President’s Message
Making a Difference at the APA Convention

With the upcoming annual convention of the American Psychological Association (APA) in New Orleans from August 10 through 13, I want to focus on how Division 53 is contributing to the knowledge base on the well-being of children and adolescents through its APA programming. First, I want to share with you the process used for selection and creation of the program for the APA convention. Then, I will highlight how the scholars presenting at the convention are making a difference through research on children and families. Next, I will describe two programs relevant to training and funding that have a great impact on the field. Finally, I will conclude with comments on how your efforts in New Orleans can make a difference.

How the Program is Decided

Proposals are first invited from the APA membership at large, with December deadline. Applicants identify a primary division in which they would like their work to be considered. When Division 53 is identified as the primary division of interest, the proposal is reviewed anonymously by the program committee. The program committee consisted of Vicky Phares (2006 Program Chair), Yo Jackson (2007 Program Chair) and me. Vicky and Yo put in long hours making sure that the final program submitted to APA was of the highest quality and interest to our members. Vicky and Yo will also be working around the clock during the convention to ensure the program goes smoothly—including making sure distinguished invited speakers have water to drink. From the pool of 124 proposals, we could only accept 80 posters and seven symposia.

In addition to considering the proposals submitted through APA, the Division 53 program committee generated a list of scholars to provide invited addresses of interest to the Division 53 membership and APA’s membership. Three symposia will offer continuing education credits: a symposium co-chaired by Courtney Ferrell and Eve Moscicki, a symposium co-chaired by Michael Southam-Gerow and Joel Sherrill, and a symposium chaired by Stan Huey. Offering CE credits reflects our dedication to bridging the gap between clinical researchers and practitioners.

Honors and Awards

We will honor several scholars who have had a great impact in their fields. Terrie Moffitt, a professor at the Institute of Psychiatry, King’s College London and the Department of Psychology, University of Wisconsin, Madison, will receive the Division 53 Distinguished Research Contribution Award. Her award talk is entitled, “Interaction Between Measured Genes and Measured Environments: A Research Strategy.” Dr. Moffitt’s long and productive career has focused on the connections between nature and nurture in relation to the developmental psychopathology, with special attention to antisocial behaviors.

Division 53 will also honor early- and mid-career researchers. Joel Nigg from Michigan State has won the Distinguished Mid-Career Research Contribution Award from Division 53. Dr. Nigg’s work focuses largely on the developmental processes related to ADHD. The talk in honor of his award is entitled, “Mechanisms and Pathways in ADHD.” Sara Jaffee will receive the Distinguished Early-Career Research Contribution Award. Currently an assistant professor at the University of Pennsylvania, Dr. Jaffee has already shown herself to be a productive scholar making a strong impact on the field. Her award address is entitled, “Nature X Nurture: Gene–Environment Interplay and Children’s Conduct Problems.”

Addresses and Symposia

Suniya Luthar, professor of Psychology and Education at Columbia University, will provide an invited talk on new directions in her line of research: adjustment difficulties in children and adolescents in wealthy families. The title of her invited address is “Privileged but Pressured: Children of the Well-Educated and Wealthy.”

I will present a presidential address entitled, “The Best is Yet to Come: Advancing Research and Practice in Clinical Child and Adolescent Psychology.” I will highlight how the field is likely to continue to advance knowledge about clinical child and adolescent psychology as strides continue in the methodological and theoretical realms.

Receiving strong graduate training and federal funding for clinically relevant research with children and adolescents are also ways to make a difference. Relevant to this, Division 53 will offer two other symposia. Division 53 Student Representative Yasmin Rey and Division 53 Program Co-chair Yo Jackson will chair a symposium entitled, “Tips and Resources for Graduate Students From Diverse Backgrounds.” Yasmin’s article in this issue provides further details.

The symposium on federal funding for child and adolescent mental health issues promises to be relevant to both graduate students and faculty. Chaired by Cheryl A. Boyce from the National Institute of Mental Health, this symposium will focus on funding opportunities from a wide variety of federal funding agencies. Making a difference through research can begin with federal funding.

Reaching out to the Community’s Children

Not only can clinical child and adolescent psychologists make a differ-
InBalance is published three times each year by the Society of Clinical Child and Adolescent Psychology, Division 53, American Psychological Association.

Editor
Michael A. Southam-Gerow, Ph.D.
Department of Psychology
Virginia Commonwealth University
808 W. Franklin St.
Richmond, VA 23284-2018
masouthamger@vcu.edu

Associate Editor
Anna S. Lau, Ph.D.
Univ. of California–Los Angeles
Dept. of Psychology
Franz Hall
Los Angeles, CA 90095-1563

Webmaster
Matthew Nock, Ph.D.
Department of Psychology
William James Hall, 1280
Harvard University
33 Kirkland St.
Cambridge, MA 02138
nock@wjh.harvard.com

Listserve Manager
Mary Louise Cashell, Ph.D.
Department of Psychology
MC 6502
Southern Illinois University
Carbondale, IL 62901
APADiv53@hotmail.com

Executive Secretary
Marti Hagan
PO Box 170231
Atlanta, GA 30317
CCPDiv53@aol.com

Data Base Manager
Kris Morgan
2886 Umberland Drive
Atlanta, GA 30340
Kris@KMJAssociates.com

Newsletter Design, Editing, and Production
Firefly Communication & Design, LLC
Iowa City, Iowa
info@fireflyllc.com

Newsletter Deadline
Articles for the next newsletter are due by September 15, 2006. Please send your submission to newsletter editor Michael A. Southam-Gerow at masouthamger@vcu.edu.

Call For Nominations
Executive Committee Seeks Members to Provide Service

Division is regularly asked to nominate individuals for a variety of boards, task forces, and committees. Last year nominees for 16 APA committees, boards, and commissions were requested. The service areas ranged from APA Finance Committee and APA Ethics Committee to the Committee on International Relations in Psychology and the Committee for the Advancement of Professional Practice.

Within the Division, positions are regularly filled on committees and task forces. For example, there are more than a dozen Division 53 committees and task forces including the Task Force for Ethnic Minority Representation in Child and Adolescent Psychology and the Coalition for Psychology in Schools and Education. A full list is available upon request from Marti Hagan at CCPDiv53@aol.com.

To best represent the interests and goals of the Division, committed members should step forward and serve. The Executive Committee would appreciate individuals interested in such service to send an e-mail with their name and areas of interest to Marti Hagan, Division 53 Executive Secretary at CCPDiv53@aol.com.

Table of Contents:

President’s Message 1
News & Announcements 2
Student View 4
APA Preview 5
APA Convention 6
Divisions 53/54 Schedule 8
In Focus 9
Assessing Bipolar Disorder 10
Grants & Awards 11
Division 53 Board Members Named To APA Task Force

Division 53 Member at Large (Education & Standards) Michele Cooley, Ph.D., and Division 53 APA Program Co-Chair Yo Jackson, Ph.D. have been selected to serve on the APA Task Force, Resiliency and Strength in Black Children and Adolescents (RSBCA). They will represent Division 53 interests and report back to the Division at a later date in this newsletter.

Congratulations to Drs. Cooley and Jackson—selection to the APA Task Force is a great honor for them and for the Division.

Apply for Fellow Status

Fellow status is one of the highest honors the APA bestows, and the Division 53 Fellows represent a most distinguished group of clinical child and adolescent psychologists. To achieve Fellow status, individuals must be recognized by their peers as having made outstanding contributions to the discipline of clinical child and adolescent psychology, and their work must have had a national impact on the field.

There are many ways an individual can document such an impact: a continued and strong research record; service at the state or national level; the development of empirically validated treatments; service on editorial boards; or authoring influential chapters or textbooks in the field.

The Division is interested in having all of its deserving members earn Fellow status. The minimum qualifications are: membership in the Division and APA for at least one year; 10 years of experience subsequent to earning a doctoral degree; supporting letters from three APA Fellows (they need not be Fellows in Division 53), and a self statement identifying specific contributions to the field.

For more information on the requirements for Fellow status contact Catherine Lord at CELord@Umich.edu. For an application packet, contact Marti Hagan at CCPDiv53@aol.com.

Application deadline is November 15, 2006.

DePaul University’s Clinical Program
Wins Outstanding Training Program Award

The Society of Clinical Child and Adolescent Psychology (SCCAP) inaugurated its Annual Training Program award in 2005. We are pleased to announce the results of the 2006 award.

SCCAP offers awards to outstanding doctoral training program and predoctoral internship training program. The awards recognize programs with a demonstrated commitment to training in developmental psychopathology and the creation, evaluation, and practice of evidence-based treatments for psychopathology in childhood and adolescence.

There were a wealth of excellent applicants for this year award and the committee evaluating the nominees felt that all of the applicants were very strong.

Division 53’s Own Wins APA Award for Distinguished Contributions to Education and Training in Psychology

Michael C. Roberts, Ph.D., professor and the director of the clinical child psychology program at the University of Kansas, was named the co-awardee of the 2006 APA Award for Distinguished Contributions to Education and Training. He will be honored at the APA Meeting in New Orleans in August. Dr. Roberts’ dedication to education and training is obvious to Division 53 members as the training program he directs at the University of Kansas was named the Outstanding Training Program by D53 last year. We heartily congratulate Dr. Roberts!
I would like to introduce myself as the new graduate student representative for Division 53. My name is Yasmin Rey and I am a graduate student at Florida International University where I conduct research on anxiety disorders in children under the mentorship of Dr. Wendy Silverman, the Division’s president. As your student representative, my main responsibility is to serve as a link between the Division’s executive board and the graduate student population interested in clinical child and adolescent psychology. I also intend to focus particular energy on increasing cultural awareness among Division members and enhancing diversity among the student population. If you have questions or suggestions, please contact me at Yrey002@fiu.edu. I look forward to hearing from you.

In an initial effort to increase Division awareness about diversity issues, Dr. Yo Jackson and I have planned a symposium at the APA convention in New Orleans, entitled “Tips and Resources for Graduate Students from Diverse Backgrounds.” The symposium is scheduled for Thursday, August 10th at 8:00 a.m. at the Morial Convention Center, room 272. The following is a preview of the speakers and topics included in the symposium.

I will commence the symposium with a presentation on funding opportunities for minority psychology graduate students at the pre- and post-doctoral level entitled “Funding Opportunities for Minority Graduate Students.”

**NIMH/NIH Funding for Graduate Students**—Cheryl A. Boyce, Ph.D.

Dr. Boyce is the Associate Director for Pediatric Research Training and Career Development; and Chief of the Child Abuse and Neglect Program at the National Institute of Mental Health (NIMH), National Institute of Health (NIH), and Department of Health and Human Services. She is the project officer for numerous research projects and collaborates with Federal agencies, investigators, practitioners, and the public regarding issues in research training, career development, early childhood, health disparities, and socio-cultural issues.

**Mentoring and Barriers Encountered by Minority Students in Developing their Careers In Psychology**—Michelle Cooley, Ph.D.

Dr. Cooley is a professor at Johns Hopkins University and her research interests focus on preventing the effects of youth exposure to community violence. She is the chairperson for the division’s task force on ethnic minority clinical child and adolescent psychology, which focuses on advancing the education, training, practice, and science of clinical psychologists serving minority youth and families.

**Mentoring and Cross Cultural Sensitivity in Clinical Practice**—Yo Jackson, Ph.D.

Dr. Jackson is a licensed clinical child psychologist and professor of Psychology at the University of Kansas. Her research interests include trauma, resilience, and diversity issues in youth. She also teaches courses on child psychology, developmental psychopathology, child and family assessment, diversity issues in clinical psychology, and supervises clinical practicum.

Finally, Dr. Bertha Garrett Holloway, Director of the APA Office of Ethnic Minority Affairs will be the discussant.

As you can see, this symposium will provide graduate students from diverse backgrounds important information that can assist them in developing their academic and professional careers in psychology. Hope to see you there.

**Internships on Parade**

Friday, August 11, 2006
6 - 8 p.m.
Hilton New Orleans Riverside Hotel
Fountain Room

Meet clinical child, adolescent, and pediatric colleagues as well as internship postdoc training directors to discuss your training plans and options.
Join Us in the Big Easy
By Vicki Phares, Ph.D.

C onsistent with the New Orleans tradition of bringing high-quality jazz music to the community, one of Division 53’s main program themes at the APA Convention will be to bring high quality empirical scholarship to clinicians practicing in their community. The program committee (President Wendy Silverman, Ph.D., Chair Vicky Phares, Ph.D., and Co-Chair Yo Jackson, Ph.D.) selected an array of symposia of interest to researchers and clinicians alike. A number of the symposia have been approved for continuing education (CE) credit by APA—another indication of the relevance to real-world clinicians.

The first CE credit-approved symposium is Thursday morning, August 10, at 11:00 a.m. and will focus on translating pediatric anxiety treatments from the clinic to the real-world. Co-chairs Courtney Ferrell, Ph.D. and Eve Moscicki, Ph.D. have pulled together a panel of clinical scientists who will be presenting cutting edge work on evidence-based anxiety treatments in schools and in the community.

Immediately following that symposium, Michael Southam-Gerow, Ph.D. will step away from his newsletter editorial duties to co-chair a symposium with Joel Sherrill, Ph.D. on implementing child and adolescent mental health research in the community. This symposium is also CE credit-approved, and promises to enlighten clinicians and clinical scientists with presentations on multisystemic therapy, evidence-based treatments for sexually assaulted youth, and the use of evidence-based treatments in practice settings.

One of the most intriguing hours at the convention promises to be the discussion hour organized by Past President Stephen Shirk, Ph.D., where clinicians will discuss issues related to implementing evidence-based treatment with patients and clients in the real world. This event will be held Friday morning, August 11, from 8:00-8:50. With a title like “Got Therapy?,” this discussion hour promises to be as refreshing as a cool beverage (perhaps milk or something that is served at O’Briens Pub in the French Quarter).

The final symposium approved for CE credits will be held on Friday afternoon, August 11, from 4:00-5:50. Stan Huey, Ph.D. organized a powerful symposium that addresses psychotherapy with ethnic minority youth. Evidence-based treatment will be discussed in relation to children and adolescents from a variety of diverse communities.

Other symposia are equally relevant to both clinicians and clinical scientists. Last year’s Early Career Award honoree, Eric Youngstrom, Ph.D., has organized an interesting and relevant symposium on evidence-based assessment. John Curry, Ph.D. has pulled together a symposium on the cognitive-behavioral treatment of adolescent depression, and Catherine Lesesne, Ph.D., MPH, will be chairing a symposium on ADHD in the Latino community.

Please join us for Dr. Wendy Silverman’s Presidential Address on Thursday afternoon, August 10 at 3:00, the Awards Ceremony and Business meeting at 4:00, and Internships on Parade on Friday evening from 6:00-8:00, which is held jointly with Division 54 (the Society for Pediatric Psychology). Students are especially encouraged to attend these events because there is a strong likelihood that they will be mingling with scholars and clinicians who wrote something that was required reading for a recent class.

Please consider taking part in some of the socially-conscious activities that APA has organized in reaction to the devastation of Hurricane Katrina. Whether you can spare some time volunteering with the Habitat for Humanity project on Wednesday, August 9 or whether you bring school supplies and drop them off in the Convention Center for distribution to school children in New Orleans, or you just decide to attend the convention so that you can help bring tourism dollars back to this devastated region—your efforts will be appreciated.

Like the jazz musicians that have made New Orleans famous, clinical child psychologists can surely impact their world by putting their heart and soul into community action. See you in the Big Easy.

APA Division 47
Exercise and Sport Psychology

Presents

The 28th Annual
Running Psychologists’
APA 5K

Ray’s Race and Walk
Saturday, August 12, 2006

The annual race and walk at the 2006 New Orleans APA Convention will be held at 7 a.m., Saturday morning, August 12, in Audubon Park approximately four miles from the hotels. Buses will be provided at the major hotels to take participants to and from the race. Maps and information will be available at Division Services at the convention.

Awards will be given to the overall men’s and women’s winners and to the top three finishers in each age group.

Pre-registration deadline is July 31. Entry fee for pre-registered runners is $20, which includes a commemorative t-shirt, raffle chances, and post-race refreshments. The registration fee past July 31 is $25.

Pre-registration fee for students is $10 and convention/day-of-race student registration is $14. Pre-registration is strongly encouraged.

You may pick up your race number, shirt, and other information at the APA Division Services booth in the main convention area beginning Thursday morning of the convention or at the annual business meeting of the Running Psychologists, Friday, Aug. 11, 8:00 a.m.

More information, including a registration form, can be found online at: www.apa.org/about/division/race06reg.pdf
<table>
<thead>
<tr>
<th>TIME</th>
<th>Thursday, August 10, 2006</th>
<th></th>
<th>Thursday, August 10, 2006</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8–9 am</td>
<td>Symposium: Tips and Resources for Graduate Students from Diverse Backgrounds Co-chairs: Yasmine Rey, MA and Yo Jackson, PhD Meeting Room 272</td>
<td>Symposium: Adolescents with HIV/AIDS–Understanding and Managing their Unique Psychosocial Issues Chair: Lisa A. Orban, PhD Meeting Room 240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9–10 am</td>
<td>Invited Address: Nature x Nurture: Genetic Environment Interplay and Children's Conduct Problems Early Career Award Sara Jaffe, PhD Meeting Rm 238/239</td>
<td>Discussion: Developing Resources for Pediatric Psychology Programs Chair: Dennis Drotar, PhD Meeting Room 226</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10–11 am</td>
<td>Symposium: Translating Pediatric Anxiety Treatments from the Clinic to Real-World Settings Co-chairs: Courtney Ferrell, PhD/ Eve Moscicki, MPH Meeting Room 244</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 am–12 pm</td>
<td>Symposium: Implementation and Outcomes in Child-Adolescent Community Mental Health Research Co-chairs: Michael Southam-Gerow, PhD and Joel Sherrill, PhD Meeting Room 244</td>
<td>Paper Session: Practitioner's Guide to Reducing Anxiety in Young Children and Neurodevelopment and Educational Outcomes for Children With Cancer: Third-Year Follow-Up Authors: Stephen B. Olsen, PhD/ Brandon Briery, PhD Meeting Room 244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1–2 pm</td>
<td>Presidential Address: The Best is Yet to Come: Advancing Research and Practice in Clinical Child and Adolescent Psychology Wendy K. Silverman, PhD New Orleans Marriott La Galeries 3</td>
<td>Symposium: Addressing Culture in Pediatric Interventions for African American Youth and their Families Chair: Lami Barakat, PhD Meeting Room 253</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2–3 pm</td>
<td>Business Meeting New Orleans Marriott La Galeries 3</td>
<td></td>
<td>2–3 pm</td>
<td>Discussion: Practical Guide to Federal Funding for Child-Adolescent Mental Health Chair: Cheryl Boyce, PhD Hilton New Orleans Riverside Hotel Grand Ballroom D</td>
</tr>
<tr>
<td>3–4 pm</td>
<td></td>
<td></td>
<td>3–4 pm</td>
<td></td>
</tr>
<tr>
<td>4–5 pm</td>
<td></td>
<td></td>
<td>4–5 pm</td>
<td>Invited Panel Discussion: Ethical Implications of Evidence-Based Treatments for Practice Chair: Gerald Koocher, PhD Meeting Room 146B</td>
</tr>
<tr>
<td>5–6 pm</td>
<td></td>
<td></td>
<td>6–8 pm</td>
<td>Social Hour: Internships on Parade Hilton New Orleans Riverside Hotel Fountain Room</td>
</tr>
<tr>
<td>6–7 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Programming in New Orleans

## TIME | Saturday, August 12, 2006
---|---
** Division 53** | ** Division 54**
8–9 am | Executive Committee Meeting
New Orleans Marriott
Mardi Gras Ballroom B

9–10 am | Student Discussion Hour: Steps in Graduate School to Prepare for your Future
Chairs: Katie Devine, BS, Sharon Berry, PhD, and Lindsey Cohen, PhD
Meeting Room 350

10–11 am | Invited Address: Privileged but Pressured: Children of the Well-Educated and Wealthy
Suniya S. Luthar, PhD
Meeting Room 271

11 am – 12 pm | Symposium: Strategies for Using Evidence-Based Assessment Effectively Across Clinical Settings
Chair: Eric Youngstrom, PhD
Meeting Room 206

12–1 pm | Invited Address: Mechanisms and Pathways in ADHD Mid-Career Award
Joel T. Nigg, PhD
Meeting Room 334

2–3 pm | Poster Session: Children’s Internalizing Problems, Parenting, Stress, and Coping
Halls E & F

3–5 pm | Committee Meeting: Journal of Pediatric Psychology Editorial Board
Chair: Ronald Brown, PhD
Hilton New Orleans Riverside Hotel
Newberry Room

5–6 pm | Committee Meeting: Journal of Pediatric Psychology Editorial Board
Chair: Ronald Brown, PhD
Hilton New Orleans Riverside Hotel
Newberry Room

## TIME | Sunday, August 13, 2006
---|---
** Division 53** | ** Division 54**
9–11 am | Symposium: How Can Recent Research Guide CBT for Adolescent Depression?
Chair: John Curry, PhD
Meeting Room 245

11 am – 1 pm | Symposium: Attention-Deficit/Hyperactivity Disorder Diagnosis, Treatment, and Service Utilization among Latino Youth
Chair: Catherine Lesesne, PhD, MPH
Meeting Room 345

All sessions take place in the Morial Convention Center unless otherwise indicated.
At present, pediatric bipolar disorder is one of the most trendy and controversial diagnoses in child mental health. This column briefly reviews some of the evidence and provides practical and evidence-based recommendations for assessing bipolar disorder. The recommendations strike a balance between being open to the possibility of encountering bipolar disorder in youths, but also being skeptical of overdiagnosis and relying on data to inform decisions whenever possible.

Reasons to Be Cautious when Diagnosing Bipolar Disorder in Children and Adolescents

There are important reasons to be conservative about diagnosing a youth with bipolar disorder— (a) bipolar disorder is a recurrent illness that currently has no cure, implying life-long monitoring and treatment, (b) potential stigmatization, (c) bipolar is likely to be rare relative to other diagnoses that can resemble it in most clinical settings.

Diagnostic errors are especially worrisome when considering pediatric bipolar disorder, because practice guidelines recommend that front-line treatment involve the use of mood-stabilizers or atypical antipsychotic medications. On the other hand, failing to recognize bipolar disorder when it is present most commonly will result in clinicians offering well-intentioned treatments for a different condition, such as stimulants or antidepressants, which at best are ineffective with bipolar disorder and at worst might worsen the mood states or course of illness.

1) Be open to making the diagnosis
Families are best served by a perspective that acknowledges that bipolar disorder is uncommon but possible in youths. If a clinician assumes that bipolar disorder cannot occur in youths, then careful evaluation will not occur, and the clinician is guaranteed to misdiagnose all of the instances where it actually occurred. From a historical point of view, it is instructive to remember that conventional wisdom used to hold that unipolar depression “could not” occur in youths and that adults virtually always “grew out” of ADHD. Bipolar disorder is one of the most heritable major mental illnesses, and the genes conveying risk will be present from the moment of conception. The issues mental health professionals must confront are how early it is possible for adverse environments to lead to the expression of these genes in ways that we would consider a “mood disorder,” and also what can be done to facilitate early and accurate detection and intervention.

2) Adopt an actuarial approach to assessment
It is difficult to strike the right balance between being open to the diagnosis but also recognizing that it is rare. “Evidence based medicine” provide a framework for using assessment data consistently and accurately to arrive at risk estimates for individual cases. These techniques have been developed in detail for use with pediatric bipolar disorder.

3) Identify a reasonable rate of risk
Getting a sense of how frequently one will encounter bipolar disorder in her or his clinical practice is a crucial piece of information. Bipolar spectrum disorder (including bipolar II, bipolar NOS, and cyclothymia) probably has an incidence of 1 in 20 (5 percent) in many outpatient clinics, versus 1 in 200 in public schools.

4) Gather a detailed family history
Because bipolar disorder is highly heritable, family history can help identify youths at increased risk. Mood disorder in first degree relatives (e.g., biological mother, biological father, or full siblings) is most useful. A bipolar history in a first-degree relative increases risk by a factor of 5. This is a major red flag, and should trigger more thorough assessment; but at the same time it should be remembered that the majority of youths with family history of bipolar disorder will not have bipolar illness themselves.

5) Work to involve the parent (or someone even more familiar with the child) during assessment
Contrary to conventional wisdom that self report is the preferred source of information about mood disorder, it appears crucial to involve a familiar collateral informant whenever there is a question of mania. First, mania, by its nature, involves a lack of insight into one’s behavior and its impact on people. Parents have consistently proven to be more valid reporters of manic symptoms than both teenagers and teachers. Even when parents are report-
ing much higher levels of concern than youths or teachers, their opinion should not be discounted: more evaluation may be needed. Parents are not 100 percent accurate, but the data across a variety of measures indicate that they will often be the most valid source of information about bipolar disorder10.

6) Be prepared to change checklists

Extensive research shows that youths with bipolar disorder score high on several scales from the Achenbach Child Behavior Checklist12. Low parent CBCL Externalizing scores effectively rule out a bipolar diagnosis in most clinical settings10. However, high CBCL scores are ambiguous, as many different clinical concerns could cause them13. If a youth has a family history of bipolar disorder, or if the CBCL Externalizing score is high, then the best strategy is to use a specialized measure of manic symptoms instead of the CBCL.

7) Look for spontaneous changes in typical mood and energy

Mania is about change from typical functioning; ADHD and other “look alike” conditions involve more constant, chronic presentations that do not have an episodic quality to them.

8) Look for “handle” symptoms that are more specific to mania

Elation, grandiosity, decreased need for sleep (as opposed to difficulty falling asleep), episodic pressured speech (as opposed to usually being talkative), or hypersexuality all appear to be fairly common in cases with pediatric bipolar disorder14, but relatively rare in other conditions. They help to get a “handle” on whether bipolar disorder is present even though they might not be the biggest problems in terms of functional impairment.

9) Extend the time window of assessment

Single-session assessment models do not work well when confronting bipolar disorder. Behavioral snapshots cannot provide adequate clues about developmental context, nor about mood and energy fluctuations. Instead, a thorough developmental history is needed, including careful discussion of potential changes in mood and energy15. Brief mood and energy “check ups” should also provide information about fluctuation and also treatment response. Prospective life charting provides an inexpensive and often feasible method of gathering daily data over the course of treatment. Examples are available at www.bipolarnews.org/Parent%20Life%20Charting.htm

10) Measure what matters – mood and energy for diagnosis, and aggression or positive attributes for outcomes

Adequate assessment of bipolar disorder requires more attention to mood and energy measures than usually is contained in a standard battery of behavior problem checklists. At the same time, it is also vital to include quality of life and other positive aspects of functioning in the treatment goals and outcome evaluation. Good treatment “accentuates the positive” versus just trying to “eliminate the negative” of symptom problems.

11) Be a critical consumer of the literature.

There are differences in the definitions of bipolar disorder used by different research groups and clinicians (e.g., “broad” versus “narrow” phenotype)16 that have implications in terms of treatment results17. Some definitions are so broad that they include many youths unlikely to share the same genetic risk factors or underlying processes, making differences in course and treatment outcome inevitable.

12) Keep reading

Pediatric bipolar disorder is a rapidly evolving area of clinical practice! Recommendations will change rapidly in the next several years as multiple groups publish findings about phenomenology, assessment, treatment, and long term outcomes (8). Basic principles of evidence based medicine, such as looking to the research literature to select the most effective assessment and treatment strategies, remain excellent guidelines for improving the quality of care we offer to families.
Faculty Programs and Awards

Research Awards

SCCAP will award two research awards. The awards will be given to a college or university faculty member whose research exemplifies the mission of Division 53.

The Early-career Research Award will be given to an individual in academia below the rank of associate professor at the time of nomination.

The Mid-career Research Award will be given to an individual in academia at the rank of associate professor at the time of nomination.

Both award recipients will receive $750 to help pay the cost of travel to the next APA meeting. Award winners will be invited to give an award address and to receive their award during that meeting. These awards are in addition to the existing SCCAP Distinguished Research Contribution Award, which ordinarily goes to senior faculty.

Nomination Process

Persons who wish to nominate an individual for one of the faculty research awards should submit the following: (a) letter of nomination and (b) a biosketch or curriculum vitae of the nominee. Please include the nominee’s name and a description of his or her major contributions to research on child and adolescent psychopathology, assessment, prevention, or treatment. Please include the nominee’s name in the header of all pages. Nomination letters are limited to 2,500 words. No set outline is required but the submission should provide sufficient details so that the nominee’s contributions can be evaluated by the review committee. Nominees must be Division 53 members in good standing.

How to apply

Applicants must submit the following: (a) a personal statement describing career goals and outlining mentorship needs, and (b) a bio sketch or curriculum vitae. Please include your name and the phrase “Faculty Mentoring Program” in the header of all pages. Personal statements are limited to 2,500 words. The format of NIH’s K-award Candidate section provides a good model at http://grants.nih.gov/grants/funding/phs398/section_4.html.

Research Training Grants

Graduate Students

Doctoral students enrolled in APA-approved clinical psychology training programs who plan academic careers focused on child and adolescent mental health are encouraged to apply for one grant to fund empirical studies conducted by the graduate student on methods of assessment, prevention, or treatment, or on issues related to the psychopathology of children or adolescents. Studies that address issues related to poverty, race, or culture are especially welcome. The supported studies would ordinarily be thesis or dissertation studies, but need not be. Up to two grants to pre-doctoral graduate students ($2,500 total costs each) will be awarded in 2007, depending on number of applications with high merit.

Postdoc Fellows

Postdoctoral fellows who plan academic careers focused on child and adolescent mental health are encouraged to apply for one grant to fund empirical studies conducted by the postdoctoral fellow on methods of assessment, prevention, or treatment, or on issues related to the psychopathology of children or adolescents. Studies that address issues related to poverty, race, or culture are especially welcome. One grant ($5,000) to a post-doctoral fellow is available in 2007.

How to apply:

Applicants must submit the following: (a) proposal, (b) an itemized budget, and (c) a biosketch or curriculum vitae. Please include the PI’s name and the title, “Research Training Grant Application,” in the header of all pages. Proposals are limited to 2,500 words. All applicants must be Division 53 members in good standing. In any publications resulting from this grant, grantees are requested to acknowledge the Society of Clinical Child and Adolescent Psychology (APA Division 53).
Notice to Members—Missing your journal?

If you experience an interruption in your publication service, it may be because you haven’t paid your dues. It is Division 53 policy that all members who have not paid their dues by 3/31/06 will be purged from the Division’s membership rolls and the list of JCCAP recipients. This action follows the second notice of past due dues mailed to members in early January. Members whose payments are received on or after 4/1/06 but before the final dues deadline on 6/30/06 will have their membership and publication service reinstated. If you have not yet paid dues, please do so today!

If you have questions regarding the status of your 2006 membership dues payment, please contact Division 53 Database Manager Kris Morgan at kris@kmjassociates.com.

---

Society of Clinical Child and Adolescent Psychology
Division 53, American Psychological Association

### 2006 Membership Application Form

- **Name_________________________**
- **Address_________________________**
- **City, State_________________________**
- **Province, Country_________________________**
- **Zip or Postal Code_________________________**
- **Office telephone_________________________**
- **Home telephone_________________________**
- **E-mail address_________________________**
- **Fax number_________________________**

- [ ] New Membership
- [ ] Renewal

### Listservs
- [ ] Add me to the General listserv (D53 discussion forum)
- [ ] Add me to the Announce-Only listserv (bulletins only, no reply feature)

### Students only
- **Degree expected_________Year expected___________**
- **Field of study_________________________**
- **Institution_________________________**
- **Major advisor_________________________**

Return this form with payment to:

Richard Abidin, EdD, Treasurer
SCCAP
PO Box 170231
Atlanta, GA 30317

---

### Category (Check one box)   Rate

- [ ] Full member (not student or foreign affiliate)   $40.00
  - of American Psychological Association
  - APA Membership No._________________________
- [ ] Associate Member (non-APA member or allied professional at or below doctoral level), confers same benefits of membership   $40.00
- [ ] Foreign affiliate member (except Canada)   $45.00
- [ ] Student affiliate member of APA or actively enrolled psychology student (undergraduate, graduate, or post-doctoral training)   $20.00
  - Faculty Advisor’s Signature

### Payment Method

- [ ] Check enclosed
- [ ] Money Order
- [ ] Visa
- [ ] Master Card
- [ ] Discover
- [ ] American Exp.

- **Name on Card_________________________**
- **Card Number_________________________**
- **Exp. Date_________________________**
- **Signature_________________________**

$_______TOTAL U.S. FUNDS
(Checks made payable to SCCAP)

---

**Thank you for supporting Division 53**

---

**Doctoral Students: Receiving your PhD in 2006?**

*InBalance* publishes the names of Division 53’s student members who are receiving their doctoral degree in 2006. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to the newsletter editor, Michael A. Southam-Gerow at masouthamger@vcu.edu.

---

The list will be published in the Fall issue. Submissions in advance of the deadline are encouraged. The deadline is Sept. 15, 2006

---

---

---
President
Wendy K. Silverman, Ph.D.
Florida International University
Child and Family Psychosocial Research Center
University Park
Miami, FL 33199
silverw@fiu.edu

Past President
Stephen Shirk, Ph.D.
Department of Psychology
Child Study Center
University of Denver
Denver, CO 80208
sshirk@du.edu

President Elect
Elizabeth McCauley, Ph.D.
University of Washington/CHRMC
Child Psychiatry
Children’s Hospital and Regional Medical Center
4800 Sand Point Way NE
Seattle, WA 98105
eliz@u.washington.edu

Secretary (2004-2006)
Anne Marie Albano, Ph.D.
Columbia University
Division of Child and Adolescent Psychiatry
1051 Riverside Drive, Unit 74
New York, NY 10032-2626
albanoa@childpsych.columbia.edu

Treasurer (2003-2008)
Richard Abidin, Ed.D.
Curry Program in Clinical and School Psychology
405 Emmet St., Ruffner Hall
Charlottesville, VA 22903-2495
RRA@Virginia.edu

Member at Large, Scientific and Professional Affairs (2005-2007)
Robert McMahon, Ph.D.
University of Washington
Department of Psychology
Box 351525
Seattle, WA 98195-1525
mcmahon@u.washington.edu

Member at Large, Education and Standards (2006-2008)
Michele Cooley, Ph.D.
Johns Hopkins University
624 North Broadway, 8th Floor
Baltimore, MD 21205-1900
Mcooley@JHSPH.edu

Member at Large, Membership and Practice (2004-2006)
Mitchell J. Prinstein, Ph.D.
Department of Psychology
University of North Carolina-Chapel Hill
Davie Hall CB 3270
Chapel Hill, NC 27599-3270
mitch.prinstein@unc.edu

Cheryl King, Ph.D.
Departments of Psychiatry
University of Michigan
1500 E. Medical Center Drive
Ann Arbor, MI 48109
kingca@umich.edu

APA Council Representative (2005-2007)
William E. Pelham, Jr., Ph.D.
State University of New York, Buffalo Center for Children & Families
318 Diefendorf Hall
Buffalo, NY 14214
dw22@acsu.buffalo.edu

Student Representative
Yasmin Rey, M.A.
3504 NW 4 Street
Miami, FL 33125
Yasminyas359@Aol.com

Journal Editor (2002-2006)
Wendy K. Silverman, Ph.D.
Florida International University
Child and Family Psychosocial Research Center
University Park
Miami, FL 33199
silverw@fiu.edu

Newsletter Editor (2004-2006)
Michael A. Southam-Gerow, Ph.D.
Department of Psychology
Virginia Commonwealth University
808 W. Franklin St.
Richmond, VA 23284-2018
masouthamger@vcu.edu

2006 APA Convention Program Co-Chairs
Vicky Phares, Ph.D.
Psychology Department
University of South Florida
ACD 4118G, 4202 E. Fowler Ave.
Tampa, FL 33620-8200
phares@luna.cas.usf.edu

Yo Kaye Jackson, Ph.D.
Clinical Child Psychology Program
University of Kansas
1000 Sunnyside Avenue, Room 201
Lawrence, KS 66045
Yjackson@KU.edu

Non-Profit Organization
U.S. Postage
PAID
Cedar Rapids, IA
Permit No. 174