President’s Column

Mary E. Haskett, PhD
NC State University
Raleigh, NC

As we begin a new year, I’d like to welcome all the incoming Section board members. Our 2012-2014 newsletter editor is Katreena Scott and we are thrilled to have her on the Board. Yo Jackson is our newest Member at Large and we look forward to her contributions to the Section’s work on behalf of children and families. Brittany Reyes is the new Student Co-Representative and will be working closely with Kate Cuno, who steps into the role of Student Representative this year. Students are central to our organization and represent a significant proportion of our membership – with such a large group of future Section leaders in our ranks, I am less worried about the “graying” of APA than are many leaders within APA! Meet all of your new Board members in this edition of the newsletter.

For all those of you whose new year’s resolution is to “Get involved in the Section”, we have great news! There are many ways to contribute to the mission of the Section. Because the Section is small, there are numerous opportunities to be actively involved and make an impact on our field. Here are just a few of the many ways you can get involved:

Contribute to the newsletter. There is one opening on our newsletter editorial board. We are seeking a Case Notes editor. In addition, the Section would like to move toward publication of Special Issues of the newsletter; if you are passionate about a current issue and want to solicit a cohesive set of papers on that topic, please contact Katreena (katreena.scott@utoronto.ca).

Run for office. In 2012 we will solicit nominations for President Elect, Member at Large, and Treasurer. Self-nominations are strongly encouraged.

Participate in service. Rex Culp, Section President Elect, is developing a plan for Section members to provide service to the Orlando community, the location of the 2012 APA Convention. Stay tuned to learn how you can participate in the service activities as a way to “give psychology away”. If you would like to assist Rex, please contact him at rex.culp@ucf.edu.

Chair a task force. Is there a child maltreatment practice or policy issue that concerns you? Should the Section have a voice on the issue? Please consider proposing a task force on that issue – launching a task force within the Section has many benefits – contact me if you are interested in pursuing this direction.

Chair a committee on early career professionals. This year we will initiate a new committee for Early Career Professionals. The purpose of the committee is to ensure that early career issues and needs are reflected in all aspects of current and future functions and activities of the Section. We are seeking one or two ECPs to take a leadership role in launching the Section ECP committee. The Chairs will serve as appointed Section Board members. Self-nominations are welcome! Please contact me if you’d like to talk about this important role.

Assist in updating resources. Cindy Miller-Perrin is organizing a group of Section members to update the curriculum materials on our website. More hands are welcome in the work group – this would be a great mechanism for a
Contribute to the Newsletter

**Case Notes Writer Needed**

We are looking for someone to lead the Case Notes column of the newsletter. This column is an opportunity to update members on development in best practice in assessment and intervention in child maltreatment. Recent past issues have covered topics such as services for youth in foster care, the SafeCare program and Multisystemic Therapy - Building Stronger Families. If you are interested in this opportunity, please contact the editor at katreena.scott@utoronto.ca.

**Attention Authors/Editors of New Books and Publications**

If you have recently published an article, or have other exciting news (e.g., featured on a radio show, etc.) that you would like to share with other Section members, email the information to: katreena.scott@utoronto.ca. The announcement will be included in a future edition of the Section’s newsletter.

**Please join the Section’s listserv!**

Email katreena.scott@utoronto.ca to join and receive pertinent updates and information regarding the Section.

As always, if you have suggestions for the newsletter, comments about the articles and issues discussed; or would like to contribute an article, please feel free to contact the editor.
Almost one million families experience homelessness each year, and the number is rising (U.S. Department of Housing and Urban Development, 2011). A large body of research has shown the pernicious effects of homelessness for children’s social, emotional, intellectual, and physical health (e.g., Gewirtz, Hart-Shegos, & Medhanie, 2008). For example, rates of asthma, learning disabilities, exposure to traumatic events, and social/emotional problems are all significantly higher among children in homeless families compared to children in housed families (National Center on Family Homelessness, 2009; Shinn, Rog, & Culhane, 2005; Perlman & Fantuzzo, 2010). Adverse outcomes associated with childhood experiences of homelessness continue into adulthood and childhood homelessness is significantly associated with adult loss of housing (Burt, Aron, Douglas, et al, 1997; Caton, 2005).

Moreover, research indicates that in addition to the challenge of extreme poverty, parents experiencing multiple episodes of homelessness themselves have past experiences of trauma, maltreatment, and out-of-home placement (Bassuk, 1986; Swick & Williams, 2010). These experiences render homeless individuals more vulnerable to psychosocial problems such as depression (Weinreb, Buckner, Williams, & Nicholson, 2006) and to difficulties parenting their children (e.g., Shea & Coyne, 2011). For example, rates of maltreatment in homeless populations are higher than those of housed families living in poverty. In a large records review study of children in homeless families in New York, Park, Metraux, Brodbar, and Culhane (2004) found positive associations between length and frequency of shelter stays and rates of child welfare involvement.

Although shelters and other short-term solutions provide housing for families experiencing homelessness, such solutions can increase the stress on families – by limiting family members’ privacy, by barring adult or teen males, and by disrupting daily family routines and rituals such as bedtime, meals, etc. And in high-risk situations, effective parenting becomes ever more important for children’s psychosocial adjustment. The risks associated with homelessness in childhood provide compelling reasons for family-based prevention and early intervention programs, particularly those focused on strengthening parenting, a core correlate of children’s resilience (Gewirtz, DeGarmo, Plowman, August, & Realmuto, 2009). Moreover, homeless shelters and supportive or transitional housing environments, which often house relatively large numbers of families facing homelessness, provide a potentially valuable portal for programming (Gewirtz, 2007). While it is not uncommon for agencies to offer parenting supports to families residing in shelters or supportive housing, the use of empirically-supported parenting programs is still quite rare (Gewirtz & Taylor, 2009). Agencies serving families facing homelessness typically are community-based, grassroots agencies with few resources, high staff turnover, and little access to research-based services (Gewirtz & August, 2008). The implementation of empirically-supported interventions typically requires a longer-term investment in programming with extensive training, supervision, and ongoing consultation. Moreover, prevention and intervention research with families dealing with homelessness is scant, for the reasons outlined above. Thus, few parenting programs have been developed or adapted specifically for homeless families, and even fewer have been tested in research trials. Below we describe three parenting programs that have been modified for use in shelters and supportive and transitional housing agencies.

**Parenting Through Change (PTC).**

PTC (Forgatch & DeGarmo, 1999) is a group-based 14-week long parenting program of the Parent Management Training-Oregon (PMTO) model. The program targets five parenting practices core to the PMTO model: skill encouragement, problem-solving, limit setting, monitoring, and positive involvement. The program is delivered in a 14-week 90 minutes per session group format that emphasizes active
learning and role play to acquire positive parenting skills. Originally developed as a preventive intervention to address children’s behavior problems in separating and divorcing mothers, PTC was evaluated in a randomized controlled trial with a population of 238 mothers and their kindergarten to 2nd grade sons. Results demonstrated significant benefits for the program group lasting over 9 years (Patterson, Forgatch, & DeGarmo, 2010). Positive outcomes included improved parenting practices, reduced child behavior problems (externalizing problems, arrests, drug use, and depression), and increased child academic performance. In addition, maternal depression and maternal arrests were significantly lowered in the program group, and a 9-year follow up indicated that mothers in the program group were outperforming control group participants on socioeconomic indicators of education, income, and occupation (Patterson, Forgatch, & DeGarmo, 2010).

In a series of studies, Gewirtz and colleagues modified and evaluated PTC for homeless families, first in an emergency domestic violence shelter setting (Gewirtz & Taylor, 2009), and subsequently in 16 supportive housing agencies in the context of a randomized controlled trial of a comprehensive family-based prevention effort (Gewirtz, 2007; August et al., 2001). In the former study, PTC was evaluated for its feasibility of implementation in an emergency shelter. Two shelter staff members were trained to deliver the program and 10 mothers were recruited to participate. Although none of the mothers were still residing in the shelter by the end of the 14-week program, 9 of the 10 mothers completed the program, and seven of those nine attended at least 12 of the 14 weeks. This remarkable retention rate demonstrated to staff that shelter settings can engage families by providing more than simply “three hot s and a cot”. The shelter sustained and continues to deliver the program.

Subsequently, a community-university partnership was developed with a group of 16 supportive housing providers, supported by the Family Housing Fund, a non-profit funder of affordable housing. This group of providers together provided 95% of the single site supportive housing in the Twin Cities metropolitan area. The group collaborated with researchers at the University of Minnesota on a National Institute of Mental Health-funded randomized, controlled trial of a comprehensive, multi-component preventive intervention known as Early Risers (August et al., 2001). The 16 housing sites were randomly assigned at the site level to participate in Early Risers or services-as-usual; families living in the eight sites assigned to the Early Risers condition were offered a ‘suite’ of programs including PTC. Focusing specifically on PTC, 64 parents (about two thirds of eligible families) participated in the intervention. Attendance and satisfaction data indicated that retention was high at 70% - significantly higher than typical attendance rates for prevention programs (Gross, Julien, & Fogg, 2001) – and that participants found the group useful. Outcome data are under analysis but preliminary data indicate improvements to parenting particularly among program mothers at highest risk for poor parenting at the outset of the study.

**Family Care Curriculum.**

A second parenting program that is currently being piloted and evaluated is the Family Care Curriculum (Hudson & Sheller, 2010). Family Care Curriculum is a strengths-based six-week program for women with children who are living in emergency and transitional housing. This intervention integrates best practice knowledge from four theories: Effective Black Parenting, Trauma-Informed Practice, Attachment Theory, and Self-Care. The Family Care Curriculum is currently being piloted in shelters in a large, northeast city. Shelter staff members participate in a full-day ‘train-the-trainers’ program led by the developers of the curriculum. During this training, staff members are familiarized with the content of the curriculum, as well as the assessment tools that are used to evaluate parents’ progress. Following the training, participants are provided with a training manual and ongoing support from the curriculum developers. Preliminary qualitative data suggest that parents participating in the Family Care Curriculum evidence enhanced insight into appropriate parenting behaviors.

**Psychological first aid for families facing homelessness.**

Even in a shelter setting it is possible to provide effective prevention interventions, but the dictates of shelter resources may necessitate the delivery of only very brief psychological interventions for families in crisis. Many shelters develop their own protocols for assessing and stabilizing families, with family advocates providing intake interviews and referring families for services as needed. Psychological First Aid (PFA; Brymer et al., 2006; Vernberg et al., 2008) is a brief evidence-informed intervention that was originally developed to offer psychological support and stabilization to individuals and families following disasters. The intervention has been widely implemented both nationally and internationally and has been translated into several languages; a web-based training for disaster providers also is available. A version of PFA has been developed to specifically address the needs of homeless families and unaccompanied youth seeking shelter (Cullerton-Sen & Gewirtz, 2009). The goal of PFA for families facing homelessness is to provide shelter advocates and other staff with basic principles to support families in crisis who are
presenting to shelter. The PFA guide provides shelter workers with concrete strategies to support parents and children, focused on: engagement, safety, calm, information gathering, practical assistance, connecting with social support, and providing information on coping. Additional tools focus on strategies for providers to manage personal and professional stress. To date, there are no studies of this particular application of PFA.

The interventions described above focus on helping families cope with homelessness and build their own capacity for positive parenting. As noted above, there are many challenges to implementing evidence-based practices in shelters; however, even within these limitations, shelters can and have demonstrated their strong potential for supporting parenting. Small changes – such as providing even an hour’s training in how to support traumatized parents (e.g. through the PFA curriculum) can help a stressed parent feel respected and empowered. Partnering with local community mental health clinics to provide co-located treatment and prevention services can help parents and children cope with daily struggles. And finally, training shelter providers to support parenting can help parents feel more effective. For example, Kelly, Buehlman, and Caldwell (2000) trained parent-child advocates in homeless shelters to assess parenting and provide individual feedback to parents about their parenting practices over a 10-week period. Although the study lacked a no-treatment control condition, making it difficult to attribute positive outcomes to the intervention, the authors did find that parenting skills during parent-child teaching and play tasks improved over the course of the intervention.

Clearly, there are many potential roles for mental health professionals in addressing the needs of families challenged by homelessness. The Section on Child Maltreatment is sponsoring an Interdivisional Task Force on Promoting Positive Parenting in the Context of Family Homelessness. Purposes of the task force are (a) to increase awareness of the role of mental health professionals in the area of family homelessness, (b) compile and distribute a summary of programs and recommendations to promote positive parenting within shelters and transitional housing agencies, and (c) develop a set of research, policy, and practice recommendations specifically to address the parenting challenges faced by homeless parents. Section members interested in the task force should contact one of the Co-chairs, Staci Perlman (perlman5977@gmail.com) or Mary Haskett (mary_haskett@ncsu.edu).

References


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**Public Policy**

**2012 Funding Bill, Response to Penn State, Extension of Safe and Stable Families**

*Thomas L. Birch, J.D.*

*National Child Abuse Coalition*

**OVERCOMING PARTISAN DISCORD, CONGRESS PASSES 2012 FUNDING BILL**

In a year marked by partisan clashes and legislative 2012 appropriations legislation to carry federal funding through next September through agencies – including the Department of Health and Human Services (HHS) -- still
without secure funding for the fiscal year. House and Senate appropriators had been working in closed-door sessions to arrive at an agreement on the appropriations measure which passed the House and the Senate by comfortable bipartisan majorities. Congress had avoided a threatened government shutdown and completed its business in time for the year-end holidays.

While the Obama administration had proposed slight increases in most of the child welfare programs in the HHS Children’s Bureau, Congress held much of the 2012 funding at the 2011 levels. This was true for spending appropriated to the Child Abuse Prevention and Treatment Act (CAPTA) grant programs. A handful of other child and family services saw budget increases in the final package.

Mandated funding for the evidence-based home visitation grants authorized by the Affordable Care Act will increase to the statutory level of $350 million. The House had assumed zero funding for home visitation grants in a draft bill developed by Rep. Denny Rehberg (R-MT), chair of the House subcommittee responsible for HHS funding. (The Rehberg spending plan would also have cut almost $8 million dollars from CAPTA discretionary funds. The money remains in the final agreement.)

Increased funding was also scored for Head Start and child care, as well as entitlement funds for foster care and adoption subsidies. Unexpected cuts were taken in funding for the Promoting Safe and Stable Families program, down by $20 million; $10 million from the Maternal and Child Health Block Grant.

In the report accompanying the appropriations measure, Congress directs the HHS Administration on Children and Families to submit by mid-April (within 120 days of the bill’s enactment) the results of a study mandated by the 2010 CAPTA amendments to examine how provisions for immunity from prosecution under state child abuse reporting laws facilitate or inhibit professional consultation in the making of good faith reports of suspected or known instances of child abuse and neglect. The amendment, which was proposed by the National Child Abuse Coalition, required the report to be completed one year after the December 2010 enactment of the CAPTA amendments.

SENATE/HOUSE BILLS RESPOND TO PENN STATE SEXUAL ABUSE CASES

In response to the child sexual abuse allegations coming from Penn State, Sen. Bob Casey (D-PA) introduced legislation aimed at expanding state child abuse reporting laws to mandate that all adults have the responsibility to report known or suspected incidents of child abuse or neglect. Under Casey’s bill, the universal mandate for reporting, which already exists in child abuse reporting statutes in 18 states, would be a requirement for receiving Child Abuse Prevention and Treatment Act (CAPTA) basic state grants and community-based prevention grants to states.

The bill, the Speak Up to Protect Every Abuse Kid Act – or, the Speak Up Act – S. 1877, was introduced by Casey on November 16, with the co-sponsorship of Sen. Barbara Boxer (D-CA), and has been referred to the Senate Committee on Health, Education, Labor and Pensions (HELP). In addition to requiring all adults to report child abuse and neglect, Casey’s bill would authorize $45 million over 5 years to the U.S. Department of Health and Human Services (HHS) for competitive grants to carry out educational campaigns and provide training on state laws for mandatory reporting. The Speak Up Act specifies that reports must be made directly to law enforcement or child protective services.

At the request of Sen. Casey, the Senate Health, Education, Labor and Pensions (HELP) Committee’s Subcommittee on Children and Families held a hearing December 13 to hear testimony on the subject of mandated reporting on child maltreatment. Like Sen. Casey with his introduction of the Speak Up Act, other Senators and Representatives have been quick to respond to the Penn State case with calls for improved reporting of suspected child maltreatment. Sen. Barbara Boxer (D-CA) introduced two bills of her own: the Federal Children’s Protection Act, S. 1889, amending the Victims of Child Abuse Act to add a new provision mandating any person on federal land or in a federally operated facility to report suspected abuse; and the State Children’s Protection Act, S. 1887, which would require that all states enact legislation mandating that any person who believes or suspects an occurrence of child maltreatment report to law enforcement or child protective services. A state’s failure to enact such legislation would forfeit a portion of Justice Department grant support.

Sen. Bob Menendez (D-NJ) introduced the Child Abuse Reporting Enforcement Act (CARE Act), S. 1879 requiring states, in order to receive federal social services funding, to make it a felony for any individual to fail to report child abuse to law enforcement and child protection services. The bill would require a penalty of at least a year in prison for failure to report and would specify that all who witness abuse are mandated to report abuse to the authorities.
In the House, longtime child advocate, Rep. George Miller (D-CA), ranking Democrat on the Committee on Education and the Workforce, called upon the committee chair, Rep. John Kline (R-MN) to conduct a hearing to evaluate any weaknesses or inadequate implementation of existing federal law designed to protect children and students, including CAPTA, that may put children at risk of harm and require congressional action.

A freshman House member, Rep. Karen Bass (D-CA), former speaker of the California state assembly and chair of the congressional foster care caucus, has reached out to child advocates for guidance in developing a productive response to the situation and concerns raised by the incidents at Penn State. Bass seeks a bipartisan legislative initiative. Rep. Sheila Jackson Lee (D-TX), co-chair of the House Congressional Children’s Caucus, intends to introduce the Federal Zero Tolerance of Child Sexual Abuse Act to stop federal funds from going to institutions, employees or any other entities where sexual abuse of children is not immediately reported.

CONGRESS VOTES EXTENSION OF SAFE AND STABLE FAMILIES

On September 30, the President signed legislation to extend spending authority for Title IV-B(1) Child Welfare Services and Title IV-B(2) Promoting Safe and Stable Families through 2016. The bill also extends the authority of the Department of Health and Human Services (HHS) to continue granting waivers to states to allow for innovative uses of federal foster care funds. The Child and Family Services Improvement and Innovation Act (S.1542, H.R. 2883) passed the Senate by voice vote on September 23 after a vote in the House on September 21 approving the bill by a vote of 395-25.

The legislation also extends the funding authority for the regional partnership grants originally focused on protecting children in families exposed to methamphetamine use, as well as other drugs. The new legislation eliminates the meth emphasis in the program, recognizing the variety and multiplicity of substance abuse provoking risks for children. Support is also extended for the court improvement program.

The Section on Child Maltreatment Has Potential to Impact Policy in Wake of Penn State Scandal

By Cindy Miller-Perrin

Former Penn State assistant football coach Jerry Sandusky, was arrested in November of 2011 and is being charged with 40 criminal counts of engaging in serial child sexual abuse of minors. Sandusky is suspected of repeatedly sexually abusing eight young boys over a time period that spans nearly two decades. Equally disturbing are allegations that top Penn State administrators failed to report the suspected abuse to appropriate authorities. The Penn State scandal has spurred policymakers from across the country to consider what they can do to protect children from abuse and neglect. Members of the Section on Child Maltreatment are actively involved in informing legislators on prevention, treatment, and research priorities related to child maltreatment which has the potential to impact policy decisions.

In response to the Penn State scandal, legislators have focused much of their attention on mandatory reporting. In Congress, seven different bills have been introduced to broaden mandatory reporting requirements (for example, by making all adults mandatory reporters) and to increase punishments for not reporting (for instance, by making failure to report abuse a felony, or by prohibiting federal funding to any institution of higher education if one of its employees fails to report). Bills on child abuse reporting have also been introduced in 25 states during the 2012 legislative session, according to the National Council of State Legislatures. Some advocates have argued, however, that increasing mandatory reporting requirements is not an evidence-based policy and that such a policy does not address important prevention and treatment priorities for children who experience abuse. For example, most children who are abused or neglected do not receive mental health services that can help them heal from these experiences.

The Division 37 Advocacy Committee, which includes several Section members, has been in communication with the APA Public Interest and Science Government Relations Offices and has accepted an invitation to work with them and other stakeholders to update APA’s federal policy recommendations on child abuse and neglect. Committee members are currently reviewing proposed legislation and developing policy recommendations to continue to provide policymakers with priorities informed by experts in the field of child maltreatment. If interested in joining this effort, you may contact Cindy Miller-Perrin, Division 37 Member-At-Large for Advocacy and Section past president (cindy.perrin@pepperdine.edu).
APA Public Interest Government Relations Update
By Kerry Bolger

In response to highly publicized news reports about child abuse, federal policymakers are examining what can be done to prevent child maltreatment and protect children. APA is actively involved in informing policymakers on prevention, treatment, and research priorities.


APA, Division 37, and the Section on Child Maltreatment are continuing to work together to inform policymakers. For more information on APA’s advocacy activities related to child maltreatment, please contact Kerry Bolger (kbolger@apa.org), Senior Legislative & Federal Affairs Officer in the APA Public Interest Government Relations Office.

Student’s Corner
Greetings from Your Student Representatives!
Welcome Brittany!

Welcome to an exciting year for students involved in the Section! As your new graduate student representative, I look forward to working with you as we embark on another exciting year of activities and initiatives for students with an interest in child maltreatment assessment, prevention, intervention, and policy. Allow me to extend my deepest gratitude to Lauren Drerup Stokes, with whom I worked alongside last year as the Student Representative, Elect, for her guidance and support. I consider her a model student and an activist in the field of child maltreatment, and I will do my best to uphold her standards throughout the coming year. Also, please let me extend a very warm welcome to Brittany Reyes, the incoming Student Representative, Elect. Brittany is a graduate student at Oklahoma State University and has a breadth of research and clinical experience in the area of child maltreatment. She is a great addition to the team and we are very excited to have her!

As we embark on a new year, it is important to reflect upon the accomplishments from 2011. First, Lauren and I worked diligently to create new ways for students to get involved in the section. Consequently, with support and guidance from Division 37’s student representatives, we had the exciting opportunity to create a Student Board for the Section. We have received applications for three positions (public policy, cultural diversity, and newsletter) and are still looking to fill the final two positions (website development and student recruitment). The Board members will be responsible for coordinating with Brittany and me on a quarterly basis regarding the progress of their assigned tasks and new developments. The Board is a fantastic way to get more involved in the Section, to improve your C.V., and to network and collaborate with colleagues! As mentioned above, we are still looking for enthusiastic students so please contact Brittany or me if you are interested!
As fourth-year graduate students, Brittany and I are in the crux of the internship process and can fully attest to all the ups and downs that come with applications, interviews, and the inevitable lack-of-control we all feel throughout this process. With a firm commitment to becoming a clinician with expertise in child maltreatment assessment, prevention, and intervention, I applied to sites across the country with moderate to strong emphases on child maltreatment, including University of California Davis Children’s Hospital Child and Adolescent Abuse, Resource, Evaluation (CAARE) Diagnostic and Treatment Center, Louisiana State University Health Sciences Center, and La Rabida Children’s Hospital, to name a few. Each of these programs serves largely underserved populations in urban areas, while providing mental health services to abused and neglected children and their families. A few helpful hints for those of you just entering graduate school or those about to embark on the internship process:

- Start thinking about your training goals early on. Consider what you are looking for in a program, whether it is specific types of interventions, populations to work with, philosophies of training, etc. Advanced colleagues who tell us the match process is all about the “fit” of the site truly mean what they say. Take some time to think about your postgraduate career goals (Yes, there is such a thing as post-graduate school!) and look for internship sites that will enhance your competencies such that they will assist you in achieving your career goals.

- START YOUR APPLICATIONS EARLY! I think Brittany and I cannot stress this enough. Your training departments will likely berate you with reminders to begin writing your essays and developing your cover letters early. My apologies for being another voice in the pot, but there is a reason they stress this. The process of filling out the applications online and uploading all of your materials will take significant time and brainpower. Therefore, the more time you have to devote the needed brainpower to develop the application materials in the first place, the better. My recommendation is to have a draft of your essays complete by August prior to the Fall in which you are applying.

- Lastly, consider the logistics of this process, and by that I mean money and travel time. Start saving earlier rather than later. For instance, you will need to save for things such as a nice interview suit, plane tickets, rental cars, and hotels. While the travel is exciting and fun (given the circumstances) it is an added cost and can be rather extensive depending on how your applications shake out once interview season hits.

While the application and interview process can be quite daunting, as your Student Representatives, we aim to continue with the tradition of the Section of providing students with an online resource of internship programs across the country with strong foci in the area of child maltreatment. I benefitted greatly from this resource in the initial stages of searching for programs, and I encourage all students (even those in the earlier stages of graduate school) to utilize this valuable resource as well! We are also considering creating a forum at the Annual APA Conference this coming summer to discuss the internship process (broadly speaking), from tips for how to look for sites to how to get through the interview and ranking process. We hope to open this forum to all interested students, particularly those with specific interests in child maltreatment and child and family policy.

In sum, Brittany and I are excited to continue the mission of the Section by continuing to increase student membership and provide formal ways to get involved via the Student Board. We also hope to continue enhancing the Student section of the website with information pertaining to graduate school training, internship programs, and current research and clinical activities of student members. Allow me to again welcome Brittany Reyes to the Section and encourage all students with an interest in child maltreatment and in enhancing their professional development, to become involved as well! Please contact Kate Cuno (kate.cuno@gmail.com) or Brittany Reyes (brittr@ostatemail.okstate.edu) if you are interested in getting involved with student leadership activities in the Section. We would be thrilled to include you in our exciting student activities!
Congratulations to Yo Jackson, Ph.D., ABPP, the Section’s newly elected Member-At-Large! Yo is an Associate Professor in the Clinical Child Psychology Program, joint appointed in the Departments of Psychology and Applied Behavioral Science at the University of Kansas. She is also the Associate Director of the University of Kansas Child and Family Services Clinic.

As a member of APA’s Committee on Children, Youth, and Families, Yo is very committed to policy issues and plans to view her role in the Section as a natural extension of her public interest focused work. Her research examines the factors that contribute to positive outcomes for youth exposed to trauma, the development of interventions for children exposed to major life events, the role of protective factors in promoting adaptive behavior in children, and developing models of competence for children exposed to child maltreatment. She also conducts research on multicultural issues for ethnic minority youth. Her current professional interests focus on systems of care addressing the mental health needs of youth in foster care and on the mechanisms of resilience in youth exposed to child maltreatment.

Abbreviated Minutes of the Winter Meeting of the Executive Committee and Board members

Tuesday, January 10, 2012 by phone conference

Following introductions and welcome to new members, Mary Haskett provided an overview of the activities accomplished in 2011. A discussion of 2012 goals followed. The Section will engage in a long-range planning process to guide our work over the next 5-10 years. Our mission provides clear guidance, but developing a set of objectives will help shape our efforts in the coming years. Some of the Section Board positions must be filled soon; these include a Case Notes editor for the newsletter and a Program Co-Chair for the convention. We discussed “naming” the dissertation and early career awards to honor leaders in maltreatment and increase status of the awards. The deadline for nominations was moved back this year to try to increase nominations. This conversation will continue, with an update at the August meeting. In 2011 we had a conference call regarding leadership in task forces as a form of professional development for students and ECPS. It was well received by attendees so additional calls will be sponsored this year. At the August Board meeting, we voted to start an Early Career Committee. A description for the committee will be distributed to the Board for approval and a Chair will be recruited.

Networking with other APA Divisions and committees is part of our mission. Rex Culp discussed his work to organize a service activity for Section members preceding the APA Convention in Orlando in August 2012; he will make an effort to partner with other Divisions to host a combined service event. Maintaining the Interdivisional Task Force on Promoting Positive Parenting is also consistent with this part of the Section’s mission. The task force currently includes representatives from several Divisions (27, 43, 45, 53) and CYF and CSES are aware of this work and the efforts of the other Section task forces. This year we will actively seek ways to increase collaboration.

Providing up-to-date information about maltreatment is also a component of our mission. We are in the process of preparing a special issue of the newsletter on the topic of foster care of American Indian children. Jenelle Shanley and Katreena Scott will work on a draft proposal for processes to use in development of future special issues. Cindy Miller-Perrin is leading a group to update curriculum materials on our website; she welcomes help from others. A book on family homelessness is in the proposal stage, led by the task force on promoting positive parenting. The report from the task force on Epidemiology of Child Maltreatment should be completed and disseminated this year, chaired by Lisa Jones. The Task Force for Mental Health Education Guidelines for Child Welfare Services, under the leadership of Sara Maltzman, also will contribute to our mission to share current information about maltreatment.
Student involvement: Applications for membership on the newly-formed Student Board are coming in and will be reviewed soon. With the new student board members, Student Representatives will develop goals for each of their task areas (i.e., student recruitment, diversity, public policy, website, newsletter) and connect them to appropriate EC members to collaborate on the goals.

State of the Section: Membership is increasing, but we need to maintain members through the renewal process. Maggie Stevenson suggested we all reach out to our colleagues and students to join and renew. Recruitment materials have been updated by the membership committee. Our finances are sound and we have reduced our costs significantly by distributing the newsletter electronically and not hosting the hospitality suite at the APA convention.

The meeting was adjourned at 2:00pm (Eastern time). The next meeting will be held at the APA convention (time and place to be announced). All members are welcome to attend.

Minutes submitted by Jenelle Shanley, Secretary

## Recent Member Publications


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