Assessment

[Applications Due by January 10, 2023](#)

The Smith Psychological Assessment Award to an individual, or organization that has made a major contribution to the field of psychological assessment broadly defined.

The individual or organization selected must be committed to an evidence-based approach to assessment. While the development or validation of a measure would be an appropriate achievement deserving of recognition, the award's purpose is broader. For example, individuals who have addressed the ethical issues related to psychological assessment would be equally appropriate, along with practitioners who have developed an evidence-based protocol/approach to assessment using multiple modalities, e.g. custody evaluations, learning disabilities, neuropsychological assessment of traumatic brain injuries, etc. Essentially a best practice, evidence-based protocol for any context in which a psychological assessment would inform a decision or treatment would meet the criteria. With the above criteria it is possible that a clinical researcher would qualify but would not be preferred over a practitioner or group that created a model/protocol for an evidence-based assessment. The award recipient will provide an educational opportunity based on their work that is designed to instruct practitioners in the use of the psychological assessment measure, procedures, or on a topic that is clinically relevant to psychological assessment. This educational opportunity can be presented live or by way of a recorded webinar.

Routh Dissertation Grant

[Submissions Due by January 13, 2023](#)

The Routh Dissertation grant provides support for student research with potential to make significant contributions in the area of clinical child and adolescent psychology. Up to four \$2,500 grants will be awarded annually. The student's dissertation project must be approved by an advisor and program faculty at the time of submission. The applicant must be a student member of SCCAP and enrolled in an APA-PCSAS and/or CPA-approved doctoral program at the time of application.

Abidin Early Career Award

[Applications Due by December 16, 2022](#)

The Richard "Dick" Abidin Early Career Award and Grant (\$20,000) recognizes an early career psychologist who has established a program of empirical research that has had a major impact on the field's understanding of psychopathology, prevention, assessment, treatment, or public policy. The grant is provided to enhance the awardee's research program and/or to enable the awardee to initiate a new effort that extends their work.

SCCAP Award for Clinicians Promoting Evidence-Based Mental Health Services for Children and Adolescents

[Applications Due by January 13, 2023](#)

This award recognizes a practitioner who has made a significant and enduring impact to promoting awareness, accessibility, and/or implementation of evidence-based mental health services for children and adolescents. This recognition is designed to highlight the outstanding work of currently practicing clinicians who take scientifically

derived clinical knowledge and promote, provide, or share it on a broader scale (i.e. state, national, or international), in particular with members of diverse, vulnerable, or underserved groups. Note that the focus here is not on scientific productivity (e.g., publications, grants received) but on efforts that facilitate and improve the quality of evidence-based services for children and adolescents more broadly and to the general public's access to those services.

Diversity Professional Development Award

Applications Due by December 20, 2022

The goal of this award is to provide graduate students and early career professionals (ECP's) from diverse groups (e.g., ethnic and racial, sexual and gender diversity, individuals with a disability) the opportunity to gain new skills and promote their professional development by attending or presenting at professional conferences (online or in person). The Diversity Professional Development Award is designed to promote attendance at the annual APA conference or an SCCAP- sponsored conference (e.g., Future Directions Forum, Miami International Child and Adolescent Mental Health conference). Conferences will be considered with a written justification of how the proposed conference will enhance your professional career. These funds may cover enrollment fees for webinars, classes or conference.

Student Development Committee Professional Development Awards

Applications Due by February 1, 2023

These awards are designed to support the professional development of undergraduate and graduate students in APA- PCSAS and/or CPA-accredited programs. Up to six \$375 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. Preference will be given to students presenting posters at conferences. Applicants must be a member of SCCAP to apply for this award, and priority will be given to students with long standing membership. SCCAP is free to join for students (<https://sccap53.org/join/>).

Student Achievement Awards in Research

Applications Due by April 1, 2023

The Student Development Committee invites applications for its annual Student Achievement Awards in Research. The research awards will recognize one undergraduate student, one early stage graduate student (for students in the first three years of doctoral training or in Master's programs), and 1-2 late-stage graduate students. We seek to recognize students who have made a significant contribution to the field of clinical child and adolescent psychology, primarily through work on a recent research project but also through teaching, mentoring, clinical work, and other forms of community engagement. Undergraduates will also be evaluated based on their academic achievement.

Graduate Student Achievement in Clinical Practice Award

[Applications Due by April 1, 2023](#)

The Student Development Committee invites applications for its Graduate Student Achievement Award in Clinical Practice. The clinical practice award will recognize 1 graduate student of any stage who demonstrates innovative clinical service, clinical skill, and commitment to evidence-based practice. We seek to recognize students who have made a significant contribution to the field of clinical child and adolescent psychology, primarily through pioneering clinical work but also through research, teaching, mentoring, and other forms of community engagement. In addition, we seek to recognize students who have demonstrated exceptional clinical skills in evidence-based practice. Students are asked to submit a case conceptualization as an example of this skill set, with an emphasis on the course of treatment. This award is open to graduate students in APA, PCSAS, or CPA-accredited master- and doctoral-level programs.

Apply Now for the 2023 SCCAP LEAD Institute!

Applications are now being accepted for the 2023 SCCAP Leadership Education to Advance Diversity (LEAD) Institute!

The LEAD Institute provides professional development, networking, and leadership skills for graduate students and early career professionals (ECP's).

Previous speakers have included:

- [Dr. Joy Harden Bradford](#), [Dr. Omar Gudiño](#), [Dr. Martin LaRoche](#), Dr. [Celeste Malone](#), and [Dr. Alfonso Mercado](#) (among others)

Next summer will be the 3rd biannual LEAD Institute (date TBA). Please consider applying!

Eligibility Criteria for LEAD Fellows:

- This institute is open to graduate students from APA or CPA-accredited programs OR ECP's (members within 10-years of earning their doctoral degree).
- Applicants must be a member of SCCAP. SCCAP is free to join for students and post-docs (<https://sccap53.org/join/>).
- Fellows that are selected will also be required to demonstrate their involvement in leadership activities within 1-year after this program (e.g., serving as a member of a SCCAP committee).

Applications will be accepted until Nov. 4, 2022 at 11:59pm EST.

Together at Last!

We Loved Seeing you at APA!

By Miya Barnett, PhD, & Joy Gabrielli, PhD
APA Convention SCCAP Program Chair & Co-Chair

It was wonderful being in Minneapolis with those who could make it to APA in August! Despite uncertainty, many of us were able to remember the joys of in-person conferences and others were able to take advantage of virtual programming. For those of you who were able to attend, it was a joy to see your faces (or at least the part not covered by a mask) and catch up. The Social Hour and Award Ceremony were hits, with many happy reunions!

This year's SCCAP program was excellent – with leading scholars discussing their work related to children's mental health equity. We were thrilled to hear from many student members about how inspired and invigorated they felt listening to our division speakers. The keynotes from Drs. Rosaura Orengo-Aguayo and Maggi Price highlighted exceptional work focused on improving mental health access and outcomes for youth and families who experience marginalization. We also had the great honor of hearing from two legends in the field who won Distinguished Career Awards – Drs. Enrique Neblett and Michael Roberts.

If you missed the Main Stage and Feature Stage programming, you can still access presentations at <https://convention.apa.org> on demand if you registered for APA. This should keep us all intellectually stimulated until next year's convention!

2023: See you in DC!

APA 2023 is currently scheduled for August 3-5 next year in Washington DC. We are glad to welcome next year's Co-Chair, Nicole Lorenzo Ph.D., to the convention programming team! Dr. Lorenzo brings expertise in early interventions for youth at risk for developing psychopathology with a particular focus on intervention support for underserved and low-resourced communities. Her contributions will greatly benefit upcoming APA conventions.

We are approaching a benchmark for the division as SCCAP is approaching its 25th year as a unique division in APA. In preparation for this meaningful anniversary, our conference programming for 2023 will maintain an eye towards scientific and clinical innovation in the service of lasting impact, and specifically how this work has potential to change or move the field. Our overarching theme will be "Innovation and Impact." We welcome submissions of proposals for individual presentations, symposia, discussion panels, and skill-building sessions that demonstrate the high-level impact of

your work in domains of translational science, methods/tools/approaches, or work with underserved and/or underrepresented populations.

Impacts related to the global pandemic and new recognition of barriers to education and clinical resources have forced innovations in expedited telehealth service delivery, remote learning, and research design. We are interested to hear how changes across domains (e.g., service delivery, research methods, etc) have been employed for the promotion of mental health and psychological wellbeing of youth and families. We invite submissions of proposals for individual presentations, symposia, discussion panels, and skill-building sessions that describe these innovations and their impact on the science and practice of clinical child and adolescent psychology.

Posters, Symposia, Discussions, and Skill-Building Sessions: Due Date TBA (early 2023)

We hope to receive proposals in a range of formats from a range of presenters. Perspectives from BIPOC and members of underrepresented groups are extremely valuable to our community and are warmly encouraged towards submission and participation in this conference. Individuals across settings and degree status (i.e., trainees, early career professionals, practicing psychologists, researchers, and academics) are all invited to submit proposals — we value your contributions to our community of learning and collaboration!

As the APA engages in planning for the future, the upcoming conference format and programming remains under discussion. Look for the 2023 Call for Proposals portal on the APA website in late October/early November. Please feel free to reach out to us at our SCCAP conference email address: APAConvention@sccap53.org. We are happy to give feedback and provide more information as you prepare your proposals.

Science & Practice Committee Update: Clinical Practice Institute Summary of Action

By **Jill Ehrenreich-May, PhD**
Member-at-Large: Science & Practice

Since the last National Conference in Child Clinical and Adolescent Psychology in 2018 (colloquially known as the Kansas Conference), the SCCAP Board has actively discussed what types of similar and additive learning experiences SCCAP might provide to its membership. We convened several working group meetings that considered membership needs, our current collaborations (such as those with the Future Directions Forum and the Miami International Conference in Child and Adolescent Mental Health), and our extensive webinar offerings. One conclusion from these early working meetings was that SCCAP could offer more clinical training opportunities to our members, particularly our members that primarily practice. Although interest in an in-person conference remains, virtual activities that considered the need for sensitive handling of practitioners' busy schedules was paramount. With these ideas in mind – the **Clinical Practice Institute (CPI)** was born!

CPI is meant to be an annual event that centers on a single clinical practice theme that can vary from year to year, depending on member needs and interests. The 2022 CPI committee was formed, including Drs. Jill Ehrenreich-May, Regine Galanti, Omar Gudiño, Sherelle Harmon, Juventino Hernandez Rodriguez, Jennifer Hughes, and Marilyn Sampilo, and a theme, “Culturally-Responsive Evidence-Based Practices in Children and Families” was identified. The hope was to engage SCCAP members in a highly clinically useful and interactive event, with pragmatic takeaways from each speaker that could be immediately translated to practice. It was also decided that the event would take place across four time points in July 2022, including a pre-CPI recorded keynote from current SCCAP President, Dr. Anna Lau, entitled, “Challenges and Opportunities in Implementing Evidence-Based Interventions to Promote Mental Health Equity for Asian American Youth”. Approximately 160 SCCAP members registered for the CPI and attended some or all of the subsequent three-hour workshop events on July 8, 15, and 22, 2022 using the CE-Go.com meeting platform.

The first CPI workshop on July 8 was from Dr. Milton Fuentes entitled, “Applying APA’s Multicultural Guidelines to Latinx Children and Families.” Dynamic and emotionally-engaging, Dr. Fuentes immediately captured the audience while demonstrating the vital importance of understanding cultural factors in the treatment of Latinx youth and caregivers. On July 15, Dr. Isha Walwina Metzger was joined by several students in providing a highly interactive workshop on “Healing Interpersonal and Racial Trauma:

Integrating Racial Socialization into Trauma-Focused Cognitive Behavioral Therapy for Black Youth and Families.” This talk was packed with content and resources, so much so that many of the audience members reflected on how they would have enjoyed another three hours of discussion on the topic! Finally, on July 22, we were joined by Dr. Armando Pina to more strongly consider current cultural formulation models, using a series of illustrative exercises and case examples, and how these might be effectively engaged in practice settings, in his workshop entitled, “Use of Cultural Formulations in Clinical Practice with Latine Families.”

Overall, the feedback about the CPI was that it achieved the goals it set out to and provided a feasible and sustainable program on innovations in evidence-based clinical practice in youth to SCCAP members. The CPI will return again in 2023 with an all-new theme and focus. We hope to share more about this with the SCCAP membership soon!

Election Announcements

Please join us in congratulating the newly elected 2023 SCCAP Board members:

- President Elect- **Andrea Chronis-Tuscano, Ph.D.**
- Treasurer – **David Langer, Ph.D.**
- Representative to APA Council – **Mary Louise Cashel, Ph.D.**
- Member-at-Large, Science and Practice – **Jennifer Hughes, Ph.D.**

As a volunteer-run society, SCCAP could not operate without the support and involvement of its many members. We are appreciative of our dedicated volunteers and encourage you to participate by running for the board or joining one of the many SCCAP committees.

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.

The SCCAP board thanks Dr. Sharon Berry for her years of service as the Chair of the Fellows Committee. Under her leadership, the number of SCCAP members applying for Fellow Status has risen dramatically. Dr. Berry's focus on recruiting women and expanding the number of applications from traditionally underrepresented populations exemplifies the inclusive nature of her leadership style and reflects a commitment to equity, diversity and inclusion throughout all SCCAP activities and programs of SCCAP.

Thank you to Marcy Thompson, PhD, for taking over as SCCAP Fellows Chair in 2023.

Updates From the SCCAP Student Development Committee

By Natalie Finn & Ayotola Onipede
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!

- **Mentorship Program:** Thank you to Emily Hirsch and Maya Hareli for coordinating our Student Mentorship Program this year. 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](#). (Members will need to log in to their SCCAP account to sign up for the mentorship program.)
- **Awards:** Thank you to Rachel Canella 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](#).
- **Annual Internship Webinar:** The SDC organizes an annual webinar focused on applying to clinical internships every summer! This summer, the internship webinar included a fantastic panel of three internship directors and one intern. Thank you to Drs. Amy West, Patricia Walshaw, Tina Goldstein, and Kelly O'Connor for a wonderful panel. A recording of this year's webinar is available [here](#).
- **Professional Development Webinar:** This year we joined forces with the Div 37 and Div 54 student committees to organize a webinar focused on the job search process, interviewing, and negotiation. A recording is available [here](#). We hope to organize another joint webinar for students again this year!
- **SDC at APA:** It was great to see some of our student members in-person at the Student Welcome Breakfast at this year's APA Annual Convention! Thanks to

those who stopped by to grab a bite, network, and share thoughts on what they would like to see from the SDC.

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

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

We have Drs. Jarrod Leffler, Aaron Vaughn, and Alysha Thompson to thank for a *second* special issue on **Acute, Inpatient, and Residential Care** that will be published in EPCAMH 7(4). A special issue focused on Tic and Tourette Disorders is in preparation– watch out for it in 2023!

If any of our readers, particularly those in our Special Interest Groups, would like to propose a special issue on the topic of their choice, please back-channel me [by email](#).

We continue to get great reports on the journal's performance from Taylor & Francis. This summer's report noted a 64% increase in article downloads compared to 2021 and a 9.5/10 overall satisfaction rating from authors, which exceeds our comparator group and is higher than our 2021 rating. EPCAMH remains 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**.

Diversity Committee Update

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

It was great to see so many of you (in person and online) at APA in Minneapolis! We extend a special thanks to Miya Barnett, PhD & Joy Gabrielli, PhD (SCCAP Programming Chair Co-Chairs) and Anna Lau, PhD (SCCAP President) for ensuring that SCCAP programming at APA centered equity, diversity, and social justice issues. It was fantastic to learn from and engage with so many of our SCCAP colleagues interested in advancing health equity for children and families.

The Diversity Committee is now planning the 2023 SCCAP Leadership Education to Advance Diversity (LEAD) Institute. Chaired by Dr. Erlanger Turner, the planning committee is focused on creating a transformative opportunity for graduate students and early career professionals to enhance their leadership skills, engage in professional development, and network with peers and mentors who are passionate about diversity and equity within our field. This will be the 3rd time SCCAP is offering this biennial event, with current plans to hold the Institute virtually in summer of 2023. SCCAP student and early career members interested in participating in LEAD can visit <https://sccap53.org/lead-institute/> for additional information and to apply. Applications will be accepted until November 4, 2022, at 11:59pm EST.

Lastly, we want to acknowledge the amazing work of early career psychologists who are pushing the field to better address diversity and equity in our science and practice. As a result, we will be offering a new award designed to support early career contributions to research related to diversity and equity in clinical child and adolescent psychology. Please stay tuned for information on how to nominate individuals that will be distributed on the SCCAP LISTSERV and website.

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 in Minneapolis on August 2-4, 2022. We voted to adopt as policy the following resolutions:

- *Resolution on the Imposition of Death as a Penalty for Persons Aged 18 Through 20, Also Known as the Late Adolescent Class.* This resolution expressly calls upon the courts and the state and federal legislative bodies of the United States to ban the application of death as a criminal penalty for convicted defendants under 21 years of age.
- *Resolution on Psychology's Role in Addressing the Impact of, and Change Required with Police Use of Excessive Force Against People of Color and Other Marginalized Communities in the United States.* Among many other initiatives, this resolution advocates for police officer training, collaboration with mental health agencies as partners, and urges Congress to establish and incentivize states through federal funding mechanisms to implement a federal standard that will substantially limit the authorized use of force and will require accurate reporting by law enforcement agencies when it occurs.

Council also approved sending to general members a proposed change in APA's By-Laws so that one graduate student member will be added to the following boards and committee: Membership Board, Board of Convention Affairs, Policy and Planning Board, Board of Educational Affairs, Board of Professional Affairs, Board of Scientific Affairs, and the Board for the Advancement of Psychology in the Public Interest. Inclusion of graduate student members in APA governance is consistent with the association's efforts to promote Equity and Diversity more broadly. **These proposed changes to the By-Laws will go out for a formal vote by the APA membership later this year.**

Council voted to postpone an item titled, *Guidelines for Equitable and Respectful Treatment of Graduate Students in Psychology Training.* Council members sought to move this item to a future meeting of Council and recommended further review by additional key stakeholder groups. We anticipate revisiting this item at our next meeting in February of 2023. We anticipate that meeting will be held in Washington, D.C. using a hybrid format.

We are pleased to note that Mary Louise Cashel, one of your SCCAP Council Representatives, is on the Council ballot for the Committee on Rural Health. SCCAP member (and a member of APA's Council), Dr. Mary Ann McCabe, is on the upcoming ballot for APA Board of Directors. The general APA membership has the opportunity to vote for Board of Director candidates at the same time as they participate in the election for APA's President-Elect. Ballots were sent out in September 2022.

We also note that Dr. Cashel, along with Division 16 (School Psychology) representative, Dr. Lea Theodore, spearheaded an initiative involving APA's Center for Psychology in the Schools and Education. This innovative collaboration led to the development of a website for parents considering homeschooling their children. [The site](#), which is now live, offers reviews of effective practices and other important considerations for parents.

Tim Cavell, our other SCCAP Council Representative, is the Board of Education Affairs liaison to the Working Group to Recommend an Appropriate Master's Title and Scope in Health Service Psychology (HSP) that was established by the APA's Board of Professional Affairs (BPA). This working group was tasked to develop recommendations on the appropriate title and scope of practice for those who attain a terminal master's degree in HSP. Recommendations initiated by this group will *not* constitute APA policy and will *not* be subject to formal review in accordance with association rules. Rather its recommendations will be forwarded to the BPA and may serve to inform activities and initiatives relevant to doctoral and master's level programs and practice. This working group has been meeting regularly to address the following tasks:

- Develop specific recommendations or options for an appropriate title, as distinguished from doctoral-level practice and not to include "psychologist."
- Develop recommendations for an appropriate scope of practice for master's-level practitioners, to be distinguished from doctoral psychologists who practice and supervise with a scope of greatest breadth and depth.

Education & Standards Committee Update

By Tara Peris, PhD

Member-at-Large: Education and Standards

The SCCAP Education and Standards Committee has been hard at work this year on a variety of projects designed to benefit our members and our discipline. Two of our largest projects have involved collaborating with other organizations in the development of training standards for clinical child and adolescent psychology. For the first of these, committee member Shawn Jones, PhD, MPH, has served as our representative to the Clinical Child/Adolescent and Pediatric Psychology Training Council's (CCaPPTC) Diversity Workgroup. Together, this group has surveyed programs nationwide about training in principles of equity, diversity, and inclusion; they are now in the process of analyzing mixed methods data. For the second collaboration, committee members Sunny Bai, PhD, MPH and Meghan Miller, PhD, have served on the Steering Committee for Training Guidelines in Clinical Child and Adolescent Psychology that was established under the oversight of CCaPPTC. Participating organizations, including SCCAP, APA Division 54, and ABCCAP have all sent representative members to collaborate in creating a process for development of training guidelines that are applicable across stages of professional development and which specify necessary training components/competencies to function as a doctoral-level clinical child or pediatric psychologist. A proposed plan for the development of training guidelines has been developed and a call for interested folks to join the Training Guidelines Task Force recently went out over the listserv.

Separate from these activities, the Education & Standards Committee has maintained its focus on continuing education for SCCAP members and for the community at large. In partnership with John Guerry, committee members Meghan Miller, PhD, and Cate DeCarlo Santiago, PhD reviewed parent-facing materials on our website, effectivechildtherapy.org, and made much-needed suggestions for updates. This is a great resource for parents seeking mental health treatment for their children. Our website, SCCAP53.org, contains links to [keynote speeches and treatment training videos](#) developed in partnership with FIU Center for Children and Families. Together, these features are designed to help you get the most out of your SCCAP membership.

Membership Committee Update

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

Greetings! We pulled off a successful in person convention at APA in Minneapolis this year. It was great to see so many of you and I realized how much of a loss it has been to miss out on these events.

I want to first extend a shout out to our Student Ambassador Program which is kicking off the first official school year. Many of our ambassadors have already hosted events at their institutions where they are spreading the many benefits of SCCAP membership and sharing SCCAP-branded swag. Our goal is to broaden our SCCAP reach and support diversity within our training programs and the field of clinical child mental health. Undergrads, we are looking at you! Please reach out to Ana Ugueto, PhD, ABPP at ana.ugueto@uth.tmc.edu if you are interested in learning more about this program.

Also, please check out our growing Special Interest Group (SIG) list. See below for our current groups which are free to all members- join now at www.SCCAP53.org.

- **The Acute Intensive and Residential Services (AIRS) SIG**
- **Infancy and Early Childhood SIG**
- **Clinical Child and Adolescent Practitioner SIG**
- **Bilingual Psychologists SIG**
- **Emerging Adulthood SIG**
-

The Emerging Adulthood SIG is still looking for a brave chair or co-chairs to step in to lead this group. We have significant interest in this important topic but have yet to find someone to head up the group. This is a great opportunity for early career members who are interested in getting experience in board service and APA leadership. Please reach out to Thomas McMahon and thomas.mcmahon@yale.edu or Amanda Zayde at azayde@montefiore.org to discuss or submit your name to be considered.

If you are interested in creating a Special Interest Group of your own, please reach out to me at cc0077@nemours.org to discuss.

Finally, since APA is over and Fall is here, that means it's renewal time again! Don't forget to go to www.SCCAP53.org to renew your SCCAP membership by December 31, 2022 so you can stay connected and continue to receive all the benefits that are free to you as an SCCAP member!

Join/renew via:

1. Our website, SCCAP53.org, and select join/renew your membership.
2. You can also renew when you renew your APA membership.

****APA membership is not necessary to join SCCAP.**

Remember: Student and Post-Bac Student Memberships are **free but you do need to renew each year.** *Don't miss out on the student listserv and mentorship opportunities free to students/trainees (including postdoctoral trainees!)*

I wish you all a wonderful rest of the year and hope to hear from you on the listserv!!

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 June and September 2022:

Audrey Thurm, PhD, ABPP

Bianca Brooks, PhD, ABPP

Katherine Gallagher, PhD, ABPP

Sarah Connolly, PhD, ABPP

To learn more about Board Certification in Clinical Child and Adolescent Psychology, please visit www.clinicalchildpsychology.com. There you will 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.

Acute, Intensive, & Residential Services Special Interest Group Update

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

Over the past several months, the Acute, Intensive, and Residential Service (AIRS) SIG has welcomed new members and leaders and completed several initiatives. In October, the 2nd special issue focused on acute care settings will be published in *Evidence-Based Practice in Child and Adolescent Mental Health*. The issue highlights interventions to improve care in acute settings (adapting DBT, implementing measurement-based care), a scoping review of practice in the acute settings, and examining factors related to re-admission and adverse child events. Within the AIRS SIG, we have provided a number of virtual “coffee hours” to increase dialogue around hot topics including virtual day treatment programs and developing specialty clinics/programs. Our early-career psychologist leaders have created a monthly virtual mentoring meeting to share ideas and learn from each other which has had a meaningful impact! We recently held a Q&A session at APA in the SCCAP suite. Finally, as the year ends, new elections will be held for leadership positions in the SIG to continue the work that has been started!

For more information about the AIRS SIG, please visit our website [here](#).

Bilingual Psychologists SIG Update

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

The Bilingual Psychologists Special Interest Group (SIG) hosted elections for our Executive Board in August. After elections, several members expressed interest and advocated for the need for a Student Representative to be added to the Executive Board and elections were held for this position as well. The following are the results of the elections:

- Co-Chairs: Dr. Hannah Jones and Dr. Maciel Campos
- Secretary: Danielle Ibarra
- Treasurer: Gladys Martinez
- Listserv Manager: Dr. Kelly Banneyer
- Student Representative: Jessica Orobio

Additionally, a planning meeting was held to discuss goals for this SIG as well as plan for upcoming events. At the planning meeting, it was apparent that one of the main interests for many SIG members is community, support, and networking. In the next few months, we plan to host three virtual networking events divided into areas of interest to network and establish work groups.

The three areas of interest to begin with will be:

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

Look for more information about the date and times of these events coming soon. The most up-to-date information will be available on our listserv. We continue to invite all interested bilingual psychologists and trainees 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](#).

Infant and Early Childhood SIG Update

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

We are proud to announce that the Infant and Early Childhood SIG (IEC SIG) has over 270 members and is getting requests for new members weekly. The founders of the SIG have been working to develop programming and meetings for the 2022-2023 academic calendar year. We will have a membership meeting in November (date and invitation forthcoming) and announce our plans for upcoming webinars, educational events, research presentations and clinical endeavors. The Educations and Training Committee of the IEC SIG hosted a successful webinar on September 21st entitled *The Road to Infant and Early Childhood Mental Health Services* and had 65 attendees!

For more information about the IEC SIG please visit [our website](#).

