Health Care Reform (HCR) is a top priority for members of the American Psychological Association (APA) and APA members/staff are working to ensure that mental health is included as a basic health benefit for everyone. Check the APA Health Care Reform website for updated information since everyday there appears to be a new plan for “reform”! The promotion of integrated care, i.e., the inclusion of mental health as an integral part of primary care, is receiving a great deal of press from psychologists and other health care providers.

Although many of us have been talking about this for years, the potential value of this approach has only recently been viewed as a model that could be implemented on a wide-scale basis. Problems with funding, particularly the fee-for-service model, have put the brakes on wide spread implementation of the model but potential reform of the health care system has brought it to the forefront. While the model intuitively makes sense, there is no conclusive data that an integrated service delivery system promotes better health than the current models of care. Fortunately, APA has pushed for HCR to fund outcome studies and data collection so that service delivery systems can be empirically supported. Division 37
The Advocate was fortunate to have a convention presentation by Parinda Khatri, a psychologist who is Director for Integrated Care at Cherokee Health Systems in Tennessee. Cherokee Health Systems is an integrated health care system that serves 11 counties with 15 primary care sites. Indeed, anyone serious about integrated care should take a look at this award-winning program that has managed to provide a full continuum of care throughout the life-span for the underserved and under insured population in rural areas.

The Public Interest Government Relations Office (PI-GRO) has also been working on legislative resources that articulate and reflect APA’s policy recommendations for HCR. In collaboration with the Carter Center and the National Center for Children in Poverty, they crafted a letter to the White House that focused on financing a comprehensive mental health plan that included, among other things, a public health approach to children’s mental health and investing in health professions training and education. It was signed by 61 organizations! They also have promoted amendments related to coverage for children by simplifying enrollment, ensuring appropriate early and periodic screening, diagnosis, and treatment services, and providing for decreased costs associated with monthly premiums and nominal charges.

Another important area of focus for PI-GRO and of great interest to Division 37 has been the reauthorization of the Juvenile Justice and Delinquency Prevention Act. They point out that since the law was signed 35 years ago, the focus has shifted in the direction of punishment, with some youths being tried in adult court. Research shows that those detained in the juvenile justice system experience diagnosable mental and behavioral health disorders at rates three to four times higher than the general population under age 18. Also alarming rates of parents are relinquishing their children to juvenile justice agencies in the hopes of obtaining mental health services for them which is often non-existent. There is ample research supporting community-based mental health programs for troubled youth, and the focus should be on these programs versus incarceration. Research on sentencing guidelines also needs to be taken into account as a number of youths are being given life sentences without the possibility of parole! This latter issue is to be heard by the Supreme Court in its next term. Members are encouraged to follow the reauthorization of this act and let their voices be heard!

The New Institute of Medicine (IOM) Report on Prevention which focused on prevention research and services for children, youth, and young adults was highlighted in a 2009 Division 37 APA symposium. The previous IOM report in 1994, Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research, stimulated a new generation of research on risk and preventive factors for mental, emotional, and behavioral disorders and prompted greater attention to prevention services. The recent IOM report focused on using the empirical research done over the past 15 years to design and evaluate preventive interventions as well as address the gaps in the current literature for the assessment of risk and protective factors. The presentations resulted in a great deal of discussion and the Chairman of the symposium, Irving N. Sandler, was asked to submit a paper or series of papers to the Division’s Section on Policy and Advocacy in the Journal of Clinical Child and Adolescent Psychology (JCCAP). Go to the IOM website to review the report and look for articles in the JCCAP.

The IOM report was a nice complement to Dr. Rodney Hammond’s (Director of Division of Violence, Center for Disease Control) invited address on Preventing Violence: A View through the Public Health Looking Glass. He focused his talk on the CDC’s efforts in the prevention of violence in intimate partner relationships and child maltreatment, two areas of great interest to Division 37. This informative presentation demonstrated the CDC’s public health approach to targeting and creating programs across the four levels of social ecology: the individual, relationships, community, and society. The goals of CDC research are to take interventions that have been empirically shown to work at the individual level to partnerships in the community and then demonstrate their effectiveness at the population-wide level.
While I have highlighted a few of the Division sponsored symposia, all the presentations were excellent and well-received. The student poster awardees were: Lisa A. DeLaRue, California State University Sacramento (Alternative to incarcerating youth: Developing programs that decrease recidivism and strengthen family relationships); Laura E. Miller, University of Michigan Ann Arbor (Preschoolers appraisals of interparental conflict); and Stephanie T. Snow, University of Connecticut (Mothers’ attributions predict concurrent and longitudinal mother-child interaction quality). Rich Puddy is to be commended for putting together a great program (and carrying the Division 37 banner from meeting to meeting); many thanks to Amy Damashek for her flawless management of the Hospitality Suite; and, Liza Suarez did a terrific job with the Social Hour – it was one of the best!

A number of people have indicated that they have not been receiving the *Journal of Clinical Child and Adolescent Psychology*. Last year the Division entered into an agreement with Division 53 (Society of Clinical Child and Adolescent Psychology) to publish a section on Policy and Advocacy in JCCAP. We elected to discontinue the *Review* since we felt that we would reach a wider audience via JCCAP. If you are a Division 37 member but NOT a Division 53 member and have not been receiving JCCAP please let me know. Also please submit articles for this new section to Patrick Tolan, who is editing the Section on Policy and Advocacy.

Finally, I would like to thank you for giving me the privilege of serving as your President this year! It has been an enjoyable year, and I have particularly appreciated working with the members of the Executive Committee and the staff at APA. Division 37 continues to be an important voice in advocating for children, youth, and families both within and outside APA. Thank you for your continued support!

Carolyn S. Schroeder, Ph.D., ABPP is a retired clinical child and pediatric psychologist who currently is an Adjunct Professor at the University of Kansas in the Clinical Child Program. She previously held appointments in the Departments of Pediatrics, Psychiatry and Psychology at the University of North Carolina at Chapel Hill.

Dr. Schroeder is recognized for the establishment of a model for psychologists’ integration into private pediatric primary care. Her clinical and research interests have focused on the types of psychological services, training and research that can be done in primary health care settings. Throughout her career she has trained psychology graduate students, interns and post-doctoral fellows as well as other health care professionals including pediatric and psychiatry residents and medical students. Publications include three authored books (including two which focused on assessment and treatment protocols for the primary health care setting), one edited book, and numerous book chapters and articles.

She is a Fellow of APA (Divisions 12, 33, 37, 53, and 54) and is currently a member of the APA Committee on Rural Health. She is also President of the Society of Child and Family Policy and Practice (Division 37). She was instrumental in establishing Division 37 and has served previously as its secretary-treasurer, president, council representative and chaired various committees. She has also been an officer of Division 12, and its former Section’s I and IV, now Divisions 53 and 54.
While September brought cooler weather to Washington, DC, the heated tone of the health care debate continued to dominate headlines. Within this context, APA Government Relations staff, in collaboration with expert members, worked diligently throughout the summer and have continued their strong advocacy efforts during this fall on behalf of association priorities for this critically important national initiative. (For the most recent update on the successes of APA’s Public Interest Government Relations Office (PI-GRO) within the Health Care Reform process, please visit http://www.apa.org/ppo/pi/update-0909.html).

Yet, despite evidence from the spotlight of current events, congressional champions, the federal agencies, and DC-based organizations continue to move steadily forward with priorities of importance to diverse constituencies. On the front of domestic policy, PI-GRO remains actively engaged in numerous advocacy activities related to work at the most important child- and family-serving agencies, including on major, impending reauthorizations.

Child Maltreatment
Community Health Centers: In July, Sen. Daniel Inouye (D-HI) introduced the Supporting Child Maltreatment Prevention Efforts in Community Health Centers Act of 2009 (S. 1404). This critically important bill calls for implementing evidence-based behavioral health pilot parent education programs at federally qualified community health centers (FQHCs). The development of this legislation was based on the findings of a report by APA’s Working Group on Child Maltreatment Prevention in Community Health Centers, and drafted and advanced by PI-GRO and the PI Violence Prevention Office, in close collaboration with members of the Working Group. Expert members from key States have also been instrumental in helping to advocate on behalf of this bill.

The legislation would require the design and implementation of an evaluation plan to assess the impact and feasibility of the integrated services model implemented at each FQHC participating in the demonstration project. The bill would also fund eligible entities to provide technical assistance, project coordination, and cross-site evaluation plans for all FQHCs participating in the demonstration projects.

Child Abuse Prevention and Treatment Act (CAPTA) Reauthorization: In early June, PI-GRO sent comments to the Senate Health, Education, Labor, and Pensions (HELP) Committee on behalf of APA, responding to the draft legislation to reauthorize the Child Abuse Prevention and Treatment Act (CAPTA). The draft bill incorporated most of APA’s proposed recommendations, including provisions addressing:

- Mental health and substance use issues;
- Research on approaches to assisting maltreated infants and toddlers;
- The intersection between child maltreatment and domestic violence;
- More attention to the prevention of child abuse and neglect;
- The needs of diverse populations, including children and families who are English language learners, individuals with disabilities, racial and ethnic minorities, and unaccompanied homeless youth

Responding to the Senate draft, PI-GRO staff commended Committee members for their attention to the importance of respite care services, the role of caregivers, and home visitation services. Furthermore, APA praised the Committee for the legisla-
APA’s response also recommended:
• Appropriate funding to fully address critically needed research, training, technical assistance, information collection, and program innovations;
• That mental health be considered an integral part of the term "supportive services," which appears several times in the draft bill; and
• That the legislation recognizes successful initiatives addressing child abuse and neglect prevention and screening conducted by other entities, such as the Centers for Disease Control and Prevention and federally qualified community health centers.

As part of CAPTA, the HELP Committee also plans to take up reauthorization of the Adoption Reform Act, which establishes the critical Adoption Opportunities Program. PI-GRO submitted several critical recommendations pertaining to this law and urged the Committee to fund prevention and early intervention services for individuals transitioning from foster care to adoption, especially for families adopting children with special needs, including those experiencing mental health problems.

The significant time and expertise offered by APA’s expert members, including the involvement of many members from Division 37, and the Interdivisional Task Force on Child Maltreatment Prevention, made possible the original set of recommendations for the CAPTA reauthorization, as well as PI-GRO’s timely response to the draft legislation.

**Juvenile Justice**

In September, PI-GRO marked the 35th anniversary of the Juvenile Justice and Delinquency Prevention Act (JJDPA) with the release of press and government relations materials, available at http://www.apa.org/ppo/news/jjdpa-35.html. PI-GRO took this opportunity to show its support for the JJDPA reauthorization, which was due in September 2007, as well as to highlight relevant research in the areas of developmental psychology, neuroscience, and mental health, and communicate APA’s priorities for the reauthorization of this important law. These recommendations include:

- a stronger focus on home- and community-based alternatives to detention and incarceration;
- implementing and disseminating interventions with demonstrated effectiveness;
- providing for strong program evaluation;
- ensuring that no juvenile remains in secure detention for the sole purpose of awaiting unavailable mental health services;
- and several additional recommendations aimed at improving mental health and substance abuse services for the juvenile justice population.

PI-GRO also submitted testimony outlining these issues for a September 15 hearing held by the Senate Judiciary Subcommittee on Human Rights and the Law, entitled Human Rights at Home: Mental Illness in U.S. Prisons and Jails.

**Safe and Drug-Free Schools and Communities**

On July 28, PI-GRO submitted a letter to the Senate Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies in support of maintaining the State Grant Program at the Office of Safe and Drug-Free Schools (OSDFS). These funds provide for critical State and local activities to prevent violence and drug use, including many programs and initiatives of importance to psychology. As of September 30, Congress still needed to finish work on the relevant appropriations bill, but it is anticipated that the State Grant will end this year, with attendant funding increases for national programs at OSDFS.

OSDFS is expected to embark on major new initiatives to increase the focus of all education stakeholders on the constructs of school safety and climate, as well as students’ sense of belonging and community in their schools. Strategies to move in this direction include creating national standards for school climate and implementing new systems by which to measure progress toward school climate goals. These priorities align well with the expertise and interests of psychologists, and PI-GRO plans to engage APA members to ensure a strong role for psychology in these reforms.
Psychotropic Medications

In a statement presented on June 9 by Ronald Brown, PhD, APA outlined to an FDA panel its concerns related to the agency’s possible approval of three additional atypical antipsychotics to treat bipolar disorders and schizophrenia in children and adolescents. PI-GRO coordinated the participation of Dr. Brown, who chaired APA’s Working Group on Psychotropic Medications, and the Working Group’s report provided the framework for developing the statement.

Dr. Brown presented information on the need for more long-term effectiveness and safety data on the use of psychotropic medications in children, both generally and specifically with regard to the three drugs in question—Geodon, Seroquel, and Zyprexa. The panel considering the applications, the Psychopharmacologic Drug Advisory Committee, ultimately voted to approve the three applications. While the FDA is not obligated to follow this decision, it frequently implements the recommendations of its advisory committees.

APA Congressional Fellowship

APA is accepting applications for the 2010-2011 Congressional Fellowship Program. For more information about this opportunity, which provides for psychologists to spend a year as a legislative assistant for a member of Congress or on a Congressional committee, please visit http://www.apa.org/ppo/fellows/.

Get Involved in Advocacy!

We invite you to take part of our Public Policy Advocacy Network (PPAN) by visiting us at http://www.apa.org/ppo/pan/homepage.html. Through PPAN, you can sign up for our timely action alerts and you can stay informed about (and involved in) federal policy. In addition, if you are interested in becoming involved in legislative and regulatory initiatives impacting children, youth, and families, please contact Annie Toro at 202.336.6068 or atoro@apa.org or Micah Haskell-Hoehl at 202.336.5935 or mhaskell-hoehl@apa.org.

Annie Toro, J.D., is the Associate Executive Director for Public Interest Government Relations at the APA. In this capacity, she provides overall direction for public interest policy initiatives at APA. Annie also represents APA on policy issues affecting children, youth, and families, including children and adolescent mental health and welfare, and child abuse and neglect.

Prior to this position, Annie held the position of Senior Legislative and Federal Affairs Officer at APA’s Public Interest Government Relations Office working on policy matters impacting children, youth, and families; and ethnic minority affairs. She also served as Co-Director of the APA Congressional Fellowship Program for five years.

Before coming to APA, Annie spent over four years as senior legislative counsel and professional staff for Rep. Luis V. Gutierrez (D-Ill), where she worked on a range of issues, including children and women’s rights, health care, ethnic minorities, appropriations, welfare reform, foreign affairs, labor, and transportation. She was also the Minority Staff Director for the Oversight and Investigations subcommittee of the House Financial Services committee working on issues within the jurisdiction of the committee, including banking and consumer credit, housing, insurance, and securities. Annie earned her law degree from Syracuse University and her master’s degree in public health from The George Washington University.

Micah Haskell-Hoehl is a Policy Associate and Administrator of the APA Congressional Fellowship Program at the APA.
Greetings Division 37 members.

This is our last issue for 2009. For some reason, I can recall as a child calculating out how old I would be in 2010 (and it seemed pretty old). A new decade is nearly upon us.

By now, you may have noticed we are no longer publishing The Review. Instead we are publishing topical articles in The Advocate and also in the Journal of Clinical Child and Adolescent Psychology. We encourage you to submit your work to both outlets. So far, Patrick Tolan has received few submissions to JCCAP. The Advocate is an especially good outlet for graduate students, so please encourage your students to submit. We also are considering doing some special topics issues, so feel free to contact me with ideas. Advocate submissions or inquiries can be sent to me directly at kamala.london@utoledo.edu.

We have a new column in The Advocate on Career Paths. This column is intended to demonstrate to students or early career professionals the many different career paths available to those with interests in child and family policy and practice. Carolyn Schroeder wrote this month’s column (and I must say I was fascinated to read about her career history!!). We also encourage everyone to submit something for the Career Paths column.

We have considered eliminating the paper form of The Advocate and going on-line only with the publication, as many divisions are doing. We will conduct an email survey soon to get your opinion.

Best regards,
Kamala

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**Fellows Applications: Division 37**

Applications for new Fellow status are now being accepted from individuals who are members of Division 37.

Applications must be completed and submitted by November 15, 2009.

Send all nominations, applications, and requests for applications to:

Diane J. Willis, Ph.D.
Professor Emeritus, OUHSC
4520 Ridgeline Drive
Norman, OK 73072
Diane-Willis@ouhsc.edu

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**Tenure-Track Faculty Position**

The Department of Psychology at the University of West Georgia announces at least one tenure-track faculty position to commence Fall 2010. The department houses dynamic undergraduate, masters, and doctoral degree programs, and engages an integrative approach with roots in humanistic, existential/phenomenological, transpersonal, depth, critical, and feminist psychologies. We emphasize human science and other qualitative research methods, clinical interests creatively informed by broader social sensibilities, social justice approaches to intervention, and studies in consciousness and spirituality.

Please send vita, three letters of recommendation, sample publications, and a description of your vision for psychology to:

Dr. Jeannette Diaz-Laplante or Dr. Lisa Osbeck, Department of Psychology, University of West Georgia, Carrollton, GA, 30118.

Review of applications will begin January 4, 2010. The University of West Georgia is an Equal Opportunity/Affirmative Action employer.
Division 37 Elections

The Society for Child and Family Policy and Practice will hold an election for five positions on the Executive Committee this Fall, with terms to begin January 1, 2011:

Nominations are now being sought for:

President Elect
Secretary
Council Representative
Member-at-Large for Advocacy Coordination
Member-at-Large for Early Career Psychologists

President Elect
The term of office of the President shall be one year, preceded by one year as President-Elect, and followed by one year as Past President. The president-elect shall become familiar with the Division business, especially the standing committees and special task forces, in order to prepare for the presidential year. The President-Elect is designated by the Bylaws to assume the office of President, should the president become unable to perform the duties of the office. The President-Elect shall prepare for the presidential year by making appointments of key committee chairs, in consultation with the Executive Committee. These appointments include the Program Chair Designate, the Membership Chair, the Fellows Chair, Graduate Student Representatives, and liaisons and other committee or task force chairs to serve in the year in which she/he becomes President.

Secretary
The Secretary serves for three-year elected terms. A term of office begins on January 1 after the Member-at-Large is elected. The Secretary is responsible for safeguarding all records of the Division, including copies of the Minutes, Bylaws, Officers' Manual, a list of past officers of the Division and their terms of office, a list of awards recipients and all other material appropriate for the Division Archives. The Secretary is responsible for recording all amendments to the Bylaws and sending a copy of the amended Bylaws to the APA Archives. The Secretary also maintains an updated list of names, addresses, and phone numbers, FAX numbers, and e-mail numbers of the current BOD, and distributes this list to all members of the BOD semi-annually (at the APA and Winter BOD meetings). Finally, the Secretary updates the Officers' Manual following each meeting, incorporating all changes in policies and procedures voted upon at BOD and EC meetings. The Secretary is responsible for responding to letters requesting information about the Division and its activities. In collaboration with the President, the Secretary makes arrangements for the Fall EC meeting and the Winter BOD meeting.

Member-at-Large: Advocacy Chair
The Members-At-Large will serve for three-year elected terms. A term of office begins on January 1 after the Member-at-Large is elected. Advocacy issues are a central and ongoing commitment of the Board consistent with the mission of Division 37. The Society for Child and Family Policy and Practice is committed to the application of psychological knowledge to advocacy, service delivery, and public policies affecting children, youth, and families. Advocacy in the context of Division 37 is about mobilizing people to ensure that psychological knowledge benefits children and their families, using a variety of means (analysis, legislative action, dissemination of research findings, etc.). This Member-At-Large will be responsible for assisting in delineating Division 37's efforts, implementing plans, and documenting actions in a yearly report.

Member-at-Large: Early Career Psychologist Chair
The Members-at-Large serve a 3-year term, renewable. To be eligible for this position, members must be within 7 years of the completion of their degree at
the time of nomination. Note: This is consistent with APA Early Career Psychologist (ECP) committee requirements. Recruiting and maintaining early career psychologist members is central to the future of Division 37. By providing this elected position to the Board of Directors (BOD), the Society for Child and Family Policy and Practice is giving voice to the unique needs of early career psychologists. The ECP will represent the position and perspective of ECP’s to the Executive Committee/Board and recruit, maintain, and provide leadership to an early career committee. The ECP will ensure that early career issues and needs are reflected in all aspects of current and future functions and activities of Division 37 and serve as the Division 37 representative to the Early Career Psychologists Network (ECPN) and attend all ECPN meetings.

Council Representative
The Division 37 Representative to APA Council assumes office on January 1 following his/her election, and serves for a term of three years. The Council Representative must attend all APA Council of Representatives meetings; attend Division 37 Board and Executive Committee meetings, currently two times per year; report on Council activities to the membership of the Division through reports in the Advocate; and during the year, send in materials for action by the Council in its meetings. The Council Representative is responsible for communicating with the Division BOD and members about substantive discussions and actions of the APA Council of Representatives. Likewise, the Council Representative is responsible for providing information pertaining to the interests and purposes of the Division to the APA Council for consideration.

Nominations must be received by December 1, 2009, so that candidates will have sufficient time to submit a brief statement that will be printed with the ballot.

All nominations should be sent to:
Carolyn Schroeder, Ph.D.
cschroed@mail.ku.edu

Section Elections

The Section on Child Maltreatment will hold an election for two positions on the Executive Committee this Fall, with terms to begin January 1, 2010:

Nominations are now being sought for these positions:

Member-at-Large
Treasurer

Member-at-Large
Each of the Section’s three Members-at-Large provide direction to the Executive Committee and, in consultation with the other members of the EC, creates and carries out at least one project over his or her 3-year term.

Participation on the Section Executive Committee helps to promote the mission of the Section and is an effective way of starting or expanding participation in a range of Section, Division, and APA activities. Previous experience in Section or Division activities is not required, and people who have never held an office in APA and who are eager to participate in Section activities are encouraged to apply. To run for and to serve in office, membership in the Section is required.

Treasurer
Consistent with the Bylaws, the Treasurer oversees custody of all membership funds and property of the Section, receipt of all money to the Section, and keeping of adequate accounts; directs disbursements; prepares an annual budget; and makes an annual financial report to the Section. The new Treasurer’s term will begin January 1, 2010. Each Treasurer serves a 3-year term.

Self-nominations are encouraged. Self-nominations may be made by sending a vitae and letter of interest. Those wishing to nominate someone else should check to see that he or she would be willing to accept the nomination, and then submit a letter or nomination. The nominee will also be asked to submit a curriculum vitae to the Elections Committee.

Nominations must be received by November 10, 2009, so that candidates will have sufficient time to submit a brief statement that will be printed with the ballot.

All nominations should be sent to:
Anthony P. Mannarino, Ph.D.
amannari@wpahs.org
I begin writing this column just a few weeks following the American Psychological Association Convention in Toronto, Canada. The Convention was a huge success for the Section which was well represented in many exciting events. It is clear that the Section on Child Maltreatment continues to thrive, contributing to many activities which support research, prevention, training, and treatment related to child maltreatment. I would like to take this opportunity to thank the members of the Executive Committee who took time away from their busy schedules to participate in the Section’s activities. I would like to particularly thank Amy Damashek, Section Program Chair, and Jenelle Shanley, Program Co-Chair, for the wonderful job they did in collaborating with the Division 37 program leadership to develop an excellent program for the Section. Amy and Jenelle also deserve our appreciation for their hard work in maintaining the hospitality suite for the Section as well as the Division.

One of the highlights of the Convention was the Section Presidential Symposium on Physical Punishment of Children: Evidence and Controversies which included presentations by Sandra Graham-Bermann, Murray Straus, and Robert Larzelere. The symposium participants focused on the findings of the Section’s Task Force on the Physical Punishment of Children which included the potential negative effects as well as potential benefits of physical punishment, a contentious area of research that has produced some interesting debates among researchers who share the goal of promoting the well-being of children. The symposium was very well attended with over 100 individuals attendance. A subcommittee of the Division 37 Executive Board is currently reviewing the information provided by the task force and will soon be forwarding recommendations on the issue of physical punishment of children to the Division Executive Board for consideration. Under the leadership of Tony Mannarino, the Section also sponsored a second symposium entitled Em-
pirically Supported Treatments for Childhood Trauma: Commonalities and Contrasts. The symposium was jointly sponsored by the Section and a relatively new Division (56) within APA called Trauma Psychology and provided several important perspectives on treatment efforts directed at childhood trauma.

During the Convention, I had the privilege of serving as a discussant, along with Carolyn Schroeder, for Rodney Hammond’s presentation on Preventing Violence: A View through the Public Health Looking Glass. The Section was also well represented in a symposium on Behavioral Health Contributions to Child Maltreatment Prevention in Primary Care, co-chaired by Karen Saywitz and Neena Malik. The symposium included presentations by Karen Saywitz, Preston Britner, John Lutzker, and Jessica Henderson Daniel which focused on the promotion of positive parenting, evidence-based practices, public health approaches to prevention, as well as culturally competent service delivery. Mark Chaffin provided an insightful discussion of the perspectives that were presented.

We were also able to recognize the outstanding research of graduate students who contributed presentations during two different poster sessions offered by the Division and Section at the Convention. Laura E. Miller, was the winner of the Section’s $50 award for her excellent presentation titled Preschooler’s Appraisals of Interparental Conflict in Families Experiencing Domestic Violence. As part of the award, Laura will have one year free membership in the Section. Congratulations to Laura for this wonderful achievement and welcome to the Section!

The Section Executive Committee had a very productive meeting during the convention. A significant concern addressed by the Executive Committee is the Section’s declining membership. According to David Kolko, our Membership Chairperson, membership has declined 29% relative to last year which is the largest drop in membership in the past five years. Possible explanations for this decline are likely numerous, and somewhat difficult to identify, but the Executive Committee was able to identify several initiatives that we hope will reverse this decline in membership. As the Executive Committee works on this issue, we would
also like to urge all of you in our membership to encourage colleagues and students to either join the Section or remember to renew their memberships. Renewing memberships or joining the Section is easy – one need only access our website at www.apa.org/divisions/div37/child_maltreatment/child.html. You may download the membership form and simply mail it in to APA at the address provided on the form.

In closing, I would like to encourage those of you interested in the Section’s activities to identify ways in which you can be involved in the Section over the next year. Please feel free to contact me with questions about how you might be involved or about how the Section can better serve you (cindy.perrin@pepperdine.edu). I would be pleased for you to join the Section in its efforts to promote safer families and communities.

Cindy Miller-Perrin, Ph.D., is the Chair of the Social Science Division at Pepperdine University, Malibu, California. She is also Professor of Psychology and Blanche E. Seaver Professor of Social Science at Pepperdine. A clinical child psychologist, Dr. Miller-Perrin has been a leader in the field of child maltreatment and family violence for the past 20 years. She has coauthored three books including Child Sexual Abuse: Sharing the Responsibility (with S. Wurtele, University of Nebraska Press, 1992), Child Maltreatment: An Introduction (with R. Perrin, 1999, 2007) and Family Violence Across the Lifespan (with O. Barnett and R. Perrin, 1999, 2005). She is also the author or coauthor of a number of articles and book chapters on topics including child sexual abuse prevention, perceptions associated with child maltreatment, family violence, and psychology and religion. She enjoys teaching and researching with undergraduates and is the recipient of the 2008 Howard A. White Award for Teaching Excellence. She has also received honors for her research, including the 2008 Pro Humanitate for a paper published in Child Maltreatment. She is currently serving as the President of the Section on Child Maltreatment of the Division 37 Society for Child and Family Policy and Practice.
It was great meeting many of you at APA in Toronto this year. We had a very successful turnout of students at the Social Hour, the Speed Mentoring session, as well as the poster sessions. Congratulations to those of you who won awards for your poster presentations!

One of the most enjoyable parts of the convention for me was meeting many of you interested in bridging the gap between psychology and child and family policy. I would like to use this column of the Advocate as a way to address some of the most important feedback I received from many of you -- we as graduate students are interested in affecting policy change, but we are not quite sure how to become involved.

While policy is often thought of as something that is created only in Washington, far from our graduate student research labs and practicum placements, it is still possible for us to become involved. Some of the discussions I had at APA consisted of brainstorming ways that this involvement can take place. Here are a few of the highlights:

1) Conduct research in the community that can have direct applicability to the current zeitgeist in the field of public policy.
2) Disseminate research, not just via top journals in psychology, but through multidisciplinary journals that attract a breadth of readers interested in community change. Attending conferences outside your own specific area of interest is also a great way to share your research with others in the policy area.
3) Become involved in professional organizations that are open to, and have a focus on using research in human development to inform public policy. If you are receiving The Advocate, you have already found one of the primary organizations in our field with this focus. Another that many students are involved in is the Society for Research and Child Development (SRCD).
4) Use the Division 37 listserv as a forum to connect with other students interested in policy change. Working with students outside of your own program aids in disseminating your work to the outside world.
5) There is a possibility that more students will be able to get involved with Division 37 at the board level. Many of you expressed an interest in this, and I am working with the Division to see if we can make this a reality. So stay tuned…

Thanks for reading, and I hope you all make some time to enjoy the holidays that are right around the corner!

Sangeeta Parikshak, M.S., is a doctoral student in the Clinical Child Psychology Program at the University of Kansas. She received her B.A. from Brown University and her M.S. in Psychology from DePaul University where she completed her master’s thesis examining court officials training in child maltreatment cases. Her research interests include child abuse and neglect, protective factors in children, parenting across cultures, and cultural differences in psychological development. She has received travel grants from APA and is the recipient of a fellowship from APA’s Minority Fellowship Program. She is the Graduate Student Representative for the APA Society for Child and Family Policy and Practice.
Society for Child and Family Policy and Practice
Minutes from the 2009 APA Convention Executive Committee Meeting
Friday, August 7, Toronto, Ontario, Canada

Officers Present: Carolyn Schroeder (President), Patrick Tolan (Past President), Sandra Bishop-Josef (President-Elect), Vesna Kutlesic (Treasurer), Cindy Miller-Perrin (Section President), Liza Suárez (Secretary), Karen Saywitz (Council Representative), Rich Puddy (Program Chair), Amy Shadoin, (Membership Chair), Amy Damashek (Section Program Chair), Diane Willis (Fellows Chair), Cynthia Najdowski (Graduate Student Representative), Sangeeta Parikh-shak (Graduate Student Representative),

Visitors: Annie Toro (APA), Mary Campbell (APA), Micah Haskel Howe (APA), Merry Bullock (APA).

Carolyn Schroeder, President: President Carolyn Schroeder called the meeting to order at 12:00 PM with introductions, appreciation for current and retiring officers, and a welcome to the 2009 officers, including Rich Puddy, the new Member-at-Large for Task forces and diversity, and Karen Budd, president elect, who could not attend the meeting. The 2009 Midwinter minutes were approved. Carolyn provided an update on the division’s Early Career Award fund, noting that more donations are needed to meet the goal of $50,000, as we have been able to raise $36,000 to date. Carolyn will continue to work with division fellows and expects to raise the necessary funds by next year.

Merry Bullock, APA International Affairs: Merry Bullock described the APA International Affairs, noting that the role of this office is to coordinate APA’s activities, presence, and policies. They promote international collaboration and awareness, as well as an international multicultural perspective. She indicated that the office can promote international activities in which our division engages. Their newsletter includes a special focus on “International Research that Makes a Difference”. They are also planning to develop a database called the Roster of Members with Experience Outside the US (ROMEO). The database will be used to nominate colleagues as speakers, reviewers, and contacts for substantive issues from an international perspective. The roster will also cross-reference psychologists by area of expertise and geographical area. Merry announced that APA will participate in the United Nations. APA's initiatives at the UN are carried out by a team of psychologists whose main mission is to contribute to the development and implementation of psychologically informed global policies that respect human rights and promote human welfare. For more information on APA’s Office of International Affairs, visit: http://www.apa.org/international/.

Discussion about the Division’s publication, The Advocate: Board members decided to advance the fall submission deadline for The Advocate in order to make sure that the members receive the issue in time for announcements to be timely and relevant. A decision was made to advance the deadline to September 1st.
Division Minutes continued

Discussed the possibility of electronic dissemination, as a cost saving strategy. Results from a survey to the membership will be forwarded during the convention. A new column will be introduced describing career paths and professional histories of experienced psychologists.

Mary Campbell: Children, Youth, and Families (CYF) Office: EC members thanked Mary Campbell for the work that she has done over the years, and acknowledged the Interdivisional Exemplary Service Award, to be given during the Division’s Business Meeting later today, acknowledging more than 30 years of service in advocating for youth and families. Mary Campbell summarized the accomplishments of CYF Office since August of this year. The Presidential Task Force on PTSD and Trauma in Children and Adolescents generated the creation of several pamphlets and guides, including a powerpoint presentation posted online. All of these resources can be found at http://www.apa.org/pi/cyf/child-trauma/.

- The Task Force on Resilience and Strength in Black Children and Adolescents (RSBCA) generated a report, which can be found at www.apa.org/pi/cyf/resilience.html.
- The Task Force on Evidence-Based Practice with Children and Adolescents generated a report, titled “Disseminating Evidence-Based Practice for Children and Adolescents: A Systems Approach to Enhancing Care” which can be found at http://www.apa.org/pi/cyf/evidence.html.
- Mary reported that the Fall consolidated meetings for this year and next year were cancelled.

The 2009 issue of CYF news was focused on spirituality, and the next issue will be on immigration, and she described efforts to disseminate the Resolution on Immigrant Children, Youth, and Families (http://www.apa.org/pi/cyf/cyfres.html) as well as other relevant APA policies and reports.

Annie Toro—Public Interest Government Relations: Annie Toro disseminated the CYF policy update and highlighted the Public Policy Action Network (PPAN) sign on (http://www.apa.org/ppo/pan/aboutpan.html), the Public Interest-Government Relations Office overview, trauma policy update, and health care reform priorities. Information can be found at http://www.apa.org/pi/gro-news-0709.html. She indicated that much work had been done on the topic of trauma treatment, and she thanked division members for their participation and input, as the findings from the report had an impact, and Dr. Karen Saywitz will present the findings in her talk during the Convention. Annie mentioned the work on Eating Disorders and Obesity Prevention (http://www.apa.org/ppo/pi/eating_disorders.html) and the Congressional Briefing Emphasizing the Benefits of Workplace Flexibility (http://www.apa.org/ppo/pi/itpi-0709.html#01).

Micah Haskell Hoehl, APA Public Relations: Micah mentioned work on No Child Left Behind, a bill to allow Title I funds to implement important reforms, and inclusion of LGBT youth in the Bullying and Gang Reduction for Improved Education Act, as well as language for including threat assessment protocols to prevent violence in the schools. With regards to Juve-
nile Justice, Micah mentioned the JJDPA Reauthorization and requested assistance from division members on information that relates to juvenile justice, particularly focusing on mental health and substance abuse needs. He also noted emphasis on aligning psychotropic medication use in juvenile justice system to be aligned with best practices, with a caution on the use of atypical antipsychotics. Micah is the program administrator for the APA Congressional Fellowship, and the program is celebrating its 35th anniversary (http://www.apa.org/ppo/fellows/).

Ron Palomares—Practice Directorate: Ron thanked the Division Officers for the invitation and opportunity to share with them the current activities of the APA Practice Directorate. He first passed out the “2009 Pocket Guide to Practice” being distributed at the Convention that highlights the various activities and issues the Directorate has been working on this past year, as well as contact information for the Directorate and various offices. He then updated the Executive Committee (EC) about the Memo of Understanding between APA and the National YMCA allowing APA members to present information (developed by the APA Public Education Campaign) to parents about childhood obesity. There was a pilot presentation of the materials at the Silver Springs, MD YMCA this past May, and now the materials are being finalized and ready for members soon. Additionally, the Dept of Defense and Veterans Administration has been in contact with the Directorate regarding these materials being specifically shared at the YMCAs located on military installations. More information will be shared with the Division as these arrangements become finalized. A third item Ron discussed with the EC focused on the upcoming web launch of Practice Central with web-based continuing education and materials tailored to practitioners. As soon as this web site becomes active an announcement will be sent to the Division to be shared with its members. He also shared with the EC information about the current status of the draft APA Model Act for Licensure of Psychologists (MLA) and key points around the issue of the school psychology title exemption. In short, the Task Force is considering modifying the exemption that allows non-doctoral individuals to use the title “School Psychologist.” The consideration is to only allow doctoral-trained individuals to be able to use a title that contains “psychologist” in it per long-standing APA policies and also as a protection to the public who misinterpret the title of “school psychologist” to mean the individual has a doctoral degree. However, the task force is keenly aware of the valuable work these individuals engage in our nation’s public schools and is working hard to ensure that any change in the exemption or title does not inhibit their hiring, job duties, or children’s access to their services. The task force will present their final draft to the APA Board of Directors in December. If approved by the Board, it will then move to the APA Council of Representatives for adoption in February of 2010. Finally, Ron reported the news that the APA Board of Directors approved the process to begin drafting Treatment Guidelines (which have a focus on specific disorders). Although the Association routinely develops and promulgates Practice Guidelines (primarily focused on specific populations), we have not created treatment guidelines. Recently APA has had numerous requests by the membership for these guidelines and agreed to begin developing them. A draft development process has been created, allowing for flexibility as it moves forward. Also, as they are drafted, the guidelines will move through the APA policy review process and we look forward to having the first set presented to the APA Council of Representatives for adoption in the near future.
Patrick Tolan, Past President: Patrick Tolan encouraged public policy submissions for JCCAP, including reviews of the literature related to policy and studies about how policy affects children. Patrick reported on the APA summit on violence, stressing the importance of our division’s support and discussed possible division representatives to attend this meeting.

Sandra Bishop-Josef, President Elect: Sandra announced that John Murry was appointed the Member-At-Large for Advocacy, replacing Mindy Feinberg who could not continue her term. A decision was made to hold the 2010 midwinter meeting in Washington DC.

Cindy Miller-Perrin, Section President: Cindy addressed membership decline within the section, which reflect trends similar to that of most divisions within APA. Discussed need to boost membership.


Karen Saywitz, Council Representative: Karen reported on the difficult economic situation for APA, job losses, and implications for the loss of staff within the Children, Youth, and Families office. On a brighter note, she reports that APA has been very successful in getting psychology to be at the table in discussions about healthcare reform, making sure that language does not exclude psychologists and behavioral health care.

Vesna Kutlesic, Treasurer: Vesna provided the treasurer’s report, and included recommendations from previous treasurer, Mark Chaffin, on ways to simplify the budget categories. Vesna discussed the importance of clear communication to make sure that pledges for the division’s contribution in APA’s initiatives, as well as expenses, are included in the budget.

Amy Shadoin, Membership Chair: Amy provided information on current division membership and summarized strategies to determine effectiveness of free membership offers in the coming year. Amy would like to work with the membership committee to survey the membership and reach out to resigned members. Additionally, she recommended developing activities for new members.

Rich Puddy, Program chair: Rich suggested that for next year’s convention, it will be important to publish the hospitality suite schedule, in order to increase membership participation. He also noted the number of sessions the division co-sponsored during this year’s program, and the success of having the Division banner announcing the sessions sponsored by the division.

Wrap up: Carolyn brought the meeting to a close by commenting on the successes of the current year and the great programming. She urged the EC members to continue to provide input on ways to improve the budget, and the importance of continuing to have a close relationship with the Section on Child Maltreatment.
Division 37’s APA Convention Poster Awards

Stephanie T. Snow, M.S., Mothers’ Attributions Predict Concurrent and Longitudinal Mother-Child Interaction Quality

Lisa A. De La Rue, B.A., An Alternative to Incarcerating Youth: Developing Programs that Decrease Recidivism and Strengthen Family Relationships

Laura E. Miller, B.A., Preschooler’s Appraisals of Interparental Conflict in Families Experiencing Domestic Violence

CALL FOR NOMINATIONS

EDITOR of The Journal of Clinical Child and Adolescent Psychology (JCAPP)

JCAPP, the official journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53. JCAPP publishes original empirical contributions on psychopathology, treatment, training, and professional practice in clinical child and adolescent psychology as well as child advocacy. The length of the Editor’s term is five years, 2012-2016. The successful candidate will overlap with the current editor in 2011 as Editor-Elect and assume the Editor’s role in 2012. A nominee must be a member of Division 53 of the American Psychological Association with a comprehensive knowledge and broad perspective on the field of clinical child and adolescent psychology as well as demonstrated research, writing, reviewing, and editing skills.

Self-nominations are encouraged, as are nominations of members of underrepresented groups in psychology. Please provide a name and contact information for the nominee by May 1, 2010, as well as a curriculum vitae, a brief statement of interest or support, 3 names to contact for letters of recommendation, and contact information.

Send nominations and inquiries to:
Anthony Spirito, Ph.D., ABPP, Professor, Department of Psychiatry & Human Behaviors, The Alpert Medical School of Brown University, Box G-S121-4, Providence, RI 02912 ~ Anthony_Spirito@Brown.edu
I grew up on a farm in a coal mining area of Pennsylvania with two older brothers and parents who had a small business. Both my parents were educated, and it was assumed that even girls should get an education! I went to Thiel College, a small Lutheran college in Greenville, Pa., with a major in biology, intending to become a medical technician. After returning from a junior year in Aix-en-Provence, France, I took a course in child psychology from Dr. Georgina Starry, a wonderful professor from Germany, and decided to become a child psychologist. So in my last year of college I managed to finish my biology degree requirements and take enough psychology courses to get me into graduate school. I am sure that I would never make the cut to graduate school in this day and age!

My formal training was in clinical psychology at the University of Pittsburgh with an internship (1961-1966) and two post-doctoral years in clinical child psychology at the Pittsburgh Child Guidance Center (PCGC) under the direction of Alan O. Ross, often considered the father of Clinical Child Psychology. This was an exciting time in clinical psychology, given the shift from psychoanalysis to behaviorism with its emphasis on observations and learning theory. I was fortunate to have the opportunity to work with David Lazovik, Austin Jones, and Peter Lang. My reading expanded beyond Dollard and Miller (a translation of psychoanalysis into learning theory!) to include work by B.F. Skinner and the work being done at the University of Washington by Sidney Bijou, Donald Baer, Todd Risley, and Montrose Wolfe and, in England, Michael Rutter. My time at PCGC allowed me to work with a variety of disciplines including training at Children’s Hospital and the Juvenile Court system. During these early years in my training, clinical child psychology and pediatric psychology were just evolving as distinct fields in clinical psychology, and a behaviorally-oriented approach seemed appropriate to these fields. Thus, this was an opportune time, as these new fields were a good fit with my interests in child development, prevention, early intervention and the treatment of common childhood problems. I also met and married a fellow graduate student, Steve Schroeder, who is an experimental and physiological psychologist, and was an equally good fit!

After my time in Pittsburgh I moved to the University of North Carolina Medical School in 1968 where Marilyn Erickson hired me to develop a program for young children with autism using a behavioral approach based on the work of Lovaas. This position was in a federally funded University Affiliated Program (UAP), housed in the Department of Pediatrics, and was focused on training multiple health care disciplines in an interdisciplinary clinic for children with disorders in development and learning. Dr. Harrie Chamberlin, a pediatrician who was head of the UAP, created an academic atmosphere that attracted both young professionals and promising students from every health care discipline who were willing to share the unique features of their professions, and who were open to new ideas and interested in furthering their work through scientific studies. Other staff psychologists at the UAP were Don Routh (a fellow graduate student at the U of Pittsburgh who has made significant contributions to clinical child and pediatric psychology), Nancy Johnson (who developed the Carolina Curriculum for Early Intervention), Francis Campbell (who worked with Craig Ramey on the Frank Porter Graham Abecedarian Project), and Steve Schroeder (who was doing research on self injurious behavior, the effects of lead on intellectual development, and the use of psychotropic drugs with people with developmental disabilities). Among the psychology interns and post-doctoral fellows who trained at the UNC UAP during my time there were many who went on to distinguish themselves in the fields of clinical child/pediatric psychology and/or developmental disabilities, such as Annette LaGreca, Melissa Johnson, Cathy Lord, Gary Mesibov, Betty
Although in 1968 my orientation as a behaviorist was “new” to me, as well as to others, particularly in the medical school, I was encouraged to study and use the techniques as well as to train others to use operant and classical conditioning to develop treatment/prevention programs. The use of a behavioral approach to increase desired behaviors and decrease inappropriate behaviors with people with developmental disabilities was successful and expanded beyond the UAP and medical school to community settings such as the Frank Porter Graham preschool, state institutions for the “mentally retarded” (i.e., Murdoch Center and Western Carolina Center), developmental day care centers as well as in public schools across the state. For example, my husband, Steve, and I alternated in training data collation and graphing to the third shift (11:00 PM to 7:00 AM) at Murdoch Center! I also made weekly flights (in a very small plane owned by the university!) to Western Carolina Center, to consult and train the staff in behavioral techniques. A crazy time, to be sure, but one filled with hope and enthusiasm for the future of people with developmental disabilities!

My time at the medical school also increased my interest in children who had chronic illnesses and the effects this had on their and their families’ lives. In working with these children and their families, as well as those with developmental disabilities, it became apparent that there were many concerns/problems that were not dissimilar to children developing along a normal continuum. In 1973, this led Elaine Goolsby, a social worker, Sharon Stangler, a nurse and public health student, and me to develop services in a pediatric primary care clinic that gave students the opportunity to work with parents on both prevention and dealing with common behavior problems. This work ultimately resulted in my leaving my university position after 14 years to work full time in the pediatric primary care setting. My goal was to develop a model for psychologists working in private primary care settings. The 28 years of working in the pediatric primary care setting is described in a chapter in Wildman, B.G. and Stancin, T., *Treating Children’s Psychosocial Problems in Primary Care* (2004). Through collaboration with pediatricians, nurses, and other health care professionals we were able to work with individual children and families, promote prevention programs in the community, train psychology practicum, intern, and post-doctoral fellows and pediatric residents as well as people in the community, and conduct developmental and applied research. The psychologists’ training of pediatric residents in this setting was given national recognition in 1984 when the University of North Carolina’s Department of Pediatrics won the prestigious American Academy of Pediatrics Excellence in Teaching Award. Our work with children who had been sexually abused lead to an NIMH grant to study children’s memory and its implication for testimony as well as training of district attorneys and judges.

While at the University I obtained the rank of tenured Associate Professor of Psychology in the Department of Psychiatry. After I moved into the pediatric primary care setting in 1982, I held the various academic positions of Research Scientist in the Biological Sciences Research Center at UNC, Clinical Professor in the Departments of Pediatrics and Psychiatry, and Research Professor in the UNC Department of Psychology. My career has been primarily as a direct service provider, but the University appointments allowed for continued clinical supervision of psychology students, interns, and post-doctoral fellows as well as collaboration on some research and publications.

In 1982, at the same time that I made a career shift to a private pediatric primary care setting, my husband and I were also involved in developing a non-profit private corporation, Annie Sullivan Enterprises, Inc. (ASEI). ASEI was developed as a model program that attempted to tailor community services to meet the needs of children with comorbid developmental disabilities and behavior disorders and who were not receiving needed services. My husband and I received the 1989 Division 37 Hobbs Award for our work with ASEI and an article published in the *Journal of Autism and Developmental Disorders* (1990) describes the initial phase of this
program. In 1990 the ASEI respite and residential programs in Chapel Hill were closed, due to our move to Lawrence, Kansas where Steve took a position at the University of Kansas. The closing of these programs, however, was not the end of ASEI, which is still going strong. The Board of Directors shifted the focus from direct services to providing scholarships to families who could not afford needed services, to students getting undergraduate and graduate degrees in fields working with developmental disabilities, to supporting community programs and to supporting international programs through consultation in the development of programs for developmental disabilities. In particular, Steve and I have been very involved with the Ann Sullivan Center in Lima, Peru, which is a premier center for people with developmental disabilities. The funds for these scholarships/consultations come from the interest earned on money from the sale of the ASEI property in Chapel Hill, NC and donations. ASEI also recently took guardianship of three adults whom I have worked with since they were young children. My role in ASEI continues to be as Program Director, which involves overseeing the various projects as well as monitoring the progress of the persons for whom we are guardians. This work has been done on a volunteer basis.

The American Psychological Association has always played an important role in my professional life. It has been a place to meet colleagues, learn about important research, and promote programs for children and adolescents and to support the development of the fields of clinical child and pediatric psychology. I have served in many roles, including president of Division 37 (twice!) and president of Division 12 Section 1 (now Division 53, Society of Clinical Child and Adolescent Psychology) and Section 5 (now Division 54, Society of Pediatric Psychology).

My theoretical orientation and approach to clinical problems is best exemplified in *Assessment and Treatment of Childhood Problems*, 2nd Ed. (Schroeder, C. S. & Gordon, B. N., 2002, New York: Guilford) which takes a developmental approach to psychopathology, views behavior/emotional problems as they occur in the child’s cultural and environmental context, and promotes the parent as the primary teacher/change agent for their child. This is an appropriate time to acknowledge my dear friend and colleague, Betty N. Gordon (November 26, 1938 to –September 17, 2004), for her many contributions to my life and career. Although my relationship with Betty began as one of my post-doctoral students, she was always a colleague and friend. Betty graduated from the University of Washington in 1978 and was a first-rate scholar, clinician and teacher. Her primary position was in the Psychology Department at the University of North Carolina, but we managed to collaborate on clinical work, training, and research. Although we were independent in our careers, we always felt our collaborative work made both of us better professionals.

In an aside, from 1987 to 1990 I lived in Columbus, Ohio where Steve held a position at Ohio State University and from 1990 to the present we have lived in Lawrence, Kansas. Until 1998, I commuted to North Carolina every second or third week to continue my work in the pediatric clinic as well as be involved in memory research with Drs. Peter Ornstein and Betty Gordon. In 1998, I sold my practice and commuted to Chapel Hill on a monthly basis for the next several years to continue work with some of my clients with developmental disabilities and to finish writing projects. In 2002-2004, Steve took a position as Director of Prince Salman Research Center for Disability in Riyadh, Saudi Arabia, and we had the opportunity to learn about another culture – a great experience to be sure! Given cultural restrictions I did very little professional work there but rather with Tom Ollendick co-edited *The Encyclopedia of Clinical Child and Pediatric Psychology* (2003).

What have I done in Kansas? From 1991 to the present I have held an Adjunct Professor appointment at the University of Kansas. Dr. Michael Roberts has been gracious to include me in the Clinical Child Program’s activities. My work there has been limited to teaching one course, some lec-
tures, and serving on various master’s and doctoral committees. Dr. Sandra Shaw, a psychologist and former CEO of the Bert Nash Mental Health Center (BNC) in Lawrence, gave me the opportunity to help set up a practicum for the clinical child students at KU as well as an internship program at BNC. Dr. Shaw also allowed me to be involved in restructuring the Bert Nash child program, providing workshops, and increasing the community’s awareness of mental health. Both Drs. Roberts and Shaw helped me make a shift in my career at an important time in my life and I am greatly appreciative of their friendship and support. During the past several years I helped an aging parent, which restricted my professional work. However, I have continued my work with Annie Sullivan Enterprises, Inc. and consult on a regular basis with the program in Peru. I also have continued to consult with other psychologists interested in working in primary care settings.

Along the way, I had two sons who are now married with their own children. After being an “at home” mother for 8 months with the first son I began to work half-time and continued with that routine until my youngest son was in kindergarten. Through-out my career I have been fortunate to have the support of my husband, sons and family as well as wonderful friends which has made the journey a very positive and pleasant one!


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Division 37 Call for Submissions: 2010 Convention in San Diego

It’s time to submit symposia and posters for the August 12-15, 2010 APA Convention in San Diego, CA!

The major theme for the Division’s 2010 APA Convention will be on Closing the Gaps Among Research, Practice & Policy to Improve the Well-Being of Children and Families.

This is a broad theme that encourages papers on a variety of important areas. We are particularly interested in:

- dissemination of policy-relevant research and knowledge derived from practice;
- advocacy efforts by psychologists and psychologists in training; and
- caregiving, for and by children.

Research and program evaluations pertinent to these three themes, child maltreatment, and child, adolescent and family mental health are encouraged. For symposia, indicate whether the presenter(s) would also consider poster or round-table discussion formats.

Student Poster Awards

Poster presentations are a wonderful way to share research and program evaluations. Awards are made for best student posters. To be eligible for these awards the student must be the first author.

Directions for submissions and on-line submission are available at www.apa.org

We look forward to your submissions!

Sandra J. Bishop-Josef, PhD
President-Elect, Division 37
How I Became Interested in Division 37
Megan Strawsine, M.S.
University of Missouri

As a new member to Division 37, I was invited to write an article about how I became interested in the division and what drew me to policy. As many graduate students I know, I never gave much thought to matters of policy as a psychologist in training. All of that changed for me while doing an innovative practicum designed for students to gain experience with policy.

The policy practicum in the School Psychology program at the University of Missouri (MU) teaches students about the influence of policy through direct involvement. The practicum is designed to foster students’ knowledge and skills in establishing policy and procedures, collaboration, and systemic intervention. The primary objective is to involve students in working in agencies that establish and set policy for special education, disabilities, mental health, or other education related issues. In the past, students have been placed with the Center for Family Policy and Research at MU; Missouri’s Departments of Mental Health, Social Services (Youth Division); Elementary and Secondary Education; and with particular divisions within APA.

During my practicum, I worked with the Center for Family Policy and Research (CFPR) on a variety of projects that demonstrated the importance of policy. One of the most exciting opportunities I had was at Child Advocacy Day in Jefferson City, Missouri. This event attracts advocates from around the state to rally on behalf of children. Throughout the day there are workshops, speakers, and meetings with senators and representatives. One of my first activities of the day was to attend a workshop for newcomers. I learned the basics of what it means to be an advocate as well as the variety of levels of involvement I could pursue. By the end of the day, I was joining my supervisor in meetings with representatives and senators who served on a committee that was considering introducing a bill to implement a quality rating system for early childcare centers across the state. How eye opening it was to finally realize politicians are accessible to all of us and interested in what professional and the public has to say!

Most of my time was spent with the Missouri Head Start State Collaboration Office, which is housed by the CFPR. My main duty was to work on a needs assessment of Head Start programs across the state and to develop a recommended practices document. I also developed a presentation based on one of Head Start’s pressing needs. Having looked at Head Start policies, it was clear to me some of the policies intended to be followed were not adhered to by a number of programs – many of which had to do with culturally and linguistically diverse families. People working directly with families expressed concerns about not knowing how to serve culturally and linguistically diverse families as well as a lack of available resources in the community.

Based on the needs assessment and further interviews with program directors, I was able to help programs begin to get on track. I developed a presentation for Head Start Directors to help them move their programs forward by providing tools for assessing their preparedness for serving culturally and linguistically diverse families as well as guiding them towards making a plan and evaluating their success. In this role, I was able to assist programs in adhering to policies intended to promote better services for diverse populations.

Another activity I pursued was related to the governor’s homelessness committee goals. One of the committee’s projects was to hold a Project Homelessness Connect event in our community. A member of my office was selected for this committee because one of Head Start’s priority areas aligns with their goals of serving people who are without a home. I participated in planning meetings for the event and solicited volunteer participation from students within my department.

My practicum experience demonstrated to me the
many ways policy is important to practitioners. My experiences demonstrated to me how policy influences the way we serve our clients as well as how we can influence policy. I learned that communication and understanding between those who develop policy and those who serve the community are necessary to improve policies at all levels. Thus, I joined Division 37 to learn more about how I can be active in policy issues that affect the practice of psychology.

I found a few things about my experience to be extremely important for a successful policy-oriented practicum. First, an enthusiastic and supportive supervisor kept me motivated in a potentially discouraging political climate. Second, I was provided opportunities for being involved in projects that matched my interests in research and practice. Lastly, I was given different options for my practicum site and the work that I could do there to benefit the site, myself, and others.

I encourage other programs in psychology to develop similar opportunities for students to see firsthand the importance of policy. Such opportunities will be helpful to students who intend to practice, research, teach, and get more involved with policy. Psychologists are often encouraged to be agents of change – in order to become successful agents of change, we need to include training for becoming involved in policy.

Megan Strawsine is a doctoral student in the School Psychology Program at the University of Missouri – Columbia (MU) where she will be earning her M.A. in School Psychology this December. She received her B.S. from Central Michigan University in Psychology and Spanish. Her research interests include teaching culturally and linguistically diverse students, school climate, provision of culturally competent services, and intervention effectiveness. Megan is a member of the Missouri Prevention Center at MU, where she is involved in delivering family and school interventions for children experiencing behavioral problems and depression. She is currently the Campus Representative for the Advocacy Coordinating Team of APAGS at her university.

As a newly appointed Member-at-Large for Advocacy in Division 37 (to fill out an unexpired term of the former MAL), President Carolyn Schroeder asked me to write some brief comments about my background and thoughts about advocacy.

My Background

My experience in writing about issues of concern to children, youth, and families began in 1969 with research and writing about the impact of TV violence on young viewers. At that time, I was working for the NIMH on a special project called, The Surgeon General’s Scientific Advisory Committee on Television and Social Behavior. The program consisted of about 60 research projects focused on various aspects of media violence and youth. The final report, published in 1972, was a cautionary tale about the effects of viewing violence (see, Television and Growing Up: The Impact of Televised Violence a report to the Surgeon General by the Committee; see also, Murray, 1973).

In subsequent years, I continued to pursue my interest in the media violence topic by conducting research on violence and brainmapping in children (Murray, Liotti, Ingmundson et al., 2006), and by serving on various committees and research panels. The most important of these efforts was the APA Task Force on Television and Society, which produced a report, Big World, Small Screen: The Role of Television in American Society (Huston et al., 1992) and inter-al. to the recent book, Children and Television: Fifty Years of Research (Pecora, Murray, & Wartella, 2007).

In between these various projects, I explored some interests in juvenile justice and the ways in which the justice system deals with non-criminal offenders (status offenders) and the impact on youth development (Murray, 1983); and, as well, by pondering ways to train the next generation of professionals in public policy and applied developmental science (see, Social Change, Public Policy, and Community Collabora-
ditions: Training Human Development Professionals for the Twenty-First Century, Ralston et al., 2000; and Applied Developmental Science: Graduate Training for Diverse Disciplines and Educational Settings, Fisher, Murray, & Sigel, 1996). In addition, in the mid-1990s, my colleagues and I also initiated a multi-university, online Master’s degree in Youth Development involving six institutions—Kansas State, Michigan State, North Dakota State, Nebraska, Missouri, and Texas Tech—the Great Plains Interactive Distance Education Alliance (see, www.gpidea.org). Now, ten years later, we have graduated about 50 new professionals in youth development who are working in various programs and organizations.

Advocacy Ideas
One result of this “noodling around” about ways to enhance youth programs and the life-chances for young people was to wonder if we were not missing some of the most obvious and important ways to improve the opportunities for children and youth by activating some grassroots support for parents in the task of raising children. Perhaps the most direct point of intervention in any issue would be to help parents deal constructively with their children and encourage both children and their parents to thrive. So, while we often express concern about the importance of family and community in dealing with children, youth, and families, we need to re-double our efforts to provide support for parents and the extended family. But, where to start and what to do?

As I listen to parents of all income levels and racial and ethnic backgrounds, I hear a consistent message about the stresses and strains of bringing up their children in today’s complex social environment. I hear, also, concerns about feelings of isolation that parents experience in a society in which families are highly mobile and often displaced from the parents’ own childhood environments and extended family support systems. And the obvious question arises, “What can be done to help parents feel more confident and competent in raising their children?”

There are programs that provide prevention and intervention efforts, such as the “Parents-As-Teachers” program (www.parentsasteachers.org), or the early infant intervention programs that involve home visitations for new mothers and fathers through Visiting Nurses Programs run by state and local Health Departments, and infant and early childhood mental health programs (see www.kaimh.org). Also, there are organized training programs for professionals and parents, such as Berry Brazelton’s “Touchpoints” project (see www.touchpoints.org) and there are exciting developments in efforts to engage youth in civic life and an enhanced personal future (Obama, 2009; Youniss & Levine, 2009).

A “Retired Parents Corps”
But, I wonder what could be done to mobilize a vast, indigenous workforce of support for parents? And, I think first of “grandparents” or elder neighbors who are “retired parents” and have a broad range of experiences—both good and bad—to reflect upon when talking to young isolated parents who are coping with the stresses of raising children. Perhaps there might be a “Retired Parents Corps”—similar to the SCORE (Senior Corps of Retired Executives) that are available to help young men and women starting out in business—to help parents who are starting out in child rearing. As a start in this direction, there is the work of “Experience Corps”—a program that places older adults as mentors in school classrooms (www.experiencecorps.org).

One of my colleagues at Kansas State University, Charles Smith, has been working on a project called “GrandLetters” in which grandparents—or simply elder parents who have finished (if one ever ‘finishes’) raising their children—are put in touch with young parents by email or old-fashioned postal letters, to provide a sounding board for the concerns of new parents (see www.k-state.edu/wwparent/courses/gl/index.htm). Perhaps Division 37 members might explore ways to “Advocate” for parental support systems in their communities and the Division could organize resource packets and information to assist in the development of this grassroots effort.

Let me know your thoughts on ways to enhance parenting support (my email is: johnpatrick-murray@hotmail.com).
References


John P. Murray, Ph.D. is an Adjunct Research Professor in the Department of Psychology at Washington College, in Chestertown Maryland, an Emeritus Professor of Developmental Psychology in the School of Family Studies and Human Services at Kansas State University, and a Visiting Scholar in the Center on Media and Child Health at Children’s Hospital Boston, Harvard Medical School. He has conducted research on children and television for almost 40 years. His current research is focused on mapping children’s brain activations, using functional Magnetic Resonance Imaging (fMRI), while the youngsters view violent and nonviolent videos. He has published 14 books and about 90 articles on children and media. His recent book—Children and Television: Fifty Years of Research (Norma O. Pecora, John P. Murray, & Ellen A. Wartella, Editors)—was published by Erlbaum Publishers in 2007.

Speaking of Advocacy (or Advertising)

John P. Murray, Ph.D.
Kansas State University

Did you know that building Gingerbread Houses during the holiday season builds relationships with your children and grandchildren?

So, with the holiday season coming up, I am sure that Division 37 members would love to spend some quality time with their children, grandchildren, or nieces and nephews. And, the best way to do that is to embark on an ambitious project that makes a mess of the kitchen and builds strong relationships—try building a gingerbread house (or castle, or other structure...be creative).

Now, I know that the first response of any upstanding Division 37 member is: “I don’t know how to build, or bake, or decorate a gingerbread...
house!” Fear not! Rescue is at hand!—your faithful Member-at-Large-for-Advocacy has the solution in a new book written by his son, Ian Murray, when he was eight-years-old. Ian wrote a book entitled, *Gingerbread Castles to the Max* when he was in 3rd grade—written by an 8 yr old for other 8 yr.-olds, with a 3rd grade reading level. The book has just been published and is available from [www.amazon.com](http://www.amazon.com) (search the “books” section for Gingerbread Castles to the Max and Ian’s opus will pop up). Of course, Ian is now a 24-year-old Ph.D. student in Engineering at Northwestern University…but, he still builds gingerbread houses and makes a mess of the kitchen (actually, we all participate).

So, once again, try the relationship building exercise over the coming holiday period and send pictures of your efforts! Included is a picture of the cover of the new book, and a picture of Ian working on last year’s effort… a historic building in Chestertown, MD.

Cheers, John P. Murray
For the Div37 Student listserv, send an e-mail to div37stu@yahoo.com. In the subject line type “new member,” and include your first and last name in your request.

Your subscription request should be processed within a few days. If you have any questions, please contact Lori Camparo at the e-mail addresses listed above.

Division 37 Website

Be sure to bookmark Division 37’s website, www.apa.org/divisions/div37, and visit it (often) for important information about Division 37 and Section 1 activities and opportunities and to access recent issues of The Advocate. And while you are there, browse through the August 2009 Convention “photo album” to see what your fellow Division 37 members were up to in Toronto!

Lorinda Camparo received her Ph.D. in Developmental Psychology from UCLA and is an Associate Professor in the Psychology Department at Whittier College. Her research focuses on two areas: the efficacy and developmental appropriateness of various techniques for interviewing children about forensically relevant information and the development of prejudice and 2008, that had the purpose of connecting agendas across stereotypes.

Dr. Camparo is a member of the Executive Committee for American Psychological Association’s Division 37, Society for Child and Family Policy and Practice. She has served Division 37 as Program Chair and Editor of Division 37’s newsletter, The Advocate (three three-year appointments). She began a three-year term as Member-at-Large for Communication and Technology for Division 37 in January, 2009. Beyond her teaching and scholarship activities, Dr. Camparo also provides seminars on child development and child forensic interviewing for lawyers, judges, police officers, and social workers, and has served as an expert witness on cases involving children alleging sexual abuse.
In spring 2009, I was honored to be a visiting researcher at the Centers for Disease Control and Prevention (CDC) in Atlanta, GA. Taking time during my sabbatical from being an associate professor at the University of Kansas to work with the scientists at the CDC was a wonderful experience. At KU, my work has focused primarily on mechanisms of resilience in children exposed to trauma and stress. Although the work is important, I found myself wondering how a clinical child psychologist could make a more direct impact on the lives of children.

When planning my sabbatical, I decided that I wanted to use the time to learn as much as I could about large-scale efforts to address child mental health issues. The work at the CDC was a perfect fit. The experience was amazing in so many ways, and I came back from my sabbatical with a renewed appreciation for what science can do and how to best partner with federal agencies in the effort to improve the mental functioning of the nation’s youth. I was interested to learn what the nation’s largest public health agency was doing with child violence prevention and to learn how science was working to assist in answering big questions in the field of child maltreatment. I was also intrigued by the possibility of learning more about what happens at the CDC, lifting the veil so to speak and learning about their agenda and methods for approaching population-level change for our nation’s families and youth.

I found all of the staff at the CDC welcoming and very willing to share their work with me. It was a great place to learn and work; I find a new way each day to use what I learned in my work there. For example, after learning about the prevention interventions at the CDC, I came back to Kansas and started looking into how we might adapt and implement a state-wide child maltreatment prevention program, or more specifically, I have been investigating the factors that help make a state ready for a state-wide program. It is this “big picture” thinking that I find has influenced me the most. To have a large impact, it is clear that it not enough to simply increase the size of an intervention, but also to understand mechanisms for change in larger systems.

The CDC is a large place, not just physically large (covering more than three campus locations in Atlanta); For those who are on the outside, it is a rather mysterious place. After speaking with several contacts at the CDC, Rodney Hammond, the Director of Violence Prevention (DVP), suggested that given my interests in child maltreatment, I spend my time in his division. I was excited by the opportunity to learn from him about all of the exciting projects they were working on and especially excited as one of my previous students, Rich Puddy was now working there as a leader in Dissemination and Implementation branch of DVP. Two other branches are also included in the work of the DVP, Program Evaluation and Etiology and Surveillance. Within each branch, there are several sub-branches or teams devoted to topics like research synthesis and application, communications, education, training, and state and local community assistance partnerships.

I wanted to make sure that I got the most out of my time at the CDC so I made sure to meet with as many directors and team leaders as I could. For example, I met with the director of the Etiology and Surveillance branch to learn more about data collection methods for documenting the rates of child maltreatment nationally and how the CDC works with other branches of the government (i.e., Department of Health and Human Services) to identify national trends. Understanding the scope of child maltreatment is largely based on the numbers of documented cases of child maltreatment, and national efforts are often the culmination of independent research as well as reports from state agencies. The need for child maltreatment prevention is based on prevalence data and the CDC uses this information not only to monitor the problem and to provide universal definitions, but to also show where the greatest need may lie (i.e., neglect) so that prevention efforts can be specifically targeted.

I also met with the Director of the Program Evaluation branch and learned about their efforts to test and
adapt evidence-based programs from the individual level to the population level and how they are working to develop information for the public on universal parenting. By determining which constructs are common across evidence-based parenting programs, the CDC hopes to be able to provide parents with an easy to understand resource on managing common child behavior problems.

Although it is beyond the scope of this report to explain all of the inner workings of the CDC or the myriad projects (see http://www.cdc.gov/ViolencePrevention/childmaltreatment/index.html for more information), I can detail some of the projects with which I was involved. I was assigned to work with the research synthesis and application team (RSA) of the dissemination and implementation branch. I regularly sat in on team and branch meetings where current research initiatives and updates on ongoing projects were discussed. The RSA team regularly meets to discuss how to bring about the best evidence on a given program for prevention and to think through how a given program may be integrated with known infrastructure in a given area and how capacity for adopting a prevention initiative can be increased. The work is really fascinating, and I learned that there are many experts from different areas that need to work together to address the multiple issues germane to child maltreatment prevention. Not only does the CDC examine societal norms regarding children and child care, but they are also testing how culture may influence parents’ views towards child behavior and how the culture and structure of larger systems like the public health departments may be key in working with communities to increase the mental health of families.

The staff at the CDC value input from outside researchers, so I was regularly asked to comment on the feasibility and direction of the work and how the team might enhance their efforts to parallel those of clinical child research. For example, I was asked to provide an examination of the CDC’s recent efforts to test the Positive Parenting Program (Triple P) as a possible child maltreatment prevention program. Recently published in Prevention Science, in partnership with the CDC, Ron Prinz and colleagues presented data from a population-based trial of the evidence-based parenting program across 18 counties in South Carolina over five years. As a visiting researcher, my role was to gather the available evidence on Triple P and discuss how the recent findings and past research on parenting programs like Triple P may be useful as part of a multi-faceted effort to reduce incidents of child maltreatment. Moreover, I provided the CDC with a sense of how known prevention intervention programs fit with their model of approaching child maltreatment prevention from the perspective of increasing safe, stable, nurturing relationships (SSNR) between caretakers and youth.

It was clear from my experience at the CDC that although prevention of all kinds of child maltreatment in general is important, most prevention programs really speak to reducing incidents of child physical abuse. An exception is the Knowledge to Action (K2A) initiative which seeks to bring together leaders in the field across sub-areas of child maltreatment to better understand how to influence policy and practice for professionals who work in child maltreatment. Key to my experience was the opportunity to get an overview of how the CDC sees the need for child maltreatment prevention and to this end, almost weekly, there was either a speaker at the CDC or a conference involving CDC staff who spoke to policy issues and how research can best be used to influence public policy on child maltreatment. The CDC is clearly a rich environment for learning, so much so I had a headache (in a good way) almost every day from processing so many ideas!

I learned so much during my time at the CDC that it likely will take some time before I can mentally unpack it all. The DVP at the CDC is very interested in creating more relationships with outside researchers and encourages visiting scholars to share their expertise. All in all, it was a great experience and one that will continue to inform my work as a clinical child psychologist. On a side note, I did have one odd experience. Soon after I arrived I realized that, at the CDC, one is hard pressed to find a pen or paper clip with the name CDC on it. As a professor, one consistent experience on college campuses is the branding of the school name, colors and mascot on just about everything. I realized quickly that the reputation of the CDC is so strong, having notepads with their name on them is not a priority – then again, the CDC is about the only place one can find plush stuffed virus toys (the bedbug toy is my favorite!).
The Academy on Violence and Abuse (AVA) exists to advance health education and research on the prevention, recognition, treatment and health effects of violence and abuse.

By expanding health education and research, the AVA will

- Integrate knowledge about violence and abuse into the training of all health professionals
- Promote the health of all people,
- Protect the most vulnerable, and
- Advance health and social policy that promotes safe families, workplaces and communities

The AVA is an academic leader addressing health education and research issues related to violence and abuse, focusing on an end goal to ultimately minimize the health effects of violence and abuse

Benefits of Membership

- A professional home with a specific health-related focus
- Substantial discounts on registration for AVA events
- Free copy of Building Academic Capacity and Expertise in the Health Effects of Violence and Abuse
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- Free copy of The Relationship of Adverse Childhood Experiences to Adult Health Status DVD
- Participate in activities with acknowledged experts in the field
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