

Editor's Notes

The New Issue of Our Journal

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I am mourning the end of summer. Family vacations are over; my summer shorts are being tucked away in the closet and replaced by jeans and sweatshirts. If you live on the east coast as I do, the warm mornings and nights are being replaced by crisp, chilly air as autumn arrives. Parents and caregivers are in a scramble with back-to-school shopping, attending their kids' medical appointments, and trying to compel their kids back on a structured sleep-wake schedule. The new school year is here!

Since school attendance became compulsory in all states by the early 20th century, almost everyone is affected by the back-to-school shuffle. Aside from parents, people who work directly with children—child psychiatrists, teachers, school counselors, etc.—feel the tenor of their days dramatically shift. Even people who don't work directly with children—those within the secondary economies surrounding schools, such as building managers, custodial staff, IT workers, administrators, etc.—start to feel their work intensify. These last days of summer can feel like a jolt for so many people.

As a school-based clinician, I can relate to the shock of school starting. The number of requests for appointments, prescriptions, emails, and phone calls exponentially increases at the end of summer. Amidst this ramp-up period, I try to remind myself how exciting this time is as well. I get to witness students excited to see their friends and meet their new teachers. I get to hear students' stories of summer vacations, camps, and time spent with family. I get to delight in seeing my established patients a little older and more mature.

To further punctuate the back-to-school time of year, we are excited to publish a new issue of *JAACAP Connect*. In this issue, we bring readers a set of articles that examine critical topics through varied lenses, from the biological underpinnings of trauma to the complexities of refugee experiences and the impact of modern technology on mental health.

One article, "How Caregiver Separation Harms Children: A Biological Lens to One Child's Trauma," by Jared E. Boyce,¹ delves into the biological effects of caregiver separation on children. By invoking a case study of one child's experience, Boyce illuminates the long-term implications

of such trauma, advocating for trauma-informed approaches to child welfare policies and practices.

In "Burned and Forged: Intersection of Refugeeism, Racism, and Resilience," Duy Nguyen² tells a moving and powerful account of the complex interplay between refugee status, racial discrimination, and resilience. Nguyen's commentary emphasizes the double burden faced by young refugees who not only navigate the challenges of displacement, but also confront systemic racism in their new environments.

Jasmine Liu-Zarzuela and colleagues³ present an exploration of professional development in their article, "Creating a Child and Adolescent Psychiatry Organization for Medical Students." This piece discusses the formation of a new organization aimed at fostering interest in child and adolescent psychiatry among medical students.

Building on the theme of advocacy in medical education, David Eric Myles and colleagues' article, "A Medical Student-Inspired Advocacy Effort to Improve Pediatric Mental Health Services,"⁴ details a grassroots initiative to expand statewide access to pediatric mental health services, an effort where medical students added significant contributions. Myles et al outline the development and impact of their advocacy efforts, which culminated in policy changes and improved access to care for children and families.

The influence of technology on children's mental health is the focus of "iMind: The Effect of Electronic Media Device Use on Mental Health in Children," by Christopher Chamanadjian and colleagues.⁵ This article reviews current research on the psychological and behavioral impacts of electronic media device use, particularly at critical periods of child development. Chamanadjian et al provide evidence-informed recommendations for parents and clinicians on managing screen time and promoting healthy digital habits.

Finally, we are grateful to Dr. Rettew for his continued dedication to the Lab to Smartphone column. In this issue's column, "Has the Use of Telepsychiatry Gone Too Far?," Rettew⁶ examines the rapid expansion of telepsychiatry in response to the COVID-19 pandemic and raises critical questions about the potential downsides, including concerns about the quality of care and the digital divide. This article calls for a balanced approach to the integration of



telepsychiatry, ensuring that technological advances do not compromise the quality of mental health care.

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