

**DIVISION 37 OF
THE AMERICAN
PSYCHOLOGICAL
ASSOCIATION**

**Division 37
Board
Candidates'
Statements on
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The Advocate

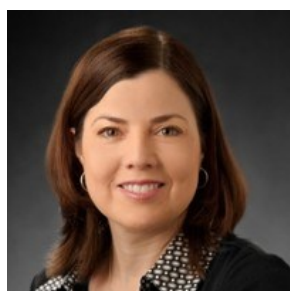


Society for Child and Family Policy and Practice
Division 37 of the American Psychological Association

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From the President: by Jennifer Kaminski, Ph.D.



Division Presidents typically identify a single issue to highlight during their year to focus attention on what they feel is an important or neglected aspect of our field. I haven't asked, but my working theory is that Past Presidents selected an area on which they spend most of their work energy. For my part, I actually don't spend my work energy on a particular topic. My team devotes their time to developing evidence and tools to advance all of the public health aspects of child and adolescent mental health. My time is spent supporting my team and removing obstacles from their paths. If I translate that to what I want to focus on in my Division 37 role, I arrive at an important and often neglect area in our field... all of you.

Things are tougher right now, for just about everybody. Things are toughest, of course, on those who are being targeted or who were already struggling and now find themselves with even less support than they had previously. I would assert that things are also tough for people like Division 37 members, who are struggling to help support mental and physical health, well-being, economic security, education, and healthy relationships among the most

vulnerable. Each of you is needed more than ever, yet few have trained for this kind of emotional marathon.

It's okay to admit feeling tired, worn down, frustrated, or hopeless. It's okay to admit to having these feeling even if you are among the most advantaged in these challenging times. Several times a week, I get asked how to keep pushing forward under professionally challenging circumstances and how to maintain positive leadership when it seems to be a rare commodity. My short answer is always, "How can you not?"

The longer answer tends to vary by person, but there are definitely themes with which people tend to resonate. In the spirit of full disclosure, I must admit that none of these are my original thoughts. These themes have been culled together from leadership books and trainings, colleagues who have shared their wisdom, and things I have heard that resonated with me. They are what keep me going. I share them in the hope that they will do the same for you.

We are all limited resources. We only have so many hours, days, months, and years to do the work about which we are passionate. That makes choosing how we spend those hours an important consideration. Relatedly, we

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From the President...cont'd from p. 1

need to remind ourselves to treat our work as a marathon, not a sprint. If we are always pushing to do more and work longer, we'll burn out in the space of months or years instead of decades. Supporting child and family policy and practice is a long game, not a quick win, and we need everyone in top form. Being mindful about what's the best use of our time and expertise—and what isn't—will help us use ourselves as resources more wisely.

We can't always control the waves, but we can grab a surfboard. There's an old parable about being in a rushing river and the merits of either clinging tightly to the rocks or going with the flow. I've never been satisfied with either metaphor. A colleague gave me a different twist that I do cling tightly to—when you're getting hit with waves, grab a

surfboard and ride them where you want to go. Translation: when faced with a challenge, figure out how you can use it to your advantage and find the win. Admittedly, this is easier to say than to do, but it gets easier with practice. It requires an intentional shift from victim status to active agent status, and it requires the long-game mindset. It's not as simple as the façade of, "I didn't want that grant anyway." Rather, it's, "I didn't get that grant, so what better opportunities can I find now that I wouldn't have looked for otherwise?" It's not looking on the bright side, it's actively making the side you're on brighter.

We can't all do everything, or the same thing. Academia, private practice, and even sectors of the government are often set up to force competition for resources. Although, in capitalist theory at

least, this competition could increase the quality of research or service, it could also have the adverse side effect of discouraging collaboration. We're not selling a product that, if we had a monopoly, would allow us to take advantage of buyers. We're in the business of helping people. Competition might not be the best systemic approach for that objective. Following the we-are-limited-resources, it's-all-a-long-game, and grab-a-surfboard advice, we need to find ways to use collaboration to our advantage, and ultimately, to the advantage of the families we serve. How do we do that? We'll have to figure it out together, of course. This is the kind of paradigm-shifting disruption that would take time and creative problem-solving. It's the kind of challenge for which I live. Drop [me](#) a line, and let's start a conversation on getting that shift started.

CALL FOR TOPIC IDEAS AND CONTRIBUTOR RECOMMENDATIONS FOR *ADVANCES IN CHILD AND FAMILY POLICY AND PRACTICE*

Launched in 2012 with editor Barbara Fiese, *Advances in Child and Family Policy and Practice*, is a Springer Briefs series published in affiliation with the Society for Child and Family Policy and Practice (Div. 37 of APA). The purpose of the series is to serve as a forum for discussion of issues related to social policy and services for children, adolescents, and families with a psychosocial perspective. Briefs may include literature and conceptual review papers; analyses of policy trends; evaluations of programs, policies, and systems; case examples of public and private policy issues; and advocacy needs, successes, and failures to demonstrate applications in which psychological expertise may be applied. Potential topics of interest also include organization of service programs; service delivery through different systems; and implementation, impact, and evaluation. A variety of child, youth, and family-related service programs and topics may be the focus of a Brief, including but not limited to child mental health programs and policy, mental health screening/service needs, child welfare, child abuse and maltreatment, education, early childhood education and pre-K, and evaluation, health (including, integration of mental health within primary care and school settings), juvenile justice and racial/ethnic, socio-economic, or neighborhood/community disparities in services, service delivery, or in child, youth or family experiences. Topic ideas and recommendations for contributors to author or edit a volume are welcome. Please contact editor [Lisa Gennetian](#).

Section President's Column: by Jennie G. Noll, Ph.D.



Greetings! I wanted to take this opportunity to draw our attention to some recent “wins” within the child welfare policy space that have warmed my heart. The Families First Prevention Services Act was signed into law, and both CHIP and MIECHV were reauthorized in February. As these Federal policies are moving ahead, I thought it would be a good time to remind ourselves of how we can keep involved and engaged in the political process on a continual basis—not just when there are large policy initiatives at stake. Although it might be easy to cast a wide net with regard to our roles as concerned citizens (e.g., going to rallies and marches, writing personal letters to legislators, writing letters to newspaper editors), I want us to devote some thought to how we can think about advocacy within our academic and practitioner roles. I think it best to begin by defining the term *advocacy* and highlighting how it differs from lobbying. Indeed, as faculty members and official representative of institutions, we must be cautious about pushing specific policy changes (i.e., lobbying) and focus on becoming more effective, honest brokers who offer support interpreting re-

search evidence in ways that can inform a range of policy changes.

Let's start with some basic definitions. *Advocacy* is the process of stakeholders making their voices heard on issues that affect their lives and the lives of others at the local, state, and national level. It also means helping policymakers find specific solutions to persistent problems. Most nonprofits can and do engage in as much advocacy as possible to achieve their goals. Some examples include: telling your members of Congress how a federal grant your organization received has helped their constituents; educating members of Congress about the effects of a policy on the targeted population; and inviting members of Congress to visit your organization so that they may see firsthand how federal funding or a policy has played a role on day-to-day operations or lives. Lobbying, on the other hand, involves activities that are in direct support of or opposition to a specific piece of introduced legislation. For example, this would include asking your member of Congress to vote for or against legislation. Although nonprofits can engage in some lobbying, the IRS regulates the proportion of nonprofit budgets that can support these activities. There are also prohibitions on any use of federal funds for lobbying.

A good rule of thumb is to speak from a researcher's or clinician's perspective, use data that either you have published or that you

know of that is peer-reviewed, and, stick to what the research says. When wearing our science hats, we should avoid “supporting” a specific policy, and instead provide the translation of the research that could be used to inform policymakers' decisions. (As private citizens, one certainly can support a specific policy, but this should be done free from your scientific affiliations, e.g., use a gmail address.) Such an approach is about establishing relationships and creating a community of experts both in and outside of government who can give informed input on policies. Relationships are a salient issue in this context because policymakers tend to rely on trusted advisors for information, and interactions with researchers can facilitate their interpretation and use of research evidence. Yet, interactions between researchers and policymakers tend to be few and infrequent. Furthermore, being more aware of the political aspects of research can help academics understand and re-evaluate their own arguments about the impact of research. This might take the form of working hard to respond to a legislative request for research and compiling the right kinds of evidence that staffers might need in order to hold an informed briefing.

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Section President's Column ...cont'd from p. 3

Luckily, some of this hard work can be done within the context of organized coalitions and networks of erudite and committed experts. For example, there exists a rapid response network devoted to child welfare issues that I encourage all of you to join. The Research-to-Policy: Child Welfare Rapid Response Team can be accessed by copying the following link and pasting it into your browser:

<https://goo.gl/forms/gtd6rVOLJAufm4Ya2>

Organized and supported by Penn State's P50 Center for Health Children (PI: Noll), this team is currently comprised of over 100 researchers and practitioners who actively respond to solicitations from federal policy professionals for scientific information that can leverage child welfare policy change. Signing up for this network ensures that we identify experts who can respond to current research-to-policy opportunities and contribute to expert responses to legislative inquiries. Although we can target specific policies, as we did with Families First and are beginning to do with CAPTA, we do so by responding to legislative requests for research and technical assistance, based on Congress members current needs and priorities. For more information regarding how the research-to-policy model operates, see the newly published paper by Crowley, Scott, and Fishbein entitled, "Translating prevention research for evidence-based policymaking: Results from the Research-to-Policy Collaboration pilot" in *Prevention Science*.

Of course we all need to understand that these processes are complex and that we should consult with the government affairs office at our respective institutions to ensure that we walk a careful line that does not cross into lobbying. The Section will hold regular research-to-policy workshops (as we did last June; stay tuned for more workshop dates to follow!) sponsored by Penn State's P50 Translational Center for Child Maltreatment Studies that include practical information on how to engage the political process as an academic, including how to translate your important work into messages that resonate with policy makers. This training aims to cultivate "knowledge brokerage" skills, which involve understanding the policymaking process and decision-making factors, adapting to diverse political ideologies, and working with policymakers to draw implications from research findings. The training emphasizes nonpartisanship and unbiased credibility, which can be done by considering an array of policy levers rather than advocating for a specific policy change. Because researchers and policymakers comprise relatively disparate groups characterized by their own professional cultures, we consider policymakers' lived realities that contribute to decision-making processes so that researchers empathize with these challenges, communicate more effectively, and prepare to collaborate in the context of a

policymaker's existing values and beliefs. Ultimately, the training aims to equip researchers with skills that prepare them to translate research that is relevant to current policy priorities by considering how information is conveyed through a range of mechanisms (e.g., policy briefs vs. hearings). The training concludes by having participants practice their emerging policy skills via role play during a mock meeting with legislative staff. Preliminary evaluation of this training suggests that participants gain an improved understanding of the policy process, which is a fundamental skill needed for effective policy engagement.

On a final note, it is with sadness that I announce to the Section the passing of one of our own, Karen Saywitz. Karen was a champion of advocacy within the child welfare space and a past recipient of the Division's Nicholas Hobbs Lifetime Advocacy Award. We will honor Karen at this year's annual meeting. I encourage to read the tribute to Karen that begins on p. 5 of this newsletter.

Taylor Bishop Scott, Research-to-Policy Coordinator at the National Prevention Science Coalition, assisted in the development of this article.

Karen Saywitz: An Extraordinary Legacy for APA Division 37 and the Section on Child Maltreatment: by Gail S. Goodman & Bette L. Bottoms

Many reading this tribute to the life of Dr. Karen Saywitz, who served as President of Division 37 in 2000, knew her as a stellar intellectual, a pioneer in the scientific study of child forensic interviewing, a warm and wise supporter of mental health for children and families, a highly effective and determined child advocate, and a devoted friend. Even if you did not have the great pleasure of knowing Karen personally, you likely felt her effect. Her life is an extraordinary model for us all, inspiring us to continue our work to better the lives of disadvantaged children and to support them in having accurate voice about their experiences.

Dr. Saywitz obtained her doctorate in clinical and developmental psychology from the University of Illinois at Chicago in 1984 under the guidance of Professor Shari S. Diamond. After completing an internship and postdoctoral fellowship at UCLA School of Medicine, Dr. Saywitz became a child psychologist at City of Hope, a cancer center near Los Angeles. It was during that time that she attended a large national conference of child abuse professionals, held in Los Angeles, from which the American Professional Society on the Abuse of Children (APSAC) was born. Fortunately, that conference also gave birth to Karen's idea to study children's memory and suggestibility for medical exams, as a proxy for understanding child forensic interviewing in child sexual abuse cases. She

quickly obtained a federal grant from the National Center on Child Abuse and Neglect, Administration on Children, and conducted her research as a new faculty member at Harbor-UCLA Medical Center in Torrance, CA. In addition to developing a multi-



faceted research program on child witnesses in maltreatment cases, she also supervised clinical work with disadvantaged children. The products emerging from her first grant-supported study (e.g., Saywitz, Goodman, Nicholas, & Moan, 1991), and her work on children's knowledge of legal terms (Saywitz, Jaenicke, & Camparo, 1990) and adverse effects of intimidating courtroom contexts (Saywitz & Nathanson, 1993) brought her immediate national and international fame.

They say timing is everything, and the timing of Karen's work could not have been more perfect. She began her research just as child sexual abuse emerged as a major societal focus. It was also just as controversy over children's eyewitness suggestibility and memory for sexual abuse erupted. Karen's work remained above the controversy. She wisely put her considerable energies into developing scientifically valid, non-leading techniques for interviewing children. Karen realized that psychologists are in a special position to develop such techniques and that this would be one of the most important contributions psychologists could make, both to help children recount their traumatic experiences and to aid adults reach the truth in child abuse cases.

Karen developed creative methods for building rapport with children and for training children to provide more complete free recall as well as to articulate their lack of understanding of age-inappropriate, complex questions (i.e., to improve children's comprehension monitoring). Karen's Narrative Elaboration Technique (NET) proved to be a highly effective method for forensic

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Member-At-Large: Early Career Psychology Corner: by Christy Olezeski, Ph.D.



Greetings Division 37 ECPs! The Early Career Professionals (ECP) Committee continues to work on ways to increase knowledge of and opportunities for ECPs to engage in policy work and advocacy. We will be starting an interview series with ECPs who are working on policy change and advocacy starting this summer. We also are looking for ways to increase discussions through our ECP-only listserv and share resources on our ECP section of the

website. While our committee is busy trying to spread the word on advocacy, we are always appreciative of your thoughts regarding what would be helpful. Please reach out to let us know how we can better serve your needs.

There has been a recent change to the ECP Committee. We would like to thank Cheryl Arndt for her many years of service to the ECP Committee and Division 37, and wish her the best of luck in her new position at the Lehigh Valley Health Network. Thank you, Cheryl! If others are looking for a way to become involved with Division 37, we are open to new members joining our ECP Committee. Being on the committee is an excellent way to network with other ECPs who have similar interests. We have bimonthly conference calls, and some individuals opt to

take on tasks in addition to the calls. If you are interested in becoming more involved, or have questions about the committee, please email [me](#). If you have a passion for policy change, development, or dissemination, we would love to have you as a part of our team.

If you are planning on attending the annual Convention in August, we hope you will join us for our annual ECP Happy Hour on Friday, August 10. Details will be forthcoming.

Finally, we have two ECP awards coming up – the Mark Chaffin Division 37 ECP Research Grant and the Division 37 ECP Service Award. Both awards can be found on the Division 37 [website](#); the due date for submission is June 1. We know you are doing great work, so please do consider applying for these awards!

**Congratulations to the 2018
Diane J. Willis Awardee:
Betty Lai, Ph.D.
Georgia State University**



Member-At-Large: Advocacy Column: by Christina Rodriguez, Ph.D.



Research into Action— Part 2

Welcome back to Part 2 of Research into Action! When last I wrote, I was reminding researchers that their research does not need to just gather dust on a bookshelf (including the virtual bookshelf). Division 37 continues to promote evidence-based policy. Last time, I mentioned the [congressional briefing on homelessness](#) that we co-sponsored. We also recently co-sponsored a [congressional briefing on school gun violence](#) in the wake of the Parkland shooting. These are just some examples of YOUR annual membership dollars hard at work to make a difference by translating research into advocacy efforts. APA just had a cover story on [advocacy](#)!

Because lawmakers prefer to promote evidence-based policies, we can play a pivotal role by providing them the research they need to advance their agenda. Last time, I linked you to examples of how research informed several federal policies. Identify a lawmaker(s) you believe has the ability to affect change. (It is ideal for you to be one of their constituents so that you can make the issue relevant for their state or region.) Capitalize on that lawmaker's agenda. Identify how your research has direct relevance to the lawmaker's constituency. Do your homework: study their websites, call their local offices, watch what issues they care about, and search for common ground. Your research might just contribute an answer to something on which they have been working!

Don't see something from scouring their websites? What are the statistics on prevalence in their communities for the problem area that you research? What is the estimated impact of that issue in their communities? Does your research inform recommendations of what could help reduce that prevalence or mitigate the impact? You can make it relevant to them. You are doing them a favor by bringing timely and relevant expertise. Law-

makers don't want to hear that something is a problem without suggested solutions—emphasis on plural solutions to allow lawmakers to consider options for what could foreseeably be implemented. This part is what is known as the “ask”—what specifically can they do to make the problem better? Asks can include items such as co-sponsoring legislation and funding local nonprofits who are already working to combat the problem.

Once you see how you can make yourself relevant to the lawmaker, package a 30-second elevator message. In other words, boil down how you think your research could solve a problem that means something to their agenda and is relevant to their constituencies. You can't always count on having a long period of time to meet with a lawmaker, and that's why the elevator speech is important. Imagine you bump into a legislator on an elevator ride... What is the most essential element you want to convey? If you can distill its impact and relevance for them, you may just make that lawmaker want to pause to hear more, maybe even give you two full

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Member-At-Large: Advocacy...cont'd from p. 7

minutes. ([Here](#)'s an example of a two-minute "Ask.") If you aren't sure how impactful your 30-second pitch is, practice it on others until you feel like you can hit the highlights on why you have research

knowledge and a possible solution to something that would advance their agenda.

Need help? Get some training and ideas (see the [Frame-works Institute](#) for examples).

Often researchers must persuade funders of their researchers so consider the time you spend preparing for meeting with or writing legislators time well-spent!

Division 37 Student Dissertation Award

The Division 37 Student Dissertation Award is a \$400 award given to a completed doctoral dissertation concerning issues of social policy, service delivery, welfare, and/or advocacy for children, youth, and families.

Papers will be judged on the following dimensions: (a) scientific, technical, or clinical importance, (b) originality/creativity of the work, (c) adequacy of the research design and methods, (d) quality of the conclusions drawn from results, and (e) quality of the written presentation. The reviewers will be three members of the Division 37 Executive Committee.

The deadline for submission is June 1, 2018.

Please send the materials below electronically to [Anita Thomas](#).

- * A copy of the completed, approved dissertation
- * A copy of the signed cover sheet
- * An abstract of no more than 1000 words summarizing the research and its relevance to Division 37's mission.

Please consider submitting your completed dissertation!

Member-At-Large: Diversity Column: Chair, Task Force & Diversity Initiatives

by Joaquín P. Borrego, Jr., Ph.D.



In 2016, we asked our Division 37 members to complete a survey regarding their experiences with the division and resources utilized. Our members noted that they rely on our listserv, website, and *The Advocate* newsletter for information relevant to policy, research, and practice. This summer, we are conducting an online survey with a focus on gathering more specific

information on the type of content you want to see made available from Division 37. The survey will be distributed in June via our listserv.

The last couple of years, the Division has also rolled out diversity-related initiatives focused on revising our mission statement and dedicating one of the student poster awards to a student-led project with a diversity-related theme. Although the Division has a long-standing commitment to addressing diversity (broadly defined), we want our commitment to be more visible in the spirit of being inclusive. There are many of us who do great work with regard to policy and practice that has a meaningful

impact on our communities. Many of the communities we work with are underserved. We would like to highlight our members who do great work in their communities. If you know of someone who works tirelessly to improve the quality of life and well-being for members of their community via policy work or practice, please [email](#) me. We would like to highlight individuals who do great work!

Finally, if you are wanting to get more actively involved in the Division, please reach out to me or one of our Executive Board members. We look forward to hearing from you!

Want to stay current on the latest policy developments relevant to children and families?

Send an email message, including your name and email address, to the division email list you wish to join:

DIV37-REQUEST@LISTS.APA.ORG

DIV37STU-REQUEST@LISTS.APA.ORG

DIV37ECP-REQUEST@LISTS.APA.ORG

DIV37CHILDMALTREATMENT-REQUEST@LISTS.APA.ORG

In the subject line type: "New Member."

Update on the Institute of Medicine Forum for Promoting Children's Cognitive, Affective and Behavioral Health: by Mary Ann McCabe, Ph.D., ABPP



Division 37 is among the sponsors of a National Academies of Science and Engineering Forum on Promoting Children's Cognitive, Affective and Behavioral Health (C-CAB). I represent Divisions 37 and 54 (as joint sponsors) on this Forum.

There was a workshop held on November 14, 2017, entitled "Achieving Health Equity: Promoting Cognitive, Affective, and Behavioral Health Equity for Children, Families, and Communities." The agenda and videos of the presentations are available [online](#).

A meeting of the Forum was held April 30-May 1, 2018 in conjunction with a roundtable discussion with stakeholders in the business and health insurance communities. The goals of this discussion were to: (1) es-

tablish partnerships to more effectively promote the behavioral health and wellbeing of children and families; (2) articulate the unique contributions each sector can bring to the partnerships, such as sharing research, innovations, and recommendations for public policy; and (3) identify specific opportunities for collaboration. It is hoped that the future work of the Forum will be enhanced as a result of these partnerships.

Finally, three peer-reviewed papers have been released since my last column:

["Redesigning Provider Payments to Reduce Long-Term Costs by Promoting Healthy Development"](#)

["Interdependence of Families, Communities, and Children's Health: Public Investments That Strengthen Families and Communities, and Promote Children's Healthy Development and Societal Prosperity."](#)

["Investing in Children to Promote America's Prosperity."](#)

Updates on Forum activities will be provided in each newsletter. However, if at any time members have suggestions, please feel free to [contact me](#).

CALL FOR APPLICATIONS: Associate Editor, *The Advocate*

The goal of *The Advocate* is to support Division 37's commitment to the application of psychological knowledge to advocacy, service delivery, and public policies affecting children, youth, and families by promoting the Division's efforts in these areas and maintaining close communication between the Board and the membership of the Division. *The Advocate* Associate Editor will be responsible for assisting with all activities involved in preparing *The Advocate* for publication. We typically publish three issues of about 20 pages each per year. A nominee must be a current member of Division 37. Please provide the following information by June 15, 2018: nominee's name, contact information, curriculum vitae, and brief statement of interest and expertise. Please send nominations and questions to [Jill McLeigh](#), current editor of *The Advocate*.

Report from March 2018 APA Council of Representatives Meeting: by Mary Ann McCabe, Ph.D., ABPP

The APA Council of Representatives met in March in Washington, D.C. Most newsworthy are the actions that were taken, all of which are reported here.

Council approved a joint 501(c)3/501(c)6 organization membership agreement. Because c(6) organizations are able to engage in more lobbying activity, the agreement increases APA's capacity to advocate for both the discipline and the profession in a political climate that is increasingly volatile. Council directed the President to appoint a work group to develop a plan for implementation for approval at Council's August meeting. The plan will include integration of priorities across both organizations, use of the existing APA governance structure to achieve the integration of priorities, a recommendation for the percentage of 2019 dues to be allocated between the 501(c)3 and 501(c)6 organizations, and the process for future dues allocations. Council will be asked at the August meeting to vote on amendments to the APAPO Bylaws and APA Association Rules

necessary for implementation.

Council approved pursuing accreditation of Master's level programs in health service psychology in areas where APA already accredits. Council directed staff and governance (i.e., the Board of Educational Affairs) to take steps to develop an accreditation system. This is a multiyear process that will require Council approving the plan prior to implementation. On Friday morning, Council participated in small and large group discussions related to Master's level practice in psychology. There was agreement among Council members that 1) there is a benefit to uniformity in title (preserving the doctoral degree for the title of *psychologist*), and 2) there should be standards for the scope of practice of Master's level practitioners. APA staff will engage in information-gathering on these issues.

Council adopted as APA policy: (1) the Clinical Practice Guideline for Multicomponent Behavioral Treatment of Obesity and Overweight in Children and Adolescents: Current State of the Evidence and Research Needs as policy of the association; (2) a Resolution on Pregnant and

Postpartum Adolescent Girls and Women with Substance-Related Disorders, which recommends providing rehabilitative services rather than criminalizing pregnant women and girls' substance use; and (3) the first Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology, complementing those for high school, undergraduate, and graduate programs.

Finally, Council voted to receive a comprehensive report from the Council Diversity Workgroup that provides recommendations to Council regarding diversity and inclusion in Council's processes and procedures, as well as recommendations for actions by APA on diversity and inclusion. APA will be creating a new position of Chief Diversity Officer.

Please do not hesitate to [contact me](#) if you have any questions or desire more information regarding any of these actions. All APA members can access the [Council of Representatives agenda book](#).

Division 37 Candidate Statements: President-Elect

Erlanger “Earl” Turner



My name is Erlanger “Earl” Turner. I’m a clinical psychologist and assistant professor at the University of Houston-Downtown. Over the last 10-years, I have had leadership experience throughout the American Psychological Association (APA). I am the immediate Past-Chair for the APA Board for the Advancement of Psychology in the Public Interest and have served in roles through divisions 45, 42, and 53. As a psychologist, my passion is for public education and applying psychological science to the well-being of youth and their families.

My research and clinical interests include ethnic minority mental health, psychological assessment, disruptive behavior disorders, access to behavioral health services, and cultural competency. Since 2012, I have maintained a blog titled “The Race to Good Health” on *Psychology Today* and served as a media psychologist for numerous sources including the *New York Times* and *Washington Post*. In addition to my public education efforts, I have presented a congressional briefing on police brutality and mental health, and I was the inaugural speaker for the APA 125th Anniversary speaker series.

I am a member of several APA Divisions (37, 45, 42, 46, and 53), the Association of Black Psychologists, and Alpha Phi Alpha Fraternity, Inc. As president of Division 37, Society for Child and Family Policy and Practice, my goal will be to advance our mission by: promoting the work of the society and advancing members ability to engage in public policy through the use of emerging technologies. Feel free to visit my [website](#) for more information.

Mindy Willing



Mindy Willing earned a Doctor of Clinical Psychology degree at the University of Sydney in 2012 and a Master of Public Health degree from the Johns Hopkins Bloomberg School of Public Health in 2016. She has a research and clinical background in family-based approaches for preventing child maltreatment and youth violence and is currently

working at the Johns Hopkins Bloomberg School of Public Health on the Epidemiologic Catchment Area survey. Mindy co-chairs the Poverty Reduction Working Group at the National Prevention Science Coalition and sits on the Policy Committee at the Society for the Psychological Study of Social Issues.

Division 37 Candidate Statements: Task Force and Diversity Initiatives

Iheoma U. Iruka, PhD



It is with great enthusiasm that I submit a statement for consideration for the APA Member-at-Large Task Force and Diversity Initiatives. I have observed the positive and powerful impacts that APA has had on society. My scholarship is focused on the opportunity gap, family development, and early education systems, with a particular mission of using evidence to support policy and practice change that provide equitable opportunities for children to meet their potential.

I am the Chief Research Innovation Officer and Director at HighScope Educational Research Foundation. HighScope is a research and practice organization that first estab-

lished the lasting human and financial value of early childhood education. My past and current leadership roles, including serving on a foundation board and various national committee, have provided me with the necessary experiences and temperament to meet all of the requirements of a leader on this board. My research and administrative responsibilities have resulted in my collaboration with diverse stakeholders from families to policymakers to community leaders, all with varying priorities and visions. These experiences, among others, stressed the importance of listening to diverse voices and providing evidence-based and informed research to support policy and practice.

Finally, I would bring to this division a passion and commitment to improving the lives of children and their families and communities through a racial equity and collective impact approach. It is with optimism for a highly productive and collaborative future that I submit this application to serve on the Division as a Member-at-Large Task Force and Diversity Initiatives.

Division 37 Candidate Statements: Task Force and Diversity Initiatives

Mirian E. Ofonedu



I am honored to be nominated to run for the Member-at-Large: Task Force and Diversity Initiatives Coordinator of the APA Division for Child and Family Policy and Practice (Division 37). I am currently serving my second term as Division 37 Program Chair. I also serve as Division 37 liaison to the APA Committee for International Relations in Psychology (CIRP). I received my Master's in Social Work from the University of Maryland, School of Social Work and PhD in Psychology from the Capella University. I am current-

ly an Adjunct faculty at the University of Maryland School of Social Work and the Director of Training at the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute in Baltimore, Maryland. For the past 13 years, I have worked as a clinician and as a Research Manager at the Kennedy Krieger Institute. I serve on a number of board and committees related to social work and psychology. I have a deep commitment to underserved youth, particularly those who have been exposed to traumatic events. I have conducted research on inner-city Black youth and mental health and treatment engagement of underserved families and young children with behavior problems, examining the psychosocial and cultural factors that influence urban youth and family mental health treatment engagement and service utilization to better inform policy and intervention programs. Thank you for casting your vote in this election. I hope that you will give me the privilege of continuing my service to APA Division 37.

Voice Of the Students: by Vanessa Hara



Greeting Division 37 Student Members!

As students, we are often told to get involved, be active learners, and network. However, what does that really mean? What does that look like, and how do you do it? It can be intimidating to engage with professionals in our field of study, and for some being active in a division may seem lower on the list of priorities. While course work, clinical work, and research are top priorities, involvement in a division of interest can greatly enhance your educational experience. Getting involved in a division can take many shapes, from joining the listserv, to holding a seat on the student board. All are equally important and beneficial.

"The most useful thing I have found is the division listserv, both student and division-wide. I believe the listserv to be the most effective way to communicate among several busy professionals." – Larry (Student board member)

"The listserv contains information like grants, trainings, calls for posters, and much more.

The information is sent directly to you. Like most people in this day in age, we are bombarded by email; however, the opportunity to engage in dialogue around topics we love is worth it."

Attending conferences as a student member allows for an opportunity to meet future colleagues and start networking. Division 37's focus on child and family policy and practice allows for students to learn about advocacy and research from professionals in the field that share a passion for improving the lives of children. The opportunity to network with people from various institutions with a multitude of backgrounds is invaluable.

"Networking is so important, especially for students and early-career psychologists, and the division has been very helpful with this." – Larry (Student board member)

"I learned the important role that we can all play in advocating for populations we care about. Specifically, I learned how, as a field, even at a graduate student level, we can all become involved in not only advocating for mental health but also begin creating change through public policy." – Licci (Past grad student representative)

I joined the division with the hope of learning about advocacy. What I did not expect was to be in awe of the amazing work that all division members are doing. Members working in academia and fostering policy change, students working on ground breaking research, and practitioners that care deeply for their clients. New perspectives and passion that is contagious. I often

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Voice of the Students ...cont'd from p. 15

leave my conversations with division members with renewed motivation and excitement.

"I think it's important [to get involved] to learn how to voice our concerns to have some sort of say or impact on critical issues in mental health that ultimately impact public policy, our field, and our future careers."- Licci (Past grad student representative)

"It's so easy to forget that as graduate students we do have the ability to advocate for ourselves and for our discipline. Moreover, being part of the board meetings, I really

felt like the board was wanting to hear opinions of graduate students and even integrate into division planning moving forward." - Licci (Past grad student representative)

So what does getting involved and networking look like? It looks like finding something that lights your fire and seeking it out. One thing all division members have in common is that they were all students at one time or another. Students offer a unique perspective and bring great value to the division. How do you do it? Ask questions, share your ideas, support your peers, and continue learning and growing. You can also [contact me!](#)

Not Yet a Member of Division 37? Join Today...

...and take advantage of these great benefits:

- ⇒ Receive an electronic copy of *The Advocate* newsletter three times per year.
- ⇒ Access the SpringerBriefs in Psychology series, Advances in Child and Family Policy and Practice.
- ⇒ Apply for grants and awards recognizing excellence in research and practice.
- ⇒ Support advocacy for child and family legal and mental health issues.
- ⇒ Engage in opportunities to help shape policies that affect children and families.
- ⇒ Promote your work at APA's Annual Convention and participate in programming focused on child and family policy.
- ⇒ Participate in members-only networking and mentoring opportunities.
- ⇒ Help support efforts such as the Interdivisional Task Force for Child and Adolescent Mental Health, the Task Force on Children with Serious Emotional Disturbances and Their Families, and the Task Force on Epidemiology.

...at the low cost of only:

- \$37 for APA Members/Associates/Fellows
- \$12 for APA Dues Exempt (Life) Member
- \$37 for non-APA, Professional Affiliates*
- \$17 for Student Affiliates
- \$37 for International Affiliates

* You do not have to be an APA member to join Division 37.

Join Now!

APA Division 37 Abbreviated Midwinter Board Meeting Minutes: by Jenelle Shanley Chatham



Present in person: Jennifer Kaminski, Jenelle Shanley, Amy Damashek, Anita Thomas, Vanessa Hara, Christy Olezeski, Paula Fite, Christina Rodriguez

By phone: Mindy Willing, Mirian Ofonedu, Sonia Rubens, Jill McLeigh, Mary Ann McCabe

The 2017 Convention Meeting minutes were approved

Jennifer Kaminski, President 2018

Presidential theme: Connecting members. Jen wants to focus on getting members talking and collaborating. She emailed members about upcoming conferences attending/presentations to connect members (members opt in and agree to have info shared). Jen heard from a few members. Jen will send one more inquiry out.

Sonia Rubens, MAL: Communications & Technology 2018-2020

A communications committee was suggested to support Sonia. Ideas include: Twitter dialogue, private Facebook group for students to post/discuss, Zoom meetings. Posting ideas: APA convention, other conference presentations, Advocate, internet search of fellows and mem-

bers to promote everyone's work, cross posting info from Advocate, Mary Ann suggested posting information from the National Academies Forum on Promoting Children's Cognitive, Affective, and Behavioral Health. Due to limited resources, Jen suggested leaving 'non-members' on the listserv. The pros and cons of this option were discussed. Jen will continue to brainstorm ideas on how to make the cross-check of membership vs. listserv registries process more efficient. Anita suggested reaching out to members to confirm who is receiving/accessing our emails/listserv.

Process of updating website is more a smooth and efficient process with APA office. About once a month Sonia receives emails from people to post their 'resources' on our website. She screens them for appropriateness and compliance with APA rules. Link to listserv on website is not clear how to access or promote on main page. Advocate on the website requires a different format that the PDF to promote web searching of the content.

Mirian Ofonedu, Program Chair

Social hour is Thursday 6pm to 7pm. ECP Social Hour is Friday 6pm to 8pm. Walk-a-mile session will give insight into what it is like for families to find treatment and assessment. Division 52 has offered to use space for international mentoring meeting.

Anita Thomas, Past President 2018

The board considered and voted

on nominations for the Hobbs and Lifetime Awards, and no nominations were received for Distinguished Contribution. The board approved the Diane Willis Award Committee's recommendation for the recipient. Anita put forth a list of candidates for each of the following elected positions for 2019: 2 candidates for president-elect and 2 candidates for Member at Large for Task Force and Diversity Initiatives. The Board approved the slate of candidates.

Vanessa Hara, Student Representative 2018

Vanessa has been engaging students in the board to keep them involved. Many are interested. This could increase student membership. Student board has four members. Ideas: student-oriented lunchtime chats; connecting with students at various universities, child programs, and related programs to facilitate interest; send letters to 'student ambassadors' following conference; student brochure focused on opportunities and experiences available. Christina suggested soliciting current and past student members' involvement and experiences with the Division (testimonials). Sonia encouraged involvement of students in social media. Also suggested: student editorial opportunity with Advocate.

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Abbreviated Board Meeting Minutes

...Cont'd from p. 17

Joaquin Borrego, MAL: Task Force Coordinator & Diversity Activities 2016-2018

Joaquin has been working with liaisons with other groups. Paula suggested that Mindy could include in her discussion with new members what other divisions they are a part of to seek out potential liaisons.

Mary Ann McCabe, Representative to APA Council 2017-2019

Mary Ann provided highlights of the upcoming (March) meeting of the APA Council of Representatives. Among the items to be discussed was transparency of discussions and votes (record them and post on website for members to see/review)—Mary Ann plans to vote in favor since she represents members. Another item concerned APA clinical practice guidelines best standards/practices for specific conditions), which are typically done through systematic review (“gold standard”). APA recently completed one guideline for post-traumatic stress disorder. Debate was anticipated because some common treatment approaches are not well supported due to insufficient research. Another critical item concerned the recent proposal for recommendations about students graduating with a Master’s level degree in psychology. Proposal was coming to Council for APA to develop accreditation process, which would come back to Council for approval.

Finally, Council will be voting on changes in the membership structure that would expand the C6 activities (currently in Practice and Education) across the association. Christina sent a link to the board email showing how this change will likely expand our advocacy opportunities.

Christina Rodriguez, MAL: Advocacy Coordinator 2017-2019

Christina is working to bring in people to create materials for tool kits for advocacy issues (how to engage in local advocacy). Christina has many potential collaborators in mind to get the membership involved. Jen suggested that Christina talk about her article points in one of the potential lunch discussions.

Amy Damashek, President-Elect 2018

Amy is considering submitting a CODAPAR grant and considering advocacy training for graduate students. Another option would be to advance the success of infoaboutkids.org website dissemination.

Christy Olezeski, Member-at-Large: Early Career Psychologists 2017-2019

Proposed activity: Closing Gaps in Child Abuse Reporting and Training on College Campuses. An ECP member did an SRCD fellowship and is proposing in a document (and ECP committee supporting) that members on

campus should be mandated reporters. Looking for support from the Division 37 Board and then will look for a senate lead.

Paula Fite, Treasurer 2018-2020

Provided overview of budget. Trend every year recently is that we lose members—we need to budget for this fact. Most expensive item—Mid-winter meeting. The budget was approved by the board.

Mindy Willing, Membership Chair

Mindy is very new to the position. She will learn the *Continued on p. 22...* processes of how students (first year and renewal), ECPS (first and renewal), members and non-members of APA to sign up/register. Membership to dos: How do we reach out to new groups and solicit new members? Need to track year to year renewals.

Lisa Gennetian, Advances in Child and Family Policy and Practice

Send Lisa any potential authors for her list of suggested topics.

Jill McLeigh, Advocate Editor

Jen suggested having an ‘associate editor’ to help ensure it is web ready and to have someone ready to step up as editor after the end of a term.

Karen Saywitz ...cont'd from p. 5

interviewing of children as was her related nonleading "cognitive interview" for children. In fact, in regard to children's accuracy, Dr. Saywitz's protocol techniques are the most researched of any that exist today.

Dr. Saywitz's work, grounded in basic principles of cognitive and developmental psychology, is a particularly laudable extension of basic research to an applied problem. The practical legacy of her research is remarkable. It was foundational for the development of Children's Advocacy Centers (CACs) for child forensic interviewing, which now number in the hundreds in the US alone. Her vision for developing California's Multidisciplinary Interview Centers (California versions of CACs) set a high standard for application of science to forensic interviewing, a standard that has been modeled throughout the world. In addition to her highly influential scientific articles, she published handbooks for judges and served on the faculty of the National Judicial College. Dr. Saywitz's research also resulted in remarkable changes in law: She wrote major sections of *amicus* briefs presented to the U.S. Supreme Court (*Wright v. Idaho*, 1990) and the California Supreme Court (*People v. Van Hoek*, 1989). The courts listened; her research has been cited repeatedly in U.S. Supreme Court decisions (*Ohio v. Clark*, 2015) and numerous appellate court decisions.

Of course, throughout her career, Karen designed her work to help the many forensic interviewers worldwide who work tirelessly in the investigation of child abuse. To that

end, Dr. Saywitz and her former graduate student, Dr. Lori Camparo, published *Evidence-based Child Forensic Interviewing: The Developmental Narrative Elaboration Interview* (2014, Oxford University Press). In a recent AP-SAC *Handbook* chapter, she argued for a "toolbox approach" to child forensic interviewing, proposing that interviewers, including clinicians, should be able to select from a store of scientifically validated interview techniques that best fit the child and circumstances (Saywitz, Lyon, & Goodman, 2017). Always prescient, Karen lived to see this approach used with increasing frequency in the U.S., and in other countries as well (e.g., Norway).

In addition to having the right timing, finding the right audience is also a key to success. Karen found that in Division 37 and its Section on Child Maltreatment. There are many examples of how Karen provided strong leadership in advocacy initiatives that continue to benefit children, youth, and families who are involved in the legal system. She was President of Division 37 and a member of the Steering Committee that founded our division's Section on Child Maltreatment (the APA's only organization devoted solely to research and professional practice concerning child abuse and neglect). She was the incredibly effective Division 37 Divisional Liaison to the APA Committee on Children, Youth, and Families for years, and she served as the division's APA Council Representative. As

such, she led many initiatives related to child maltreatment and the law, including APA's Mental Health Initiative on Children. Of special note, she founded and chaired the Interdivisional Task Force on Child and Adolescent Mental Health, a multi-year task force involving 8 APA divisions (and growing). It is fair to say that this task force is the centerpiece of APA's advocacy efforts on behalf of children's mental health. Karen was also an ardent advocate in terms of congressional activities such as lobbying and congressional briefings, which are among our division's and section's most important advocacy initiatives.

Dr. Saywitz's research, advocacy, and service were lauded by many. She was awarded the Nicholas Hobbs Award for Child Advocacy from Division 37, the Research Career Achievement Award from the American Professional Society on the Abuse of Children, the Child Abuse Professional of the Year Award for pioneering research from the California Consortium to Prevent Child Abuse, and the Distinguished Service Award from the California Professional Society on the Abuse of Children.

Dr. Saywitz's awards also include excellence-in-teaching awards from Harbor-UCLA Medical Center and

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Karen Saywitz ...cont'd from p. 19

the California State Psychological Association. Throughout Dr. Saywitz's highly successful career at UCLA, where she became Professor of Psychiatry and Behavioral Sciences, Karen led many undergraduate and graduate students to the field of Psychology and Law, mentoring many budding researchers (and many of us more established researchers as well). Before Karen died, we contacted six of her former graduate and postdoctoral mentees and asked them to comment on Dr. Saywitz's mentorship—each did so with enthusiasm that we share with you here, and that we shared with Karen in what turned out to be the last weeks of her life. She was deeply touched to read these heartfelt praises:

From Rebecca Nathanson, Ph.D., Associate Dean for Experiential Legal Education, James E. Rogers Professor of Education & Law, Boyd School of Law, University of Nevada, Las Vegas:
I cannot express the overwhelming gratitude I have for Karen Saywitz, who supervised my research 27 years ago when I was completing my doctorate in special education. Her knowledge and work in the area of children's testimony inspired me to think about the application of the strategies she was developing to children with disabilities. Dr. Saywitz's mentorship single-handedly shaped my career. No other person has influenced me as much. Her continued guidance, encouragement and inspiration enabled me to establish the Kids' Court School, giving over 1,300 children a voice in

court. My mother always taught me to do something good in this world, to give back to the community. Because of Karen Saywitz, I have. Her impact on my life is immeasurable.

From Susan Moan Hardy, Ph.D., President, California chapter of the American Professional Society on the Abuse of Children, formerly with the University of California-Los Angeles:
To this day, I thank my lucky stars that I had the chance to work with Dr. Saywitz during graduate study. Her research on expanding children's narrative abilities, comprehension monitoring, developmentally sensitive interviewing, and reducing suggestibility was ground-breaking and has had an enormous impact on the way I (and many others) have thought about, taught about, and talked with children. Karen was a brilliant, clear thinking, creative, inspiring and generous mentor. Thirty years later, she still inspires, and I am deeply grateful to call her a friend and colleague.

From Dr. Tina Goodman-Brown, Psychologist and Consultant to Child Protective Services, Ventura County, California:
Dr. Saywitz is a remarkable contributor to the Psychology profession. While working with her as a Post-Doctoral Fellow at Harbor UCLA Medical Center, I was struck with her abilities as a brilliant, for-

ward-thinking Research Psychologist. She has contributed to the deeper understanding of children's disclosures in court and given children a way to express themselves in their most trying circumstances. She has been a leading voice for children's mental health and children in forensic situations. In addition, Dr. Saywitz has trained jurists, physicians and psychologists in understanding children's testimony and disclosures. I feel so privileged to know her and to have worked with her.

From Lorinda B. Camparo, Ph.D., Professor of Developmental Psychology, Whittier College:
Those of us who have been fortunate enough to have been mentored by Karen know that, for Karen, mentoring means so much more than the usual advising, training, and eventual launching. Rather, as a brilliant developmentalist and compassionate practitioner, Karen fosters a life-long collaboration between colleagues—scaffolding daunting tasks, guiding and leading through awe-inspiring example, and constantly encouraging and cheering us on. Throughout my own career at a small liberal arts
Continued on p. 21...

Karen Saywitz ...cont'd from p. 20

college, Karen has been my life vest when my teaching load has threatened to drown me, and I am extremely grateful to count myself as one of the many beneficiaries of Karen's fierce intelligence, passion, rigor, and stirring imagination.

From Sue D. Hobbs, Ph.D., Assistant Professor, California State University, Sacramento:

Dr. Karen Saywitz is one of the most amazing people with whom I've had the privilege to work. She is a brilliant and talented researcher and an exceptional person, both in and outside the research and academic world. As a graduate student, I learned a great deal from her about research, career choices, writing, respect for others, and balance. Without fail, whenever I spend time with Dr. Saywitz, I feel valued, and I know others do, as well. She made a tremendous impact on my life, and I am grateful to call her a colleague and a friend.

From Rakel P. Larson, Ph.D., Pitzer College:

Dr. Karen Saywitz has shaped many students' and colleagues' academic trajectories in significant ways, including my own. She values the work of others, inspires people, is excited about her projects, communicates the importance of both theoretical and practical significance of research, and is among the most caring individuals I have ever met. She has had a huge impact on my own thinking about research in psychology and law.

Her important work provides a unique perspective that is often neglected in this line of work: how to best incorporate evidence-based research into actual practice. On a personal note, Karen is among the most supportive individuals I have ever met and I can thank her for bringing me on-to projects, mentoring me, and guiding me. When I first found out that I would be working with "The Karen Saywitz," I was overcome with joy. I still am when I think of her and all that she has contributed to my own life, but also the lives of so many children and families in need.

As you can see, Karen was not only a stellar researcher and committed child and family advocate, she was also an inspiring teacher and mentor and an incredibly warm, charming, supportive, and stimulating person who had tremendous integrity, intelligence, and energy. Everyone who knew her simply adored her, greatly respected her science and advocacy, and admired her stellar ability to translate science into practice.

In February, 2018, Division 37 awarded Karen its highest honor, the Lifetime Advocacy Award, which is only granted every few years and only to those who have made a major difference in advocacy for children and families. The award recognized Karen's immensely important work that helped improve the lives of countless abused chil-

dren and families around the world. When Karen received the news, it brought tears to her eyes; she was so grateful. She very much wanted to accept the award in person at the upcoming 2018 APA Convention and started to write her acceptance speech the same day that she was notified. Before she could finish it, however, only a month later, Karen lost her long fight with cancer, with her husband Dr. Richard Romanoff and their two adult children, Sarah and Anna, at her side—and with a worldwide group of colleagues and admirers (her "professional family") joining her many friends and her beloved family to mourn her loss.

Now it is time to rejoice in knowing that we, our field, and the lives of many children and families are better because of Dr. Saywitz. It is remarkable what one determined, smart, and especially kind person can do to make a huge difference for so many people. We can honor her memory by continuing our work in earnest to change the world for the better for the most vulnerable children and families: Karen would surely want it that way.

**DIVISION 37 OF THE
AMERICAN
PSYCHOLOGICAL
ASSOCIATION**

We're on the Web!
[www.apadivisions.org/
division-37/](http://www.apadivisions.org/division-37/)



Society for Child and Family Policy and Practice
Division 37 of the American Psychological Association

Division 37 (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. The division advances research, education, training and practice through a multidisciplinary perspective. Division activities, which include published works, have focused on such topics as divorce and custody, child abuse prevention, pediatric AIDS, drug-exposed infants, latchkey children, homelessness and systems of care.

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Christy Olezeski, Ph.D.

Representative to APA Council

Mary Ann McCabe, Ph.D., ABPP

President, Section on Child Maltreatment

Jennie G. Noll, Ph.D.

The Advocate

Editor: Jill D. McLeigh, Ph.D.

Calendar of Upcoming Conferences

Abuse of Children 25th Annual Colloquium, New Orleans, LA:
June 12-16

Bridges to Justice: Building Coalitions and Collaborations Within and Beyond Psychology, Society for the Psychological Study of Social Issues, Pittsburgh, PA:
June 29-July 1

American Psychological Association 2018 Annual Convention, San Francisco, CA: Aug. 9-12

Child Protection in the Changing World, International Society on the Prevention of Child Abuse and Neglect, Prague, Czech Republic:
Sept. 2-5

Coming Together for Action, Global Alliance for Behavioral Health and Social Justice, Denver, CO: Oct. 4-6



The Advocate