



The President's Message

Research into Practice in Pediatric Psychology

Pediatric psychologists regularly apply interventions based on strong bases of evidence from varied domains of psychology and other disciplines. We can argue that our effectiveness is directly related to the strength of this evidence-based practice. As our presence in pediatric settings increases and the impact of pediatric psychology continues to grow and diversify, further discussion about how we can best link our research and practice is essential.

Translating research into practice is an iterative process, beginning with rigorous, conceptually guided research on the mechanisms believed to be essential to achieving treatment outcomes. Assuring that our "basic" research is clinically meaningful and related to relevant outcomes is necessary to develop and refine intervention models. In pediatric psychology we have strong bases of work that can guide the development of pilot interventions. We are beginning to see increasing reports of interventions at this step—relatively small studies with conceptually and empirically guided interventions in a diversity of pediatric samples. Relatively fewer interventions have progressed to subsequent steps of larger randomized clinical trials or other more rigorous tests in the "real world" of actual patient care. As we evaluate, refine, and retest interventions, we will continually be faced with questions regarding when and how we can disseminate treatments more broadly.

From 1999-2001 the *Journal of Pediatric Psychology* published a series of 11 treatment reviews on Evidence-Based Treatment in Pediatric Psychology, organized and edited by Anthony Spirito, Ph.D., ABPP. The criteria of the Division 12 Taskforce on Effective Psychosocial Interventions were used and modified to accommodate some of the unique characteristics pertinent to pediatric psychology such as smaller samples of patients with relatively rare diseases. This series of papers concluded that well-established or probably efficacious treatments were available for headache, recurrent abdominal pain, procedure-related pain, severe feeding disorders, obesity, nocturnal enuresis, bedtime refusal and night wakings, disease-related symptoms, and regimen adherence. The majority of these studies used cognitive behavioral or behavioral approaches.

Nonetheless, the outcomes were often still preliminary in nature. Few replications or multi-site investigations yet exist. Broader use of these interventions and sharing of data and outcomes could promote the broader dissemination of our work.

Tony Spirito and I systematically updated the literature across these areas and others when we prepared *Effective and Emerging Treatments in Pediatric Psychology* (Oxford, 2006). In doing so, we found studies

published subsequently, during the late 1990s and early 2000s, supported the findings of the EST series. While remaining a relatively small literature, consistent support was seen across diseases and patient groups. The JPP series is an excellent first step towards highlighting the literature in a manner that may facilitate application and dissemination. However, as others have noted, continued attention is necessary with regard to clinical significance and the inclusion and consideration of ethnic minority participants. It is also important to note some of the emerging areas, for which recent evidence is growing (e.g., maternal problem solving, cognitive remediation, multi-systemic therapy, and integrative treatment approaches).

The book *Effective and Emerging Treatments in Pediatric Psychology* has a website www.oup.com/us/pediatricpsych intended to promote use and dissemination of manualized interventions. Two treatment manuals are available for free download from the site: 1) *Be in Charge!*, an 11-session program for children with cystic fibrosis and their parents, developed by Lori Stark, Ph.D., and 2) *Behavioral Family Systems Therapy* (BFST) for teenagers with CF and their families authored by Alexandra Quittner, Ph.D., and colleagues. The intent is to foster collaboration and broader utilization of these treatment approaches. Over the next couple of years, we will continue to upload manuals. If you have a treatment manual that you would like to have considered, please contact me.



SPP President
Anne E. Kazak, Ph.D.

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Newsletter Deadline

Articles for the next newsletter are due before February 1, 2007. Please send your submission to newsletter editor, Ric Steele, at rsteele@ku.edu.

Play a Part in the Advocacy Process

by Vanessa K. Jensen, Psy.D.

Division 54 Federal Advocacy Coordinator

Many pediatric psychologists have long worked to impact national legislative and policy issues through APA, other professional organizations, and personal venues. As a division, we now have an additional opportunity to add our voice to the national psychology advocacy agenda with a mechanism to act as a sort of “watchdog” regarding pediatric and child issues through the APA-Practice Organization (APA-PO) and the Federal Advocacy Coordinator (FAC) program.

The APA-PO deals with professional practice, including legislative advocacy (professional, guild, public interest), practice issues (CPT codes, Hurricane Katrina relief efforts), and federal policy (regulatory matters, Medicare/CMS, GME funding for psychology).

In only one year, Division 54’s Pediatric Psychology Advocacy Network (PPAN) has grown to over 25 individuals. Members made a strong showing in response to the several “Action Alerts” that have gone out asking psychologists to contact their legislators on specific issues.

Your input and advocacy assistance is appreciated and needed if we, as a profession, are to move ahead. As psychologists, we bring an important view and as pediatric psychologists, an even more unique perspective. The more active we are in our communities, our states, and at the national level, the more our issues and concerns will be heard.

Legislative Issues and What You Can Do

Bill/Issue and APA position	What to do*
Mental Health Parity: APA continues to work for passage of the “Paul Wellstone Mental Health Equitable Treatment Act” (H.R. 1402) introduced by Representatives Jim Ramstad (R-MN) and Patrick Kennedy (D-RI) with comparable senate action introduced by Senators Pete Domenici (R-NM) and Edward Kennedy (D-MA).	Go to the APA-PO Legislative Action Center to access CapWiz. Send letters to your legislators thanking them for their support or urging them to support full mental health parity.
Health Insurance Marketplace Modernization and Affordability Act of 2005 (S. 1955): APA has been working to oppose this bill that drastically restricts the states’ rights to maintain a number of consumer protections regarding health insurance while providing access to a very limited health plan for a very small number of citizens	Go to the APA-PO Legislative Action Center to access CapWiz. Send letters to your legislators thanking them for opposing this or urging them to oppose this potentially harmful bill.

*To use CapWiz: go to the APA Practice Organization portal at www.apapractice.org and log-in. Locate the CapWiz box and enter your home zip code. Everything else you need is there.

UPDATE

New Psychological Testing Codes

Psychologists providing testing services now have a more specific and accurate way to bill for psychological testing services through the seven new CPT® codes that became effective Jan. 1, 2006. While these codes do not meet all ideals, the codes are a major step forward in having psychological services recognized and more appropriately reimbursed in the national reimbursement system.

CMS (Centers for Medicaid/Medicare Services) historically viewed psychological testing as more of a technical procedure, which resulted in low reimbursements and RVU (relative value units) allocations.

APA developed a proposal that more closely identified the psychologist’s active “professional” involvement in the testing services. Although more complex than the previous single testing code, the values assigned to the new codes will significantly improve the amount paid by Medicare. The codes also recognize the additional training and cost of neuropsych testing, with increased fees for those services.

The new 2006 Medicare fee schedule shows average payments for outpatient testing services increase from 26 to 69 percent.

For a complete list of the revised codes and their new values, visit www.apapractice.org/apo/payments.html#.

Play a Part in the Advocacy Process

The Pediatric Psychology Advocacy Network (PPAN) helps ensure child/pediatric issues are addressed at the national policy and legislative level. Involvement can vary from minimal (e.g., sending a letter to your congressperson and/or accessing him/her when key issues arise) or taking a strong proactive stance by developing and maintaining a working relationship with your legislators.

Whether you are interested in getting started or if you are already an advocacy expert, please e-mail or call me to become a part of our team. Division 54 has already had an impact – your input can make a difference!

Vanessa K. Jensen, Psy.D.

Division 54 Federal Advocacy Coordinator
jensenv@ccf.org or 216-444-552

Ask the Student Advisory Board



Marshaun Glover, B.A.
Virginia Polytech Institute
and State University



Crystal Lim, M.A.
Georgia State University



Laura Williams, M.S.
University of Florida

Issues on Diversity

The Student Advisory Board is a group of 10 students who are chosen to represent the student membership within Division 54. This board works with the Student Representative to promote student interests in Division programming, structure and training, and to encourage other students to get involved. This column provides a forum for the Student Advisory Board to respond to student questions and issues.

Q: What can I do to broaden my knowledge of issues related to cultural diversity and culturally competent care?

Marshaun: Make the decision to address your own issues with diversity. Assess your individual feelings about increasing cultural awareness, cultural knowledge, and cultural skills. These are critical areas of broadening your knowledge, and begin with self assessment.

Crystal: Become aware of diversity and cultural competence issues ensuring that clients and research participants are provided with appropriate care. Attend conferences or meetings that focus on these topics to expand your knowledge base and integrate diversity and cultural competence into your work as pediatric psychologist.

Laura: Although cultural diversity is a topic of frequent discussion, it is an area where students should continually seek out additional knowledge. Gather information about culturally competent care from various sources, such as those found in empirical journal articles.

In clinical settings, I have found it useful to bring up cultural issues in supervision, which affords students the opportunity to discuss diversity as it relates to a specific client. Supervision also provides an arena for considering the impact of one's own cultural background in clinical work. In discussions about cultural diversity, it is important to remember that these concepts encompass much more than the traditional categories of race, ethnicity, socioeconomic status, and gender. While these factors are clearly critical in understanding individual differences, a myriad of other characteristics such as family traditions, language, and geographic locale are also important.

Finally, it is helpful to ask clients directly about their own culture, beliefs, and worldview. This direct approach can help prevent misunderstandings and assumptions based on appearances or stereotypes.

Changing of the Guard

Katie: It has been a privilege and a pleasure serving as the Student Representative for Division 54. Serving as the Student Representative has been an amazing experience, and I would like to encourage students to consider applying for a position on the Student Advisory Board or becoming a Campus Representative for your university. Use the student listserv to connect to other students, attend conferences, and talk with others who share your interests.



Katie Devine, M.S.

Amy: It is an honor to have been selected as the new Division 54 Student Representative. Briefly, I am a fourth-year graduate student in the clinical psychology program at the University of Wisconsin – Milwaukee



Amy Sato, M.S.

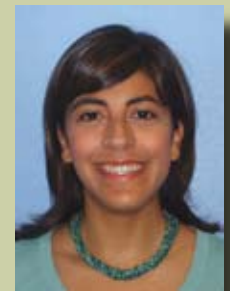
There are four areas in which I hope to contribute: 1) promoting career development opportunities for students who have research interests; 2) increasing mentoring initiatives; 3) increasing Division 54's student membership diversity; and 4) continue building upon programming opportunities for students, such as connecting around the internship process.

Student Spotlight

Sandra Cortina has been a graduate student at The University of Iowa since 2000 where she is a doctoral candidate in Counseling Psychology. She completed a pre-doctoral internship in Clinical Psychology at the Children's Hospital of Michigan and began a fellowship in Child Health and Behavior Research at Case Western Reserve School of Medicine and Rainbow Babies & Children's Hospital this fall.

Under Dr. Daniel Clay's mentorship, she has examined the impact of coping and explanatory styles on academic, as well as health outcomes among school bullies and victims. Her dissertation investigates the role of parent and child coping and explanatory styles on treatment adherence and quality of life among youth with Type I diabetes.

Cortina's long-term career goals include: 1) extending this research to develop diabetes-specific cognitive-behavioral interventions aimed at improving adjustment and treatment adherence among families of youth with Type I diabetes 2) collaborating with other researchers, school staff, and state officials to develop systemic interventions aimed at reducing peer aggression in schools 3) aiding in the development of public policy that supports continued research and prevention efforts with chronically ill and other at-risk youth.



Sandra Cortina, M.A.

2006 APA Division 54 Award Winners

Martin P. Levin Mentorship Award



Larry Mullins, Ph.D.

The Martin P. Levin Mentorship Award was awarded to **Larry Mullins, Ph.D.** This award honors pediatric psychology faculty who mentor students in an exemplary way, providing professional advice and guidance through various graduate program phases.

Mullins is a professor in the Department of Pediatrics at the University of Oklahoma Health Sciences Center.

He has maintained an active, funded research program focusing on identifying predictors of coping and adaptation to pediatric chronic illness, as well as the development of family-focused early-intervention approaches. He has served on the editorial boards of *Journal of Pediatric Psychology*; *Families, Systems, and Health*; *Rehabilitation Psychology*; *Trauma and Practice*; and *Journal of Consulting and Clinical Psychology*.

Mullins has twice received Psychology Teacher of the Year Award from the Oklahoma Psychological Association, and in 2002 he received the Distinguished Psychologist Award from OPA for his commitment to education and training.

Logan Wright Distinguished Research Award



Tim Wysocki, Ph.D.

The Logan Wright Distinguished Research Award was given to **Tim Wysocki, Ph.D.** This award recognizes excellence and significant contributions in establishing the scientific base of pediatric psychology.

Wysocki is a professor of Psychology in the Department of Psychiatry and Psychology at the Mayo Medical School in Jacksonville, Florida. He is a principal research scientist at the Nemours Children's Clinic, director of the Center for Pediatric Psychology Research, and chairperson of the Nemours Florida Institutional Review Board for the Protection of Human Research Participants. He is also a courtesy professor of Clinical and Health Psychology at the University of Florida.

Wysocki has published extensively on the issues surrounding children and adolescents with insulin-dependent diabetes mellitus, and currently serves on the editorial board of the *American Journal of Diabetes*.

His research is supported by the National Institute of Child Health and Human Development and National Institute of Diabetes, Digestive and Kidney Disease.

Lee Salk Distinguished Service Award



Gary A. Walco, Ph.D.

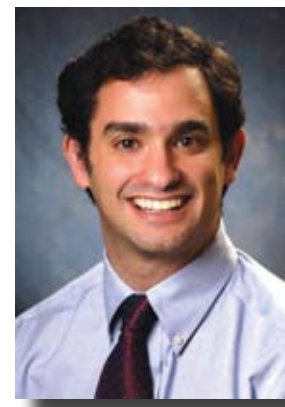
The Lee Salk Distinguished Service Award was given to **Gary A. Walco, Ph.D.** This award recognizes outstanding contributions to the Society of Pediatric Psychology or to the field of pediatric psychology in general.

Walco is director of the David Center for Children's Pain and Palliative Care in the Department of Pediatrics at Hackensack University Medical Center. He is also a professor of Pediatrics at the University of Medicine and Dentistry of New Jersey in the New Jersey Medical School.

Walco is the founder and former chair of the Special Interest Group on Pain in Infants, Children, and Adolescents for the American Pain Society and chaired the task force responsible for the American Academy of Pediatrics policy statement on the assessment and management of acute pain in children.

He is on the core committee for palliative care in the Children's Oncology Group and the pain committee of the Children's Arthritis and Rheumatology Research Alliance. He also serves as a consultant to various pharmaceutical firms on analgesic trials for children and is currently involved in a joint project between the FDA and the National Institute for Child Health and Human Development.

Routh Early Career Award in Pediatric Psychology



David Schwebel, Ph.D.

The Routh Early Career Award in Pediatric Psychology was awarded to **David Schwebel, Ph.D.** This award recognizes significant contributions to the field of pediatric psychology in research, clinical training, and/or service.

Schwebel is an associate professor and vice chair in the Department of Psychology at University of Alabama at Birmingham. Trained as a child clinical psychologist, he has published widely on psychological aspects of understanding and preventing children's unintentional injuries. Specific topics of interest include temperament and personality, children's judgment of physical abilities, and adult supervision of children.

He has developed injury prevention techniques for child pedestrian safety using virtual reality and for child playground safety using behavioral mechanisms to improve the quality and quantity of adult supervision. His research has been funded by CDC, DOT, and the Woodrow Wilson Foundation.

Schwebel earned his B.A. from Yale University in 1994, his M.A. in 1996 and his Ph.D. in 2000 both from The University of Iowa. He completed a clinical psychology internship at University of Washington School of Medicine.

Call for Nominations

APA Convention Student Poster Awards



Irene Delgado, M.S.

Irene Delgado, M.S., University of Miami (with Maria Goldman, Mary Whitney Ward, Monica Bo-canegra, Erin O'Callaghan, Jennifer Hestad, Elizabeth Willen, Anai Cuadra, Wendy Sule, and Danny Armstrong) *"Neurocognitive Deficits and IEP Monitoring of Pediatric Cancer Survivors"*



Mary Payne, B.S.

Mary Payne, B.S., University of Georgia (with Laura Simmons, Ronald Blount, Jeffrey Lewis, Katie Devine, Janet Klebek, Megan Benoit, Jordan Gilleland, and Bonney Reed) *"Skills-Based Group Intervention for Adolescent Inflammatory Bowel Disease"*



Jennifer Hamilton, M.A.

Jennifer Hamilton, M.A., University of Massachusetts-Boston (with Vali Kahn and Joan Liem) *"Unexpected Generation: Perinatally HIV-Infected Adolescents"*

Division 54 Officers

The Society of Pediatric Psychology is accepting nominations for president elect, APA council representative, secretary, and member at large. Terms begin January 2008.

President Elect serves for one year and shall be a member, fellow, or voting associate member of SPP. The president elect shall be a member of the Board of Directors with the right to vote and shall perform the duties traditionally assigned to a vice president. In the event that the president shall not serve a full term, the president elect shall succeed to the unexpired remainder and continue to serve through his or her own term.

Treasurer serves for three years and shall be a member, fellow, or voting associate member of SPP. The treasurer is a member of the Board of Directors with the right to vote and performs duties traditionally assigned to a treasurer.

Member at Large shall be members, fellows, or voting associate members of SPP elected for a three-year term. The member at large is a member of the Board of Directors with the right to vote. Activities include serving as liaison to conference coordinators, assuring reports and finances for the 2007 conference are completed and filed appropriately, and maintaining SPP's listserv.

Ten nominations must be received for each candidate by **January 31, 2007**. Self-nominations are encouraged. To nominate a candidate, contact Anne Kazak Ph.D., Nominations and Elections Chair, by e-mail at Kazak@email.ChoP.edu.

Fellow Status

Division 54 invites members to apply for Fellow status. Election to Fellow in the Division requires evidence of unusual and outstanding contributions or performance in pediatric psychology. The applicant's work should have had a national impact on the field.

Request Fellow application materials from Marti Hagen at PedPsychol@aol.com.

Grants, Awards, and Announcements

Special Issue Announcement

Journal of Pediatric Psychology

Sleep in Children with Neurodevelopmental and Psychiatric Disorders

A substantial percentage of children with neurodevelopmental and psychiatric disorders, such as autistic spectrum disorders, mental retardation, depression, and attention deficit hyperactivity disorder, are reported to have sleep problems.

This special JPP issue will focus on 1) incidence, prevalence, and comparison of sleep problems in children with developmental and psychiatric disorders, and in the caregivers of these children; 2) the impact of sleep problems on child daytime behavior including self-injurious and maladaptive behaviors; 3) the association between sleep problems and child characteristics such as temperament and behavior problems; 4) evaluation of behavioral, educational, and pharmacologic interventions for preventing and treating sleep problems in children with developmental and psychiatric disorders. Both original research and review articles will be considered.

Manuscript submissions are due by **April 1, 2007**. Please submit manuscripts electronically through the journal's online submission Web site at <http://jpepsy.manuscriptcentral.com> with a cover letter stating the manuscript is for this special issue.

Editors for the special issue are Tonya Palermo, Ph.D. and Judith Owens, M.D. Please direct inquiries by e-mail to palermot@ohsu.edu or to owensleep@aol.com.

Grants, Awards, and Announcements

Routh Student Research Grant

The Society of Pediatric Psychology has established an annual research scholar grant program for student members. Research proposals should address areas consistent with the field of pediatric psychology and conducted under the supervision of a faculty advisor, including work leading to a master's or doctoral degree or independent study. Funding is available up to \$750. Deadline: **April 1, 2007.**

Student Research Award Competition

The Society of Pediatric Psychology announces its Annual Student Research Competition to encourage and reward quality research into issues related to pediatric psychology and health care of children. An award of \$750 will be made to the winner of the competition. All research must have been completed while the candidate was a student. The student must be the primary (first) author. Only empirical studies will be considered. Deadline: **April 1, 2007.**

Lizette Peterson-Homer Injury Prevention Grant Award

This grant, open to students and faculty, is to provide support for research related to the prevention of injuries in children. Research proposals should focus on prevention of physical injury in children and adolescents. Funding is available up to \$1,000 and is sponsored through APA Division 54 and the American Psychological Foundation. Deadline: **April 1, 2007.**

Student Travel Awards

Division 54 Student Travel Awards are available for student members of SPP who are first author of a poster or paper to be presented during Division 54 programming at the APA Convention. Four \$250 grants will be awarded to help offset costs of travel. Deadline: **April 1, 2007.**

Student Poster Awards

Division 54 Student Poster Awards are available for students who are members of SPP and who are first author of a poster to be presented during the Division 54 poster session at the APA Convention. To apply, please forward an up-to-date version of the proposal summarizing your poster by **July 15, 2007.**

Send all award applications (preferably electronically) to:

Tonya Palermo, Ph.D.
Department of Anesthesiology and Peri-Op Medicine
Oregon Health and Science University
3181 SW Sam Jackson Park Road
Portland, OR 97239
E-mail: PalermoT@OHSU.edu

For more information, visit the student research grants and awards online at www.apa.org/divisions/div54/

Waive Your APA Reg Fee/Get Travel Assistance

For students who are a member of APAGS and the first author of a poster or paper, APA will waive your convention registration fee. Further information about this waiver will be provided with the confirmation of the date and time of your session from APA.

In addition, the Science Directorate of APA sponsors an annual competition for graduate student travel awards. The purpose of the Travel Award program is to help psychology graduate students travel to the annual APA Convention to present their research. Information about this award can be obtained at www.apa.org/science/travinfo.html. Deadline is **April 19, 2007.**

New SOS Suicide Prevention Middle School Program Offered Free Through RMHC Grant

A grant from Ronald McDonald House Charities (RMHC) will fund the dissemination of Screening for Mental Health's



(SMH) SOS Middle School Program, a suicide prevention and depression awareness program for adolescents based on the nationally recognized SOS Signs of Suicide® high school program. The middle school program is for grades six through eight. The funding will allow SMH to offer the program free of charge to 1,000 schools in the '06-'07 year.

The middle school program helps youth recognize the signs of suicide, depression, and self-injury and respond to them effectively, using the ACT model (Acknowledge, Care and Tell). The main teaching tool is a video that incorporates peer intervention as part of its implementation strategy.

Other components include student educational materials and stickers to reinforce the program's messages, a strong parental component including an educational newsletter, and training materials for faculty and staff.

Registration for the SOS High School Program is also underway. New kit materials this year include customizable wallet cards and posters, resources organized into a new binder format with lesson plans, and additional educational and training materials for staff and parents.

For more information about the middle school or high school SOS programs or to register, call 781-239-0071 or visit MentalHealthScreening.org.

Job Announcement

Health or Pediatric Psychology. The University of South Florida St. Petersburg, College of Arts and Sciences seeks applicants for a tenure-track assistant professor, beginning August, 2007.

A Ph.D. in psychology, an excellent record of research and teaching, the ability to attract external funding, and a research program that can involve undergraduate students are required. Special consideration given to candidates whose program of work addresses racial and cross-cultural issues.

For more information, visit www.spt.usf.edu/coas/psychology/.

Save the Date

Great Lakes Regional Conference on Child Health

Cincinnati, Ohio — April 26 – 28, 2007

The Society of Pediatric Psychology Midwest Region and the Ohio Chapter of the Society for Developmental and Behavioral Pediatrics (www.sdbp.org) will co-sponsor the **Great Lakes Regional Conference on Child Health**. To be held in Cincinnati, the conference will be hosted by the Division of Behavioral Medicine and Clinical Psychology at Cincinnati Children's Hospital Medical Center.

This conference will commemorate the 20th anniversary of the **Great Lakes Regional Conference on Child Health**, and is a wonderful opportunity to share work in an intimate setting with leaders, practitioners, and trainees in pediatric psychology. The conference will

feature speakers and topics focusing on adherence, developmental transition and care, risk / prevention, clinical effectiveness, clinical interventions, health care utilization, and patient-reported outcomes. Presentations will include data-driven oral and poster sessions, plus in-depth pre-conference workshops.

Abstracts will be accepted until Nov. 17. Find details regarding the submission process and the scientific program on the conference web site. Registration begins early Jan. 2007.

The City of Cincinnati has a lot to offer conference attendees including the nationally recognized Contemporary Arts Center, the Cincinnati Arts Museum, Cincinnati Zoo, Newport



Aquarium, Cincinnati Museum Center, Cincinnati Reds, and the National Underground Railroad Freedom Center.

For more information, visit www.cincinnatichildrens.org/spp-conference.



Society of Pediatric Psychology Division 54, American Psychological Association

2006 Membership Application Form

Name _____
Address _____
City, State _____
Province, Country _____
Zip or Postal Code _____
Home Telephone _____
Office Telephone _____
Fax Number _____
E-mail _____

\$
\$
\$

Dues PAID

Routh Award Endowment Fund: Named in honor of its primary benefactor, this permanent fund provides grants and awards consistent with the purposes of the society. **Voluntary contribution**

TOTAL U.S. FUNDS (Checks made payable to Society of Pediatric Psychology)

Return this form with payment to:

Carolyn Ievers-Landis, Ph.D., Treasurer
Society of Pediatric Psychology
P.O. Box 170231
Atlanta, GA 30317

Dues Category (check one box)

- \$45 ☐ APA Member ☐ APA Affiliate*
\$45 ☐ Psychologist, not member of APA
\$45 ☐ Physician
\$45 ☐ Allied professional at or below doctoral level
\$30 ☐ Fully retired
\$20 ☐ Actively enrolled psychology student (undergraduate, graduate, or post-doctoral training)

Faculty signature _____

*If you are a student affiliate of APA, you are eligible to join SPP at the student rate.

Payment Method

- ☐ Check enclosed ☐ Money Order
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Encourage a colleague to join!



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Progress Notes

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