



INBALANCE

Spring 2022

Editor: Anthony Puliafico, PhD
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President's Message

By Anna Lau, PhD

Looking back and looking ahead

As SCCAP members, we have been challenged in ways that none of us could have imagined a mere two years ago. As clinicians, researchers, educators, and students, we have been asked to adapt and keep going in service of our clients, trainees, colleagues, families, and communities. And for the most part, we have kept going. We've kept going through collective fear and anxiety, social and physical distancing, grieving lost loved ones, and missing so many things that make our personal and professional lives rewarding. At the same time as our reserves are being depleted, we've been asked to do more. Children, families, and communities need us more than ever. U.S. Surgeon General Dr. Vivek Murthy issued a [Surgeon General's Advisory on Protecting Youth Mental Health](#) alerting the nation to the crisis we know all too well – the pandemic's unprecedented impacts on the mental health of American youth and families, accelerating trends that began long before COVID-19. Many of us rise to this challenge in our professional work while struggling to support our own children at home. We see you, members, and the SCCAP Board is inspired by you.

We continue to ask how SCCAP is best positioned to support its members to do the work of addressing the national crisis in youth mental health? We are grounded in our mission *to enhance the science and practice of clinical child and adolescent psychology by supporting its membership, and the field's workforce*. My wonderful predecessors, Drs. Michael Southam-Gerow and Steve Hinshaw, have set us on a strategic course to focus our efforts on member support. We have affirmed our full commitment to promoting *equity, diversity, and inclusion* (EDI) in research, evidence-based practice, and training and career development.

Indeed, although the Surgeon General's advisory focused on COVID-19 pandemic as the accelerant to the youth mental health crisis, increased visibility of racialized violence and hate have led to the recognition of *structural racism* as the twin pandemic. We are on a journey of national reckoning over the killings of Black Americans by law enforcement (sparked anew by the murder of George Floyd) and bearing witness to COVID-related violence against Asian Americans. Among the groups identified by the Surgeon General as being at higher risk of mental health challenges during the pandemic are racial and ethnic minority youth, LGBTQ+ youth, and youth in immigrant households. SCCAP is in a position to bring members guidance on how best to understand, prevent, and treat youth from minoritized backgrounds, based on science. Although mental health professionals have not typically been prepared or positioned to dismantle the structures that produce and sustain racial disparities, our discipline has now been called to [anti-racist action](#).

When I was considering a run for President of SCCAP, I felt my main contribution could be in service to EDI initiatives in the Division. In my year as President-Elect, it was clear that this work was well under way and the Board has been making big moves. For example, Dr. Andres de Los Reyes, JCCAP Editor, has invested in [structural changes](#) by adding two Associate Editors (Drs. Jose Causadias and Noni Gaylord-Harden) and forty editorial consultants inspiring confidence that contributors “will receive a fair evaluation of their work on issues surrounding Diversity, Equity, and Inclusion, and across multiple levels of inquiry (e.g., group, interpersonal, structural)”. The Board previously added an Officer position for a Member-at-Large for Diversity (first filled by Dr. Erlanger Turner and now Dr. Omar Gudino). To guard against the silo-ing of our EDI efforts, Dr. Gudino has grown the Diversity Committee considerably and designed a sub-committee and liaison structure to ensure that EDI-focused efforts are a shared responsibility across SCCAP. Our programming has reflected a commitment to amplifying inclusive clinical science that informs practice. Our 2022 APA Convention program chaired by Dr. Miya Barnett is focused on *Translational Research to Address Determinants of Mental Health Disparities for Children of Color*. Our upcoming *Clinical Practice Institute* will highlight treatment approaches to addressing racialized stress and trauma. Our signature journals (EPCAMH and JCCAP) have recruited Guest Editors for special issues on topics central to EDI. Programming, in and of itself, does not represent structural change. However, it has the potential to shift culture by raising our collective awareness of need and community expectations for inclusive programming. It remains a priority to imagine how to install self-sustaining structural change in SCCAP.

President’s Initiative

This year the Board will engage in organizational assessment to examine our structure, functions, and investments guided by the recently released [APA EDI Framework](#). Given my interest in educational access, I am particularly focused on how SCCAP can widen doors of opportunity for trainees and early career professionals from groups underrepresented in our field. A more diverse workforce of scientists and clinicians is critical to generating advances in culturally-informed, racially equitable practice to meet the profound crisis we face. Our LEAD Institute continues as one mechanism through which we support the development of a diverse pipeline of child psychologists. I’m excited to collaborate with the Board to identify new strategies that can help us work toward this objective. As I look ahead, I see amazing potential. Psychology has remained the fourth most popular major on U.S. college campuses, and it is the second most popular major among Black and Hispanic college students (Integrated Post-secondary Education Data System, 2013). However, students face a daunting structural bottleneck in access to graduate training, particularly in Clinical Psychology Ph.D. programs. In a context of intense competition, compositional diversity generally suffers. Your SCCAP Board has and will continue to focus attention on this problem. More to come...

In service,
Anna Lau

In Focus: Supporting Children & Parents in the Digital Age

By Michaeline Jensen, PhD & Jessica Navarro, MSW, MS (University of North Carolina-Greensboro)

Families are more digitally connected today than ever before, with near saturation among adolescents and young adults (Perrin, 2021). Today's cohort of parents must help their children navigate ever-changing virtual contexts despite themselves being raised in a largely offline world. About two-thirds of parents feel that parenting is harder today than it was 20 years ago, with nearly a quarter attributing the added challenge to technology (Auxier et al., 2020). However, some parents also see familial benefits, with 18% of parents reporting that digital devices mostly help the parent-child relationship (Common Sense Media, 2016). In reality, digital technologies are deeply embedded within family systems, where they confer both benefits-and risks. There is a role for child, adolescent, and family psychologists to help guide parents through the challenges and opportunities of parenting in the digital age.

Parental Mediation

Parental mediation (i.e., the skills and practices parents use to mitigate the risks and amplify the benefits) of media has been studied since the 1960s and originally focused on exposure to television. However, modern digital technology is more interactive, immersive, social, and portable (Jiow et al., 2017) than the media of the past, and thus has distinct intersections with parenting contexts (Navarro & Tudge, 2022). In general, parents attempt to utilize mediation strategies in line with their overarching attitudes and beliefs (Livingstone et al., 2015), but this may be more difficult in the digital age given gaps in digital literacy between parents and children. Digital parental mediation may be viewed as a form of digital socialization, whereby parents attempt to guide the development of their child's values and beliefs about the internet (Smith et al., 2015; Navarro & Tudge, 2022). Within parental mediation, scholars typically delineate four main domains: active mediation, restrictive mediation, monitoring, and co-use (Clark, 2011). Empirically-based recommendations about what constitutes effective parental mediation of child technology use are rare, due in part to the difficulty of measuring mediation strategies across rapidly evolving platforms (Modecki et al., in press).

Technological Influences on Parent-Child Relationships

One long-standing parental concern centers around the potential for time spent on technology to detract from face-to-face relationships (e.g., by displacing parent-child face-to-face interactions, distracting from quality time spent together, or by causing conflict; Kraut et al., 1998). Although some early research pointed towards the

displacement of time spent interacting with parents by time spent online (Lee, 2009; Liu et al., 2013), other studies suggest that time online may not be strongly related to the quantity or the quality of parent–child interactions (Jensen et al., 2021b; Lee, 2009; Willoughby, 2008). Technoference, or interference to interpersonal interactions caused by technology, is also a risk associated with digital and social media; 85.5% of youth report that they get distracted by technology while interacting with their parents at least some of the time, and 77.5% report that their parents likewise get distracted by their own devices (Stockdale et al., 2018). Digital technology can also spark conflict within the family, and is fairly common; 32% of teens and 36% of parents in the US say that they argue about digital devices daily (Common Sense Media, 2016). Conflict is especially likely when there is a mismatch between parent and adolescent digital literacy or perceptions of online risks, and when youth perceive that their parents use overly restrictive or intrusive mediation tactics (Borca et al., 2015; Dworkin, 2018; Nelissen & Van den Bulck, 2018).

Digital and social technologies also afford opportunities for growth and flourishing within the parent-child relationship. For instance, the fact that youth are often the experts (and their parents the novices) in the digital domain can present opportunities for novel positive interactions, participatory learning, and parental reinforcement of child leadership skills (Clark, 2011; Dworkin, 2018; Nathanson, 2018; Navarro, 2021).

Technology as a Parenting Tool

Digital technologies are also important tools for parent-child communication in contemporary families. In the US, 90% of parents of adolescents report using electronic messaging with their child (Rudi et al., 2015). Mobile phones allow parents flexibility in balancing domestic and professional roles (Fletcher et al., 2018; Racz et al., 2017), with 35% of parents noting that technology makes parenting easier (Lauricella et al., 2016). The mobile phone is a vital source of connection in families separated by distance, as in transnational families, military families, family members in long-term care settings, and family members in co-parenting arrangements (Carvalho et al., 2015; Hessel & Dworkin, 2017; Williams & Merten, 2011). On the whole, the frequency of digital interactions between parents and their adolescent children is associated with both reduced conflict and higher levels of connection in real life (Coyne et al., 2014; Sharaievska, 2017).

Our own ecological momentary assessment research suggests that adolescents and their parents text/call on about 1/3 of days, and that days with digital contact also tend to be days when adolescents have positive offline experiences with their parents. We also find that teens with more internalizing or externalizing symptoms report texting/calling more frequently to seek parent support, and parents are more likely to do text/call “check-ins” on adolescents experiencing more behavioral problems, suggesting that those adolescents who most need extra parental help and monitoring may be getting it via mobile phone (Jensen et al., 2021a). This is consistent with our observational research on parent-emerging adult text messaging (in which we collected and qualitatively coded the content of 30,000+ texts; Hussong et al., 2020), which suggests that parents and children continue to use text messaging for monitoring, disclosures,

and support seeking and provision even across the transition to college (Jensen et al., 2021c).

Roles for Child and Adolescent Psychologists in the Digital Age

Parents are frequently bombarded by messages on the perceived harms of digital technologies (George & Odgers, 2015), and can struggle to wade through a rapidly-evolving literature on technology and mental health characterized by a preponderance of findings that are small, correlational, confounded, and mixed (Ferguson et al., 2021; Odgers & Jensen, 2020). Child and adolescent psychologists can assist parents by translating both the most up-to-date empirical research and what we already know about parenting and socialization in offline contexts to the online world (Modecki et al., in press). It is also important that practitioners practice self-reflection and realize when their own digital literacy may be surpassed by adolescents'. In such cases, skill-building and the treatment of adolescents as experts can be useful strategies to increase clinician digital competence. Indeed, emerging research suggests that adolescent therapy clients who perceive their therapists as more competent around social media issues also tend to report a stronger therapeutic alliance overall (Pagnotta et al., 2018). Clinicians should support families in accessing the wealth of online mental health information, to help connect them to virtual resources where one can turn in time of crisis (e.g., Youth Crisis Text Lines), and to navigate digital tools for managing mental health symptoms (e.g., see [Cyberguide](#)). Finally, it is imperative that psychologists acknowledge that, although most young people have access to the internet, there persists a digital divide in broadband access and digital literacy across socioeconomic status and geography (Perrin, 2021; Katz, 2017; George et al., 2020) that can act as a barrier to youth engaging in psychosocial and educational interactions and activities online.

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SCCAP Elections

SCCAP is pleased to present our slate of candidates—as well as their respective statements—for our upcoming 2022 Executive Committee election.

President-Elect Candidates

Andrea Chronis-Tuscano, PhD

I am honored to be nominated to run for President of SCCAP. Throughout my career, my professional values fall squarely in line with the SCCAP mission, integrating: (a) research; (b) evidence-based practice; (c) training and career development; (d) diversity, equity, and inclusion; and (e) dissemination.

If elected President, I will work with the SCCAP Executive Board and membership on initiatives to further disseminate information about evidence-based treatments to the lay public, expanding on the effectivechildtherapy.org initiative, with a particular emphasis on reaching and empowering underserved populations. In addition, I will promote initiatives to support diverse young scholars conducting research on (and with) communities that have not historically been represented in evidence-based treatment research. Finally, I will continue the wonderful SCCAP mentoring programs.

There is so much left for us to learn, and I hope that, as President, I can make meaningful contributions to the important and inspiring work that SCCAP has always done!

Biography

Andrea Chronis-Tuscano is a Professor of Psychology at the University of Maryland (UMD), a licensed clinical psychologist, and Director of the UMD SUCCEEDS College ADHD Clinic. Her research spans developmental psychopathology and the development, evaluation, and implementation of interventions. Her primary area of research is attention-deficit/hyperactivity disorder (ADHD) across the lifespan, with a secondary emphasis on behavioral inhibition and risk for anxiety. In particular, Dr. Chronis-Tuscano's research aims to understand questions like: Why do some at-risk children (e.g., those with ADHD or temperament risk) do relatively well over time while others experience serious comorbidities? What risk and protective factors predict later outcomes? And, how might we interrupt the progression of early psychopathology to prevent serious developmental outcomes in at-risk populations? The majority of this work has examined questions related to parenting, parent mental health, and parent emotion socialization, in addition to developmental outcomes including depression/ suicide and substance use. Most recently, Dr. Chronis-Tuscano's NIMH-funded research has utilized hybrid effectiveness-implementation designs and stakeholder participatory

approach to deliver treatments for diverse youth with ADHD in urban pediatric primary care settings and schools.

Dr. Chronis-Tuscano is the Past-President of the International Society for Research in Child and Adolescent Psychopathology; Associate Editor of the Journal of Consulting & Clinical Psychology; Fellow of the Association for Psychological Science, Association for Behavioral & Cognitive Therapies (ABCT), and the Society for Clinical Child & Adolescent Psychology (SCCAP, APA Division 53); former Associate Editor of the Journal of Clinical Child & Adolescent Psychology; and standing member of the NIMH Mental Health Services Research (SERV) review committee. She is the recipient of multiple NIH grants and has authored or co-authored over 100 peer-reviewed publications. A dedicated mentor to diverse students and junior faculty, Dr. Chronis-Tuscano recently concluded her service as ADVANCE Professor for the College of Behavioral & Social Sciences at UMD.

Treasurer Candidates

Gerald P. Koocher, PhD, ABPP

As a founding member of SCCAP, I have long had a strong interest in its operation and management. I have served on the board previously, including as a former president in the Section 1 era and two years as a Council Representative (resigning to serve as APA Parliamentarian for Drs. Jessica Daniel and Rosie Davis).

My experience with finance and budgeting is extensive. I served as treasurer of three APA divisions and as APA treasurer for two five-year terms. I also served 18 years as a Trustee of Trust Insurance (formerly the APA Insurance Trust) including two years as chair. I served as treasurer of the American Psychological Foundation. I have also held university roles with direct line responsibility for budgets as large as \$65MM.

I have time and energy available to “give back” to elements of our profession and would enjoy doing so with SCCAP. Clinical child psychology was my first “home” in psychology, and I was honored to receive society’s Distinguished Professional Contribution Award (1983). I would welcome the opportunity to devote my time to advancing the SCCAP’s goals in whatever way might be most useful.

Biography

After several years as head of a large medical school pediatric teaching hospital’s clinical operations, I detoured through executive positions in academic administration in Boston and Chicago until semi-retiring in January of 2020. Throughout my entire career, including my years as a university dean and provost, I continually maintained a part-time clinical practice, taught, and published. I maintain my medical staff and faculty appointments at Harvard Medical School and Boston Children’s Hospital, serving as a

part-time training staff member at the Hospital and as an active faculty member of the Harvard Bioethics Center, where I have writing projects underway and continue with a part-time clinical practice.

David Langer, PhD, ABPP

It has been an honor to serve as SCCAP's treasurer, managing our budget and overseeing our financial contracts. In my five years as treasurer, we have nearly doubled our endowment while expanding our financial support of several initiatives and keeping membership dues constant (and student membership free). I've worked with the SCCAP board, committees, and members to fund and financially manage SCCAP's many exciting initiatives and collaborations, including: SCCAP's grants and awards, our newly redesigned electronic newsletter, the Leadership Education to Advance Diversity (LEAD) Institute, the Future Directions Forum, and our recently established Child Mental Health in Action grants program. In 2020, I renegotiated our journal publishing contract with Taylor & Francis, securing an even more favorable contract for SCCAP. If given the opportunity to continue to serve SCCAP and its members as treasurer, I will continue to: (1) improve upon our financial policies and procedures to protect the resources that support SCCAP's activities, (2) transparently manage our finances, (3) work to align our investments with our society's values and commitment to diversity, equity, and inclusion, and (4) work with SCCAP members and affiliated groups to further SCCAP's mission through initiatives, projects, and collaborations.

Biography

David Langer, Ph.D., ABPP, is on the faculty of the Department of Psychology at Suffolk University, where he serves as the Director of Clinical Training for the clinical doctoral program and the Director of the CHOICES Lab. Dr. Langer's federally funded research focuses on personalizing treatments for youth psychotherapy through the active involvement of caregivers and youth to plan treatments that are responsive to family values, preferences, and goals. Dr. Langer also maintains a small private practice and is highly committed to service, including serving on the Board of Directors of the American Board of Clinical Child and Adolescent Psychology and as Treasurer for SCCAP.

Representative to APA Council Candidates

Mary Louise Cashel, PhD

I am seeking re-election for a second and final term for the Division 53 Board Position as APA Council Representative. I have been a member of both APA and SCCAP for over 20 years. I have dedicated my career to psychological service, research and training focused on the interests of children, youth and families.

In my role as Division 53 Council Representative, I have supported APA resolutions on opposing racism, promoting the interests of gender diverse youth and families, and other initiatives pertaining to equity, diversity and inclusion. I joined the Education and Training Caucus and I voted in favor of the Education and Training Guidelines for Psychological Assessment in Health Service Psychology, in addition to the Professional Practice Guidelines for Evidence-Based Healthcare. As a member of the Child and Family Caucus, I spearheaded a new initiative related to homeschooling. Given the substantial rise in homeschooling, even prior to the pandemic, and the lack of regulation across most states, we are collaborating with the Division 16 Council Representative and the Coalition of Psychology in the Schools and Education to establish a toolkit for parents. The toolkit is intended to help promote parental consideration of all of the academic, developmental, social, emotional and physical needs of their children as they pursue homeschooling plans. Finally, I have participated in multiple work groups designed to enhance the functioning of APA Council as a whole.

In sum, I bring a broad range of experiences collaborating with many agencies and individuals at local, regional, State and Federal levels, and within education. I would like to continue to advocate as the voice of Child Clinical and Adolescent Psychology in the implementation of the APA Strategic Plan. There are many significant changes within the field and within APA on the horizon. I hope to continue serving SCCAP in this role.

Biography

I am an Associate Professor at Southern Illinois University Carbondale and the Director of Training for the doctoral program in Clinical Psychology, which has been fully accredited by the American Psychological Association since 1961. Our program offers a Child Clinical Specialization and we are a member of the Clinical Child and Pediatric Psychology Training Council (CCaPPTC). I joined the SIU faculty in 1997 after completing my degree in Clinical Psychology with a Specialization in Child and Family Therapy at the University of North Texas. I teach courses on child psychological assessment and therapy, and I supervise psychological evaluations for children and adolescents at our SIU Clinical Center. My research and clinical interests have focused on youth violence prevention. In collaboration with the Carbondale Police Department, I coordinated a juvenile mentoring program for youth at risk for delinquency funded by SAMHSA through a Youth Violence Prevention Cooperative Agreement. I have worked with regional juvenile probation offices, detention centers, and correctional facilities on a variety of projects assessing trauma and the psychosocial needs of referred youth. I directed a Comprehensive School Safety Initiative funded by the National Institute of Justice designed to improve school climate and prevent bullying in 40 schools across Southern Illinois. Currently, I am directing a federally funded project with staff and students in four school districts to address threat assessment, crisis intervention and bullying prevention on the bus. With respect to professional service, since 2004 I have been a State board member for the Illinois Department of Child and Family Services (DCFS), appointed to the Executive Council in 2013. Our role is to review the deaths of children in DCFS care with the goal of identifying policy and procedures that might

prevent such occurrences in the future. I also serve as chair for the Diversity Committee for the CCaPPTC.

Yasmine Moideen, PhD, LP

The APA Council of Representatives is the legislative body of APA and governs the affairs and funds of the association. It consists of representatives of divisions and SPTAs, and members of the APA Board of Directors. The representative from SCCAP functions as a liaison and also sits on the SCCAP Child Mental Health in Action Grant selection committee. My interest in this position is threefold: I am passionate about children's mental health, especially in light of pandemic stressors; I am a strong advocate for children in underrepresented sectors; and I feel a strong sense of duty to promote best practices in our field.

The stresses of the pandemic will affect a generation of children in the form of an increase in depression, anxiety, learning concerns, and poor access to psychological assessment. These concerns have led to a dramatic increase in the need for services, a delay in early diagnosis and treatment, and limited supply of services. Part of the public policy solution will rely on appropriate funding, grants, and policymaking. As experts in child/adolescent mental health, SCCAP is poised to play a crucial role in informing APA council in these matters. I look forward to serving in this capacity.

I am a fierce advocate for underrepresented groups. I worked with the Minnesota Psychological Association (MPA) Diversity Committee on creating a Difficult Dialogue series on diversity topics. I led a team in organizing the 2020 Minnesota Multicultural Summit, which focused on Somali refugee and LGBTQ issues. The SCCAP Representative to APA Council should ideally have a keen eye for those from underrepresented sectors, as these are the groups that rely heavily on funding decisions and policymaking.

Finally, I am devoted to bettering our practice through serving on local and national professional associations. I am the President of the Minnesota Psychological Association, and have served in various leadership positions, including chair of the Diversity Committee, founding member of our Child Psychology Division, and Secretary to Executive Council. My time with MPA has taught me how to function as part of a team, work on and lead a committee, and work on representing concerns of our membership. I hope to bring this set of skills in my role as SCCAP Representative. Your vote in support of my nomination is appreciated. I welcome the opportunity to serve SCCAP in the capacity of Representative to APA Council.

Biography

Yasmine Moideen, PhD is a clinical psychologist working in the greater Twin Cities metro area. She is currently President of the Minnesota Psychological Association (MPA) and has held other leadership positions in MPA, including Secretary, Chair of the

Diversity Committee, and Co-Chair of the Child Psychology Division. Her specialty is in clinical child psychology and she sees clients for therapy and testing at North Psychology Clinic. She has worked in a variety of settings, including children's hospitals, private practice, autism centers focusing on ABA, and as a manager of a mental health clinic. Dr. Moideen was born in India and grew up in Queens, NY, but now calls the Midwest her home. She is a nerd for differential diagnosis and a foodie who loves hole in the wall restaurants.

Member-at-Large Candidates

Jennifer L. Hughes, PhD, MPH

I am pleased to be considered for the Member-at-Large (MAL) Science and Practice position. Through my past SCCAP service, I gained valuable perspective on the ongoing initiatives of the SCCAP Board, as well as developed new ideas for how the MAL Science and Practice may serve and benefit SCCAP members. In my role as Newsletter Editor, I worked to highlight both innovations in research and clinical practice for our InFocus articles in order to provide timely and relevant information to SCCAP membership. As MAL, I would continue to work with the SCCAP communications team to amplify the important clinical and research work done by our members. I recently joined the SCCAP Clinical Practice Institute Planning Committee, where I have worked alongside the current MAL of Science and Practice to develop the initial series, "Culturally-Sensitive Evidence-Based Practices for Children and Adolescents" for our membership. Given the high interest, I would anticipate continuing this series with input from SCCAP members on topics of interest. I am passionate about the dual focus of science and practice in this role, as my career as a clinical researcher has included both clinical service delivery and research in developing, testing, and implementing interventions. I have learned firsthand about the opportunities and barriers in implementing evidence-based practices across settings, given my past experiences in providing training in evidence-based approaches to graduate students, private practices, community mental health providers, and international providers through the Depression Treatment Quality Initiative, Zero Estimated Suicides in Texas, Texas Youth Depression and Suicide Research Network, and Youth Aware of Mental Health programs. Additionally, given my role in developing implementation science community partnerships, I have worked with stakeholders and agencies to develop plans to adopt these practices in ways that are sustainable and that keep fidelity to the evidence-based models. If elected MAL, I would be excited at the prospect of further developing SCCAP's support of the delivery of evidence-based practices to its membership, in collaboration with members at all career stages.

Biography

I recently transitioned to Nationwide Children's Hospital and am an Associate Professor at The Ohio State University Wexner Medical Center. I am also an Adjunct Associate Professor in Psychiatry at the UT Southwestern Center for Depression Research and

Clinical Care, where I serve as a faculty lead for the Texas Youth Depression and Suicide Research Network, an initiative of the Texas Child Mental Health Care Consortium. I received my Ph.D. from UT Southwestern Medical Center and completed my postdoctoral fellowship at the UCLA Semel Institute for Neuroscience and Human Behavior. My research explores the efficacy and effectiveness of psychosocial treatments for the prevention and treatment of youth depression and suicide. I am a co-developer of two evidence-based treatments, one for relapse prevention of depression in children and adolescents (Relapse Prevention CBT; Kennard, Hughes, & Foxwell, 2016) and one utilizing family-based CBT for suicidal youth and their parents (SAFETY; Asarnow et al., 2015, 2017, 2021; Hughes & Asarnow, 2021). Most recently, my research has focused on the dissemination and implementation of a school-based depression and suicide prevention program called Youth Aware of Mental Health (YAM). I am an international trainer for YAM, working with the Swedish developers to disseminate this program in the United States (Texas and Montana), Australia, and India. I am a past Chair (2017-2018) of the Association for Behavioral and Cognitive Therapies (ABCT) Child and Adolescent Depression Special Interest Group (SIG). It was my honor to serve as a member of the Executive Board of SCCAP in the past, as the Newsletter Editor (2017-2021) and as the APA Convention Program Chair (2013-2015).

APA 2022

See You in Minneapolis!

We are so excited for the APA 2022 Convention this upcoming August 4-6 in Minneapolis, MN! As always, SCCAP members have submitted high-quality, thought-provoking proposals, which the program committee has enjoyed reviewing. For the first time since 2019, we are planning for the APA Convention to be in-person, which will provide us with ample opportunities to network and reunite with friends. However, APA is monitoring the public health conditions and is preparing for modifications as needed. We will let our members know of any changes as soon as they are announced.

We have very exciting programming to entice you to APA. The theme of our programming centers around identifying drivers of disparities in mental health services and implementing solutions to promote equity. Along with symposia, skill-building sessions, and critical conversation panels on these topics, we have a line up of exceptional invited presentations. We expect continuing education credit to be offered by APA for several of these presentations.

We would like to highlight three events that we think will provide exceptional opportunities to learn about how our research and practice can address mental health disparity reduction:

Maggi Price, Ph.D. will give an invited keynote address titled *Structural Stigma Undermines Youth Psychotherapy Efficacy*. Dr. Price is an Assistant Professor in the School of Social Work at Boston College. Her research focuses on the intersection between stigma, trauma, and youth mental health. Her talk will highlight spatial meta-analyses she has conducted to identify how structural discrimination, including racism and sexism, impacts the effectiveness of youth mental health interventions.

Rosaura Orengo-Aguayo, Ph.D. is also giving an invited keynote address titled *Trauma Treatment without Borders: Implementation of Trauma Focused CBT in Latin American and the Caribbean*. Dr. Orengo-Aguayo is an Associate Professor and bilingual clinical psychologist at the National Crime Victims Research and Treatment Center at the Medical University of South Carolina. Her research focuses on addressing mental health disparities among underserved populations through innovative implementation and dissemination methods. Her talk will highlight international implementation efforts, including work she has conducted aimed at bolstering resiliency and promoting psychological recovery among Puerto Rican youth after Hurricane Maria.

Additionally, our SCCAP president, Anna Lau, Ph.D., will hold a panel focused on conducting high impact translational research focused on mental health disparity reduction. Drs. Price and Orengo Aguayo will be joined by Dr. Arielle Sheftall and Dr. Cindy Liu in this panel. Dr. Sheftall, a principal investigator in the Center for Suicide

Prevention and Research at the Abigail Wexner Research Institute at Nationwide Children's Hospital, will discuss her work identifying risk and protective factors and implementing interventions to prevent suicidal behaviors in Black youth. Dr. Liu, an Assistant Professor at Harvard Medical School, will add important insights from her work related to the impact of racism and discrimination on Asian American and Pacific Islander youth and parents during COVID-19. This panel is certain to inform and inspire!

This is just a taste of the wonderful programming for APA 2022! Our decisions will be finalized at the end of March, so please do check out the official APA and SCCAP website for all of the details.

Finally, we would like to thank the reviewers who contributed their time and expertise to evaluating all proposals for inclusion in SCCAP's APA 2022 programming: Sara Kate Bearman, PhD, Amanda Bowling, MA, Belinda Chen, BA, Dominique Egger, MA, Spencer Evans, PhD, Meghan McBride, MA, Hanan Salem, BA, and Sylvanna Vargas, PhD. Your thoughtful reviews helped us put together a high-quality, interesting slate of presentations for this year's convention.

Save The Dates for SCCAP's Inaugural Clinical Practice Institute!

A virtual series of half day workshops designed to
enhance your evidence-based practice.

Theme: Culturally-Sensitive Evidence-Based Practices with Children and Families |
Dates: Fridays in July 2022

Top Downloaded SCCAP Journal Articles in 2021

In 2021, SCCAP's journals, *The Journal of Child Clinical and Adolescent Psychology* and *Evidence-based Practice in Child and Adolescent Mental Health*, included many articles offering important research findings and valuable clinical innovations and guidelines. Below are the top 10 downloaded articles for each journal in 2021.

The Journal of Child Clinical and Adolescent Psychology

1) Galán, C. A., Bekele, B., Boness, C., Bowdring, M., Call, C., Hails, K., McPhee, J., Hawkins Mendes, S., Moses, J., Northrup, J., Rupert, P., Savell, S., Sequeira, S., Tervo-Clemmens, B., Tung, I., Vanwoerden, S., Womack, S., & Yilmaz, B. (2021). A call to action for an antiracist clinical science. *Journal of Clinical Child & Adolescent Psychology*, 50(1), 12-57. <https://doi.org/10.1080/15374416.2020.1860066>

2) Strang, J. F., Knauss, M., van der Miesen, A., McGuire, J. K., Kenworthy, L., Caplan, R., Freeman, A., Sadikova, E., Zaks, Z., Pervez, N., Balleur, A., Rowlands, D. W., Sibarium, E., Willing, L., McCool, M.A., Ehrbar, R.D., Wyss, S.E., Wimms, H., Tobing, J., Thomas, J., Austen, J., Pine, E., Griffin, A.D., Janssen, A., Gomez-Lobo, V., Brandt, A., Morgan, C., Meagher, H., Gohari, D., Kirby, L., Russell, L., Powers, M.D. & Anthony, L. G. (2021). A clinical program for transgender and gender-diverse neurodiverse/autistic adolescents developed through community-based participatory design. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 730-745. <https://doi.org/10.1080/15374416.2020.1731817>

3) Staff, A. I., van den Hoofdakker, B. J., Van der Oord, S., Hornstra, R., Hoekstra, P. J., Twisk, J. W., ... & Luman, M. (2021). Effectiveness of specific techniques in behavioral teacher training for childhood ADHD: A randomized controlled microtrial. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 763-779. <https://doi.org/10.1080/15374416.2020.1846542>

4) DuPaul, G. J., Gormley, M. J., Anastopoulos, A. D., Weyandt, L. L., Labban, J., Sass, A. J., ... & Postler, K. B. (2021). Academic trajectories of college students with and without ADHD: Predictors of four-year outcomes. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 828-843 <https://doi.org/10.1080/15374416.2020.1867990>

5) Hornstra, R., Van der Oord, S., Staff, A. I., Hoekstra, P. J., Oosterlaan, J., Van der Veen-Mulders, L., Luman, M. & van den Hoofdakker, B. J. (2021). Which Techniques Work in Behavioral Parent Training for Children with ADHD? A Randomized Controlled Microtrial. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 888-903. <https://doi.org/10.1080/15374416.2021.1955368>

6) Cavell, T. A., Spencer, R., & McQuillin, S. D. (2021). Back to the future: Mentoring as means and end in promoting child mental health. *Journal of Clinical Child & Adolescent Psychology*, 50(2), 281-299. <https://doi.org/10.1080/15374416.2021.1875327>

7) Barnett, M. L., Luis Sanchez, B. E., Green Rosas, Y., & Broder-Fingert, S. (2021). Future Directions in Lay Health Worker Involvement in Children's Mental Health Services in the US. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 966-978. <https://doi.org/10.1080/15374416.2021.1969655>

8) Fjermestad, K. W., Føreland, Ø., Oppedal, S. B., Sørensen, J. S., Vognild, Y. H., Gjestad, R., ... & Wergeland, G. J. (2021). Therapist alliance-building behaviors, alliance, and outcomes in cognitive behavioral treatment for youth anxiety disorders. *Journal of Clinical Child & Adolescent Psychology*, 50(2), 229-242. <https://doi.org/10.1080/15374416.2019.1683850>

9) Veldkamp, S. A. M., Zondervan-Zwijenburg, M. A. J., van Bergen, E., Barzeva, S. A., Tamayo Martinez, N., Becht, A. I., van Beijsterveldt, W. Meeus, S. Branje, M. H. J. Hillegers, A. J. Oldehinkel, H. J. A. Hoijtink, D. I. Boomsma & Hartman, C. (2020). Effect of Parental Age on Their Children's Neurodevelopment. *Journal of Clinical Child & Adolescent Psychology*, 50(5), 632-644. <https://doi.org/10.1080/15374416.2020.1756298>

10) Bedford, R., Carter Leno, V., Wright, N., Bluett-Duncan, M., Smith, T. J., Anzures, G., Pickles, A., Sharp, H. & Hill, J. (2021). Emotion recognition performance in children with callous unemotional traits is modulated by co-occurring Autistic traits. *Journal of Clinical Child & Adolescent Psychology*, 50(6), 811-827. <https://doi.org/10.1080/15374416.2020.1833338>

Evidence-based Practice in Child and Adolescent Mental Health

1) Oddo, L. E., Garner, A., Novick, D. R., Meinzer, M. C., & Chronis-Tuscano, A. (2021). Remote delivery of psychosocial intervention for college students with adhd during covid-19: clinical strategies, practice recommendations, and future considerations. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(1), 99-115. <https://doi.org/10.1080/23794925.2020.1855614>

2) Tunno, A. M., Inscoe, A. B., Goldston, D. B., & Asarnow, J. R. (2021). A trauma-informed approach to youth suicide prevention and intervention. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(3), 316-327. <https://doi.org/10.1080/23794925.2021.1923089>

3) King, S., Ritchie, K. C., McGonnell, M., Doe, C., Corkum, P. V., Côté, E., & Cox, A. (2021). Paging Dr. Google: Availability and reliability of online evidence-based treatment information about ADHD. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(2), 277-289. <https://doi.org/10.1080/23794925.2021.1901632>

- 4) Goldston, D. B., & Asarnow, J. R. (2021). Quality Improvement for Acute Trauma-Informed Suicide Prevention Care: Introduction to Special Issue. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(3), 303-306. <https://doi.org/10.1080/23794925.2021.1961645>
- 5) Otterson, S. E., Fristad, M. A., McBee-Strayer, S., Bruns, E., Chen, J., Schellhause, Z., Bridge, J., & Murphy, M. A. (2021). Length of Stay and Readmission Data for Adolescents Psychiatrically Treated on a Youth Crisis Stabilization Unit versus a Traditional Inpatient Unit. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(4), 484-489. <https://doi.org/10.1080/23794925.2021.1986868>
- 6) Zullo, L., Seager van Dyk, I., Ollen, E., Ramos, N., Asarnow, J., & Miranda, J. (2021). Treatment recommendations and barriers to care for suicidal LGBTQ youth: A quality improvement study. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(3), 393-409. <https://doi.org/10.1080/23794925.2021.1950079>
- 7) Kemp, K., Webb, M., Wolff, J., Affleck, K., Casamassima, J., Weinstock, L., & Spirito, A. (2021). Screening and brief intervention for psychiatric and suicide risk in the juvenile justice system: findings from an open trial. *Evidence-based practice in child and adolescent mental health*, 6(3), 410-419. <https://doi.org/10.1080/23794925.2021.1908190>
- 8) Waitz, C., Tebbett-Mock, A., D'Angelo, E., & Reynolds, E. K. (2021). Dialectical Behavior Therapy in Inpatient and Residential Settings for Adolescents: A Systematic Review. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(4), 497-515. <https://doi.org/10.1080/23794925.2021.1970052>
- 9) White, S. W., Conner, C. M., Beck, K. B., & Mazefsky, C. A. (2021). Clinical update: The implementation of evidence-based emotion regulation treatment for clients with autism. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(1), 1-10. <https://doi.org/10.1080/23794925.2020.1796551>
- 10) O'Neill, J. C., Goldston, D. B., Kodish, T., Yu, S. H., Lau, A. S., & Asarnow, J. R. (2021). Implementing trauma Informed suicide prevention care in schools: Responding to acute suicide risk. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(3), 379-392. <https://doi.org/10.1080/23794925.2021.1917019>

Child and Adolescent Practice SIG Update

By Jill Thurber, PhD – CCAP SIG President

On November 19, 2021 the SCCAP Clinical Child and Adolescent Practice (CCAP) SIG hosted a virtual roundtable where we discussed clinical experiences providing telehealth to children and adolescents. Fifteen participants reviewed relevant articles prior to the round table discussion as a backdrop for sharing their individual experiences in delivering effective evidence-based treatment to children and adolescents using telemedicine. All participants earned free 1.5 CE for attending as part of their SCCAP membership and participation in the CCAP SIG. The learning objectives were:

- Describe at least two types of services offered to children and adolescents through telehealth.
- Identify and describe at least two benefits to using telehealth for children, adolescents, and their families.
- Identify and describe at least two limitations to using telehealth for children, adolescents, and families.

Panelists:

David Factor, Ph.D., C.Psych.

Amanda L. Mendez, Psy.D

Jonathan Perle, PhD, ABPP

Heather J. Risser, Ph.D.

Moderator:

Jill Thurber, Ph.D

We are excited about hosting another webinar or panel discussion within the next few months. The SCCAP Child Clinical and Adolescent Practice SIG is taking suggestions for topics of interest. Please click on the link to send suggestions: [Jill Thurber](#).

To be added to the CCAP listserv contact [Elizabeth Elder](#) (you must be a SCCAP and CCAP SIG member to join the listserv).

Introducing Your New Student Representative & a Focus on Student Engagement

By Ayotola Onipede, SCCAP Student Representative

I am honored to join the SCCAP leadership team and introduce myself as the new SCCAP Student Representative for the 2022-2024 term. I received my B.S. in Clinical Psychology from Tufts University. Currently, I am pursuing my PhD in Clinical Psychology at University of California Los Angeles, under the mentorship of Dr. Anna Lau.

Throughout my academic career, my research has been consistently fueled by a desire to center the needs of people who have been pushed to the margins of mental health care, and particularly youth of color. My research interests in addressing mental health concerns of youth of color emerged from my community work as a peer health educator and mentor in schools over the years. I then pursued opportunities to increase my knowledge and experience in this area of research. As an undergraduate, I worked as a research assistant at Massachusetts General Hospital Community Psychiatry PRIDE on projects that used implementation science and community-based participatory research to facilitate the deployment of evidence-based practices into community mental health settings and schools. I then transitioned to Stanford University's Eating Disorders Research Program as a post-baccalaureate research coordinator where I managed eating disorder treatment and prevention trials for adolescents and adults. In this role, I also had the unique opportunity to investigate differential responses to treatment and prevention programs as a function of race and ethnicity. As a graduate student at University of California, Los Angeles I have been able to bring together my research experiences and continue my focus on mental health of youth of color. My primary research focus in graduate school is investigating how school-based mental health interventions and implementation strategies can be improved to better recognize and respond to mental health concerns of racially marginalized youth.

SCCAP's emphasis of diversity, equity, and inclusion, and dissemination of evidence-based practices are well aligned with my own personal research mission. I am thrilled to join such an organization, and contribute to its initiatives. This year I look forward to working with my fellow Student Representative, Natalie Finn, on increasing the visibility of SCCAP and making SCCAP the go-to professional home for students in clinical child and adolescent psychology! We will work with our fantastic committee members to continue to advance mentorship opportunities between undergraduate, graduate, early- and late-stage professionals within SCCAP.

We are also excited to explore strategies related to increasing student membership, with a focus on active engagement. In particular, we would like to increase our reach to undergraduate members and, this year, we plan to compile resources specifically for these members (e.g., resources guiding the graduate school application process). We will also be organizing online panels geared toward graduate student professional development and applying to internship. Lastly, there will be a continued focus on networking opportunities and use of our social media to keep student members connected during these virtual times! As always, we encourage student members to contact their student representatives if they have suggestions or ideas for improving existing initiatives or new programming. We look forward to a productive and enriching year!

Journal Update:

Evidence-Based Practice in Child and Adolescent Mental Health

By Mary Fristad, Editor, *EPCAMH*

Our Special Issues are continuing to provide cutting-edge clinical resources for our membership. In December 2021, Drs. Jarrod Leffler, Aaron Vaughn, and Alysha Thompson served as guest editors for *EPCAMH 6(4) Acute, Intensive, and Residential Services (AIRS) for Youth*, which highlighted the scholarly work being done by our AIRS SIG members and others.

We had such a robust response to our Call for Papers that a second Special Issue will be published later this year. In January 2022, Drs. Meghan Miller, Lauren Brookman-Frazee, and Judy Reaven were our guest editors for *EPCAMH 7(1) Mental Health Interventions for Autism Spectrum Disorder and Other Intellectual and Developmental Disabilities*.

A huge thank you to all our guest editors for their efforts!

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.

SCCAP Fellows Committee Update

By Sharon Berry, PhD, ABPP, Committee Chair

The Fellows Committee announces the election of the new 2022 SCCAP Fellows of Division 53. We congratulate them on this achievement and distinction through SCCAP. Thanks to Fellows Committee Members, Martha Tompson, PhD and Barney Greenspan, PhD.

Initial APA Fellows:

Adam B. Lewin, PhD, ABPP
University of South Florida

Jarrod M. Leffler, PhD
ABPP, Mayo Clinic

Andrea Chronis-Tuscano, PhD
University of Maryland

Susan Williams White, PhD
University of Alabama

Julie Sarno Owens, PhD
Ohio University

Tara Sophia Peris, PhD
UCLA Semel Institute

SCCAP Fellows:

Laura A. Nabors, PhD, ABPP
University of Cincinnati

William “Bill” Rae, PhD
Texas A&M University

Call for Fellow Nominations & Applications

Due 12-1-2022

The SCCAP Fellows Committee invites nominations for Fellow Status in our upcoming cycle culminating in Fellow Status as of 2023. Self-nominations are welcome. 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.

Minimum qualifications include APA and SCCAP membership for at least one year, 10 years of post-doctoral professional experience, and a self-statement and Curriculum Vita with highlighted contributions to clinical child and adolescent psychology. **The full list of divisional criteria as well as information on the application process can be found at: <https://sccap53.org/membership/division-fellows>**

The application and submission process differs for applicants applying to be an Initial (new) APA Fellows and Current APA Fellows who were previously elected through another division and are now applying to be a SCCAP Fellow.

Initial Fellows will complete their application electronically through APA's Fellows Application Platform, which can be accessed at:
<https://www.apa.org/members/your-membership/fellows/apply.aspx>

Current APA Fellows (through another division) applying to be SCCAP Fellows should apply using the online application found at
<https://sccap53.org/membership/division-fellows>

The deadline for receipt of completed applications is December 1, 2022. Please contact **Sharon Berry, PhD, ABPP**, Chair of the SCCAP Fellows Committee, with any questions at: **sharonberryphd@gmail.com**

American Board of Clinical Child & Adolescent Psychology Update

By Omar G. Gudiño, PhD, ABPP

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 September 2021 and February 2022:

Johanna Carpenter, PhD, ABPP
Jasmine Ghannadpour, PhD, ABPP
Courtney Hale, PhD, ABPP
Yasuko Landrum, PhD, ABPP
Sarah McCarthy, PhD, ABPP
Emily Mudd, PhD, ABPP
Stevie Puckett-Perez, PhD, ABPP

If you are interested in learning more about Board Certification in Clinical Child and Adolescent Psychology, please visit www.clinicalchildpsychology.com to learn about eligibility and requirements, our mentorship program, and opportunities to attend an informational session to learn more about the process. We are particularly interested in eliminating barriers to board certification, so we welcome your ideas and feedback about ways to facilitate board certification for early career psychologists.

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 (COR) met on October 29-30, 2021. At this meeting two landmark resolutions were passed: 1) *Apology for the Role of the American Psychological Association in Promoting, Perpetuating, and Failing to Challenge Racism, Discrimination and the Human Hierarchy in the United States* and 2) *Role of Psychology and the American Psychological Association in Dismantling Systematic Racism in the United States*. These were adopted unanimously as policy that aligns with APA's Strategic Plan and Guiding Principles, including championing diversity and inclusion and the promotion of human rights. A third accompanying resolution that was approved by Council was a policy statement on advancing health equity in psychology.

Among other business, two sets of guidelines were adopted: One was for *Psychological Practice with Military Service Members, Veterans, and their Families*, and the other was for *Optimal Use of Social Media in Professional Psychology Practice*. Council also approved a motion supporting the decision by the Centers for Disease Control to include "mental health conditions" as underlying medical conditions associated with severe illness and mortality from COVID-19.

Also approved was an important amendment to Association Rules that established a twelve-year, lifetime term limit for those serving on APA's Council of Representatives. This limit does not include service on APA's Board of Directors or on other APA Boards or Committees. This amendment also left in place a rule that allows no more than six consecutive years as a Council member. Council also voted to appoint at least one, and up to three, ombudspersons who "provide an opportunity and a process by which Council members of historically marginalized identities may address microaggressions and other overt attempts to dismiss, diminish, or at times silence their input at Council." Ombudspersons will not be members of Council but will be appointed by the Council Leadership Team and will serve a 3-year term.

The spring COR meeting will be held virtually on February 25 & 26, 2022. Several sets of guidelines will be reviewed, including those for child custody evaluations, ethical conduct of research involving high school student participants, and the care and use of nonhuman animals. Resolutions on poverty, socioeconomic status, and population health are also slated for discussion.

Finally, please be aware that our own division (Division 53, SCCAP) will soon hold board elections. Ballots will be mailed April 15 , and members will be asked to vote for President Elect, Treasurer, Member at Large, and APA Council Representative. Please be sure to cast your votes!

Diversity Committee Update

By Omar G. Gudiño, PhD, ABPP

As we kick off 2022, we are excited to share an update on equity, diversity, and inclusion (EDI) efforts at SCCAP. As SCCAP President, Dr. Anna Lau has made EDI a central focus of her platform. We have been especially excited to partner with our colleagues to support EDI across SCCAP activities. Across membership, science and practice, journals, and special programming, the Diversity Committee has been pleased to take on an increased role in advancing EDI. We have also been working to apply [APA's EDI Framework](#) to support sustainable and systemic efforts designed to center EDI.

Supporting the future of SCCAP is a key goal of the Diversity Committee. On February 15, 2022, we were excited to announce the winners of the 2022 SCCAP Diversity Professional Development Award. We made 15 awards of \$300 each to support the development of graduate students and early career psychologists from diverse backgrounds (broadly defined). We are thrilled that the future of SCCAP is in the hands of such talented and passionate advocates for EDI!

In December 2021, Dr. Riana Elyse Anderson presented an excellent webinar titled, "Inoculating Children from the American Endemic: Treating Racism as a Virus". Dr. Lynda Gibson moderated this well-received presentation highlighting the impact of racial stress on youth and practical strategies for working with clients experiencing racial stress and trauma. Our next webinar will occur on May 20, 2022 at 12pm Eastern. We are thrilled to announce that Bianca T. Villalobos, PhD, and Juventino Hernandez Rodriguez, PhD will present on using trauma-focused CBT with Latinx youth via telehealth. Please see the listerv for additional information and registration links.

Membership Committee Update: SCCAP Ambassador Program Kick-Off!

By **Chrissy Cammarata, PhD, ABPP**

SCCAP's Membership Committee is proud to announce the creation of a new program aimed at creating awareness of the benefits of SCCAP membership among the faculty and students at institutions with traditionally low SCCAP membership.

The Ambassador Program, chaired by Ana Ugueto, PhD, ABPP, is looking to develop a community of graduate students and professionals who will serve as brand liaisons between SCCAP and their institutions. The Ambassadors will provide community outreach at fairs and club meetings and will possibly host social events to recruit new members. In addition to making sure their institution is aware of grants, awards and educational opportunities through SCCAP, Ambassadors will foster communications between their institutions and SCCAP by providing feedback on the needs of SCCAP members at participating institutions. This will help to ensure that SCCAP is providing the high quality of benefits that members need.

The Ambassadors will be distributing SCCAP swag to all the new members they recruit! Thank you to the following inaugural Ambassadors who are working to define and implement this new membership initiative:

Natalie Angelo, University of Hartford

Yaritzza Cadena, Texas A&M International University

Sera Levy, University of Alabama

Vanessa Liang, University of Hawai'i at Manoa

Megan Summers, Spalding University

Ana Ugueto, PhD, ABPP, The University of Texas Health Science Center at Houston

For additional information visit SCCAP53.org or email Ana Ugueto at SCCAP@SCCAP53.org.

Education and Standards Committee: **Updates to the Webinar Series**

By Tara S. Peris, PhD

The SCCAP Education and Standards Committee is delighted to announce the 2022 lineup of webinar programming! This series is one of a number of efforts to be responsive to member needs, and it emerged directly from member requests for educational opportunities that would help them stay up-to-date on pressing issues in child and adolescent psychopathology. We develop our line-up of talks based on suggestions from our core committees, including Education & Standards, Diversity, Science & Practice, and Membership & Public Interest. Our goal is to provide a well-curated and accessible way to dig deeper into hot topics in the field, and we've been excited to see the large and steady attendance from our members.

Our first talk of the year, **Research and Community Approaches to Adapting Evidence-Based Interventions for Diverse Youth and Families**, will be given by SCCAP's fearless leader, Anna Lau, Ph.D., on March 3 at 12pm EST. It will be followed by a webinar from our Science and Practice Committee on **Evidence-Based Supervision for Children and Adolescents** from Sarah Kate Bearman, Ph.D. on April 5 12pm EST. Our next offering comes by way of our Diversity Committee and will feature Bianca Villalobos, Ph.D. and Juventino Rodriguez, Ph.D., speaking on **Telehealth CBT for Latinx Families** on May 20 at 12pm EST. We have other programming still in the works, including our annual **internship webinar** hosted by our wonderful student representatives each July, and a talk from Eric Youngstrom, Ph.D., this year's Bob Smith Excellence in Assessment Award Winner (and two-time former SCCAP President!). We're continuing to develop our programming for fall and winter 2022, so stay tuned for further updates, and, as always, contact the relevant [SCCAP committee](#) to let us know the topics that interest you most. We remained focused on choosing topics and speakers with maximum appeal to our members. Finally, we encourage you to reference our [website](#), where members can access recorded talks from earlier in our series free of charge.