



THE CONSULTANT

SPRING 2020

Lauren Maltby, CAPSAC President

Special points of interest:

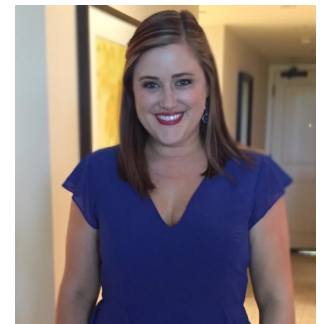
- COVID 19- Well Being Resources
- Graduate Research Awardee
- 2020 CAPSAC Awards- Call for Nominations

CAPSAC is pleased to introduce our new President, Lauren Maltby. Lauren has been working in the field of child maltreatment for over 12 years, first as a clinician and now as a forensic evaluator and expert witness.

Lauren is a board-certified child and adolescent psychologist who completed her predoctoral internship training at the UC Davis Children’s Hospital, in the Child & Adolescent Abuse, Resource & Evaluation (CAARE) Center, which focused on evidence-based interventions with child maltreatment survivors. Her postdoctoral training was

completed at Harbor-UCLA Medical Center, with an emphasis in infant and early childhood interventions for families involved with child welfare.

Lauren currently works at Harbor-UCLA K.I.D.S. Hub as the Supervising Forensic Psychologist, where she conducts and trains forensic interviewers, and conducts local and state-wide training in the use of evidence-based forensic interview protocols. She is also an assistant clinical professor in the department of pediatrics, and trains residents in the



Lauren Maltby

early identification of developmental delays, and signs of early abuse and/or neglect in a primary care setting.

Lauren has been a member of the CAPSAC Board of Directors since 2017. CAPSAC is fortunate to have Lauren’s enthusiasm, energy and dedication in her new role as President.

CAPSAC President’s Message

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We are in the midst of an unprecedented experience; though global pandemics have occurred sporadically throughout history, this is the first time one has occurred in the age of technology. While that technology is vital for keeping us connected to each other while we stay apart, it is also a source of additional expectations (online/

distance learning education; telecommuting for work; seeing clients remotely).

Many of us as clinicians are preparing for, or already seeing, the onslaught of mental health symptoms either made worse by isolation or resulting from the chronic stress and repeated exposures to traumatic situations, such as in healthcare

providers. As we begin to address the emotional needs of our community, I want you to know: there is no script for this. It is OK to not know how to do it, to fumble with technology, to be less productive, to have less space for others. You will find the emotional space again, I promise.

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CAPSAC President's Message (continued)

CAPSAC is no stranger to moving through uncharted waters. This organization was originally founded in 1986 as a growing number of professionals began to recognize the silent epidemic of child sexual abuse.

Those founding members knew that we needed to work together if we wanted to navigate our way to a better future for our children. I have no doubt that we will succeed as a community of

professionals again as we face the challenges posed by COVID-19.

Dr. Lynette Lau has contributed an excellent piece on self-care and resources for this difficult time, and we would all do well to heed the recommendations we often make to others.

But the most important self-care strategy during this time, in my opinion, is not one that is easily put onto a list, and it is this: ***lower your expectations and be gracious with yourself.*** There is no script for this.



We are writing it as we go, and all great stories have tension. We will get through this, as will our children, and we will write a better, yet to be discovered ending, together.

—Lauren Maltby

There is No Script for This

by Dr. Lynette Lau

March 2020 has been the longest year.

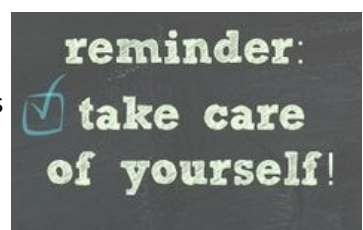
Ever since the COVID-19 outbreak was declared a pandemic by the World Health Organization on March 11th and a United States national emergency on March 13th, the world has seen significant changes in how we go about daily life. From initial recommendations to observe social distancing to the issuance of official Stay At Home orders, an estimated 80% of the American population came under some form of lockdown as of April 1st.

As mental health clinicians, many of us likely find ourselves in the position of caring for others and holding onto to a lot of emotions for others – right during a time when we may be experiencing a lot of emotions of our own.

Given there are so many things competing for everyone's attention at this time, the following is a short list of reminders for getting through this pandemic as a mental health clinician, along with potential resources to explore. These resources are based on personal experience and anecdotal support from my colleagues. I have no vested interest in any of these resources, nor do I expect all of them to be effective for everybody!

Take Care of Yourself Physically

As mental health providers, I am sure we are all familiar with how stress can affect individuals – stress releases hormones that can interfere with our appetites, causing us to not feel hungry or overeat, as well as increasing our craving for foods that are high in fat, sugar, or both. Stress can also interfere with our ability to focus and make rational decisions, and this can get compounded if we aren't getting the right amount of sleep. In contrast, exercising and moving our bodies can provide much-needed stimulation to our sensory systems and produce hormones that boost our mood. To make sure you're eating and hydrating properly, sleeping just enough (i.e., 7-9 hours for most adults), and ideally getting some exercise daily,



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here are some free or low-cost resources to help you in these areas:

- ◆ **Nutrition Tracking Resources:** Track your meals (and exercise) for free online or via a phone app with MyFitnessPal or SparkPeople. Phone apps like Bitesnap also simplify meal tracking by estimating nutrients and calories based on a photograph of your meal.
- ◆ **Sleep Resources:** Check out the National Sleep Foundation's tips for promoting sleep during the pandemic (<https://www.sleepfoundation.org/sleep-guidelines-covid-19-isolation>) and their recommendations for sleep in general (<https://www.sleepfoundation.org/articles/how-much-sleep-do-we-really-need>).
- ◆ **Exercise Resources:** Core Power Yoga (<https://www.corepoweryogaondemand.com/keep-up-your-practice>) is offering free, pre-recorded online yoga classes ranging from 30 to 60 minutes long, in addition to guided breathing practices and meditations. Gold's Gym (<http://goldsamp.com/promo>; use code FIT60 by April 30th for free access through May 31st) has audio and video workouts on their Gold's Amp app. Planet Fitness (<https://www.facebook.com/planetfitness>) leads a free online exercise class via Facebook Live daily at 4pm PT; if you miss the live class, you can also catch up on their YouTube channel (<https://www.youtube.com/planetfitness>).



Be Mindful

Pay attention to your thoughts, honor your feelings, and use your coping skills to keep stressed thoughts and feelings at a manageable level. Feelings that may be particularly salient or close to the surface during this period include anxiety over what may happen and fear of infection; grief for the death of loved ones, lost plans and the loss of daily life as we knew it; or exhaustion due to hypervigilance and constant adjustment to an everchanging situation. In addition to your regular toolbox of coping strategies, check out the following resources to support your psychological and emotional well-being:



- ◆ **Mindfulness Meditation Resources:** Healthcare providers may now register for free access on Ten Percent Happier (<https://www.tenpercent.com/care>) and Headspace for Healthcare Professionals (<https://www.headspace.com/health-covid-19>; free through the end of December 2020). Calm (<https://www.calm.com/blog/take-a-deep-breath>) has curated free resources for the general public, and Simple Habits is offering free accounts (<https://www.simplehabit.com/>; free through the end of April 2020) with meditation plans and collections designed specifically for stress and anxiety related to COVID-19.
- ◆ **Free phone apps:** Clear Fear (<https://www.clearfear.co.uk/>) is a simple phone app that provides psychoeducation on anxiety, strategies for managing anxiety, and a handy journal for keeping track of one's mood. Woebot (<https://woebot.io/>) is an interactive phone app that engages you in short conversations to support positive mood and stress management.
- ◆ **Reflective Practice:** Consider engaging a Reflective Practice Facilitator or joining a Reflective Practice Supervision Group to supplement your individual coping and your insight as a mental health clinician.

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Find some normalcy by sticking to routines.

Routines not only help support our circadian rhythms to regulate our sleeping patterns and eating habits, they work wonderfully for providing structure to contain emotional and/or psychological distress during time of uncertainty. Keeping some form of a loosely structured routine will help anchor your days while still allowing for on-the-spur activities to support your well-being or honor your feelings.

Make use of technology to help you stay connected with others.

It has never been more important while at the same time difficult to stay connected to your family, friends, and social support network. Despite the growing pains experienced by some of my friends, the increased interest in and use of technology has allowed me to re-engage some of my friendships that I have neglected in the busyness of pre-COVID-19 life. Additionally, use of video conferencing technology has provided a whole new world of insight as I get a glimpse of my clients' home environments. Of note, learning the ins and outs of technology is particularly important if you are going to telecommute or use video-conferencing technology to provide mental health services from a distance, so that we don't inadvertently endanger PII/PHI.



- ◆ **Free Video-conferencing Services for Staying Connected with Friends and Family:** Facebook Messenger, Google Hangouts, WhatsApp, Skype
- ◆ **HIPAA Compliant Video-conferencing Services:** SimplePractice, Doximity, Zoom for Healthcare, Webex
- ◆ **Telepsychology Best Practice 101 Series by Marlene Mahew:** The American Psychological Association is currently offering this series of four 2-hour webinars on best practices in telepsychology for free. Register online for this series here: <https://apa.content.online/catalog/product.xhtml?eid=15132&eid=1921>

Release your expectations and find your balance.

There have been a series of memes about making the most of this time and being productive while sheltering in place at home. While some may find solace in launching themselves into activity, it is also equally important to allow ourselves to take breaks to acknowledge and honor whatever feelings may arise during this pandemic. Practice self-kindness by releasing your expectations of how you should be coping and responding during this global pandemic.



The above list is only one of many lists available to support mental health clinicians through this unprecedented global crisis. It is my hope that something on this list helps someone else through this pandemic and that we see the light at the end of the tunnel soon. Until then, wash your hands, keep your physical distance, look for the helpers, and remember: there is no right or wrong way to get through a global pandemic; ***there is no script for this.***



Why Self–Love & Connectedness Matters: Enhancing Positive Outcomes among Transition-Age Youth

by *Mayra K Cazares, MSW, PhD student at the University of California, Berkeley, School of Social Welfare*

Mayra is the winner of the CAPSAC Paul Crissey Award for Outstanding Graduate Student Research. She was presented with the award, which included a grant of \$750 and a one-year paid APSAC membership, at the Joint Reception of CAPSAC, APSAC, YAPSAC, AVA, NCAN, and ISPCAN held January 26, 2020 at the 35th Annual San Diego International Conference on Child and Family Maltreatment



Mayra K Cazares presented with her award

Transition-age youth (TAY), or youth aging out of foster care, are among the most vulnerable young adults in our society. According to Child Trends (2017), there were nearly 119,000 TAY in foster care in 2015. Extensive research on the outcomes of this population demonstrate that they are at increased risk for homelessness, victimization, incarceration, unemployment, early pregnancy, poverty, and mental health problems (Courtney & Hughes Hearing, 2005). These outcomes are not surprising and reflect the long-term effects of their experiences with childhood trauma and maltreatment (Courtney, Skyles, et al., 2005) and their loss of a stable and permanent family system that might buffer them from increased risks (Samuels & Pryce, 2008).

According to the federal Adoption and Foster Care Analysis Reporting Systems (AFCARS, 2015), foster care entry reasons for transition-age youth in foster care include neglect, physical abuse, sexual abuse, child behavior problem, caregiver inability to cope, parental substance abuse, child substance abuse, and inadequate housing. These foster care entry reasons have implications for the development of these youths' identities and their subsequent relationships with adults. Although the child welfare system is concerned with ameliorating the negative outcomes of youth with a history in foster care, it has not formally considered how their histories of maltreatment may negatively impact youths' perceptions of self and their subsequent relationships with adults.

“...many of these youth find it challenging to develop a positive sense of self as they enter early adulthood.”

The theory of attachment (Bowlby, 1973) helps us understand the implications of childhood maltreatment and the experience of foster care on TAY's perceptions of self, specifically selflove. Attachment theory and research suggest that interactions with significant adults (e.g., caregivers)

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result in positive or negative mental models, both of self (as worthy vs. unworthy of love) and others (as trustworthy and available vs. unreliable and rejecting) (Bowlby, 1988). In light of transition-age youth's histories of trauma and family ruptures, many of these youth may find it challenging to develop a positive sense of self as they enter early adulthood. For instance, one study found that the experience of living in long-term foster care was found to have a primarily negative impact on the central process of adolescent identity (Kools, 1997). The perceptions of this sample of foster youth led to the identification of two major, parallel processes: the devaluation of self by others (i.e., the lessening and discounting of one's status by others) and the protection of self. Moreover, early experiences of maltreatment, insecure attachments with caregivers, and the experience of foster care may all negatively impact youths' sense of identity.

In line with the theory of attachment, TAY's sense of identity has implications for the composition and nature of their social support networks. If a youth has a positive sense of self, they may be more likely to have larger and more positive social supports than a youth with a negative sense of self. The framework of connectedness motivates the need to understand the composition and nature of TAY's social support networks. Scholars describe connectedness as a sense of interpersonal closeness with the broader social world or with individuals characterized by feelings such as caring, belonging, trust, value, and respect. Research suggests that the long and short-term wellbeing of youth and young adults is largely related to having a permanent supportive relationship with, and to feel connected to, an adult (Beam, Chen, & Greenberger; 2002). This is typically provided through one's family system via parents and adult relatives in one's extended family network. However, for TAY whose lives and family systems have been interrupted and restructured by out-of-home placements, connections to a family-based support system (both biological and foster) can be absent or fragile (Perry, 2006). It may be that mentors, teachers, social workers, peers and siblings make up the social support networks of TAY, but more research is needed to confirm this.



All in all, understanding the impact of maltreatment and the experience of foster care on TAY's perceptions of self (i.e., self-love) and their social support networks would provide the child welfare system a different perspective on how to better support the identity needs and social support needs of youth in foster care. My dissertation aims to: 1. Examine the impact of

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maltreatment type and foster care experiences on: a. Youths' self-love. b. Youths' social network characteristics. 2. Examine the impact of self-love and social network characteristics on youth's outcomes.

Methods

Sample

This dissertation will use a stratified representative sample of transition-age youth between the ages of 18-23 years. Youth will be located through agencies that exclusively serve transition-age youth (i.e., First Place for Youth, Beyond Emancipation, Abode).

Variables

Maltreatment type. Maltreatment type may include sexual abuse, physical abuse, emotional abuse, and neglect.

Foster care experiences. Foster care experiences may include age of entry into foster care, total length of stay in foster care, placement instability, and placement type.

Self-love. An instrument to measure self-love, motivated by attachment theory and the framework of connectedness, will be developed and carefully tested for reliability and validity.

Social network characteristics. An egocentric social network analysis will be used to understand the structure, function, and composition of network ties around youth.

Outcomes. Outcomes may include current school enrollment, employment status, housing status, substance abuse referral, and incarceration.

Analyses

To address these aims, I will conduct a multivariate regression analysis to 1) describe the amount of variance in youths' self-love and social networks explained by demographic factors and maltreatment type; and to 2) describe the amount of variance in youths' outcomes explained by self-love and social networks.

Impact of this dissertation

A unique aspect of my dissertation is the intentional and careful development and testing of a new instrument to measure self-love. In addition, this dissertation will be the first to assess the impact of maltreatment type and foster care experiences on TAY's perceptions of self (i.e., selflove) and their social support networks. This dissertation will hopefully inform child welfare policy and

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practice on the identity and social support needs of youth in foster care. Elucidating these needs will in turn promote more positive outcomes among this vulnerable population of youth.

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CALL FOR APPLICANTS

**Paul Crissey Grant for Outstanding Graduate Student Research
to be awarded
January 24, 2021**

See next page for more details!

Paul Crissey Grant for Outstanding Graduate Student Research



**Applications Due
November 1, 2020**

The California Professional Society on the Abuse of Children (CAPSAC) annually awards a grant of **\$750** for outstanding research by a graduate student (up to one-year post MA/Ph.D. degree) in the field of child maltreatment, child welfare, foster care, or a related topic. The recipient will also receive a one-year membership to CAPSAC and the American Professional Society on the Abuse of Children (APSAC).

The American Professional Society on the Abuse of Children (apsac.org), founded in 1987, is a nonprofit national organization focused on meeting the needs of professionals engaged in all aspects of services for maltreated children and their families. Especially important to APSAC is the dissemination of state-of-the-art practice in all professional disciplines related to child abuse and neglect.

CAPSAC aims to provide additional support to California professionals working in the field of child abuse through training, consultation, advocacy and networking.

Applicant Requirements

- **Be a graduate student within one year completion (before or after) of a Master's or Doctorate degree from an accredited California educational program;**
- **Submit a one thousand word summary of the research in progress or completed study in the field of child maltreatment. The study title should be on the first page of the summary. Identifying information (name, address, telephone number, email address, title of study and academic institution) should be sent in a separate file that will not be sent to the reviewers;**
- **Submit one or two letters of recommendation from faculty members or academic readers who are familiar with your research;**
- **Be available to receive the award and present a poster of the study at the CAPSAC Reception January 24, 2021 at the San Diego International Conference on Child and Family Maltreatment. Travel expenses will be paid not to exceed \$300.00. Alternatively, be available to receive the award and present an overview of the study at a CAPSAC meeting or a CAPSAC training event in 2021.**
- **Agree to the publication of the submitted summary in the CAPSAC newsletter, *The Consultant*.**

Deadline: All materials must be received by November 1, 2020.

Send submissions or questions to: CAPSAC Research Award Committee at apsacallifornia@gmail.com. Place "Paul Crissey Grant" in the subject line.

Neal Snyder Outstanding Service Award

The California Professional Society on the Abuse of Children (CAPSAC) established the Neal Snyder Outstanding Service Award in 2019 to recognize professionals who demonstrate extraordinary dedication and efforts on behalf of children.

Neal Snyder graduated Phi Beta Kappa from UC Berkeley with a BA and MA in sociology, and obtained his JD from Hastings College. As an attorney, he specialized in protecting children from abuse - an area he helped make a legal specialty - and became a role model for many others in the field. Neal worked for the California State Department of Social Services in day care licensing litigation. He was a co-founder of CAPSAC, drafted its initial bylaws and assisted with its incorporation. He continued to serve as a board member, supporter, and consultant to CAPSAC for the rest of his life. Neal was an intelligent, even-tempered, positive, athletic, and kind man who loved jazz, his wife, Yvonne Garcia, their annual visits to Thailand, his children and grandchildren.

Any professional in California may submit nominations. Nominees cannot be CAPSAC Board Members or CAPSAC Executive Committee Members.

Nominees should demonstrate the mission and goals of CAPSAC. The mission of CAPSAC is to improve the effort and response of professionals working with children who have experienced abuse and neglect. The goals of CAPSAC are to promote collaboration among all disciplines working in the area of child protection, to promote education on child maltreatment of professionals and community members who work with children, to promote research on child abuse and neglect in the areas of prevention, identification, intervention, and treatment, and to promote appropriate and effective services to the children and families who have experienced child maltreatment.

Nominees should exhibit outstanding service in the area of child maltreatment. Nominees should model outstanding professionalism and have made contributions in the area of child maltreatment.

The Neal Snyder Outstanding Service Award recipient will be selected from among the nominees by the CAPSAC Board of Directors and presented with the Neal Snyder Outstanding Service Award certificate as well as a one-year membership to APSAC/CAPSAC on January 24, 2021 at the CAPSAC Board Meeting and Reception at the San Diego Child Maltreatment Conference. Travel will be reimbursed not to exceed \$300. An article about the recipient will be published in the CAPSAC newsletter the *Consultant*. The person who nominated the award recipient will receive a 10% discount on their APSAC/CAPSAC membership fee.

**If you have questions or to request a nomination form, email apsaccalifornia@gmail.com
Place "Neal Snyder Outstanding Service Award 2021" in the subject line.**

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