

# Child & Adolescent Psychiatry Grand Rounds

## WCM Department of Psychiatry

Psychology CE Announcement

### *“The Kids Are Not Alright: Rebooting Children’s Mental Health Care Delivery for the COVID-19 Pandemic (And Beyond)”*

**Jonathan S. Comer, Ph.D.**

Professor of Psychology and Psychiatry Center for Children and Families  
Florida International University

**Wednesday, October 26th, 2022**

**11:00am – 12:30pm**

**<https://weillcornell.zoom.us/j/92812036154>**

**Meeting ID: 928 1203 6154**

**Password: 12345**

\*1.5 CE credit available to full time and voluntary faculty psychologists and Social Workers who sign in with their full name, attend the majority of the lecture and complete a survey which will be emailed following the completion of the lecture.

**SPEAKER:**

Dr. Comer has no relevant financial relationship(s) with ineligible companies to disclose and DOES NOT INTEND to discuss off-label or investigational use of products or services.

Dr. Comer is Professor of Psychology and Psychiatry at Florida International University, where he serves as Director of the Mental Health Interventions and Technology (MINT) Program, as well as Director of the Network for Enhancing Wellness in Disaster-Affected Youth (NEW DAY). His program of research examines three areas of overlapping inquiry: (1) The assessment, course, and treatment of pediatric anxiety and traumatic stress; (2) the use of technology to expand the reach and scope of mental health care and supports; and (3) the psychological impact of disasters, terrorism, and other public health crises on children and families. He is one of the field’s leading experts on telehealth strategies for broadening the accessibility and acceptability of mental health care. In addition, he has conducted extensive research and clinical outreach with children, families, and communities in the aftermath of the 9/11 attacks, the Boston Marathon bombing, Hurricane Irma, the COVID-19 pandemic, and the Highland Park July 4th shooting, among several other disasters and public health emergencies. Dr. Comer received his B.A. from the University of Rochester, and went on to receive his M.A. and Ph.D. in Clinical Psychology with a Concentration in Developmental Psychopathology from Temple University. Dr. Comer completed his clinical psychology internship training in the Child and Adolescent Track of the NYU-Bellevue Clinical Psychology Internship Program and the NYU Child Study Center, after which he completed an NIH-funded Postdoctoral Research Fellowship in Child Psychiatry at Columbia University, where he also served as Chief Research Fellow in the Division of Child and Adolescent Psychiatry. Dr. Comer has authored over 250 scholarly articles, chapters, and books on children’s mental health, and his work has received current and past funding from the National Institute of Mental Health (NIMH), the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), the Patient-Centered Outcomes Research Institute (PCORI), the Substance Abuse and Mental Health Services Administration (SAMHSA), the National Science Foundation (NSF), and the FTX Foundation, among several other organizations. Dr. Comer also serves as Editor-in-Chief of the journal Behavior Therapy and as Associate Editor of the Journal of Consulting and Clinical Psychology. His work has been recognized through the receipt of several early and mid-career awards, including from the American Psychological Association, the Society for Clinical Psychology, the Society for Clinical Child and Adolescent Psychology, the Association for Behavioral and Cognitive Therapies (ABCT), and the Association for Psychological Science.

**Abstract:**  
Across the COVID-19 pandemic, we have witnessed perhaps the field’s largest and most abrupt transformation in the scope and practice of mental health care delivery. In the context of surging mental health needs in children and historically limited accessibility to traditional office-based services, telehealth and other digital supports have launched into the clinical mainstream. This talk will provide an overview of what has been learned about children’s mental health across the pandemic, and will outline some of the field’s most encouraging (and discouraging) trends in technology-based care for youth and families. Issues related to evolving and uncertain telehealth regulation and reimbursement policies will be discussed and cautions for the road ahead will be offered as the field prepares for post-pandemic practices. This talk will conclude with a detailed grading of the current state of telehealth study and practice, emphasizing the urgent needs for renewed and improved training, reach, cultural humility, and purpose in the technology-based treatment of children and families.

**Learning Objectives:**

1. Identify at least two ways in which children’s mental health has declined at a population level across the COVID-19 pandemic
2. Identify at least two individual/family-level factors that have predicted particularly poor mental health outcomes in children during the pandemic.
3. Describe at least two potential advantages of telehealth and digital mental health strategies for the delivery of children’s mental health care for children
4. Describe at least three shortcomings in the current state of telehealth service delivery.

**References:**

1. Rebooting mental health care delivery for the COVID-19 pandemic (and beyond): Guiding cautions as telehealth enters the clinical mainstream. *Cognitive and Behavioral Practice*, 28, 743-748. Comer, J.S., Furr, J.M., Miguel, E., et al. (2017).
2. Remotely delivering real-time parent training to the home: An initial randomized trial of Internet-delivered Parent-Child Interaction Therapy (I-PCIT). *Journal of Consulting and Clinical Psychology*, 85, 909-917. Glynn, L.M., Davis, E.P., Luby, J.L., Baram, T.Z., & Sandman, C.A. (2021).
3. A predictable home environment may protect child mental health during the COVID-19 pandemic. *Neurobiology of Stress*, 14, 100291. Gurwitsch, R., Salem, H., Nelson, M., & Comer, J.S. (2020).
4. Leveraging Parent-Child Interaction Therapy and telehealth capacities to address the unique needs of young children during the COVID-19 public health crisis. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S82-S84. Li, W., Wang, Z., Wang, G., Ip, P., Sun, X., Jiang, Y., & Jiang, F. (2021).
5. Socioeconomic inequality in child mental health during the COVID-19 pandemic: First evidence from China. *Journal of Affective Disorders*, 287, 8-14. <https://doi.org/10.1016/j.jad.2021.03.009> Sammons, M.T., VandenBos, G.R., Martin, J.N., & Elchert, D.M. (2020). Psychological practice at six months of COVID-19: A follow-up to the first national survey of psychologists during the pandemic. *Journal of Health Service Psychology*, 46, 145-154.