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March 2026

# NVCP Newsletter



*Northern Virginia Clinical Psychologists*

<https://vapsych.org/nvcp-home>

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## From the NVCP President

Mike Schaub, PhD - NVCP President

Recently, I attended a continuing education program focused on telehealth issues that are likely to shape our work in 2026 and beyond. The portion of the training that addressed the growing role of artificial intelligence in mental health care felt especially relevant to the realities many of us are facing in our practices.

The presenters noted what most of us are already seeing firsthand: more and more people are turning to AI-based tools for mental health support. This is happening at the same time that access to care remains limited for many individuals and the cost of behavioral health services continues to rise. Long waitlists for therapy and psychological testing, provider shortages (especially among those who participate on insurance panels), and geographic limitations all contribute to a system that can be difficult to navigate. Against that backdrop, many AI tools offer free versions and are widely available at any time of day, which helps explain their growing appeal.

One of the strongest recommendations from the presenters was for clinicians to start talking directly with clients about AI use. They encouraged us to ask about it as part of our intake process with the same curiosity as when we ask about clients' Google searches about mental health concerns. They also emphasized the importance of providing clear psychoeducation to help clients understand what AI tools can and cannot do, where they may be helpful, and where they carry real risks.

This conversation aligns closely with a recent article published in *JAMA*<sup>1</sup> examining the increasing use of AI chatbots for mental health support. The article describes how millions of people are now using AI platforms to help manage concerns such as anxiety, depression, and loneliness. Some users report feeling supported or gaining helpful coping ideas, particularly when other forms of care are unavailable or delayed. For individuals who feel isolated or stuck on waitlists, these tools can feel like a lifeline.

At the same time, the article raises significant concerns that deserve our attention. AI tools are not licensed, do not receive clinical training, and are not held to the ethical and professional standards that guide our work. They are not consistently regulated, and privacy protections vary widely. The article also highlights troubling cases in which AI interactions may have contributed to harm, particularly when users were vulnerable or in crisis. These examples underscore the limits of technology when it comes to assessing risk, context, or clinical complexity.

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## Welcome to Our Newest NVCP Members!

Karyn Ewart, PhD  
Nicole Hedrick, PhD  
Alexandra Long, PhD  
Emily Oubre, PhD

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## President's Message continued

Another important issue raised during the CE session was the wide variation in how states are approaching regulation of AI in mental health. There is no single, unified approach. Utah, for example, has publicly emphasized the potential benefits of AI and has expressed a desire to remain a leader in technological innovation. Illinois, on the other hand, has taken a more restrictive stance, proposing that any interaction intended to diagnose, treat, or address mental health concerns should be reserved exclusively for licensed professionals. These contrasting approaches highlight just how unsettled this area remains.

For psychologists, this moment presents both challenges and opportunities. Clinically, it invites us to broaden our conversations with clients and to help them think critically about the tools they are using. Ethically, it reinforces the importance of protecting client safety, especially for individuals with significant or complex needs. It also reminds us of the value of our professional judgment, training, and the therapeutic relationship, all of which technology cannot replace (at least not yet).

As these conversations continue at the state and national levels, NVCP remains committed to supporting its members through education, dialogue, and advocacy. By staying informed and engaged, we can help shape how emerging technologies intersect with mental health care in ways that prioritize quality, safety, and the well-being of those we serve.

<sup>1</sup>Millions turn to AI chatbots for mental health support. (2026). JAMA. Advance online publication. <https://doi.org/10.1001/jama.2025.23965>

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## Membership Moments

Courtney Ferez, PsyD

Thank you to everyone who attended our Winter Potluck Social on February 15! This annual event offers a special opportunity for our members to connect and network in-person. We especially appreciate Ann O'Malley for generously hosting the event at her home again this year. Ann, along with all attendees, did an incredible job of bringing the warmth of our community to life, regardless of the weather. Despite the rain, we had a wonderful turnout of 18 people and enjoyed a delicious assortment of food and drinks. The evening provided a great opportunity to reconnect with colleagues, welcome new members, and strengthen our ties within NVCP. We were also delighted that a prospective member attended and now plans to join NVCP. We look forward to seeing you at our next event.

If you have ideas or suggestions for future social events and connection opportunities, please reach out to our Membership and Social Chair, Carla Messenger Shuman, PhD, at: [nvcpmembership@gmail.com](mailto:nvcpmembership@gmail.com)



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## Diversity Highlights

Scott Krysztofiak, PsyD - Diversity Chair

For this issue's diversity highlight, I wanted to spotlight the heritage months that have already taken place this winter, and those that will be coming up this spring. Please check out these links from NAMI and other sources to learn more about mental health topics impacting specific groups of individuals in our community.

**February**, Black History Month

[NAMI - Black/African American Mental Health](#)

**March**, Women's History Month

[APA - Women and Stress](#)

[Women's Mental Health Fact Sheet](#)

**April**, National Arab American Heritage Month

[Arab, Middle Eastern, Muslim, and South Asian Mental Health](#)

**May**, Asian/Pacific Heritage Month and Jewish American Heritage Month

[Asian American and Pacific Islander Mental Health](#)

[Jewish American Mental Health](#)

To all readers: Your perspectives on working with specific client needs are invited and welcomed for inclusion in future newsletter issues! If you are interested in sharing your recommendations for addressing diversity, please contact Scott Krysztofiak, Diversity Chair, at: [nvcpdiversity@gmail.com](mailto:nvcpdiversity@gmail.com). We would love to highlight your work, communities, traditions, and voices.

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## PSPIT: Paying it Forward with Tomorrow's Psychologists

Doug Fagen, PhD

[APA Ethics Code, Principle B: Fidelity and Responsibility](#)

*"...Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage."*

I feel fortunate to be part of a profession – as well as this NVCP professional community – in which generosity is a defining value. I always enjoy hearing the different ways our colleagues contribute to the community, through teaching or public speaking, collaborating with schools or community nonprofits, mentoring and supervising early-career clinicians, offering low-cost or pro bono services, and more. In that spirit, I have discovered a new way to give back to our profession and would like to share it with you.

Psychologists Supporting Psychologists In Training, or **PSPIT** ([pspit.org](http://pspit.org)), is a non-profit launched in 2021, with the help of a grant from VACP. It emerged from challenges that are likely familiar to most of you, as one of the few experiences that we all have in common is spending some of our formative years as graduate students in psychology. These challenges, as outlined on the PSPIT website, include the fact that graduate students are six times more likely to experience depressive or anxiety symptoms than the general population, and that these rates can be even higher among graduate students pursuing psychology degrees. In addition, two important factors pose additional barriers to psychology graduate students receiving the mental health treatment that they need during this crucial and formative time. First, many graduate students' health insurance plans do not include mental health treatment. Additionally, during our time in graduate school, many of us either work in university counseling centers or nearby clinics, or we have colleagues and classmates who do, making it uncomfortable, if not unethical, to receive services at these centers. Taken together, these factors pose significant obstacles to psychology graduate students obtaining mental health support during a time when the challenges and stressors of graduate school can be substantial.

This is where PSPIT comes in. PSPIT serves as a resource for graduate students attending psychology training programs in Virginia. Graduate students can go to the website and search for licensed clinical psychologists in Virginia who have committed to offering pro-bono psychotherapy to graduate students. Licensed psychologists can provide these services in whatever way they choose, that works for them and for the students. This is my third year serving as a provider through PSPIT, and I will share my experience thus far.

My approach has been to offer students a course of 12 sessions of weekly psychotherapy. This has worked well, in part because it aligns with the academic calendar and is roughly equivalent to one semester. Services can be in-person or virtual, whatever the provider and student agree on. I have generally seen one or two graduate students per semester. There have been times when, based on the needs and progress made, I have extended it to 24 sessions over two semesters, roughly one academic year.

My work through PSPIT has been incredibly gratifying. I have worked with graduate students from several different training programs in northern Virginia. As with all our clients, each comes with their own particular combination of strengths and weaknesses, along with the very real stressors and anxieties of pursuing a career in mental health at this moment. Given the particular dynamics of psychology graduate school, clients have especially appreciated a confidential space to work through their fears, anxieties, and concerns that they often feel uncomfortable sharing with mentors or even classmates. For a number of clients, it has been their first experience in psychotherapy, which is a particularly meaningful milestone on their professional and personal journey.

When I last viewed the PSPIT website, there was a relatively small number of clinicians available in Northern Virginia. Given the number of graduate training programs in this area, there is clearly a need for more of us to do this important work.

I remember the challenges, stressors, and demands of my own time in graduate school, and am confident that if this service had been available when I was in graduate school, it would have made a difference. PSPIT provides one more avenue for us to give back – to pay it forward – to the next generation of psychologists. As we enter this new year, I encourage you to consider adding to the ways that you give back to this community by joining me in serving as a clinician with PSPIT.

#### **About the Author**

Doug Fagen, PhD, is a licensed clinical psychologist in private practice in Falls Church, VA providing therapy to adolescents, adults, couples and families, and psychoeducational assessments across the lifespan. Doug is also the former Director of Psychological Services at The Lab School of Washington, where he served proudly for many years. To be in touch with Doug to learn more about his work or involvement in PSPIT, please email him at: [doug@dougfagenphd.com](mailto:doug@dougfagenphd.com).



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# Legislative Updates

Anna M. Lucca, PhD - NVCP Legislative Affairs Chair

**Recap on Legislative Hill Day on January 21:** Over 20 psychologists participated in VACP's two-day event, representing the largest turnout in many years. Participants advocated for legislation (HB-668) to limit the use of AI in mental health diagnosis and treatment. This bill would protect public safety by stipulating that only licensed mental health professionals can diagnose and treat mental health concerns, thereby prohibiting the use of artificial intelligence systems to autonomously provide therapy or counseling services. The bill does allow for the use of AI in adjunctive capacities, such as providing clients with psychoeducational information, but only under the direction of a mental health professional. Participants reported increased confidence and practiced advocacy skills by speaking with legislators across the Virginia House and Senate about a substantive, easy-to-grasp policy issue with broad consensus among health professionals.

Despite strong support from advocacy groups, on March 3, it was announced that the VACP sponsored AI bill will not move forward this year; however, SB269 (the Virginia State Senate bill) will be carried over to the 2027 legislative session. Legislators expressed concern that advancing state-level AI regulations could jeopardize more than \$800 million in federal broadband funding allocated to Virginia due to President Trump's Executive Order, prohibiting states from regulating AI. This situation represents an example of how external factors – unrelated to the substance of a bill – can derail legislation, even when the bill has broad support.

**Prescriptive Authority for Clinical Psychologists:** This issue remains a top VACP legislative priority. As mandated, a working group composed of healthcare stakeholders met multiple times in the fall of 2025 and ultimately issued a report reflecting broad consensus from certain groups (primary care, physician assistants, and pharmacists) in support of prescriptive authority for psychologists, but with strong opposition from psychiatry. The report did not include a clear recommendation for or against the initiative. Virginia State Senator Barbara Favola secured an extension of the workgroup for another year, giving VACP more time to build grassroots support among psychologists and the public, and to educate and gain buy-in from legislators throughout Virginia.

**Key Psychological Network (KPN):** VACP provides training and support to KPN members, who serve as liaisons between VACP and Virginia legislators. Our goal is to achieve 100% coverage throughout the state, with a KPN member assigned to every Virginia House and Senate legislator.

If you are interested in learning more about legislative advocacy, becoming involved in the KPN, or any questions about legislative affairs within NVCP and VACP, please reach out directly to Anna Lucca: [annamlucca@gmail.com](mailto:annamlucca@gmail.com)



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## Feature Article

# The Story of a Lifelong Learner

Karyn Ewart, PhD

I'm surprised that more heads of schools are NOT clinical psychologists. Running a school requires many of the same skills as clinical work: emotional regulation, systems thinking, relationship building, crisis management, and the ability to stay grounded in moments of uncertainty. I use my clinical expertise every day when advising my counseling team, de-escalating students, providing referrals for families, addressing staff burnout, and consulting with parents. A big part of being a head of school is trying to remain calm and centered in a climate of unpredictability, and that is something my clinical training prepared me for well. I use my clinical skills to connect with, lead, and support my community.

My most important goal is to remain emotionally regulated. For better or for worse, I can absorb a lot of stress. I'm in my ninth year as the head of school at a school I founded, The Sycamore School. Building this school brought together my life's work in a way that has been incredibly fulfilling and all-consuming. Much like therapy, this work is relational at its core. I've learned to lean into hard conversations. I enjoy getting to know a student, figuring out their barriers to learning, and helping them to thrive. I see each new student as an unknown entity that I'm invested in getting to know and supporting in a way that works for them and makes sense. I love to problem-solve.

A good leader is a coach. This belief comes directly from my clinical background. I look forward to working individually with staff to help them better navigate their day. I try to bring out the best in my staff by encouraging and supporting them without doing FOR them. I've also learned that staff, like students, come to us with different levels of self-awareness, motivation, and baggage. Much like working with students, supporting staff means first helping them develop insight and then helping them identify what they want to work on and how to move forward. These are skills I honed as a psychologist and now use daily as a school leader.

When I look back on my career path, it looks deceptively purposeful, one role building on another. However, when I was making decisions regarding what to do next, it felt anything but. What stayed consistent was my deep connection to schools and learning.

I have always loved being in a school setting. Besides having an unnatural obsession with school supplies, I still see my year in terms of a school year: the year begins in September and ends in June. Then, there is summer, the fun vacation time, and the year comes to an end in August. New Year's Eve has always felt odd to me because it's right in the middle of our school year. When I was young, I would go to my mom's school and help her decorate the bulletin boards. I've also always enjoyed working with kids. In elementary school, I volunteered in a classroom for children with multiple disabilities.

Since middle school, I dreamed of being a children's clinical psychologist. In high school, my first job was as a camp counselor at Arlington County's Therapeutic Recreation. I ended up working there for 10 summers. I started working with children who had multiple disabilities and then gravitated to a camp for children with emotional and behavioral struggles. After college, I took a year off to work as an assistant teacher at an emotional disabilities center in Fairfax. Then I tutored children who struggled to read and was an ABA therapist, working with autistic youth while in graduate school.

I completed my PhD in California, training to be a play therapist and learning to use sand tray, art therapy, and other hands-on modalities in addition to the more traditional "talk" therapy. My dissertation was on Parents' Experience of Having a Child with Autism.

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During my postdoctoral internship at DC Mental Health, I traveled between two to three locations per day, dividing my time between running groups in schools, seeing individual kiddos at outpatient clinics, and participating in clinical trainings, workshops, and supervision. While I gained some valuable experience, I felt pretty ineffective and disconnected. There were so many examples of fractured systems and basic needs not being met. Many children didn't see a future for themselves and were more motivated by snacks than insight, which was understandable.

My first job after earning my PhD was at a small independent private school in Springfield, VA, called Accotink Academy Learning Center, serving students with learning differences and emotional challenges. I led therapy groups, provided individual therapy, and supported teachers in the classroom. I would go on to be the school's Clinical Director. I also helped launch Ivymount's Asperger program and spent a year working at the Kingsbury Day School in DC.

These roles clarified something important: working with children, tweens, and teens in a school setting was a catalyst for change. You can observe students throughout the day, collaborate with educators, and intervene in real time rather than retroactively. In each setting, I saw more effective support when clinicians and educators worked together rather than in parallel. These experiences shaped my belief that collaboration between schools and outside providers is a game-changer for student success.

At forty, I started to get restless. I realized I had been chasing the dream of becoming a play therapist, and now that I had achieved it, I was bored. I realized I didn't love seeing clients one after another but thrived in environments that required flexibility, collaboration, and problem-solving. I enjoyed groups more than individual sessions and found energy in the controlled chaos of school life. In hindsight, I was already focused on how people, systems, and environments influence one another.

One of my other passions is soccer. I was returning from an over-40 women's soccer tournament in Mexico, chatting with some players, and one of them said, "Karyn, why don't you open a school?" I laughed—that sounded like a lot of work. But it planted a seed, and I started to think about what it might be like to build my own school. In my role as clinical director, I'd visited other schools and seen aspects of their programs that intrigued me. What would it be like to create a school that was intentionally designed through a clinical and developmental lens? I felt like a kid in a candy store and started thinking about the possibilities.

I wanted to design a school where learning could be challenging without being stressful. I wanted to bring back the joy in learning and honor what we know about how students actually learn. I wanted to create a school where all students had access to counseling support, not just those who had IEPs. I wanted to weave social-emotional learning and skill-building into academic learning. I also wanted a flexible environment that catered to different learners and reflected universal design for learning.

Children, adolescents, and even adults all spend too much time in school for it to be aversive. Also, we know that children learn through play, so why, when kids get older, do we stop allowing them to play? As a parent and as a professional, I was concerned that our current public school system was making our kids anxious, exhausted, and disengaged. Especially in Northern Virginia, we have incredibly high expectations for ourselves and our children. The pressure is relentless. We expect our children to make straight As, take on leadership roles, and have a passion that they stick with for years on end. The mantra is that teens need to achieve these unrealistic goals in order to get into a good college. From a clinical perspective, this is unsustainable.

The rub is, college isn't set up like high school. In college, you are in classes for a relatively short period of time and have all this unstructured time that you have to manage. It requires strong executive functioning skills. College students have to figure out when to eat, sleep, study, socialize...and maybe even do their laundry. In high school, your job is to go to school for seven hours a day and then do three hours of homework plus extracurricular activities. It's too much.

So, I created The Sycamore School, an urban, model, mastery-based school that serves students in the 5th through 12th grade. Many of our students have learning differences and emotional struggles. We also have a large LGBTQIA+ community. We are progressive and inclusive, and our goal is to partner with parents to help support their children.

It incorporates all aspects of my dream school. I wanted to focus on what I believe is most important for our children to learn so they can become independent, joyful, and productive adults. We focus on developing skills such as effective communication, teamwork, problem-solving, perspective-taking, and resilience. We minimize homework and eliminate busywork. Instead, we focus on hands-on, experiential learning. I've also always thought that it was a missed opportunity not to take advantage of the community around us. We have free museums in DC! Why aren't we regularly taking our children to museums, nature centers, and parks and using the community around us?

In middle school, we focus on skill-building, offering support tailored to each student while maintaining common routines across classes. We cultivate strong self-advocates who understand their strengths and challenges. Our goal is that, by the time they graduate, our students can enter adulthood knowing what the right next step is for them. While most of our students move on to college, some don't, and that's okay. We have a college and career team that supports our parents and students in countless ways, demystifying the college application process and educating them about alternatives to college, such as gap years, apprenticeship programs, and vocational training options.

At the core of The Sycamore School is collaboration. We work hard to cultivate relationships with our students and families, building trust and partnering to support our students. When possible, we also connect with external resources, such as therapists and other related service providers, to collaborate and develop a team approach in order to best serve the student.

Community building is equally intentional. We have events throughout the year to bring people together and showcase our student work. From a trivia night and a video game tournament to a community potluck, parent coffees, and student showcases, we host a variety of events designed to bring people together. One of my favorite features of TSS is that our Fridays are reserved for community-based learning. We have our students take field trips related to what they are studying and engage in community service outings. Sometimes, the community comes to us, leading creative group offerings like a cybersecurity treasure hunt or a bagged-lunch assembly. We also regularly host guest speakers who expose our students to the depth and breadth of careers available to them. These events are not extras; they are foundational to student well-being and engagement.

The Sycamore School provides a safe and nurturing environment where a cross-section of students can come together to heal, learn, and, hopefully, thrive. Creating and building this school community has been a labor of love, and I'm so grateful to every staff member who chooses to work with me and every parent who entrusts us with their child. I am most grateful to our students, who never cease to surprise me, make me laugh, challenge me, and teach me.

I'm hopeful that by sharing my story, you can see why being a clinical psychologist and running a school isn't such a leap. For me, learning to lead and run a school has been the ultimate application of my clinical skills. It has required me to work on myself every day, and I never stop learning. It has taken empathy, attunement, reflection, and collaboration. I've found a meaningful way to apply my clinical knowledge beyond therapy sessions and into the broader community context to support children and families. And believe me, I never get bored.

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Interested in learning more about Karyn and her work at The Sycamore School?

Be in touch with her at: [karyn.ewart@thesycamoreschoolva.org](mailto:karyn.ewart@thesycamoreschoolva.org)



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# Continuing Education Corner

Courtney Ferez, PsyD and Kate Lieberman, PhD- CE Co-Chairs

Join us for a continuing education event at Wildfire in Tysons Galleria on March 13, 2026, from 11:00 AM to 4:00 PM. Michael Stutts, PhD, will present on "Functioning and Care of the Aging Brain: Our Patients' and Ours."

Participants will learn to differentiate between normal brain changes associated with aging and cognitive impairment, while also dispelling common myths about aging and cognition. This continuing education program, led by neuropsychologist and professor emeritus, Dr. Michael Stutts, highlights how healthier brain aging can begin as early as midlife. Attendees will gain practical, evidence-based strategies that they can immediately implement with patients, aging loved ones, and in their own lives. Registration for this program is processed through the Virginia Academy of Clinical Psychologists (VACP). The registration deadline is Monday, March 9th, at 5:00 PM. VACP is approved to provide continuing education credits for Virginia-licensed clinical psychologists.

To register, please take the following steps:

- Visit: <https://viacp.memberclicks.net/nvcp-313>
- Sign in to your VACP account, or create a new user account.
- Complete the required information, select your membership category, and pay the registration fee.
- Direct any questions about your VACP account to [vacpoffice@gmail.com](mailto:vacpoffice@gmail.com)

Your CE certificate will be sent via email following the event.

For questions about this program, or to suggest topics and presenters for future programs, please email Kate Lieberman, PhD, and Courtney Ferez, PsyD (CE Co-Chairs) at [NVCPCEChair@gmail.com](mailto:NVCPCEChair@gmail.com).

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## Office Space Available

A large, spacious office will be available for rent beginning June 1 in a quiet suite of five offices in the City of Falls Church. The office is spacious (approx. 450 sq. ft.), handicapped accessible, and has ample natural light. It is available furnished or unfurnished. The suite is on the first floor of a three-story office building and includes a large, comfortable shared waiting room and a kitchenette with a full-size refrigerator and microwave. The building has a dedicated parking lot and is located in the heart of downtown Falls Church, near coffee shops, grocery stores, and restaurants, and is just 20 minutes from D.C. with easy access to Route 66. This space would be ideal for a mental health professional seeking a comfortable, collegial setting. For more information, contact Dr. Doug Fagen at [doug@dougfagenphd.com](mailto:doug@dougfagenphd.com).



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# Warm and Welcoming Office for Rent in Shared Professional Suite - Available June 2026

We are excited to offer wonderful office space available in our Reston VA suite starting June 2026 due to a colleague's retirement. This inviting, professional environment is shared with six other experienced and friendly practitioners.

## Office and Suite Features

- Private office with operable windows to welcome fresh air and natural light.
- 24-hour secure building access
- Individual HVAC unit in each office to keep you comfortable year-round.
- Shared waiting room, work room, kitchenette and staff bathroom thoughtfully designed to help you feel right at home.
- \$685/ month including all utilities (except internet) and cleaning

## Location

- Close to the Wiehle – Reston Metro for easy commuting
- Building has elevators and suite is handicap accessible
- Beautiful, wooded setting offers a calm, natural environment.

If you are interested or would like more information Please contact Carolyn Heier Young, PsyD at: 703-804-0123 or [drcarolyn@talktocarolyn.com](mailto:drcarolyn@talktocarolyn.com)

While the office will come unfurnished, see photos below to imagine practicing in this great space.



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## NVCP Communications Reminder

McKenna O'Shea , PsyD - NVCP Communications Chair

There are several ways to connect with NVCP members and access organization information! As our membership grows, we strive to maintain strong connections. In addition to in-person and live events, please connect with us online to stay updated and network with fellow NVCP members. Here are several ways to connect and access NVCP updates.

- LinkedIn: Search for "Northern Virginia Clinical Psychologists (NVCP)" or use this link: <https://www.linkedin.com/in/northern-virginia-clinical-psychologists-nvcp-504667345/>
- Facebook: Follow us at NVCP (Northern Virginia Clinical Psychologists).
- Website: Visit our homepage at <https://www.vapsych.org/nvcp-home> for upcoming social events, continuing education seminars, and conferences!
- Listserv: To subscribe to the NVCP listserv or provide feedback on how we can improve our communication, please email McKenna O'Shea at [nvcpmoderator@gmail.com](mailto:nvcpmoderator@gmail.com).

# SPRING CONFERENCE



## NAVIGATING CONNECTIONS:

### SOCIO-RELATIONAL DEVELOPMENT ACROSS THE LIFE SPAN

APRIL 16 - 18, 2026 | HOTEL24 SOUTH | STAUNTON, VA



#### Topics

Childhood Connections  
Adolescents: Identity & Social Connections  
Adulthood  
Aging & the Evolution of Social Networks  
Technology & Relationships  
Cultural Influences on Socio-Relational  
Development



#### Registration Fees

VACP Member - \$295  
VACP Student Member - \$195  
Student (Undergrad) - \$30  
VAPS Faculty Member - \$75

\$25 Late fee for all registrations  
received after March 13, 2026.

REGISTRATION DEADLINE  
March 27, 2026.



#### Accommodations

Hotel24 South  
Conference Rate: \$155++ per night  
Check in: 4:00 pm  
Check out: 12:00 pm Noon  
Cut-off Date: 3/16/2026

**RESERVE HERE** or  
call (540) 885-4848



REGISTER NOW:  
[WWW.VAPSYCH.ORG/SPRING](http://WWW.VAPSYCH.ORG/SPRING)

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## Note from the Editor

Adam Rosen, PsyD

Dear NVCP community,

Thanks to all for your contributions to this newsletter. At a recent board meeting, a focus of our discussion was how we can increasingly highlight a diverse set of voices in our newsletter and continue centering the incredible work of the psychologists in our community. From therapy in private practice, to school settings, forensic work, assessment, consulting, government contracts, and much more – a continued goal for the future is to hear from ALL members of our rich NVCP membership. I am excited to continue featuring a variety of articles, perspectives, and topics in this publication and encourage you to reach out to me if you think you might like to write a feature article to help familiarize our membership with your work or raise into conversation important topics in Northern Virginia and the field at large. Don't have time to write? I am happy to interview you and transcribe the interview to capture your voice in other creative ways too.

Many thanks to Doug Fagen and Karyn Ewart for their time and contributions to this edition. I am grateful for their support both within NVCP and as colleagues and collaborators as well.

I encourage you to reach out to me anytime at: [NVCPnewsletter@gmail.com](mailto:NVCPnewsletter@gmail.com). I will look forward to hearing from you, working with you, and connecting with you, as always.

With gratitude,

Adam

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## Interested in Advertising in the Newsletter?

***Reminder: Ad space in any issue of the NVCP Newsletter is available to members free of charge.***

The NVCP board welcomes our members to take advantage of the opportunity to advertise their work, spotlight their practices, find occupants for empty office space, highlight upcoming trainings, and much more. As a perk of NVCP membership, advertising in our newsletter is free of charge to members.

We also invite non-members and community colleagues to advertise within the newsletter on topics relevant to our membership.

Non-members may purchase single-issue space at the following rates:

\$50 for ¼ page

\$100 for ½ page

\$125 for full page.

Your advertisement content, ideas for articles, and recommendations of resources to share are welcomed. Please contact the editor, Adam Rosen, at [NVCPnewsletter@gmail.com](mailto:NVCPnewsletter@gmail.com).

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**Look for the next issue in Summer 2026!**

The newsletter is distributed by email to all members three times per year. Past issues are available with member sign-in via the [NVCP website](#).