

Clinical Child and Adolescent Psychology

NEWSLETTER

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Spring 2004

President's Message

New Grants and Awards From Division 53

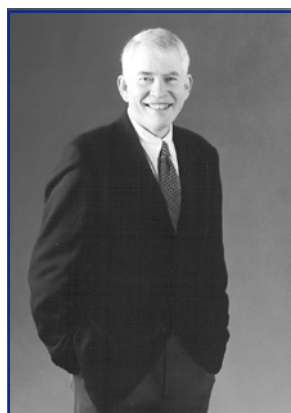
Benjamin B. Lahey, Ph.D., University of Chicago

I am very happy to announce that the Society for Clinical Child and Adolescent Psychology (SCCAP) will increase its efforts in 2004 to foster advances in our understanding of child and adolescent psychopathology and to improve assessment, prevention, and treatment practices. Our overriding goal is to stimulate the development of methods of assessment, prevention, and treatment that *help* children and adolescents—that are supported by rigorous empirical evidence. Hand and glove with this guiding goal, SCCAP seeks to foster the training of *skilled*, *responsible*, and *culturally-sensitive* practitioners in the use of these evidence-based practices. We will do so by

"The specific goals of these exciting new initiatives are diverse, but they are all directly related to improving the lives of child and adolescents with mental health problems."

supporting the training and research of practitioners, graduate students, post-doctoral fellows, and junior faculty with a number of new pilot study grants and awards for outstanding achievements. The specific goals of these exciting new initiatives are diverse, but they are all directly related to improving the lives of child and adolescents with mental health problems. Across all of these initiatives, a premium will be placed on supporting efforts to improve the mental health of

children and adolescents living in poverty and of underserved race-ethnic groups.



Benjamin B. Lahey, Ph.D.
President, Division 53

Several of our specific goals concern improvements in current prevention and clinical practice. SCCAP will support efforts to evaluate innovative assessment, prevention, and treatment practices, or to adapt, disseminate, and re-evaluate evidence-based practices when applied to public practice arenas. This may involve the development and evaluation of new methods that supplement or replace the office-based practice model. In addition, SCCAP will support an invitational conference on evidence-based assessment practices in 2004.

SCCAP also seeks to support research to advance our understanding of the fundamental nature of developmental psychology. Pilot studies in this area will

be supported because such psychopathology research can lay the foundation for future advances in prevention and treatment. This support would likely take the form of funding for pilot studies that use the methods of developmental epidemiology, neurophysiology, genetics, or other empirical methods to address the factors that cause and maintain psychopathology.

Detailed instructions for nominations or applications for the new grants and awards are provided elsewhere in this newsletter. In all cases, grantees and awardees must be a member of SCCAP at the time of

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application or nomination. The specific new training and research initiatives are:

1. Improving practice in the public sector.

SCCAP will award one 12-month grant to fund a pilot study of an innovative clinical application by a clinical child psychologist who does not work in academia. The pilot study must have the potential of leading to new state or federal support of an evidence-based prevention, treatment, or dissemination project. The applicant may enter into a partnership with university-based researchers for the purpose of this pilot study, but does not need to do so. However, the lead investigator must not be employed principally in an academic setting. Up to one pilot study award in this area will be made in 2004 for up to \$5,000 in total costs depending on the quality of applications.

2. Assisting the research training of graduate students and postdoctoral fellows.

SCCAP will award up to three grants to doctoral students enrolled in APA-approved clinical psychology training programs and postdoctoral fellows who plan academic careers focused on child and adolescent mental health. These grants will provide funding for empirical studies conducted by the graduate student or postdoctoral fellow on methods of assessment, prevention, or treatment, or on the psychopathology of children or adolescents. These may include studies of issues related to psychopathology and poverty, race, or culture. The supported studies would ordinarily be thesis or dissertation studies, but would not need to be. Up to two grants to doctoral students (up \$2,500 total costs each) and one to a post-doctoral fellow (up to \$5,000) will be awarded in 2004, depending on the number of applications with high merit.

3. Junior faculty mentoring and development program.

In 2004, up to three clinical child psychologists who are in their

first three years of full-time work in an academic setting at the time of application will be selected to participate in a new academic mentoring program. The goal of the new mentoring program is to provide one-to-one assistance to junior faculty from successful academic psychologists outside of the mentees' institution. This assistance will cover a broad range of topics, including faculty advancement, ethics, cultural issues, research methodology, and grants-personship, depending on the needs and wishes of the mentee and the expertise of the mentor. The mentees will be selected on the basis of high promise for successful careers in graduate training and research. The mentors will be selected by the mentee after selection from a group of volunteering senior academics in related areas who have been successful in externally-supported research in clinical child and adolescent psychology. All of the mentors and mentees will meet one time in person as a group with the president of SCCAP, probably at a meeting of the American Psychological Association. Expenses for this meeting will be paid by SCCAP. Each mentor and mentee would continue to correspond for a minimum of three years to provide guidance via email and telephone.

4. New faculty research awards. In addition to the SCCAP Distinguished Research Contributions Award, two additional SCCAP 53 research awards will be given in 2004. One award will be given to an Early Career Researcher (an individual in academia who is below the rank of Associate Professor at the time of nomination or application) and one for a Mid-career Researcher (an individual in academia at the rank of Associate Professor at the time of nomination or application). Each recipient will receive \$750 to help pay the cost of travel to the next meeting of the American Psychological Association and will give an award address and receive their award that meeting.

5. Organizational meeting on evidence-based assessment. In 2004, SCCAP will

support a small invitational conference on empirically-supported approaches to child and adolescent assessment. The long-term goal of this effort is find constructive ways to increase the use of evidence-based assessment practices and to reduce the use of weakly supported assessment methods. The short-term goal of the organizational meeting is to lay out a realistic agenda for achieving those objectives.

These new initiatives supplement the ongoing efforts of SCCAP to improve and disseminate evidence-based practice and particularly to improve practice in the public sector. Among other things, SCCAP has provided initial funding for a task force on evidence-based practice headed by John Weisz of the University of California, Los Angeles. This task force provided much of the material now included on the SCCAP website on Evidence-based Treatment for Children and Adolescents (www.clinicalchildpsychology.org or www.effectivechildtherapy.org), which is provided as a highly-informative service to both practitioners and consumers of mental health services for children and adolescents. On this web site, treatments that have been shown to be efficacious, and those that are promising but still require additional research, are listed and described for child and adolescent anxiety disorders, depression, attention-deficit/hyperactivity disorder, and conduct disorder. SCCAP also provides some support to two conferences that have become important venues for continuing education in evidence-based practices, the Kansas Conference on Clinical Child and Adolescent Psychology and the Niagara Conference on evidence-based practice for child and adolescent mental health problems (<http://wings.buffalo.edu/psychology/adhd/niagara.pdf>). In addition, Marc Atkins of the University of Illinois at Chicago is currently directing a new task force focuses on the needs of children living in poverty who receive services through the public sector. Please join us in working to provide children and adolescents with increasingly effective mental health services.

APA Convention Preview—Division 53 Program *Honolulu, Hawaii, July 28–August 1, 2004*

Dates and times will be published in the Summer Newsletter.

Career Research Contribution Award and Address

Sir Michael Rutter

Using Genetic Designs and Other “Natural Experiments” to Investigate Environmental Influences upon Development and Psychopathology

Distinguished Research Contribution Award and Address

Constance Hammen

Adolescent Depression: Interpersonal Causes and Consequences

Invited address

Bruce Chorpita and Eric Daleiden

Evidence Based-decision Making in Practice: Hawaii’s Identification, Organization, Integration, and Dissemination of Evidence-based Strategies in a Statewide System for Youth

Presidential address

Benjamin B. Lahey

The Underlying Causal Structure of Child and Adolescent Psychopathology

Invited symposium

Treatment of Childhood OCD and Trichotillomania: New Findings

John Piacentini (Chair)

Anne Marie Albano (Discussant)

John Piacentini

Controlled Comparison of CBT and Relaxation Training for Childhood OCD

Susanna Chang

Neurocognitive Correlates of Response to Treatment for Childhood OCD

Lori Zoellner, University of Washington for the Pediatric OCD Collaborative Study Group (Pediatric OCD Collaborative Study Group: Duke University: **John March** (PI), **Patricia Gammon**, **John Curry**, **Allan Chrisman**, and **Kevin Sullivan**; University of Pennsylvania: **Edna Foa** (PI), **Martin Franklin**, **Moira Rynn**, & **Lori Zoellner**; Brown University: **Henrietta Leonard**, **Jennifer Freeman**, & **Abbe Garcia**)
Sample Description and Outcome of Acute Treatment for Pediatric OCD

David F. Tolin, Martin E. Franklin, & Gretchen J. Diefenbach

Cognitive-behavioral Therapy for Pediatric Trichotillomania: An Open Trial

Invited symposium

Health Service Delivery for Children and Families Living in Poverty

Benjamin B. Lahey (Chair/Discussant)

Bruce F. Chorpita

Practice Adaptations and Innovations for Youth in a State Mental Health System

Marc S. Atkins and Stacy L. Frazier

Towards A Model for Accessible, Effective, and Sustainable Mental Health Services for Inner City Children and Families

Nadine J. Kaslow, Sigrid Y. Kennebrew, Debbie Roberts, Theresa Sparks, Sheridan Thorn, Duane House, Omar Guessous, Martie Thompson, & Gabrielle Hargrove
Supporting African American Families Empowering their Youth (SAFETY Project)

Invited symposium

Intensive Treatments for Child and Adolescent Anxiety Disorders: New Findings

Donna Pincus (Chair)

Anne Marie Albano (Discussant)

Thomas H. Ollendick and Lars-Goran Ost,

One-session Treatment for Specific Phobias in Youth: The Blacksburg/Stockholm Project

Donna Pincus and David H. Barlow

Eight Day Intensive Treatment for Panic Disorder and Agoraphobia in Adolescents

Jill Ehrenreich and David H. Barlow

Intensive Treatment for OCD in Adolescence: A Case Report

Symposium

Empirically-supported Interventions for Ethnic Minority Children and Adolescents

Stan J. Huey (Chair)

Stanley Sue (Discussant)

Guillermo Bernal and Jeanette Rossello

Toward a Science of Psychotherapy with Hispanic Populations

Cynthia Hudley

The BrainPower Program as Preventative Intervention for High-Risk African-American Youth

Armando A. Pina and Wendy K. Silverman,

Cognitive Behavioral Treatment for Anxiety Disorders in Latino Youths

Stan J. Huey

Effectiveness of Psychotherapy with Ethnic Minority Youth: A Preliminary Meta-analysis

Samuel M. Turner and Deborah C. Beidel

Social Phobia and its Treatment in Caucasian and African American Youth

Symposium

Preschool Children at Risk for ADHD: Approaches to Diagnosis and Treatment

John M. Watkins (Chair)

James M. Swanson (Discussant)

Sharon B. Wigal and Kelly Posner

The Laboratory School Protocol in the Study of Preschool ADHD

Scott H. Kollins and Howard Abikoff

Parental Decisions About Placing Children with ADHD on Medication

Tim Wigal, James J. McGough, and Mark S. Riddle
Assessment of ADHD in Preschool Children

Laurence Greenhill, James M. Swanson, and James T. McCracken

Growth Suppression by Stimulant Medication in School-aged and Preschool-aged Children

Symposium

The Role of Culture in Culturally Based Child/Adolescent Interventions

LeShawndra N. Price and Belinda E. Sims (Chairs)
Belinda E. Sims (Discussant)

Anna S. Lau

Adapting Evidence-based Treatments to be Culturally and Socially Valid

Michael A de Arellano and Carla K. Danielson

Culturally-modified, Trauma-focused Treatment for Hispanic Sexual Abuse Victims

Stephanie I. Coard

Considering Culturally Relevant Parenting Practices in Intervention Development and Adaptation

Elizabeth Wieling

Cultural Adaptation of a Parenting EBT for Implementation with Latina Mothers

Vanessa Nyborg

Intervention Strategies for African American Males: Considering Culture

Sean Joe

Developing Culturally Based CBT Intervention for Black Adolescent Suicide Attempters

Symposium

Using Partnerships to Design, Implement, and Evaluate Aggression Prevention Programs

Stephen S. Leff (Chair)

Marc S. Atkins (Discussant)

John E. Lochman and Karen C. Wells

Coping Power Prevention Program for Preadolescent Children: One-year Follow-up Effects

Stephen S. Leff, Jennifer G. Angelucci, Letitia Grabowski, and Jennifer Weil

Collaboratively Designing and Evaluating an Intervention for Relationally Aggressive Girls

Nicholas Ialongo

Johns Hopkins Prevention Intervention Research: A Public Health Prevention Approach

Howard C. Stevenson

Community Collaborations: Preventing Long-term Anger and Aggression in Youth (PLAAY)

Student Conversation Hour

Research, Funding, and Career Trends for the Next Generation of Child-Focused Researchers and Practitioners

Steven Lee & Candice Alfano (Chairs)

Benjamin B. Lahey & Deborah Beidel (Participants)

Poster Sessions

Externalizing Disorders in Children

Internalizing Disorders in Children

Assessment and Treatment of Childhood Disorders

The Student View

The Path to Post-Doctoral Bliss

by Steven S. Lee, M.A., University of California, Berkeley

This student column addresses the process of obtaining research-focused post-doctoral positions in developmental psychopathology. As someone currently interviewing for research fellowships, I hope this column will be valuable for those interested in pursuing a post-doc. When I began this process, I consulted past and current post-docs who earned academic appointments. The consensus was that a post-doc should ideally refine one's area of focus and collectively prepare the individual to inaugurate an important and feasible program of research. There are also very unique post-doctoral training opportunities; for example, molecular genetic and multivariate behavioral genetic approaches offer exciting opportunities for specialization. However, those committed to a program of research with sufficient training may already be prepared for their career.

I interviewed Terry C. Chi, Ph.D. a graduate from the clinical science program at U.C. Berkeley and a Kennedy Center Research Fellow in the Department of Psychology and Human Development at Vanderbilt University. He is currently working in Professor Judy Garber's research laboratory.

Steve: When did you begin to consider a post-doc position? What experiences were influential in your decision?

"...a post-doc should ideally refine one's area of focus and collectively prepare the individual to inaugurate an important and feasible program of research."

Terry: Although I came into my Ph.D. program wanting to be "the perfect clinical psychologist"—one who conducts scientific research and provides psychological intervention—I became convinced that I would enjoy my career the most if it is in academic research. The simple reason is that I believe I can be a competent clinician with time and practice, *but* I really enjoyed the discovery process involved in empirical

research. My desire to be primarily an academic researcher started to take shape during conversations with my academic advisor, after I submitted my dissertation proposal. External validation and reinforcement came from chatting with Professor Robert Levenson (Department of Psychology, U.C. Berkeley) at a local café. He told me, "Do what you enjoy and to hell with the rest!"



Steven S. Lee
Student Representative

Steve: What were your post-doctoral training goals and how important were they when applying for positions?

Terry: I think post-doctoral training is the best way for a new Ph.D. to know if he/she will actually enjoy the academic life. It is the academy, without the responsibilities of administrative duties, classes, and graduate students. You are there to do research—either collect your own data or work on existing data from your post-doctoral mentor's lab—and nothing else. What else can be better for a brand new Ph.D.? My primary goals were to be (a) at a lab where I feel that I can learn new theoretical, conceptual, and methodological tools of a new field of study (developmental psychopathology of depression), (b) a productive researcher during my post-doctoral studies so I will be a competitive candidate for future academic positions, and (c) able to start to establish myself as an independent researcher, beyond the tutelage of my pre-doc mentor. These goals helped me to focus on researchers (and their colleagues and their home department) who have consistent research funding and whose work is at the cutting edge of their respective fields. I used NIH's CRISP database to research the funding status of

potential post-doctoral mentors and it provided valuable guidance for me. The web address is: <http://crisp.cit.nih.gov/>

Steve: What do you consider to be the major advantages and disadvantages of pursuing a post-doc position or entering the field directly from school?

Terry: For me, I think the major advantages are that I have "started earlier" than my other clinical colleagues in terms of preparation for a possible academic career. My responsibilities now are to publish and think of new research ideas...and to publish some more! Also, since I have no other responsibilities, I use some of my time to mentor undergraduate research theses, another way to train for my future academic career. Practically speaking, whereas my internship colleagues are making \$18,000 at their internships, I am on the NIH post-doc pay scale now—no big bundle of money either, but it's better than the internship folks. On the other hand, I guess for Clinical Ph.D.'s, forgoing the internship limits my career opportunities—I cannot be licensed to be a clinical psychologist, cannot provide supervision, and most likely, I cannot be part of a clinical psychology faculty. Therefore, it's "academia or bust" for me. But life's a series of calculated gambles, isn't it?

Steve: How did you go about selecting potential training institutions?

I used research productivity and research funding as the two primary criteria for selecting mentors. Because I know what I want to study after graduate school, I looked on PsychInfo database to find researchers whose recent interests (within the last 3 years) paralleled mine. After getting some names, I used NIH's CRISP database to examine these researchers' recent grant funding record and to assess how much funding remained on active grants. However, this was not only for my own post-doc training; these "background checks" also served the purpose of finding out how productive these potential mentors have been. In addition to looking for individual mentors, I also searched for post-doc training programs (T32 institutional training grants or other *funded* post-doctoral fellowships) that would meet my needs. During my search, I asked my advisors and colleagues about the long-standing training programs around the country and checked each of them out.

Steve: What recommendations would you give to current students considering a research-based post-doc? How important is it to have a well-defined set of interests?

Terry: First and foremost, find a post-doc mentor who genuinely cares for your professional *and* personal development. Next, I think although having a well-defined research interest is of obvious importance, your interests may expand or change after starting the post-doc. Therefore, I see having a well-defined research interest as a necessary but insufficient ingredient for choosing post-doc programs. Finally, being able to work with a productive mentor is also very important. How can this be assessed? Ask the potential mentors for students/trainees who have worked with them and get their *honest* perspectives.

Steve: Do you see any systematic differences between post-docs with individual investigators versus research traineeships in a training program (for example, the NIH T32 institutional training grants)?

Terry: I recommend against working with individual mentors outside of an institution training program (or a funded program, even by foundations) unless you are very certain of his/her personal and professional commitment to your training. My opinion is that with a training program, there is a set of rules and expectations that are clear to everyone involved—mentors and mentees alike—so miscommunication about the role of the mentor and mentee can be minimized (e.g., glorified graduate student, substitute project coordinator, highly paid secretary). Also, whereas being a post-doc for one researcher can be an isolating experience, it can especially be difficult if things do not work out. Why? Because unlike a training program, you don't have colleagues (or other research mentors) whom you can turn to regularly for support. In the case of an unsatisfactory experience, the hierarchy between the mentor and mentee can complicate the situation even more. In a training program, there are usually procedures for resolving any intellectual and/or personal disagreements. Finally, training programs, in my personal experience, provide a rich intellectual environment in which colleagues from difference disciplines can exchange ideas and mutually benefit from each others' expertise.

The Coalition for Psychology in Schools and Education: How Psychology Can Help Improve Education Pre-K Through Grade 12

Submitted by Marilyn Erickson, Ph.D., Division 53 Representative

The APA-sponsored Coalition was initiated by members of Division 15 (Educational Psychology), 16 (School Psychology), and 17 (Counseling Psychology); its first meeting in December 2002 was hosted by the Center for Psychology in Schools and Education, that is housed within the APA Education Directorate, and arranged in collaboration with the Practice Directorate. That group decided to contact other APA Divisions with relevant interests and invited the representatives to a meeting in June, 2003 at APA. Representatives from Divisions 27 (Community), 37 (Children, Youth, and Families), 53 (Clinical Child and Adolescent), and 54 (Pediatric) attended.

At the June, 2003 meeting, the following Mission Statement was approved:

Psychologists have developed a body of knowledge that addresses the key issues of assessment, accountability, professional training (including providing direct services for teachers and students), interventions for behavioral and emotional difficulties, literacy, resilience, student learning, and achievement. The mission of this Coalition is to bring together interested psychologists to promote and make publicly accessible applications of the research that Psychology has developed to assist the nation in improving the quality of public and private Pre-K to 12 education. The Coalition further hopes to influence APA's involvement in policy-making and legislation associated with the educational agenda of the nation. In addition, the mission of this Coalition is to encourage cooperation among those APA entities and affiliates whose focus is on children and the teaching and learning process.

Coalition members were invited to the September, 2003 Education Leadership Conference and attended the workshop, entitled "Applications to Education." In that workshop, the participants 1) examined ways in which psychology can be applied to assessing teacher quality, 2) considered whether and how psychologists should be accountable for the quality of teacher preparation and professional development, and 3) proposed ways in which psychology can increase its contribution to Pre-K to 12 teaching that meets students' diverse learning needs, including differences in abilities, backgrounds, and experiences.

At the December, 2003 meeting of the Coalition, the principal task for the participants was selecting projects from the large array generated at the earlier meetings. Among the projects selected for earliest initiation by APA staff and Coalition members are: writing a book on "Improving Teaching and Learning through Effective Assessment" for school administrators, academics, and teachers, developing an online interactive continuation education course on classroom management, and providing an awareness campaign to acquaint practitioners about practice opportunities related to the supplemental service provision of the No Child Left Behind legislation. At its next meeting in February, 2004 the APA Council of Representatives will be asked to approve \$12,500 to facilitate the activities of the Coalition.

I would be interested in hearing from any Division 53 member who is interested in schools and our contributions to them: marieric@comcast.net.

IN FOCUS

Editor's Message:

Directions for the Society Newsletter

by Michael A. Southam-Gerow, Ph.D.,
Virginia Commonwealth University



Michael A. Southam-Gerow

Welcome to the 19th volume of the Society's Newsletter. As the incoming Editor, I am fortunate to be inheriting a vibrant publication from my predecessor, Stephen Shirk, Ph.D. Joining me as Associate Editor is Anna Lau, Ph.D. With this introductory message, I plan to orient readers to the directions I will undertake as Editor.

"New" Column: IN FOCUS. First, I plan to run a column in this space each issue called "IN FOCUS", which will concentrate on one of several topics of particular interest to clinical child and adolescent psychologists. Among these will be the following:

Research in Practice. Stephen began running an occasional column called "Research in Practice," which included a number of excellent contributions from psychologists working on the cutting edge of science and practice. I plan to continue this focus in the Newsletter. Examples of this work also fit nicely with one of the new funding initiatives that President Lahey outlines in his President's Message, entitled "Improving Practice in the Public Sector". I am soliciting manuscripts describing innovative efforts to breakdown the boundaries between science and practice. Submissions should be between 750-1500 words.

Legal, Ethical, and Policy Issues. The Newsletter has also occasionally run articles on legal and ethical issues facing psychologists who work with children and adolescents. I plan to continue this tradition as well. Submissions on this theme could involve recent changes in laws that affect practice and/or research (e.g., HIPAA), ethical issues of recent prominence, or public policy initiatives that have an impact on clinical child and adolescent psychologists. Submissions should be between 750-1500 words.

Training Issues. I am interested in publishing informative or interesting perspectives on training clinical child and adolescent psychologists. The recent

"I am interested in engaging our membership in discussions of issues like training, policy, and how best to bridge the science-practice gap"

addition of clinical child and adolescent ABPP (see **Society News and Announcements**, page 7) underscores the increasing efforts to formalize training for our field. Yet I have been reminded recently that there are no standards to which a doctoral program must adhere to call itself a clinical child/adolescent training program. I am interested in engaging our membership in a discussion of this and other important matters related to training our future colleagues. Submissions should be between 750-1500 words.

Book Reviews. I also am interested in publishing brief reviews of books of interest to our membership, particularly books that are relevant to the research/practice interface. Submissions should be about 250-500 words.

Manuscripts for IN FOCUS can be submitted to me via e-mail (masouthamger@vcu.edu) or at the postal address listed on the back-cover.

ADDITIONAL NEW FEATURES
Recognizing Graduating Student Members. Beginning with the Fall 2004 issue, the Newsletter will begin publishing the names of student members of the Society who are receiving their doctoral degrees in the calendar year. Student members and their advisors are encouraged to submit to me the name of graduating students, along with the institution, advisor name, and dissertation title. Depending upon volume of submissions, we will run these at least once per year, most likely in the Fall issue.

Cross-Talk from Other Related Divisions. At the board meeting in San Antonio, TX the newsletter editors from Divisions 12, 16, 37, 43, 53, and 54 agreed to begin sharing some content of mutual interest across newsletters. Thus, I plan to dedicate some Newsletter space to news from other divisions that are of relevance to Division 53. For example, I will publish some convention programming from other divisions that may be of interest to D53 members.

Upgrading the Look of the Newsletter. I plan to increase the visual interest of the Newsletter by (a) upgrading to glossy paper with this issue and (b) increasing the number of photographs included in the Newsletter. I am glad to receive suggestions from members for other ways to upgrade the look of the Newsletter. Our hope is that after reading the Newsletter, you will share it with your colleagues.

In closing, I look forward to serving the membership of Division 53 well with this Newsletter. Feedback on the Newsletter, both laudatory and critical, is welcome.

Cheers,
Michael

Society News and Announcements

RECENT HONORS AND ACHIEVEMENTS OF OUR MEMBERS

CONGRATULATIONS TO NEW DIVISION 53 FELLOWS

The Society is pleased to announce that two of our members attained Fellow status:



Wendy K. Silverman, Ph.D., ABPP,
one of the new Division 53 Fellows



Carolyn Webster-Stratton, Ph.D., ABPP,
one of the new Division 53 Fellows

HAIL FELLOW, WELL MET

Fellow status is one of the highest honors bestowed by APA, and the Division 53 Fellows represent a most distinguished group of clinical child and adolescent psychologists. To achieve Fellow status, individuals must be recognized by their peers as having made outstanding contributions to the discipline of clinical child and adolescent psychology, and their work must have had a national impact on the field. There are many ways an individual can document such an impact: a continued and strong research record; service at the state or national level; the development of empirically validated treatments; service on editorial boards, or authoring influential chapters or textbooks in the field.

The Division is interested in having all of its deserving members earn Fellow status. If you think you qualify we encourage you to apply. The minimum qualifications are: membership in the Division and APA for at least one year; 10 years of experience subsequent to earning the doctoral degree; supporting letters from three APA Fellows (they need not be Fellows in Division 53), and a self-statement identifying your specific contributions to the field.

For more information on the requirement for Fellow status contact Rich Milich at milich@uky.edu. For an application packet, contact Marti Hagan at CCPDiv53@aol.com. The deadline for applying this year is November 15, 2004.

SOCIETY NEWSLETTER TO PUBLISH NAMES OF STUDENT MEMBERS RECEIVING DOCTORATES

APA's Division 53, the Society of Clinical Child and Adolescent Psychology, seeks to publish the names of its student members who are receiving their doctoral degree in an issue of the Division's Newsletter. Please submit the name of the student, the institution from which s/he will receive their doctoral degree, the advisor's name, and the date of conferment. You may also submit the title of the dissertation, which will be listed, space permitting. The list will be published in the **Fall** issue whose deadline this year is **Sept. 15, 2004**. Submissions in advance of the deadline are encouraged. Faculty advisors and/or student members may submit students' names to the Newsletter Editor, Michael A. Southam-Gerow (masouthamger@vcu.edu).

THE AMERICAN BOARD OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY

We are pleased to announce that the American Board of Clinical Child and Adolescent Psychology is now fully affiliated with the American Board of Professional Psychology (ABPP). As a result, the American Board of Clinical Child and Adolescent Psychology, in association with the American Board of Professional Psychology (ABPP), is currently accepting applications from those interested in pursuing Board Certification in the area of Clinical Child and Adolescent Psychology.

For information regarding the benefits of board specialty certification, eligibility requirements, examination procedures, and application instructions, please visit the American Board of Clinical Child and Adolescent Psychology website at www.ClinicalChildPsychology.com. Also, see a description at <http://www.abpp.org/clinicalchild.htm>.

Members of Division 53 and 54 are eligible for an application fee discount.

If you have questions, contact Al Finch, Ph.D. at 843-953-7477 or fincha@citadel.edu.

D53 MEMBERS ATTAIN CLINICAL CHILD AND ADOLESCENT ABPP STATUS

The Society is also pleased to publish a list of our members who have attained ABPP status in Clinical Child and Adolescent Psychology:

Anne Marie Albano, Ph.D.
Daniel F. Armstrong, Ph.D.
Glen P. Aylward, Ph.D.
Russell A. Barkley, Ph.D.
Steven J. Beck, Ph.D.
Ronald W. Belter, Ph.D.
Stephen R. Boggs, Ph.D.
Timothy K. Daugherty, Ph.D.
Virginia M. DeRoma, Ph.D.
Sheila M. Eyberg, Ph.D.
Alfred J. Finch, Jr., Ph.D.
N. Kaye Finch, Ph.D.
Ellen C. Flannery-Schroeder, Ph.D.
Fredrick D. Frankel, Ph.D.
Mary A. Fristad, Ph.D.
Elizabeth Anne Gosh, Ph.D.
Kathleen J. Hart, Ph.D.
Joseph W. Hatcher, Ph.D.
Nathan J. Henninger, Ph.D.
James H. Johnson, Ph.D.
Christina A. Kaminsky, Ph.D.
Philip C. Kendall, Ph.D.
Cheryl A. King, Ph.D.
Gerald P. Koocher, Ph.D.
Annette M. LaGreca, Ph.D.
M. David Liberman, Ph.D.
Julie A. Lipovsky, Ph.D.
John E. Lochman, Ph.D.
Elizabeth McCauley, Ph.D.
W. Michael Nelson, III, Ph.D.
Mary J. O'Connor, Ph.D.
Thomas Ollendick, Ph.D.
John C. Piacentini, Ph.D.
Scott W. Powers, Ph.D.
Ronald J. Prinz, Ph.D.
Mark A. Reinecke, Ph.D.
Michael C. Roberts, Ph.D.
Conway F. Saylor, Ph.D.
Janet R. Schultz, Ph.D.
O. Stanley Shoemaker, III, Ph.D.
Wendy K. Silverman, Ph.D.
Susan J. Simonian, Ph.D.
Anthony Spirito, Ph.D.
Lori J. Stark, Ph.D.
John R. Weisz, Ph.D.

WEBSITE AND LISTSERV NEWS

NEW DIVISION 53 WEBSITE ADMINISTRATOR APPOINTED

Division 53 announces that Matthew Nock, Ph.D., has been appointed to the position of website administrator, taking over from the capable hands of Mitchell Prinstein, Ph.D.

NEW! ANNOUNCE-ONLY LISTSERV

Division 53 is now operating an **announce-only** listserv. This listserv will only be used to announce critical member-related news, such as elections. All members will be added to this list. Traffic on it should be very minimal. If you wish to be removed from the list, contact the listserv administrator, Mary Louise Cashell at apadiv53@hotmail.com. The regular SCCAP listserv will continue to operate as usual.

...continued on page 12

Division 53 Candidates for 2005

(listed alphabetically by office)



Candidate for President of Division 53

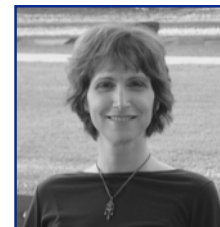
John E. Lochman, Ph.D., ABPP

John E. Lochman is Doddridge Saxon Professor of Clinical Psychology at the University of Alabama, and Adjunct Professor of Psychiatry and Behavioral Sciences at the Duke University Medical Center. He serves as Associate Editor of *Behavior Therapy*, and is on the editorial boards for *Developmental Psychology*, and *Journal of Abnormal Child Psychology*. He has been a member of the NIH Risk, Prevention and Health Behavior study section, and he has served on a variety of other NIH grant review committees. He has published over 160 articles, chapters and books, primarily on topics related to aggressive behavior in children and adolescents. He is a PI or co-PI on six grant-funded intervention research trials, and is a Fellow in APA Divisions 53, 37 and 27, and in the Academy of Cognitive Therapy.

Statement: I am honored to have been nominated for President of Division 53. I have strong interests in addressing clinical, research and policy issues relevant to our Division, and have been involved in various efforts to do so. I have been appointed to the Committee on Children, Youth and Family Committee in the APA Public Interest Directorate, to facilitate movement of psychological knowledge into the creation of public policy. I am a founding member and Secretary-Treasurer of the ABPP board for specialty accreditation in clinical child and

adolescent psychology (American Board of Clinical Child and Adolescent Psychology).

Based on my experience implementing and evaluating interventions in clinical and community settings over the past 25 years, and in consulting with the Division 53 Committee on Evidence-Based Assessment and Treatment for Children and Adolescents, I have developed an intense interest in the difficulties in implementing evidence-based interventions. I believe that there are several critical issues in the dissemination of evidence-based practice which I would like to emphasize in Division 53 as we take programs to scale. First, we need to explore the optimal balance between strict adherence to intervention fidelity and useful adaptation of programs. We need to draw on our expertise as clinicians and researchers in the Division to understand how to adapt programs for specific clients and specific settings. Second, we need to encourage efforts to develop programs which can deal with the comorbidity and complexity of children's problems which are encountered in clinical practice. Third, we need to address the critical needs in Division 53 for providing in-depth, easily-accessible training in emerging evidence-based interventions. We need to coordinate our resources to provide training in more regional and local venues, and we need to facilitate ongoing technical assistance and consultation to psychologists who are trying out new programs. Fourth, we need to especially advocate for an emphasis on early intervention and prevention to interrupt developmental trajectories leading to negative outcomes before those outcomes have fully crystallized. Fifth, the future of our field requires us to have an impact on governmental, agency and business policies which impact the provision of services to children and adolescents. To build relevant and useful policies, I would work closely with our professional colleagues in other disciplines.



Candidate for President of Division 53

Wendy K. Silverman, Ph.D., ABPP

Wendy K. Silverman received her Ph.D. in Clinical Psychology from Case Western Reserve University and subsequently completed her APA Approved internship at the University of Mississippi Medical Center. She was faculty of the clinical psychology doctoral program at the University at Albany, SUNY from 1982-1990, and is currently Professor of Psychology at Florida International University in Miami and Director of the Child and Family Psychosocial Research Center. Wendy has published widely on issues relating to classification, assessment, and treatment of clinical child problems, focusing particularly on anxiety and traumatic stress reactions. She has four books in these areas as well as over 150 research articles and book chapters. Wendy is a recipient of a number of NIMH grants to develop and evaluate psychosocial interventions for use with children and adolescents who have anxiety disorders. In June 2002 Wendy was granted the ABPP Diplomate in Clinical Child and Adolescent Psychology. Wendy has been active in the Society of Clinical Child and Adolescent Psychology (Division 53) since its days as section 1 of Division 12. She served on the Section's Executive Board in her role as Chair of the Science and Professional

Affairs Committee which produced and disseminated several important task force reports (e.g., children and disasters), in the section's flagship journal then called *Journal of Clinical Child Psychology*. From 1996-2001 she served as Associate Editor of the *Journal of Clinical Child Psychology* and in 2001 she was appointed Editor of the journal, renamed *Journal of Clinical Child and Adolescent Psychology*.

Statement: I would be honored to continue my service to the *Society of Clinical Child and Adolescent Psychology* by serving as President. My term as Journal Editor will end when my term as President would begin; thus, if elected, I will be able to dedicate my full energies to this important position. I am truly excited about the prospect of moving the *Society* forward on issues that I have highlighted in the journal through the publication of special sections and invited articles as well as through the "regular" articles that have been published. These include bringing our evidence-based knowledge to develop strategies for helping youth of minority status including ethnicity, race, and sexual orientation. These also include enhancing efforts to decrease the stigmatization of mental health conditions in young people. As Editor of JCCAP, I was involved in dissemination of evidence-based knowledge. As President, I would welcome the opportunity to continue and expand this work by improving the *Society's* dissemination efforts to other, specific targeted audiences (e.g., families, youth, administrators, policymakers) within specific local settings. I also would strive to move the *Society* into another important and related avenue, namely, in the implementation of evidence-based knowledge in diverse settings. In closing, I would like to emphasize again how honored I would be to serve the *Society of Clinical Child and Adolescent Psychology* as its President and help guide it in some of these critically important and highly exciting areas.



**Candidate for Member-at-Large
(Scientific and Professional Affairs)
Robert J. McMahon, Ph.D.**

Bob McMahon is Professor in the Department of Psychology at the University of Washington and the Director of the Child Clinical Psychology Program. He received his Ph.D. in clinical psychology from the University of Georgia in 1979. He was a faculty member at the University of British Columbia and the University of Missouri-Columbia prior to moving to the University of Washington in 1987.

Bob's primary research and clinical interests concern the assessment, treatment, and prevention of conduct problems in children, especially in the context of the family. He has published widely on these and related topics, including more than 100 articles, books, and book chapters. He is co-author (with Rex Forehand) of *Helping the Noncompliant Child: Family-Based Treatment for Oppositional Behavior* (Guilford Press, 1981, 2003). This parent training program focuses specifically on children who display the characteristics of Oppositional Defiant Disorder, and views child noncompliance as a keystone behavior in the development of more serious conduct problems. Bob is a principal investigator on the NIMH-funded Fast Track Project, which is a large, multisite collaborative study on the prevention of antisocial behavior in school-aged children. His primary responsibilities on that project concern the development and implementation of the family-based intervention components for this 10-year preventive intervention.

Bob is a Charter Fellow of Division 53, a Fellow in Division 12 (Clinical Psychology), and a licensed psychologist in the state of Washington. He has been a member of a number of national expert panels concerning family-based interventions and the prevention of conduct problems and substance abuse, including the Tobacco Etiology Research Network (TERN), the Strengthening America's Families Project, and the Free To Grow national demonstration project. He also serves as a reviewer for the National Institutes of Health. Bob is a member of the Editorial Board of the *Journal of Clinical Child and Adolescent Psychology*, as well as a number of other journals (e.g., *Clinical Child and Family Psychology Review*, *Behavior Therapy*). Bob has also been a member of the Planning Committee for the Banff International Conferences on Behavioural Science since 1981.

Statement: I am honored to have been nominated for the Member-at-Large position in Division 53. My intellectual and professional roots are in clinical child and adolescent psychology, and I would appreciate the opportunity to contribute to its continued development. This is an exciting time in the history of Division 53, and I look forward to participating in current and future endeavors, especially with respect to empirically supported interventions (treatment and prevention); the development of guidelines for empirically based assessment strategies and procedures; the bridging of research and practice within our field; and establishing and nurturing transdisciplinary collaboration with our colleagues in child psychiatry, social work, and related fields.



**Candidate for Member-at-Large
(Scientific and Professional Affairs)**

Tracy Morris, Ph.D.

Tracy Morris received her Ph.D. from the University of Mississippi and completed her internship and postdoctoral training at the Medical University of South Carolina. She currently is an Associate Professor of Psychology at West Virginia University, where she serves as Coordinator of the Child Clinical doctoral program. She maintains an active research program in the area of developmental psychopathology, with a special interest in social anxiety disorder. Her research focuses primarily on the influence of parent-child interaction and peer-relations on the development of anxiety and depression. She is a former editorial board member of the *Journal of Clinical Child and Adolescent Psychology*. She has a particular interest in public policy and the extension of research and clinical applications to community settings in effort to promote the well being of children and families.

Statement: It is an honor to be nominated for the Member-at-Large position in Division 53. If elected, I would expand on the excellent work my predecessors have done in recruiting new professional and student members—students are indeed the future of our organization. I also would work to promote the visibility of clinical child psychology among the general public, and to foster increased collaboration among professional communities. Clinical child psychologists have much to offer and increasing our involvement within professional communities will be to the betterment of all. Working within school settings and general medical or pediatric practices we may reach out to those who otherwise would not have access to mental health services. Enhancing our community

outreach efforts also will enable us to engage in prevention and early intervention activities so dear to the ideological heart of most clinical child psychologists. Another area in which I would like to focus is in increasing active communication and research ties among programs offering training in clinical child psychology. Working together we can better advocate for national funding priorities, standard training objectives, and large-scale dissemination efforts. I value your support and would be honored to serve Division 53 as Member-at-Large.



**Candidate for Member-at-Large
(Scientific and Professional Affairs)**

Eric A. Youngstrom, Ph.D.

Eric Youngstrom is Assistant Professor of Psychology, Psychiatry, and Management at Case Western Reserve University. He received his Ph.D. in clinical psychology from the University of Delaware, interned at Western Psychiatric Institute and Clinic, and is licensed in the State of Ohio. He teaches undergraduate and graduate courses in child and family assessment, child and family therapy, developmental psychopathology, research methods, and multivariate statistics. All of his teaching emphasizes evidence-based approaches to assessment and treatment, and he has received multiple teaching awards. His research interests include evidence based assessment strategies, the role of emotions in developmental psychopathology, and the assessment and phenomenology of bipolar disorder across the lifespan. He is the principal investigator on an NIMH R01 investigating the prevalence of bipolar disorder in community mental health clinics as well as validating the performance of diagnostic aids for the detection of bipolar disorder. He also is the director of

the Data Management and Statistical Analysis Unit and the Research Methods Core for an NIMH funded Developing Center for the Study of Bipolar Disorder across the Lifespan, and he is an advisor to the Ruth and Semi Begun Center for the Understanding and Prevention of Violence.

Statement: Division 53 embodies a commitment to excellence in clinical practice and clinically relevant research. I am enthusiastic about contributing to the pursuit of these values by becoming a Member-at-Large for the division. My experiences and interests reflect much of the breadth of the membership. I strive to ground my teaching and research in the real world of current mental health practice. I have been fortunate to work in a variety of settings, including a state hospital for children, an inner city high school, a rural high school, a psychiatric emergency room, and a community mental health center as well as outpatient clinics. My research has involved building consortia with community agencies including the juvenile justice system and community mental health centers. This background has broadened my appreciation for the complex issues confronting children, families, and practitioners in child mental health. Psychological science has not yet answered all of the questions about how to provide optimal care. For me, the litmus test of relevance for research has become, "Would this research help change the way that I work with a family, or the way that I would teach a student to work?" This perspective has pushed me to learn different approaches to research and analysis than typically are taught in psychology graduate programs. As a Member-at-Large, I would work to help leverage the impact of Division 53 on child mental health by (a) sharing information about evidence-based approaches to treatment and assessment with a wider audience that includes policy-makers and established practitioners in allied disciplines, (b) exploring ways to accelerate the diffusion of relevant research into psychological training, and (c) advocating for increased funding and dissemination of clinically relevant research for children and adolescents.

**Candidate for Council Representative
Michele Cooley, Ph.D.**

Dr. Michele Cooley is a clinical child psychologist and Assistant Professor in the Department of Mental Health, Bloomberg School of Public Health at the Johns Hopkins University. She received her bachelor's, M.Ed., and doctorate in clinical child psychology from the University of Virginia. She completed her clinical internship at the Western Psychiatric Institute and Clinic in Pittsburgh, PA, and postdoctoral fellowship in the Department of Psychiatry and Behavioral Sciences at the Medical University of South Carolina. After her training, Dr. Cooley became an Assistant Professor of (Clinical) Psychology at George Mason University for two years, and then joined the Johns Hopkins University faculty in 1996. Dr. Cooley has over thirty peer-reviewed publications, book chapters, and co-authored clinical treatment intervention manuals.

Dr. Cooley is a clinical child researcher, preventive interventionist, teacher, and clinical supervisor. She is the principal investigator of grants funded by the National Institute of Mental Health (NIMH) designed to study the emotional and behavioral outcomes of youth's exposure to community violence and prevent anxiety disorders among youth in school settings. Dr. Cooley has been active in the National Institutes of Health, serving on multiple advisory and extramural review committees. She has served on numerous panels and task forces for professional organizations, including the: Association for the Advancement of Behavior Therapy, Society for Prevention Research, Anxiety Disorders Association of America (Children's Task Force), Johnson and Johnson's Pediatric Roundtable, and APA (e.g., Executive Committee of Division 12, Section 6; Committee on Publications and Communications, Division 12). Other professional contributions include service as an editorial board member or reviewer of numerous scientific journals, including Division 53's flagship journal, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)*. She is Guest Editor of a section of *JCCAP* on Assessing Child and Adolescent Anxiety in Multi-ethnic Populations that will be published in 2004, and was Co-Editor for the special Youth and Violence section of the *Journal of Clinical Child Psychology*.

Statement: Honored to serve, if elected I will be a vocal, visible, and active representative of Division 53 to the APA Council. This proactive course will ensure that the needs and focus of our Division will be adequately served by the Association and related governance. My serving as an effective advocate is particularly important given that Division 53 is a relatively new division and our current number of representatives belies the size of our membership (e.g., the psychoanalysis division has the same number of representatives as we do, although their membership is one-fourth our size). If elected, I will: (a) Work together with our Society of Clinical Child and Adolescent Psychology Executive Committee to successfully represent our Division's platform within the system of governance; (b) Collaborate with the other representatives (there are 155 in total) whose agendas are similar to Division 53's to strengthen and increase the likelihood that our mutual interests related to clinical child and adolescent psychology are met; and (c) Provide timely dissemination of news from APA Council beyond the quarterly Division Newsletter, and give advance notice to our membership of upcoming highly relevant Council agenda items.

**Candidate for Council Representative
Marilyn Erickson, Ph.D.**

Dr. Marilyn Erikson is an emeritus professor in clinical psychology at Virginia Commonwealth University. Dr. Erikson's professional experience has included 10 years on the faculty of an APA-approved clinical internship and several decades at two universities training doctoral students specializing in clinical child psychology. As an academician, she has taught undergraduates, graduate students, interns, and postdocs, conducted research, and supervised clinical work. She has also maintained a small private practice outside university settings. During these years, she also been active in state psychological associations as well as APA Boards, Divisions, and Committees. She is past president of Division 12, Section 1 (Division 53's former incarnation) and has served two years on APA Council.

Statement: My first experience at a meeting of APA's Council of Representatives

occurred when I represented Division 12's Section 1 (Clinical Child) to petition Council to create the new Division 53. While Section 1's President-Elect and President, I contributed to the proposal that Section 1 become a Division. One of the principal reasons for changing the Section to a Division was to increase the number of psychologists on Council who had primary interests in meeting the behavioral health needs of children, adolescents, and their families. We currently have two representatives on Council but could have more if our Division members gave more of their apportionment votes to Division 53 in the annual balloting.

I have served two years on Council completing Tom Ollendick's term. This group represents both APA Divisions and State Psychological Associations and has the ultimate responsibility for approving all APA policy as well as its annual budget. Council members initiate, co-sponsor, or support initiatives that affect all aspects of APA functioning. As a new member, I was surprised that Council agendas included either no or very few items related to children, adolescents, and families. Similarly, although an informal Child caucus of COR members existed, few members attended the meetings, and fewer initiatives were initiated or discussed. The good news is that the child-oriented APA divisions have recently pledged to become more active on Council, and several areas have been identified for action. One item that is about to be presented to Council involves funding for another meeting of the Coalition for Psychology in Schools and Education; among its important initiatives, this Coalition is currently identifying ways that clinical child psychologists can be included in the No Child Left Behind mandate as service providers and consultants in school settings.

We have many goals to achieve. We need to have recognized standards for training of professionals who provide services for children, adolescents, and families. We need to find ways to move evidence-based assessment and treatment from research settings to clinical settings. We need to find ways to advocate for the many children and adolescents who need, but do not receive, psychological services. I hope to be able to accelerate the progress toward our goals.

Call for Grant/Award Applications

The Society of Clinical Child and Adolescent Psychology (SCCAP: Division 53, American Psychological Association) seeks applicants for several new grants/awards, as described in the President's Message.

1. Improving practice in the public sector.

This pilot grant will fund an innovative clinical research application (treatment or prevention) by a clinical child psychologist whose primary post is outside of academia. Applicants who have developed partnerships with academic researchers are welcomed but this is by no means a necessary requirement. However, the PI for the proposal must be a clinical child psychologist who is a member of Division 53 and who is employed in a primarily non-academic position. Criteria for the award include: (a) innovativeness of the proposal, and (b) potential to lead to additional state, federal, or foundation support. One award will be given in the amount of \$5000 for 2004.

2. Assisting the research training of graduate students and postdoctoral fellows.

Doctoral students enrolled in APA-approved clinical psychology training programs and postdoctoral fellows who plan academic careers focused on child and adolescent mental health are encouraged to apply for up to three awards to fund empirical studies conducted by the graduate student or postdoctoral fellow on methods of assessment, prevention, or treatment, or on issues related to the psychopathology of children or adolescents. Studies that address issues related to poverty, race, or culture are especially welcome. The supported studies would ordinarily be thesis or dissertation studies for predoctoral applicants, but need not be. Up to two grants to predoctoral students (\$2,500 total costs each) and one to a postdoctoral fellow (\$5,000) will be awarded in 2004, depending on number of applications with high merit.

3. Faculty research/travel awards

Two grants will be awarded to current researchers whose work exemplifies the mission of Division 53. One of these awards will be for an **Early Career Researcher** (an individual in academia who is below the rank of Associate Professor at the time of nomination or application) and the second for a **Mid-career Researcher** (an individual in academia at the rank of Associate Professor at the time of nomination or application). Each recipient will receive \$750 to help pay the cost of travel to the next meeting of the American Psychological Association and be invited to give an award address and to receive their award during that meeting. These awards are in addition to existing SCCAP Distinguished Contribution Awards.

How to apply for these three awards: Submit the following to the address listed below: (a) the proposal or nomination, (b) an itemized budget in the case of applications for grants, and (c) a biosketch or CV. Please include the PI's name and the grant title, listed above, in the header of all pages. Proposals are limited to 2500 words. No set outline is required but the submission should provide sufficient details so that the integrity of the proposal can be evaluated by the review committee.

Submissions should be made electronically to: Division 53's Executive Secretary, Marti Hagan (CCPDiv53@aol.com).

Deadline for applications is **June 30, 2004**. Date of earliest funding is Oct. 1, 2004. *Mentorship Program Applications Requested*

Junior faculty mentoring and development program

SCCAP is proud to announce a new mentorship program. In 2004, up to three clinical child psychologists who are in their first three years of full-time work in an academic setting at the time of application will be selected to participate in the program. The President's message contains additional details about the program. Mentees will be selected on the basis of high promise for successful careers in graduate training and research. Mentors will consist of highly active and visible researchers in the field of clinical child and adolescent psychology. The selected mentors and mentees will meet one time in person as a group with the president of SCCAP, probably at a meeting of the American Psychological Association. Expenses for this meeting will be paid by SCCAP. Each mentor and mentee would continue active dialogue and correspondence via email and telephone for a minimum of three years to provide ongoing support and guidance.

How to apply to this program: For the mentorship program, submit the following to the address listed below: (a) a personal statement describing your career goals and outlining your mentorship needs, and (b) your bio sketch or CV. Please include your name and the phrase "Faculty Mentoring Program" in the header of all pages. Personal statements are limited to 2500 words. The format of NIH's K-award Candidate section provides a good model (see http://grants.nih.gov/grants/funding/phs398/section_4.html).

Submissions should be made electronically to: Division 53's Executive Secretary, Marti Hagan (CCPDiv53@aol.com).

Deadline for applications is **June 30, 2004**. Date of earliest funding is Oct. 1, 2004.

SCCAP Student Research Award 2005

Information and Application Instructions

The Society of Clinical Child and Adolescent Psychology sponsors an annual student research award. The purpose of the award is to assist science-oriented doctoral students in clinical child and adolescent psychology with respect to costs related to their dissertation or master's thesis research. In 2005, the Society will offer up to two awards of \$750 each.

DEADLINE: OCTOBER 1, 2004

ELIGIBILITY

1. Students must be enrolled full-time and be in good standing in graduate programs in clinical psychology. The doctoral program must be in U.S. or Canada.
2. Applicants must be student members of the Society (D53) at the time of their application for the award, or they must submit the membership materials with their application.
3. The faculty committee at a student's university must have approved the complete research proposal prior to application for this award. For masters' theses, written verification from the student's faculty advisor will satisfy this criterion.
4. Proposals may be submitted for already-defended doctoral dissertations, provided that the student has not graduated by the application deadline (i.e., 10/1/2004).

APPLICATION PROCESS

Applicants **must** submit their application **electronically**. The application must include the following:

- **1-page maximum typed cover letter:** describing research interests, experience and career plans.
- **Research Proposal:** A summary of the original proposal (2500 words or less) that must include an explanation of the research design and other important aspects of the project and a brief explanation of the proposed use of the funds (i.e., a budget). The award must be used to support expenses that are directly related to the research (e.g., supplies, equipment, participant fees); it may not be used for tuition, travel, or personal expenses.
- **Curriculum Vitae**
- **1-page maximum letter of recommendation from academic advisor or professor.** Academic advisor may submit this letter separately from the other times.

Send application materials via email to: Marti Hagan CCPDiv53@aol.com.

Student Research Award Winners 2004

This year's student research award winners were selected from among a terrific group of applicants. The winners, Candice A. Alfano and Jason L. Horowitz, will be recognized formally at the APA meeting this summer. The titles of their winning research appear below. Congratulations to these two terrific young scholars.

Candice A. Alfano, "Does negative self-imagery play a causal role in Social Phobia among adolescents?" University of Maryland, Research Supervisor—Deborah C. Beidel

Jason L. Horowitz, "Comparison of cognitive-behavioral, interpersonal, and assessment only conditions in the prevention of depression in adolescents." Vanderbilt University, Research Supervisor—Judy Garber

continued from page 7...

REVISED SCCAP LISTSERV RULES

This listserv provides a forum for a discussion and sharing of knowledge relevant to clinical child and adolescent psychology. The list is open to all members of SCCAP. The topics of discussion are determined by the listserv members and all are welcome and encouraged to participate. Intellectual contributions offered by each member are vital to an ongoing discussion that is educational, practical, and beneficial to its members.

Rules:

1. The list may not be used as a forum for illegal purposes, including but not limited to defamation, violation of intellectual property laws, violation of antitrust or unfair competition laws or violation of criminal laws.

2. Do not intentionally interfere with or disrupt other forum members, network services, or network equipment. This includes distribution of unsolicited advertisement or chain letters, propagation of computer worms and viruses, and use of the network to make unauthorized entry to any other machine accessible via the Forum.

3. The list may not be used for electioneering, advancing personal or another's professional gain, advertising professional services, or for any other personal or monetary profit/gain or other commercial purposes. Do not post messages for which the primary purpose is to advance the business or financial interests of any person or entity, or otherwise to promote a financial transaction for the benefit of the author directly or indirectly. Examples of prohibited communications include advertisements for products or services, notices regarding rental of office space, or direct solicitations of listserv members to purchase products or services.

Examples of messages that may be of financial benefit to listserv members but are not prohibited because they do not inure to the financial benefit of the author include news of job listings or position openings, or discussion of profes-

sionally-related products or services where the listserv member conveying the information is not in the business of selling the products or services. Announcements that provide useful professional information to List members but may also have some incidental commercial benefit to the sender (e.g. an author who is a listmember merely advising the List of publication of a professional book) typically would not be "commercial" for purposes of this restriction.

4. Do not post messages containing information that is defamatory, abusive, profane, threatening, offensive, or illegal.

5. Maintain client confidentiality when discussing any clinical issues.

Removal from the list:

The SCCAP Listserv Administrator, acting on behalf of SCCAP, reserves the right to remove members from the list who consistently violate its Usage Guidelines.

Suggestions:

1. When replying to a previous posting on the list, "repost" only essential text from previous message, rather than the entire previous message. Many members receive the list in Digest form, and lengthy reposts make the daily Digest prohibitively lengthy.

2. Use detailed descriptions of your message in the "subject" line. The Digest is organized by Subject line.

3. Refrain from including styled text or attachments when possible. Neither translate well in the Digest format.

JOURNAL NEWS

JOURNAL OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY (JCCAP) ANNOUNCES NEW ASSOCIATE EDITOR, CHARLOTTE JOHNSTON, PH.D.

Charlotte Johnston, Ph.D., assumes one of the Associate Editor slots for *JCCAP*, replacing Annette M. LaGreca, Ph.D., who was recently named the Editor of *Journal of Consulting and Clinical Psychology*. Charlotte joins Paul J. Frick, Ph.D., the other Associate Editor for *JCCAP*, the Society's flagship journal.

REQUEST FOR MINORITY REVIEWERS FOR THE JOURNAL OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY (JCCAP)

JCCAP, the Society's flagship journal, is seeking qualified minority reviewers. Prospective reviewers should send vita along with list of review areas to: Wendy K. Silverman, Ph.D., Editor, *Journal of Clinical Child and Adolescent Psychology*, Florida International University, Child and Family Psychosocial Research Center, Department of Psychology, University Park, Miami, FL 33199.

NEWS AND ANNOUNCEMENTS FROM OTHER APA DIVISIONS

26th ANNUAL RUNNING PSYCHOLOGISTS' APA 5K "RAY'S RACE AND WALK"

Sponsored by APA Division 47 (Sport and Exercise Psychology), this annual race and walk will be held on **Saturday** morning, July 31st, at 7 AM during the 2004 Honolulu Convention of APA. The race will be held on the Kapliani Trail near Waikiki Beach, walking distance from the major hotels. More details will appear in the APA Monitor on Psychology, the Division 47 web site (<http://www.APA47.org>), and in your convention packet. You can pre-register using a form available on the Division 47 website (<http://www.APA47.org>).

2005 APA SCIENTIFIC AWARDS PROGRAM: CALL FOR NOMINATIONS

The APA Board of Scientific Affairs (BSA) invites nominations for its 2005 scientific awards program. The **Distinguished Scientific Contribution Award** honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. The **Distinguished Scientific Award for the Applications of Psychology** honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

To submit a nomination for the Distinguished Scientific Contribution Award and the Distinguished Scientific Award for the Applications of Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and the names and addresses of several scientists who are familiar with the nominee's work.

The **Distinguished Scientific Award for Early Career Contribution to Psychology** recognizes excellent young psychologists. For the 2005 program, nominations of persons who received doctoral degrees during and since 1995 are being sought in the areas of:

- ❖ behavioral and cognitive neuroscience
- ❖ social
- ❖ perception, motor performance
- ❖ applied research (e.g., treatment and prevention research, industrial/organizational research, educational research)
- ❖ individual differences (e.g., personality, psychometrics, mental ability, behavioral genetics)

To submit a nomination for the Distinguished Scientific Award for Early Career Contribution to Psychology, you should provide a letter of nomination, the nominee's current vita with list of publications, and up to five representative reprints.

To obtain nomination forms and more information, you can go to the Science Directorate web page (www.apa.org/science/sciaward.html) or you can contact Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242; by phone, (202) 336-6000; by fax, (202) 336-5953; or by E-mail, swandersman@apa.org.

The deadline for all award nominations is June 1, 2004.

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

2004 MEMBERSHIP APPLICATION FORM

Name
Address
City & State
or City, Province & Country
Zip or Postal Code
Home telephone
Office telephone
E-mail address
Fax number

STUDENTS ONLY

Degree expected
Year expected
Field of study
Institution

2004 DUES

Category (Check one box) Rate
Full member (not student or foreign affiliate) of American Psychological Association
Membership number: \$40.00
Allied professional or non-APA psychologist \$40.00
Actively enrolled psychology student (undergraduate, graduate, or post-doctoral training) \$20.00
Faculty Advisor's Signature
Plus foreign member assessment (except Canada) \$5.00
TOTAL DUES PAID IN U.S. FUNDS \$

Please make checks payable to SCCAP

RETURN THIS FORM WITH PAYMENT TO:

Richard Abidin, Ed.D., Treasurer
SCCAP
P. O. Box 170231
Atlanta, Georgia 30317

PAYMENT METHOD Check enclosed Money Order

Society of Clinical Child and Adolescent Psychology Executive Committee 2004

PAST PRESIDENT

Thomas H. Ollendick, Ph.D.
Department of Psychology
Child Study Center
460 Turner Street, Suite 207
Virginia Tech
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