

Society for Child and Family Policy and Practice

The Advocate



INSIDE THIS ISSUE

President's Column	1
Featured Article	6
Division Updates	8
Section President's Column	11
Upcoming Webinar	13
Executive Board Roster	15
Connect with Us	16

PRESIDENT'S COLUMN

Stephanie D. Block, PhD

President

First, I want to express my sincere gratitude to everyone who made the APA 2023 Convention in Washington, DC so incredibly wonderful. Our preconference advocacy and policy training with APA was extremely informative, we had an outstanding program of highly distinguished speakers and award winners, and record-breaking attendance at our social events including our student breakfast, ECP social hour and Mega social hour. Many of our symposia included cross-divisional, fruitful, and interactive discussions about how to engage with children, families, communities, and policy makers. Personally, it was inspiring to see so many talented researchers, practitioners, and policy makers who are committed to children and families working together in one place. A special thank you to Evan McCracken for his leadership as Program Chair, and his essential role in making this year's program such a great success.

Thank you to Dr. Paula Fite and Dr. Yo Jackson for their outstanding "Coffee and a Call to Action" hour on how to apply research to advocacy. Dr. Marilyn Sampilo will give a talk in December on advocacy to address health disparities. Thank you to Dr. Anjali Ferguson for giving our first webinar that was eligible for CE credits through the Division! This talk on racial discrimination experience during childhood and resulting mental health outcomes was extremely well-attended and we are excited for our next webinar by Dr. Charissa Pizzaro (see flier in this issue).

Our Division recently co-sponsored the National Academies of Science, Engineering, and Medicine's Forum for Children's Well-being 2-day, virtual workshop on the science of engaging youth in research, practice, and policy aimed at advancing youth well-being. Workshop panelists discussed research on youth engagement outcomes as well as best practices and innovative strategies for engaging youth. The workshop agenda and speaker bios can be accessed [here](#). A video recording of the workshop will be made available next month. Division representatives are also scheduled to attend the Forum Business Meeting in late October, during which opportunities for Division member involvement in Forum activities

will be discussed.

We are excited to announce that we have renegotiated our contract with Springer so that our Advances publication will now be a book series. If you have an idea for a potential proposal please contact our series editor, Dr. Thomas McMahon at thomas.mcmahon@yale.edu.

As my presidential year is coming to a close, I want to thank everyone who has supported me along the way. I am grateful to the outgoing members of the board for their dedication to serving children and families. Please see the call in this issue for new board members if you are interested in joining us.

I want to thank all of you who identify as members and who participate in our “small but mighty” Division! Thank you, all the ways, in which you contribute, from attending our coffee hours, to reviewing conference submissions, reading these issues, responding to our calls for expertise, donating to fundraisers, nominating colleagues for our various awards, and overall working collaboratively toward our shared mission.

Lastly, as I write this, I cannot help but comment on the world events. Last week, Hamas terrorists kidnapped and murdered over 1000 Jews, including children, in the deadliest day for Jewish people since the Holocaust. Since then, even more innocent Palestinian and Israeli children and their families have been killed and have suffered horrific trauma. These events have impacted families everywhere, and have also increased religiously motivated hate crimes against innocent Jews and Muslims globally. Our work as advocates for children remains critical. I started my presidency with a call to action. I am ending it with a plea- that we not sit silently and continue to witness atrocity. It is imperative that we use our skills and resources and truly act to heal our children and our world.

It has been my distinct pleasure and sincere honor to serve this Division. I wish you all a peaceful and safe year and am hopeful for a better 2024 for our children globally.

Stephanie D. Block, Ph.D.

2023 President of the Society for Child and Family Policy and Practice, Division 37

Social Media

Twitter: @Division37ofAPA

Facebook: Division 37 of the American Psychological Association

Instagram: Division37ofAPA

Linked In: APA Division 37 Society for Child and Family Policy and Practice

ELECTIONS

Greetings Division 37 members,

Have you been asking yourself how to become more involved in advancing the important work of the Division? Here is your chance! We have several positions for which we will hold elections next year, although the **positions will not begin until 2025**. Each of the positions is

a three-year term (2025-2027 calendar years) and all serve on the Division's Executive Board:

1. President-Elect (2025) / President (2026) / Past President (2027)

The duties of the President include setting the priorities of the Division for the year, presiding at all meetings of the Division, serving as Chair of the Executive Committee, supervising the affairs of the Division, and coordinating the activities of the Division with those of other divisions and APA.

2. Member-at-Large: Task Force & Diversity Initiatives (Jan.1, 2025 – Dec. 31, 2027)

This position involves coordinating and overseeing the work of the task forces of the Division as well as documenting and/or initiating activities that involve ethnic minorities or diversity-related activities. This person serves as the Division representative to the Division of Social Justice and liaises with our Diverse Racial Ethnic And Multicultural (DREAM) Special Interest Group as well.

I hope you will consider running for one of these positions because we know that as a Division member, you seek to make a difference in the lives of children and families. Not only will you serve our Division, you will also get to work alongside the wonderful group of dedicated volunteers who make up our Division's Executive Board. Self-nominations are encouraged and welcome. If you would like more information about the positions or would like to talk with the individuals currently serving in these roles, just let me know.

Please send nominations to me at stephanie_block@uml.edu by **Monday, January 8, 2024**.

2023 AWARD NOMINATIONS

Do you know a colleague who should be recognized? Please participate in this important awards process. **The deadline for nominations for ALL of the awards below is January 8, 2024.** Details on each award appear below.

Diane J. Willis Early Career Award

The Diane J. Willis Early Career Award recognizes **a promising early career psychologist who is working to advance public understanding of mental health and improve the well-being of children and families through advocacy, policy, and service.** The Award is named after Dr. Willis to honor her life-long advocacy on behalf of children and families. Dr. Willis' work cuts across many areas including clinical child, pediatric, developmental, and family psychology. Through her publications, clinical work, mentoring, and teaching, she has changed policy at the local, national and international level. She has advocated for children's rights at the United Nations, developed programs on prevention and early intervention for Native American children living on reservations, and established services promoting the well-being of children with developmental disabilities, chronic illness, or a history of maltreatment. Honorarium of \$2,000 award and travel funds for APA Convention. **Psychologists with doctorate earned within the past 10 years** are eligible. Managed with the American Psychological Foundation, nomination letters, nominee CV, 2

letters of support, and other pertinent supporting materials can be uploaded [here](#).

Nicholas Hobbs Award

The Nicholas Hobbs Award is presented to a **Division 37 member and psychologist who exemplifies the ideals and devotion to child advocacy/policy**. Hobbs was a charter member of Division 37 whose life and work represented the values of the Division. He was the first Director of the John F. Kennedy Center for Research on Education and Human Development at George Peabody College, Provost of Vanderbilt University (1967-75), and then Director of the Center for the Study of Families and Children at the Vanderbilt University Institute for Public Policy Studies. He helped develop innovative research and training programs, and subsequent policy changes, for children with mental retardation and children with chronic illness. Hobbs' work also extended to the Peace Corp where he was the first director of selection and research for the Corp. Hobbs' work and contributions led APA to award him the Distinguished Professional Contributions Award and the Distinguished Contributions to Psychology in the Public Interest Award. He also served as President of APA. See prior recipients [here](#). In addition to an honorarium, the awardee receives travel funds for APA Convention. **Division 37 members who are psychologists with a doctorate are eligible**. Please submit a letter of nomination, the nominee's CV, two letters of support, and other pertinent supporting materials as desired via email to Division 37 President Stephanie Block, stephanie_block@uml.edu

Child and Family Citizen Psychologist Award

This award is intended to recognize and showcase a **Division 37 member who contributes to their communities outside of their day-to-day professional duties**. In addition to an honorarium, the awardee may have the opportunity to present a webinar discussing their work. See prior recipients [here](#). To nominate someone for this Award, please submit a letter on how the nominee's role as a psychologist has benefited society, the nominee's CV, and two letters of support (with at least one from a community agency or organization that benefitted from the psychologist's efforts) to Division 37's Member-at-Large for Advocacy, Sonia Rubens, srubens@scu.edu.

Distinguished Contribution to Child Advocacy Award

The Distinguished Contribution to Child Advocacy Award is presented annually to a **NON-psychologist who has made significant contributions to advocacy on behalf of children, youth, and families**. In addition to an honorarium, the awardee receives travel funds for APA Convention. See prior recipients [here](#). To nominate someone for this award, please submit a letter of nomination, the nominee's CV, two letters of support, and other pertinent supporting materials as desired via email to Division 37 President Stephanie Block stephanie_block@uml.edu

EARLY CAREER PROFESSIONALS

Cynthia Brown, PhD

Member at Large – Early Career Professionals

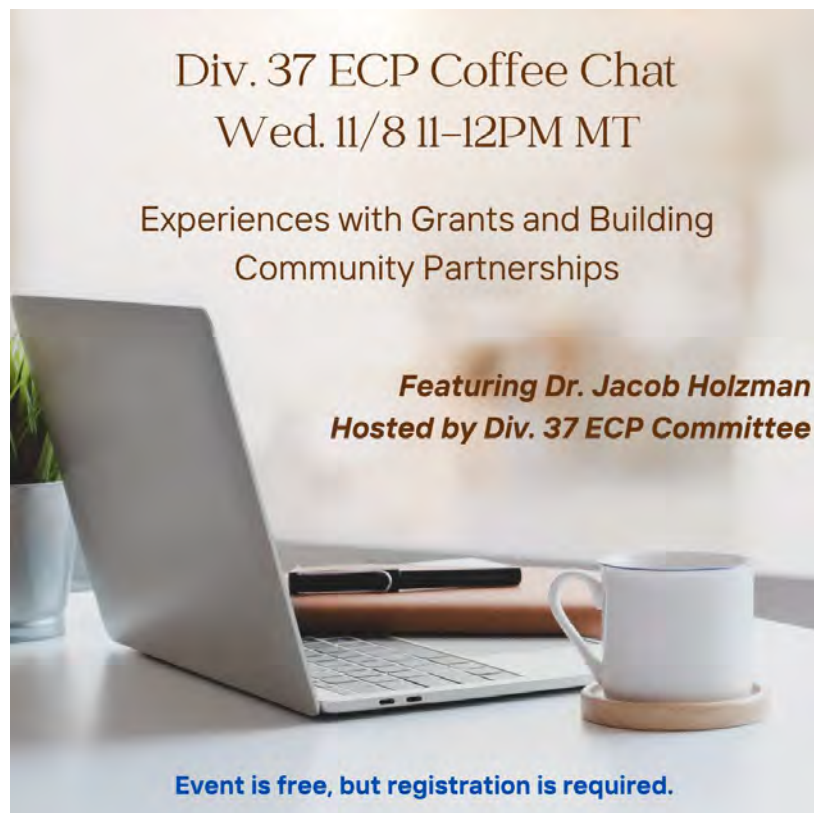
If you are an early career professional, I'd like you to imagine a Venn diagram. Let one of the

circles represent the activities you did during your graduate and postgraduate training. Let the other circle represent the tasks that make up your current role. How much do those circles overlap?

For me, my Venn diagram looks closer to a peanut than a perfect circle. Sure, there's some overlap – I'm still doing research, providing clinical consultation, and clocking quite a bit of time writing emails – but my new role came with some uncharted territory. I suspect that this is true for lots of ECPs. Of course, the plural of "anecdote" is not "data," but I've yet to meet a fellow ECP who doesn't have a text thread with other ECPs for ongoing consultation. As a clinical psychologist in an academic setting, my ECP text thread bingo board covers software errors, finding resources for student clinicians, navigating training issues, where to include new things on my CV, licensure study materials, figuring out continuing education, and questions (from me) about grants (so, so many questions). (In case anyone was wondering, asking a friend how that email draft sounds is the Free Space.)

If any of this resonates with you, or you're an ECP looking to get to know other ECPs, I'd like to invite you to keep an eye out for our new **ECP Coffee Chat Series**. These are casual conversations among ECPs and for ECPs around a range of professional issues. Kicking us off on **Wednesday November 8th (11am-12pm MST)** we'll be hosting Dr. Jacob Holzman from the University of Colorado School of Medicine to chat about experiences with grant writing and building community partnerships.

This event is **free**, but **registration is required**. [Please register here](#). We hope to see you there!



FEATURED ARTICLE

Racial Discrimination and Children

Charissa Pizzaro, PsyD, RPT

Member at Large – Task Force Coordinator & Diversity Issues

Racial discrimination is detrimental to children's well-being. There are different forms of discrimination. Discrimination may occur individually or at an institutional level. Institutional discrimination involves formal or informal structures such as policies, or processes that systematically marginalize non-dominant groups. Another form of discrimination is microaggressions. Microaggressions are daily verbal, behavioral, or environmental slights, whether intentional or not that convey hostile, derogatory, or negative racial insults toward people of color. Microaggressions may appear to be harmless but cumulatively may have major negative effects on children and adolescents.

Unfortunately, discrimination happens a lot more than we might think. In one study, adolescents 16 and older were surveyed about their experiences of discrimination. About one-third (32%) of the sample reported that themselves, a family member, or a close friend experienced discrimination within the past 5 years. Research has found that discrimination is associated with poor physical and mental health outcomes. In a review of 121 studies, it was found that racial discrimination and poor mental health outcomes correlate at 76%.

Researchers have compared discrimination between and within different marginalized groups. With respect to Latinx children, research suggests that Latinx youth, whether born in the US or of foreign birth, may experience discrimination differently. According to a Pew Research Center survey, discrimination seemed to be more prevalent among native-born (41%) than foreign-born (32%) Latinx youth. There are also differences in the way these two groups experience discrimination. For example, US-born Latinx youth report being stereotyped as gang members whereas foreign-born youth report being discriminated against for low acculturation variables such as language proficiency (i.e., speaking less proficient English, having an accent) and wearing traditional attire. Other possible although not exhaustive discrimination variables are immigration or generational status, country of origin, and skin tone. Racial slights may originate from the media, school, and from peers. Youth report denigratory comments such as "border hopper" and other anti-immigration insults. Discrimination may also originate within the family unit. For example, there may be preferences for the sibling or family member who has lighter vs. darker skin pigmentation or vice versa.

Discrimination and its negative effects (i.e., low self-esteem, depression, etc.) if left untreated may carry on to future generations. It is posited that discrimination is passed to future generations via internalized oppression. Internalized oppression is where the individual may come to believe their own inferiority and inability to bring about change. The marginalized individual or group may even use the actions of the oppressing group against itself. Some psychological models view internalized oppression as the engine that perpetuates oppression.

Ideally, children of all backgrounds would be educated early to avoid discrimination. If discrimination cannot be circumvented, addressing it as early as possible would be the next best option. In order to minimize the negative effects associated with discrimination, we need to raise awareness of said effects. Validating discriminatory experiences through conversations at many different levels and seeking professional help are some ways to begin to address this.

Reference

Ayon, C. & Philbin, S. P. (2017). "Tu no eres de aquí": Latino children's experiences of institutional and interpersonal discrimination and microaggressions. *Social Work Research*, 41 (1), 19- 30.

Resources from Sesame Workshop and PBS Kids

[Community Diversity - Sesame Workshop](#) ages 1- 6 years

[Talking About Race - Sesame Workshop](#) ages 1-6 years

[Coping with Racial Trauma - Sesame Workshop](#) ages 3-6 years

[A history of discrimination and its consequences | PBS LearningMedia](#) Grades 6-12

[Disability Is Not Inability \(Episode 201\) | Hope Givers | PBS LearningMedia](#) Grades 6-12

[Understanding LGBTQ+ Identity: A Toolkit for Educators | PBS LearningMedia](#) Grades 6-12

[Discrimination to Dehumanization | Return to Auschwitz | PBS LearningMedia](#) Grades 9-12

[The History of Racial Discrimination Against Mexican Americans | PBS LearningMedia](#) Grades 9-12

FEATURED ARTICLE

Mental Health in Babies

Kimberly Burkhardt, PhD

Editor, *The Advocate*

The first few months of a baby's life can have a critical impact on lifelong mental health. During this sensitive period, neural pathways are developing that will shape cognitive, behavioral, and social-emotional functioning. In fact, nearly 1 million neural connections are made each second! During the first 3 years of life, brain development exceeds any other period of development. Adverse experiences such as neglect and various forms of abuse can have negative effects on the mental health of infants/toddlers that could potentially extend into adulthood. Research shows that between 10 to 15% of young children experience mental health conditions such as anxiety and trauma-related sequelae. For young children living in poverty, approximately 22% present with mental health concerns. What's more, greater than 20% of US infants will have experienced at least one adverse childhood event.

Securely attached children with exposure to nurturing environments has a buffering effect on adverse childhood experiences. Infant and Early Childhood Mental Health (IECMH) is key to

promoting protective factors and mitigating risk factors. Considerations for the impact of racial equity, diversity, and inclusion on infants should begin in both the prenatal and perinatal period. The rate of poverty for black and brown children is nearly twice that of white families with black and brown children being 60% more likely to be removed from their home by child welfare despite similar rates of abuse and neglect across various races and ethnicities. Addressing implicit bias, inherent structural racism, and investment in community safety nets is critical.

You might be thinking “What can I do?”. Zero to Three has put together a toolkit to take collective action to let policymakers know the importance of promoting positive infant and early childhood mental health. The State of Babies Yearbook 2023 provides state-by-state information on child welfare and options to contact Congress and state policymakers (please see <https://stateofbabies.org>). There are several areas for advocacy including ongoing support for Early Head Start (with only 11% of eligible families currently being reached) and Head Start programs, increased funding for child care programs, coverage/increased coverage for prevention-based codes, and reimbursable treatment for infant and early childhood mental health. Data suggests that infants and young children developing during the COVID-19 pandemic have an increase in developmental delays, separation anxiety, and challenging behaviors. Even more reason to urge policymakers to support early childhood mental health initiatives.

To learn more about what is in the current budget to support young children and their families, please see <https://www.zerotothree.org/resource/whats-in-the-budget-for-babies-3/>.

For additional resources:

DC: 0 – 5 Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood - <https://www.zerotothree.org/our-work/learn-professional-development/dc0-5-manual-and-training/>

National Center on Early Childhood Development, Teaching, and Learning - <https://www.zerotothree.org/our-work/national-center-on-early-childhood-development-teaching-and-learning/>

Zero to Three - <https://www.zerotothree.org/>

CHAIR UPDATE

Fellows Committee Chair Update

Liz Gershoff, PhD

Fellows Chair

Become a Fellow of Division 37!

Division members who have earned their PhD, who have at least 5-years of post-PhD experience, and who have made “unusual and outstanding contributions or performance in

the field of psychology” are eligible to apply for Fellow status in the Division. Per [APA's Fellows page](#): “Fellow status is an honor bestowed upon APA members who have shown evidence of **unusual and outstanding contributions or performance in the field of psychology**. Fellow status requires that a person's work has had a **national impact** on the field of psychology beyond a local, state or regional level.” Additionally, applicants must have **at least 5 years of experience since earning their doctoral degree** and have been a member of the APA and the nominating division for at least one year. Thus, Fellow status is typically granted to individuals who are **mid-career** (i.e., post-tenure) and beyond. There are two pathways to becoming a Fellow of Division 37:

Pathway 1: You are not already an APA Fellow but meet the criteria for Fellow status.

You are invited to apply for Fellow status using the steps below. **Applications are accepted until December 1st** and go through multiple levels of review. The process is:

1. The applicant creates an online application for Fellow status through the portal on the [APA Fellows page](#) and submits a CV and a self-statement.
2. The applicant enters the names of at least 3 APA Fellows (preferably in Division 37) who have agreed to endorse their application (the list of current Fellows can be accessed from the APA Fellows page).
3. The endorsers submit their letters of support.
4. For Division 37, **all materials must be received by December 1st**. Applications are only reviewed once per year, in December.
5. The application is reviewed by the Division 37 Fellows Committee.
6. The Fellows Committee Chair writes a statement in support of applicants the committee recommends for Fellow status by mid-February.
7. The Division's Fellows Committee makes its recommendations to the APA Fellows Committee.
8. The APA Fellows Committee reviews all applications and makes recommendations to the APA Board of Directors and APA Council.
9. Final approval of Fellow status is made by the Board of Directors and Council and announced over the summer.

Pathway 2: You are already an APA Fellow in another Division.

We would love to have you also be a Fellow in Division 37! Just email your CV and a one-page personal statement summarizing your contributions to child and family research, policy, or practice to the Chair of the Fellows Committee. The deadline for consideration is **June 1st**.

If you have any questions about either process, please contact the current Fellows Committee Chair, Liz Gershoff, at liz.gershoff@austin.utexas.edu.

COUNCIL UPDATE

Council of Representatives Report

Cindy Miller-Perrin, PhD

Representative to APA Council

APA's Council of Representatives held a hybrid meeting August 2-3, with most Council members convening in person in Washington, D.C.

The Council adopted a [Resolution on Developmental Risks and Opportunities in Adolescent Employment](#), urging employers to establish safe working environments and work hours for adolescent employees in the wake of recent reports of youth being injured or killed due to unsafe job conditions. The council vote was 161-2, with 2 abstentions. "APA calls on state and federal agency officials to increase enforcement of laws, regulations and penalties for industries and employers engaging in exploitative and detrimental youth labor practices that compromise the health, well-being and economic advancement of adolescents in the labor market," according to the resolution. "This includes modernizing and expanding hazardous occupation limits to better protect adolescents at work, increasing staffing of the [Department of Labor's] Wage and Hour Division to investigate child labor violations, and enforcing age verification." The resolution also asks the field of psychology and policymakers to support increased research, monitoring, intervention, advocacy and policy to inform and guide safe labor practices for adolescents.

In the wake of the U.S. Supreme Court's ruling outlawing the consideration of race as a factor in college and university admissions, the Council adopted a policy statement [reaffirming its support for equity and inclusion in higher education](#). The Council vote was 142-6, with 8 abstentions. The resolution called for measures including "adversity scales" where colleges consider the adversity a student has overcome when selecting among qualified applicants, similar to the "socioeconomic disadvantage index" developed by the University of California, Davis, medical school. The resolution also called for eliminating preferences for the wealthy, such as donors and children of alumni; targeting students at high schools that have a limited history of sending applicants to their school; paying full tuition in geographic areas for students with family incomes of \$150,000 or less; establishing early college programs that allow high school students to take courses to earn college credit; and providing academic support and college admissions advice to high school students in low-income communities. The Council adopted a [policy opposing the use of mental health screening questions on character and fitness exams for licensure to practice law](#). "[S]tatistical data reveal that there is no connection between bar application questions about mental health and attorney misconduct and that such questions have not been empirically shown to work as a successful screening tool for who can and cannot practice law in a competent manner," the resolution states. The policy pledges that APA will work with the American Bar Association and state bar associations to remove questions regarding mental health diagnoses or treatment history from character and fitness questionnaires.

The Council voted 143-19, with 1 abstention to receive the report of the [Board of Educational Affairs Racial Disparities Task Force](#), with the future addition of a foreword outlining the context and limitations of the report. The report looks at racism and bias and their role in creating educational disparities; disparities at the intersection between race and disability; discipline disparities and school pathways to the juvenile justice system; and racial/ethnic mismatch between the educator workforce and school-age population. It also updates recommendations for research, practice and advocacy, and contains new recommendations for educator preparation.

The Council voted unanimously to receive the report of the Board of Scientific Affairs Report on Tenure and Promotion for Faculty of Color. This report details systemic barriers and inequities that affect the evaluation of faculty of color under review for promotion and tenure in psychology programs. It also provides practical guidance and strategies for college and university administrators and external reviewers who will consider candidates for promotion and tenure in psychology departments with the understanding that dismantling systemic racism in psychological science has been identified as a guiding principle of APA.

The Council voted 107-55, with 4 abstentions to adopt the [Guidelines for Operational Psychology](#) as APA policy, with an expiration date of Dec. 31, 2028. These guidelines provide recommendations for psychologists engaged in operational support activities within the areas of national security, national defense and public safety. The purpose of the guidelines is “to maintain and improve the quality of operational psychology services, standardize and enhance the professional delivery of such services, encourage the practice and continued development of operational psychology, and respect the applicable rights of persons affected by such services.”

APA President Thema Bryant, PhD, presented a Presidential Citation to the Committee on Women in Psychology on their 50th anniversary in recognition for the contributions to psychology.

Dr. Bryant also presented the Raymond D. Fowler Award to former APA president Sandra L. Shullman, PhD.

All APA members are able to access the Council of Representatives agenda book (and those of all boards and committees) here:

<http://www.apa.org/about/governance/bdcmte/secure/agenda-books/index.aspx>. If you have any questions or concerns or would like more information, please feel free to reach out to me (cindy.miller-perrin@pepperdine.edu).

SECTION ON CHILD MALTREATMENT

President's Column

Margaret C. Stevenson, PhD

Section President

Greetings Division 37! I am pleased to share with you exciting new developments within the Section on Child Maltreatment. The August APA convention was a successful event that featured the work of various scholars within the field of child maltreatment. Notably, the Section on Child Maltreatment selected Ellie Maly as the winner of the Section's Student Poster Award for her research, "Parent-perpetrated maltreatment of emerging adults during COVID-19." In addition, it was a pleasure to honor this year's winners of the Section on Child Maltreatment awards at the APA convention. Congratulations again to Jorge Cuartas for the Dissertation Grant Award, Monica Lawson and Angela Narayan for the Karen Saywitz Early Career Award for Outstanding Research/Practice, and Cynthia Najdowski for the Mid-Career Award for Outstanding Work in Child Maltreatment!

New Developments in the Section on Child Maltreatment

The Section on Child Maltreatment has on its horizon various new resources and opportunities for member engagement and we encourage your involvement. Specifically, Toria Herd and Ilana Berman, Section Early Career Professionals co-chairs, recently offered an “Early Career Professionals Coffee Chat” featuring Section ECP Award winner, Dr. Angela Narayan. The free virtual session provided an opportunity to learn more about Dr. Narayan’s research, her career path, and provided opportunities for building connections with other early career professionals in the field of child maltreatment. This is the first in a series of Section ECP coffee chats – please stay tuned for similar future events!

Section MAL for Membership and Engagement, Kelly McWilliams, is developing a virtual data blitz featuring the research of child maltreatment scholars. Please contact Kelly McWilliams (kmcwilliams@jjay.cuny.edu) if you are interested in participating or presenting your research and engaging virtually with various child maltreatment scholars.

The Section on Child Maltreatment is excited to highlight issues pertaining to Diversity, Equity, and Inclusion (DEI) in a new Section Newsletter Spotlight column. To that end, the Section’s MAL for Diversity, Cynthia Najdowski, is seeking submissions for relevant scholarship, events, and opportunities pertaining to diversity, equity, and inclusion within the field of child maltreatment. **We encourage you to send relevant work to cnajdowski@albany.edu** to be featured in the *DEI Spotlight* for all upcoming Section newsletters.

Section MAL for Policy and Advocacy, Shanna Williams, is currently spearheading a special issue in the journal *Child Maltreatment* on the topic of “COVID-Related Professional Challenges, Innovations, and Implications for Child Maltreatment Victims.” Submissions are currently under review and we can look forward to the special issue publication in the coming year. We hope this will be a useful resource to scholars, practitioners, and policy makers in the field of child maltreatment.

Becoming Involved in the Section on Child Maltreatment

The Section on Child Maltreatment remains committed to its efforts to engage and recruit members, disseminate information via social media, and highlight policy updates and current issues pertaining to child maltreatment in the [Section’s newsletters](#). We encourage you to follow the Section’s LinkedIn page and Twitter account (@Div37ChildMaltx) to meet and engage with child maltreatment scholars and practitioners. There you can also learn about relevant news, awards, jobs, and conference information. Students interested in becoming more involved in the Section on Child Maltreatment should join ([membership is free to students!](#)), reach out to our [Section on Child Maltreatment Student Executive Committee](#), and follow the Section’s Student group on twitter (@Div37ChMaltxSAB). There are many ways students can become involved in the Student Committee for the Section on Child Maltreatment and we welcome their contributions.

There are many opportunities for involvement in the Section’s executive committee. If you are interested in becoming more involved at the executive level, I encourage you to [contact me](#) and share your interests and questions about becoming involved in the Section on Child Maltreatment. As always, the Section remains devoted to advancing science, practice, and advocacy in the field of child maltreatment and prevention.

UPCOMING WEBINAR



Addressing the Trauma of Undocumented Immigrant Children and Families

Charissa D. Pizarro, PsyD, RPT
Psychological Services LLC Private Practice

November 3, 2023
Noon-1pm EST/9-10am PST

Overview:

Overview: Animosity toward immigrants without authorization to be in the U.S. has increased. The new strict immigration policy enforcements have resulted in more detentions and deportations which are associated with a cascade of sequelae from family separations and compounded trauma. Many children under the age of 4 years old have yet to find parents who may have already been deported, with almost 150,000 unaccompanied minors at the U.S.-Mexico border during fiscal year 2021 alone. Atrocities from earlier policies are a call to action not only to policymakers but also to mental health professionals to address the adverse psychological effects that ensue from such events in a culturally competent manner. Challenging migration trajectories have major implications for immigrant children and families. In addition to the cumulative trauma experienced by children and families before, during, and after migration, the aftermath of the pandemic has compounded hardships for already fragile families. To address the complex issues that confront immigrant families, this seminar will present trauma-informed best practices to address the trauma incurred by undocumented immigrants that may have begun in their country of origin, the trauma experienced on their journeys to the U.S., and the trauma encountered upon entering the country. Empowering families and fostering resilience when feasible will also be addressed as well as the implications for policy and advocacy.

Learning Objectives:

1. Define cultural competence and cultural humility and explain how one's own cultural values, biases, and privilege may affect clinical work.
2. Describe a hypothetical immigrant's journey and cite four specific risks and exposures they face before and after entering the United States that can impact mental health.
3. Explain how to apply a culturally sensitive and trauma-informed care framework to a case example of an undocumented immigrant

Psychologists are the intended audience; Instructional Level: Intermediate; 1 CE Credit

Registration closes November 2, 2023 at 9pm EST.

Fees: NO CE Credits – FREE; 1 CE Credit - \$15 (Division 37 members)/\$35 (non-Div 37 members).

Registration is required. Please follow these steps:

1. [Register here](#) for the webinar to receive the Zoom link.
2. [Click here](#) only if you also want to earn and pay for CE credits (a **SEPARATE STEP** from registering).

There are no conflicts of interest or commercial support to report for this program. Division 37: *Society of Child and Family Policy and Practice* is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 37: *Society*

2023 APA CONVENTION



EXECUTIVE BOARD ROSTER

PRESIDENT

Stephanie D. Block, PhD (2023)
University of Massachusetts Lowell

PAST-PRESIDENT

Christina Rodriguez, PhD (2022)
Old Dominion University

TREASURER

Jenelle Shanley, PhD (2021-23)
Pacific University

MEMBERS-AT-LARGE

Sonia Rubens, PhD (2023-25)
Advocacy Coordinator
Santa Clara University

Charissa D. Pizarro, PsyD, RPT, CCATP, CTMH (2022-25)
Task Force Coordinator & Diversity Issues
Private Practice

REPRESENTATIVE TO APA COUNCIL

Cindy Miller-Perrin, PhD (2023-25)
Pepperdine University

APA 2023 CONVENTION PROGRAM CHAIR

Evan McCracken, PhD
University of Evansville

APA 2024 CONVENTION PROGRAM CO-CHAIR-ELECT

Shaquanna Brown, PhD
Miriam Hospital
Brown University

PRESIDENT-ELECT

Paula Fite, PhD (2024)
University of Kansas

SECRETARY

Christy Olezeski, PhD (2023-25)
Yale School of Nursing
Yale School of Medicine

MEMBERSHIP CHAIR

Kelli Franco, PhD (2021-23)
The Children's Hospital of San Antonio
Baylor College of Medicine

Cynthia Brown, PhD (2023-25)
Early Career Professionals
Pacific University

Spencer Evans, PhD (2021-23)
Communications and Technology
University of Miami

FELLOWS CHAIR

Elizabeth (Liz) T. Gershoff, PhD (2023)
University of Texas at Austin

APA 2024 CONVENTION PROGRAM CO-CHAIR-ELECT

John Cooley, PhD
Texas Tech University

SOCIAL MEDIA CHAIR

Jennifer Woolard, PhD (2021-22)
Georgetown University

EDITOR, *The Advocate*

Kimberly Burkhart, PhD (2021-23)

Rainbow Babies and Children's Hospital
Case Western Reserve University School of
Medicine

EDITOR, *Advances in Child and Family Policy and Practice*

Thomas J. McMahon, PhD (2021-24)

Yale University School of Medicine
West Haven Mental Health Clinic
Connecticut Mental Health Center

ASSOCIATE EDITOR, *The Advocate*

Alexandria P. Winstead

University of Massachusetts Lowell

PRESIDENT, SECTION ON CHILD MALTREATMENT

Margaret C. Stevenson, PhD (2023-24)

Kenyon College

LIAISON TO APA'S COMMITTEE ON CHILDREN YOUTH & FAMILIES

Dara Blachman-Demner, PhD (2021-23)

National Institutes of Health

GRADUATE STUDENT REPRESENTATIVES

Rayna Enriquez (2022-23)

University of California, Davis

Annie Ryder (2022-23)

University of Kansas

CONNECT WITH US

MISSION STATEMENT

The Society for Child and Family Policy and Practice (Div. 37 of the American Psychological Association; formerly Div. 37: Child, Youth and Family Services) is committed to the application of psychological knowledge to advocacy, social justice, service delivery and public policies affecting children, youth, and families in a diverse and inclusive society. The society advances research, education, training, and practice through a multidisciplinary and culturally informed perspective. The society is interested in supporting culturally informed, evidence-based practice that promotes health equity with underserved and vulnerable populations.

JOIN THE LISTSERV

Please join us on the [Div. 37 Email List \(apadivisions.org\)](https://apadivisions.org) to communicate with other Division members about upcoming meetings, funding opportunities, research, practice and policy relating to children, youth and families. To subscribe please follow the above link for instructions.

FOLLOW US!

Facebook: Division 37 of the American Psychology Association, @apadivision37

Twitter: Division 37 of APA, @Division37ofAPA

Instagram: Division37ofAPA

LinkedIn: APA Division 37 Society for Child and Family Policy and Practice