

SECTION ON

CHILD MALTREATMENT INSIDER



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President's Column

Penelope Trickett, PhD

The convention is fast approaching. This year, the section will sponsor an invited symposium entitled, *The impact of child sexual abuse on women's health and well-being: Why is sexual abuse different from other forms of maltreatment or is it?* The presenter will be Jennie Noll, Professor of Human Development and Family Studies; and Director, Network on Child Protection and Wellbeing at The Pennsylvania State University. Dr. Noll received her PhD in Developmental Psychology and Statistical Methodology from the University of Southern California. She spent eight years in Washington, DC at the National Institutes of Health before going to Cincinnati Children's Hospital where she spent ten years as a Professor of Pediatrics. Her primary research foci are (1) the bio-psycho-social consequences of childhood sexual abuse, (2) pathways to teen pregnancy and high-risk sexual behaviors for abused and neglected youth, (3) the long-term adverse health outcomes for victims of sexual abuse, including Hypothalamic-Pituitary-Adrenal (HPA) dysregulation, cognitive deficits, various cancers, immunodeficiencies, healthcare utilization, diabetes and obesity, (4) midlife reversibility of neurocognitive deficits in stress-exposed populations, and (4) the propensity for abused and neglected teens to engage in high-risk internet and social media behaviors. Please plan to attend.

At last year's APA convention in Toronto as a service project the section conducted a fundraiser for Boost Child & Youth Advocacy Centre in Toronto. Boost is committed to eliminating abuse and violence in the lives of children, youth, and their families. The effort was hugely successful and we were able to raise \$1400. Our aim this year as a section is to organize something similar for a Denver-based organization. As soon as we have identified an organization to sponsor, a notice will be sent out to all section members. As was the case last year, any size contribution will be welcome. It would be wonderful if we could match last year's success!



SECTION ON CHILD MALTREATMENT

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

Best Practices

Best-practice guidelines for child forensic interviewing: What we know and where we are going

Kelly McWilliams, PhD

Postdoctoral Research Associate

Gould School of Law, University of Southern California

Child maltreatment is widely recognized as a grave threat to children's well-being and development. An important step in the prevention of child maltreatment is the identification of cases of child sexual abuse (CSA). For many cases of CSA, children's disclosures are the strongest, if not only, piece of evidence and are vital to identification and prosecution. In order to obtain complete and reliable disclosures, it is imperative that all professionals who question alleged victims of CSA are trained in empirically-based, best-practice guidelines. Following the infamous daycare cases of the 1980s (e.g., McMartin), a large body of research has examined children's eyewitness abilities and several consistent findings have emerged regarding optimal techniques for forensic interviewing.

One of the most robust findings in the literature is effect of question type on children's reports; specifically, the benefits of open-ended questions and cued invitations, as well as the dangers of closed-ended and suggestive questions (Andrews, Ahern, Stolzenberg, & Lyon, in press). Open-ended questions have been shown to elicit the most quality information from witnesses and are widely recognized as best-practice when interviewing young children (Lamb, Orbach, Hershkowitz, Horowitz, & Abbott, 2007; Orbach et al., 2000). Closed-ended questions, on the other hand, often result in significantly less information and are more likely to include misinformation or suggestive influences (Lamb et al., 2007). Although most legal professionals and practitioners know the general benefits of open-ended questioning techniques, many are likely unaware of the differences in productivity among various types of open-ended questions (Ahern, Andrews, Stolzenberg, & Lyon, in press; Andrews et al., in press). For instance, "wh-" prompts (who, what, where, when, why, & how) can vary greatly in the type of information they are attempting to elicit (e.g., static versus dynamic), as well as the specificity of the inquiry. The literature has widely ignored the reality that certain "wh-" prompts (e.g., "What color was his hat?") may not be pulling for the type and amount of information typically associated with the recommended open-ended questions (e.g., "What happened?"). Recent research has begun to examine the effectiveness of different types of "wh-" prompts in both forensic and courtroom settings. Results have indicated that "wh-" prompts about actions and "what/how happened" prompts were more productive than other "wh-" prompts in eliciting information from children in forensic interviews and court testimony, respectively (Ahern et al., in press; Andrews et al., in press). These findings suggest that there are significant differences in children's responses to different types of "wh-" prompts, and that researchers, legal professionals, and practitioners should be aware of the spectrum of productivity among open-ended questions, and endorse the maximization of "wh-" dynamic prompts (e.g., "How did you get hurt?") and the minimization of "wh-" static prompts (e.g., "What did he wear?").

Another well-known finding in the child eyewitness research is the effect of suggestive questioning. A significant body of research has documented the negative influences of misinformation and suggestion on both children's and adults' memory reports (Ceci & Bruck, 1993; Bruck & Ceci, 1999; Wright & Loftus, 1998), and many practitioners know to avoid leading questions. However, emerging research has begun to examine suggestive influences beyond the interview, namely the influence of parental suggestion on children's

reports (Goodman, Sharma, Thomas, & Considine, 1995; McWilliams & Goodman, under review; Principe, DiPuppo, & Gammel, 2013; Rush, Stolzenberg, Quas, & Lyon, 2015). Several studies have examined how false information influences the way in which parents question their children, and the potential effects of parental bias on children's reports. Studies seem to agree, that when faced with misinformation, parents do engage in some forms of suggestive and misleading questioning (McWilliams & Goodman, under review; Principe et al., 2013); however, results are mixed regarding the influence on children's event memory. Specifically, some studies find that parental bias leads to children's error (Principe et al., 2013), while others do not find any influence (Goodman et al., 1995; McWilliams & Goodman, under review; Rush et al., 2015). Although it is still unclear the degree to which parental false belief may influence children's disclosures, it is important for those interviewing young children to be mindful of all possible suggestive influences, and question children about previous conversations they have had regarding the allegations. These questions may be helpful in identifying sources of suggestion, while eliminating suspicion surrounding innocent, non-biased parental inquiry.

The field has come a long way since the daycare cases of the 1980s. We have identified developmentally-sensitive questioning techniques, explored potential sources of suggestion, and developed structured interview protocols that are regularly used by trained professionals. However, forensic interviewing practices are far from perfect, and there is more that needs to be addressed. For instance, future studies could address finer manipulations with regards to question content and question type, non-suggestive techniques for eliciting disclosures from reluctant children, and strategies for adapting existing interview protocols for individual differences, such as developmental delays and disorders. Furthermore, further research is needed to identify best practices for training interviewers. An emerging body of research has begun to examine this question; results from one such study suggest that training programs that include extensive practice and repeated self-evaluation and peer-review are related to increases in the use of open-invitations and decreases in option-posing questions (Stolzenberg & Lyon, in press). Additionally, there is evidence that online trainings are practical and effective alternatives to traditional classroom-based models, with some programs demonstrating beneficial effects lasting up to a year post-training (Benson & Powell, 2015). However, despite all we now know, we must continue to strive to improve our practices, and ensure quality control and consistency across all forensic interviews.

Selected References

- Lamb, M. E., Orbach, Y., Hershkowitz, I., Esplin, P. W., & Horowitz, D. (2007). Structured forensic interview protocols improve the quality and informativeness of investigative interviews with children: A review of research using the NICHD Investigative Interview Protocol. *Child Abuse & Neglect*, 31(11-12), 1201-1231.
- Principe, G. F., DiPuppo, J., & Gammel, J. (2013). Effects of mothers' conversational style and receipt of misinformation on children's even reports. *Cognitive Development*, 28, 260-271.
- Rush, E. B., Stolzenberg, S. N., Quas, J. A., & Lyon, T. D. (2015). The effects of the putative confession and parent suggestion on children's disclosure of a minor transgression. *Legal and Criminal Psychology*, 10, 1-14.



It is imperative that all professionals conducting forensic interviewing who question alleged child victims are trained in empirically-based, best-practice guidelines. Open-ended questions have been shown to elicit the most quality information from witnesses and are widely recognized as best-practice when interviewing young children.



The American Psychological Association
Section on Child Maltreatment

2016 Early Career Award for Outstanding Contributions to Research or Practice in Child Maltreatment

The Section on Child Maltreatment (Section 1 of Division 37, APA) is seeking nominations for its 2016 Early Career Awards. Starting this year, the Section Awards Committee is accepting nominations in either category (Outstanding Contributions to *Research*, or Outstanding Contributions to *Practice*), with each category being judged separately. Nominees should be professionals within eight years of receiving their terminal degree. They need not be a member of the Section. Self-nominations are welcome.

Nominations should include an electronic copy of the following:

1. A summary of the nominee's accomplishments to date and anticipated future contributions. This summary should describe the nominee's major accomplishments related to the field of child maltreatment and how the nominee's work has had an impact on the field;
2. The nominee's current curriculum vitae;
3. A letter of support; and
4. Other relevant supporting material, as appropriate.

Applications will be reviewed by the Section Awards Committee.

Please submit applications by April 14 to:

Jennifer Kaminski
Past-President, Section on Child Maltreatment
jkaminski@cdc.gov

Applicants will be notified of the decision in May. The award will be presented at the annual convention of the American Psychological Association in Denver, Colorado (August, 2016).

Updates from the APA Public Interest - Government Relations Office (PI-GRO)

Amalia Corby-Edwards, MS
Senior Legislative and Federal Affairs Officer

APA and Partners Advocate for Comprehensive Youth Violence Prevention

In March, PI-GRO hosted key violence prevention partners and CDC officials for the annual in-person meeting of the STRYVE Action Council. STRYVE stands for Strategies to Reduce Youth Violence Everywhere, and it provides a forum for national organizations to network and share their violence prevention priorities. PI-GRO staff also facilitated the first STRYVE Action Council Hill Day, taking members to Capitol Hill to educate congressional staff on the different federal programs funding this work and to showcase the positive results they have seen.

K through 12 Education

In December, Congress passed comprehensive education legislation, replacing the controversial No Child Left Behind law. First authored in 1965, the Elementary and Secondary Education Act was designed to address educational equity in K-12 school districts. The APA Education GRO was engaged in this discussion and provided recommendations to both the Senate Committee on Health, Education, Labor and Pensions Committee as well as the House Education and the Workforce Committee. APA's recommendations draw on psychological science research to inform education policy with the goal of creating better opportunities for learning and achievement for all students.

Juvenile Justice

Advocates continue to work to secure a vote on the Senate floor for S. 1169, the Juvenile Justice and Delinquency Prevention Reauthorization Act of 2015. This bill would reauthorize the main law guiding the federal investment in the nation's juvenile justice systems, which officially expired in 2007 and has been extended in its current form since that time. The legislation includes an APA priority to help ensure professionals providing mental health assessments to justice-involved youth are licensed or certified in the applicable state. APA will continue to work with partner organizations and coalitions to advance S. 1169 through the Senate.

APA has continued its efforts to reduce or eliminate juvenile solitary confinement in federal facilities. Juvenile solitary confinement is a practice in which juveniles are isolated in a cell, sometimes for days or even weeks, associated with harmful consequences for both mental and physical health. PI-GRO sent a [letter of support](#) for the Maintaining Dignity and Eliminating Unnecessary Restrictive Confinement of Youths (MERCY) Act ([S. 1965](#)) in the Senate and for the Protecting Youth From Solitary Confinement Act ([H.R. 4124](#)) in the House of Representatives. The MERCY Act was incorporated into the Senate's prison reform bill which passed the Judiciary Committee with bipartisan support.

Immigration and Native American Health Disparities

In January, APA sent a letter to President Obama expressing concerns about the Department of Homeland Security's (DHS) recent deportations of Central American children and their parents. Deportation of Central American children and families can have an adverse impact on the mental health of immigrants. Additionally, PI-GRO held two briefings on Capitol Hill in March. One briefing addressed the issues of prejudice and fear as it relates to immigration reform and the impact on children and families. The other briefing, sponsored by Congressman Ben Lujan, addressed Native American Youth Suicide Prevention.

ECP Spotlight

Spotlight on Early Career Psychologists

Anna Westin, PhD
ECP Committee Chair

The ECP column will continue to spotlight early career psychologists within the field of child maltreatment. The ECP columns will spotlight successful ECPs with a variety of career paths to help graduate students, interns, and early ECPs in making wise training and career choices. Our third spotlighted ECP is a great role model for members interested in a primarily research-oriented career path with a nonprofit organization. This role includes research analysis, technical report writing, supervision, chairing various committees, and informing state policy.



Cheryl Arndt, Ph.D., is Director of Performance Improvement at KidsPeace, a non-profit organization dedicated to providing mental health, foster care, and juvenile justice services to children and youth in nine states. Dr. Arndt received her PhD in Psychology from Capella University in 2015. The program was primarily online and enabled her to work while completing her degree. She chose a program focused on research and

statistics because this area was a personal strength for her, and she had a “love for data.”

Dr. Arndt worked in the mental health field for about two decades prior to entering her PhD. She received her MA in Applied Psychology (Counseling Psychology and Dance Movement Therapy) in 1990 from Antioch University, and took a therapist position immediately after receiving her degree. Soon after, she moved into a management position. She spent about 8 years “running treatment foster care and community-based programs” and another 6 years “developing and running partial hospitalization and crisis residence programs” for adults with Schizophrenia. After that, she became a partner at a consumer insight research company where she had previously served as data analyst for several years. The company was affected financially in 2008 when the economy took a downturn, and Dr. Arndt recalls juggling multiple jobs to make ends meet, including teaching 7 courses per semester as an Adjunct faculty. Due to her increasingly demanding schedule, she decided getting a PhD would be beneficial for her career. Her entry to a PhD program in 2009 was also “good timing from a family responsibility perspective.” Cheryl’s son had just graduated high school and she was no longer a caretaker for her elderly father who had passed away. She believes her career path can help show others that “it’s never too late” to make career changes or continuing to grow professionally. A benefit of entering her PhD later in her career was also that she had a better understanding of her own personal strengths and weaknesses, which helped her find a meaningful career path.

Dr. Arndt completed her dissertation, entitled *Protection against child maltreatment: A factorial analysis of service programs*, in about a year and a half. She attributes the timeliness of her dissertation both to being able to use collected data, and to staying on task with writing. Cheryl’s advice for others is to “be decisive and start writing.” It can be



Dr. Arndt is Director of Performance Improvement at KidsPeace, a non-profit organization dedicated to providing mental health, foster care, and juvenile justice services to children and youth in nine states. She is pictured here with her dog, Merlin.

Source of photographs for this article: Dr. Arndt

easy to get overwhelmed with a large project when staring at a blank sheet, and “getting started” appears to hold people back. She has also noted benefits of social connections, and encourages students and ECPs to connect with others in their field, ask those further along

in their careers for advice, join listservs, and get involved in professional organizations. Cheryl was able to use collected data due to a connection she made, and she was also recruited for one of her jobs via her social network.

When Cheryl was hired with KidsPeace, the position “felt like home to me.” Her role was the perfect marriage between her data analysis skills and her past experience and passion for children’s mental health. At KidsPeace, her primary duties involve supporting/overseeing Joint Commission Accreditation (i.e., collecting data related to accreditation standards), data analysis and technical report writing to meet funder requirements, internal performance improvement analysis, and supervision of quality improvement staff. Dr. Arndt also chairs several committees, including the Corporate Quality and Safety committee. She spends about 20% of her time in supervision, 40% in meetings and committee-related activities, and 40% of her time on data analysis/writing for internal and external purposes. She is also involved in some projects relevant to state policy. For example, she works to “define how quality of services is measured” in the state of Pennsylvania. For students interested in a similar career, she would recommend finding a program that emphasizes research, statistics, and quantitative data analysis. She also emphasizes that to do well in her role, you have to embrace technology, and be interested in staying up to date on advances in technology over time, as the field is always changing.

While Dr. Arndt changed employers/settings multiple times in her career, she continued to use many of the same skills. She finds it useful to have experience in direct service provision when doing clinical research, and has been able to use research and management skills across settings. She was excited to switch from consumer research to mental health because she finds meaning in “contributing to better outcomes to children and families.” While there are many similarities across research settings, she highlights that research in the area of child maltreatment comes with some statistics constraints (e.g., nonrandom design, difficulty manipulating variables of interest) that she did not have to worry about when doing market research. While Dr. Arndt loves doing research, she is also “a therapist at heart.” Sometimes she misses the direct contact with families she used to have as a therapist and manager, and a few years ago she decided to certify her dog as a therapy dog to be able to volunteer and make connections with clients and staff at KidsPeace residential treatment facilities.

We thank Dr. Arndt for her insights and contributions to our section students and early ECPs! We would also like to introduce and welcome Dr. Arndt as new Co-Chair on the ECP Committee for the Section of Child Maltreatment. Dr. Arndt has already contributed great ideas to the section, including the creation of a LinkedIn group to help connect Section ECPs with each other and with professionals further along in their careers. (You will be able to join this group in the near future to connect with Dr. Arndt and other Section members.)

Student's Corner

Your New Student Advisory Board Members

Lindsay Huffhines & Grace Bai
Section Student Representative and Student Co-Representative

The Student Advisory Board (SAB) is excited to welcome and introduce its new officers. Over the course of this year the SAB will be working to provide opportunities and resources for students in the field, including an event at the APA convention in August. The SAB will also work closely with the section to develop projects benefiting students, professionals, and diverse populations affected by child maltreatment. In this issue of the *Insider* we hope to not only alert the field to the accomplishments and aspirations of the student officers, but to encourage other students with their secrets to success.



Lindsay Huffhines (Student Representative) is a second year doctoral student in the child clinical psychology program at the University of Kansas. She is primarily interested in how child maltreatment results in chronic health conditions and the role of psychosocial factors in mitigating these problems. Lindsay is currently working on a project examining how foster family support and environment affects chronic conditions, health service use, and inflammation over time in maltreated foster youth. Lindsay envisions herself in an academic medical center where she can work with children experiencing physical and mental

health problems while establishing a research program focused on the social and biological processes contributing to health outcomes in maltreated children.

Secret to Success: Finding some joyful little thing every day, whether it be yoga, running, eating a good meal, or enjoying a walk on campus – these things remind me of the bigger picture when graduate school gets overwhelming, and I'm able to renew my sense of purpose and get reinvigorated about what I'm doing.



Grace Jhe Bai (Student Co-Representative) is a fourth year doctoral student in the child clinical psychology program at Loyola University Chicago. Her research interests include protective factors that promote resilience and better mental health outcomes among youth in foster care as well as coping behaviors of children with maltreatment. Grace is currently conducting program evaluation research to improve the well-being outcomes of children and families with child welfare involvement. Grace plans to continue her work with youth and families in foster care as she pursues a research and clinical career focused on promoting resilience among youth in foster care.

Secret to Success: Being mindful about all of my work, personal life, my vision, and self-care has kept me calm, grounded, and motivated to keep going. Taking my camera with me to photograph and cherish each meaningful moment has been refreshing and rejuvenating as well.



Amy Leonard (Senior Policy Officer) is a graduate student in the school psychology doctorate program at North Carolina State University and a JD candidate at Campbell University School of Law. Her areas of research center around the relation between child family/home environment and child outcomes (such as academic, social or emotional). Amy is currently in the early stages of a research project examining implementation variables involved in a large-scale utilization of a positive parenting intervention. Upon completion of her JD and PhD, she hopes to continue this work either as a researcher or a practitioner involved in educational advocacy, working to ensure that parents are well informed of the rights of their children in the school setting.

Secret to Success: Being active outside - playing tennis or basketball, hiking, or even playing tag or ball outside with my little niece and nephew (they went to one basketball game last year and now they think anything involving a ball is called "UNC vs. Miami"). After long days of writing, reading, or working with data, getting outside always helps to put me in a better mood and keeps me motivated.



Stephanie Gusler (Junior Policy Officer) is a first year graduate student in the child clinical psychology doctoral program at the University of Kansas. Stephanie is interested in the impact of child maltreatment on children's developing attribution styles and how children's attributions for maltreatment or trauma may impact the development of poor psychological adjustment or risk for revictimization. She is currently working on a project examining the impact that cumulative trauma has on attribution styles of youth in foster care. Stephanie aims to have a research career in which she can contribute to the child maltreatment literature while informing clinical practice and policy. *Secret to Success: Remaining passionate about what I do and focusing on the broader implications that my work can have keeps me motivated to continue working hard and pursuing my interests. Also, remembering that it is okay to take time for myself and to find things outside of academics that I enjoy!*



Faith Summersett-Ringgold (Diversity Officer) is a third year clinical psychology doctoral student at Northwestern University Feinberg School of Medicine. At Northwestern, Faith works in the Mental Health Services and Policy Program. Her current research focuses on the effectiveness of trauma-informed programs targeted to maltreated youth in the child welfare and juvenile justice systems. Ultimately, she intends to become a professor and clinician at an academic medical center where she will continue to pursue her research interests in child trauma and resilience among disadvantaged youth while also teaching and mentoring students.

Secret to Success: I try to maintain a positive outlook and I often practice cognitive restructuring techniques to maintain this outlook. Also, when school obligations become overwhelming I make sure that I exercise daily to keep my stress levels down.



Elizabeth Miller (Communications Officer) is a doctoral student in the child clinical psychology program at the Pennsylvania State University. At Penn State, Elizabeth works with Dr. Sandra Azar on studies examining a social cognitive model of parenting risk. Her dissertation will extend this work by examining how social information processing and economic stress contribute to parenting risk in disadvantaged rural fathers. Elizabeth is also interested in externalizing problems in maltreated youth and the intergenerational transmission of maltreatment and externalizing problems. She plans to continue her work with fathers and rural families as she pursues a research career focused on psychological factors and processes contributing to risk and resilience in disadvantaged parents.

Secret to Success: Working when I'm working and not working when I'm not. It's easier said than done, but it makes a huge difference in both the quality of my life and the quality of my work.



Michelle Brown (Newsletter Officer) is a graduate student in the child psychology program at the Institute of Child Development at University of Minnesota and is completing a joint training track with clinical psychology. Michelle is primarily interested in how social and physiological factors such as social support, parenting, and physiological reactivity/regulation impact the developmental trajectory of maltreated and victimized children. She is currently working on a project that examines how cognitively in-tune maltreating mothers are with their young children over time compared to non-maltreating mothers. She is also working on a project that examines factors that influence the likelihood of revictimization in young adults. In the future, Michelle would like to conduct prevention and intervention studies with maltreated and victimized children in a university setting and provide treatment for these populations.

Secret to Success: I am a firm believer in "you make time for what you want to make time for."

Despite the business of being a PhD student, I exercise 5 times per week, cook almost every day, volunteer and hold leadership positions with multiple organizations (many which are not related to graduate school and career), and talk to my loved ones daily with few exceptions. I have learned over the years that if I commit to making time for what I want to make time for, no matter how much I feel I need that extra hour for grad school, everything will fall into a place and what needs to get done will get done.

Division 37
Interview

Interview with Dr. David Zielinski

Michelle Brown, MA
Student Advisory Board Newsletter Member

We are excited to follow-up with Section Award winner Dr. David Zielinski! Dr. Zielinski was awarded the Section Dissertation Award in 2003 for his dissertation *Child Maltreatment and Adult Socioeconomic Outcomes: The Mediation Role of Psychopathology*.



Dr. Zielinski earned his B.A. in Psychology and Political Science from Fordham University in New York City. He then went on to receive his M.A. and Ph.D. from Cornell University. Staying true to his commitment to have one foot in psychology

and the other in policy, Dr. Zielinski completed two internships during his time as a graduate student at Cornell: one as a Program Analyst with the National Institute on Aging, and one in the office of Senator Hillary Clinton where he was able to bring the perspective of a research scientist to issues related to child and family welfare and policy. Dr. Zielinski went on to successfully defend his dissertation in 2004.

The primary goal of Dr. Zielinski's dissertation was to examine the link between child maltreatment and socioeconomic outcomes in childhood. At the time, there was a lot of research that looked at the short-term impact of child maltreatment, but the long-term impacts into adulthood and across the life course had not been comprehensively studied. To conduct this research, Dr. Zielinski used a nationally representative data set from the National Comorbidity Survey (NCS). He looked at whether adults who had been maltreated in childhood were less likely to be employed, have lower incomes, or lack health care coverage in adulthood. He found that there was indeed a strong relation between child maltreatment and these outcomes, but effects varied based on maltreatment subtype. Specifically, physical abuse largely accounted for the relationship between child maltreatment and employment related deficiencies. Also, the relationship between maltreatment and lower rates of health care coverage with greater reliance on Medicaid was especially strong for victims of child sexual abuse. Effects of child maltreatment on income, including being classified as below the poverty line and having an income in the lowest quartile of income distribution, were especially salient for victims of severe childhood neglect. Dr. Zielinski's work was published in 2009 in *Child Abuse and Neglect*.

The findings from Dr. Zielinski's dissertation have important implications for economic policy as well as prevention and intervention. Specifically, these findings suggest that adults who have experienced child maltreatment present a large economic cost to society. Thus, policy makers should have a vested interest in improving the lives of maltreated children through intervention and treatment efforts in order to potentially prevent these

negative socioeconomic outcomes and alleviate the financial burden on society. Furthermore, when considering how best to assist adults experiencing economic challenges, history of maltreatment should be considered. In fact, Dr. Zielinski's journal article was cited in a policy hearing in Connecticut and he has been contacted by and worked with lawyers seeking guidance on how to deal with clients who have experienced child abuse and neglect. Additionally, he has presented to social workers about the initial links between child maltreatment and socioeconomic outcomes.

After finishing his doctoral degree in 2004, Dr. Zielinski went on to complete two concurrent postdocs over the course of two years at Duke University. One postdoc was with Dr. Kenneth Dodge through National Institute on Drug Abuse in which he was able to work with nonprofits in the state of North Carolina to do important evaluative and policy-related work. His other postdoc allowed him to do early genetics work on the impact of child maltreatment with Dr. Avshalom Caspi through the National Consortium on Violence Research. Following his postdocs, he spent eight years with the National Institutes of Health (NIH) serving in various roles including a Policy Analyst with the National Institute of Mental Health, which turned into a position as the Chief of the Policy and Evaluation Office and a promotion to the Director of Scientific Communications. In his final NIH position, Dr. Zielinski served as the Policy and Planning Chief for the National Institute of Arthritis and Musculoskeletal and Skin Diseases.

Currently, Dr. Zielinski serves as the Associate Dean of Science at Columbia University. In his position, he oversees the research activities of nine of the science and mathematics departments - including psychology - in the College of Arts & Sciences. He is responsible for faculty recruitment and retention, tenure review, student issues, development and fundraising, and developing and maintaining a strategic plan for the College. His position helps to ensure that people doing research in the area of child maltreatment and other areas have the resources and supports necessary to carry out their work. Given his impressive work in the field of child maltreatment and abundant success in his career endeavors, we asked Dr. Zielinski what advice he would give to graduate students studying child maltreatment. His response was to not just focus on the academic publishing side of research but to remember that our work has a number of real world applications. Thus, it is important to take an active role in ensuring that our findings are disseminated to the people who need to hear them: social workers, child protective service workers, and policymakers. While it can be challenging to get our voice out there, it is possible to be an academic conducting serious research while, at the same time, making sure our work gets heard beyond our select group of scientists.

Dr. Zielinski would like to express his sincere appreciation to the Section on Child Maltreatment for the recognition and funding that helped to support this important work. He feels that though no one is doing this type of work for the awards or to get a pat on the back, having that support and having others acknowledge that the work you do is important makes studying a difficult subject matter all the more worth it. Thank *you* Dr. Zielinski for your contribution to the field of child maltreatment!

Recent Member Publications

October 2015 - March 2016

- Garland, E. L., **Brown, S. M.**, & Howard, M. O. (2016). Thought suppression as a mediator of the association between depressed mood and prescription opioid craving among chronic pain patients. *Journal of Behavioral Medicine*, 39(1), 128-138.
- Langenderfer-Magruder, L., Walls, N. E., Whitfield, D. L., **Brown, S. M.**, & Barrett, C. M. (2016). Partner violence victimization among lesbian, gay, bisexual, transgender, and queer youth: Associations among risk factors. *Child and Adolescent Social Work Journal*, 33(1), 55-68.
- Garland, E. L., **Brown, S.**, & Howard, M. O. (2015). Traumatic experiences and reduced alcohol self-efficacy in alcohol dependent inpatients: Attentional and autonomic mediators. *Klinik Psikofarmakoloji Bulteni (Bulletin of Clinical Pharmacology)*, 25(4), 321-434.
- Barman-Adhikari, A., Bowen, E., Bender, K., **Brown, S.**, & Rice, E. (2016). A social capital approach to identifying correlates of perceived social support among homeless youth. In *Child & Youth Care Forum* (pp. 1-18). Springer US.
- Ogle, C. M.**, Rubin, D. C., & Siegler, I. C. (2016). Maladaptive trauma appraisals mediate the relation between attachment anxiety and PTSD symptom severity. *Psychological Trauma: Theory, Research, Practice, and Policy*. Advance online publication. <http://dx.doi.org/10.1037/tra0000112>
- Rubin, D. C., Deffler, S. A., **Ogle, C. M.**, Dowell, N. M., Graesser, A. C., & Beckham, J. C. (2016). Participant, rater, and computer measures of coherence in posttraumatic stress disorder. *Journal of Abnormal Psychology*, 125(1), 11.
- Wamser-Nanney, R.**, Scheeringa, M. S., & Weems, C. F. (2016). Early treatment response in children and adolescents receiving CBT for trauma. *Journal of Pediatric Psychology*, 41(1), 128-137.
- Howell, K. H., Barrett-Becker, E. P., Burnside, A. N., **Wamser-Nanney, R.**, Layne, C. M., & Kaplow, J. B. (2016). Children facing parental cancer versus parental death: The buffering effects of positive parenting and emotional expression. *Journal of Child and Family Studies*, 25(1), 152-164.
- Ros, R., Hernandez, J., Graziano, P. A., & **Bagner, D. M.** (2016). Parent training for children with or at risk for developmental delay: The role of parental homework completion. *Behavior Therapy*, 47(1), 1-13.
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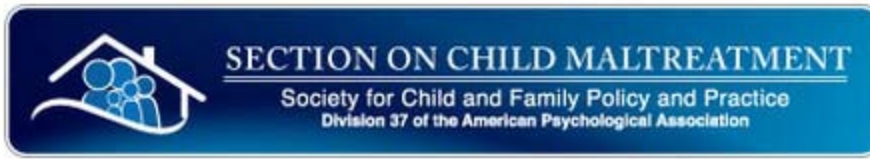
Margaret Stevenson received her PhD in social psychology from The University of Illinois at Chicago. Currently, she is Associate Professor of Psychology at the University of Evansville. Her research interests are aimed at improving the justice system for child victims and offenders through methodologically rigorous research, rooted in social psychological theory. In one branch of research, she examines jurors' perceptions of juvenile offenders who were abused as children. Dr. Stevenson previously served as a graduate student representative of Division 37 and as Membership Chair for the Section on Child Maltreatment. She also recently served as Division 37 MAL for Communications and Technology and helped facilitate the shift to the new APA Division 37 website.

Yoojin Chae, Ph.D.

Yoojin Chae is a tenure-track assistant professor in the Department of Human Development and Family Studies at Texas Tech University. Her research explores child maltreatment, developmental psychopathology, parent-child relationships, and children's memory and abilities to provide testimony about abuse-related events that were experienced or witnessed. She is devoted to utilizing the psychological science to support a fair and just legal system, create a better society, and serve the national goal of child protection.

Christin M. Ogle, Ph.D.

Christin Ogle received her PhD in Developmental Psychology from the University of California-Davis and completed postdoctoral training from the Center for the Study of Aging and Human Development, Duke University Medical Center and the Department of Psychology and Neuroscience at Duke University. Her research examines age-related changes in the impact of child maltreatment on autobiographical memory and psychological health across the lifespan. Dr. Ogle has held several leadership positions on multiple committees for Division 7 (Developmental Psychology) of the APA, including Chair of the Early Career Research Grant Committee and Member of the Dissertation Award Committee, in addition to serving as the Appointed Representative of Division 7 to the APA Committee on Women in Psychology.



MISSION STATEMENT

The Section on Child Maltreatment of the Division of Child, Youth, and Family Services supports and promotes scientific inquiry, training, professional practice, and advocacy in the area of child maltreatment.

PURPOSES

The purpose of the Section on Child Maltreatment is to promote the general objectives of the American Psychological Association and the Division of Child, Youth, and Family Services; to support and encourage the development of the scientific study of child maltreatment and of sound professional practice relevant to child maltreatment; to provide up-to-date information about maltreatment; to encourage networking across Divisions/Sections in the area of maltreatment; and to advance scientific inquiry, training, and professional practice in the area of child maltreatment as a means of promoting the well-being, health, and mental health of children, youth, and families.



Interested in joining the Division or have a friend who may be interested? Go to <http://www.apadivisions.org/division-37/sections/index.aspx> and click the *Online Application* link.