



The President's Message

Contribution and Commitment

As I write this column, the dark and rainy days of winter in Seattle have become more of a constant. The year end is approaching and it is a time of reflection but also one of energy and renewal. In looking ahead to 2012, I would like to express my personal appreciation for the outstanding contributions of our board, central office, and committee members. I enter my presidential year filled with gratitude for the time, energy, and talents of all of these individuals who care deeply about SPP and our members. Their commitment is a part of what makes our division a truly special and unique professional home. I feel incredibly fortunate to have this opportunity to serve as president in 2012.

Midwinter Meeting

One of the first tasks of my presidential year will be to lead the SPP Board at the Midwinter Meeting in Tempe, Arizona, on February 9-10, 2012. The purpose of this meeting is to conduct a strategic planning retreat to clarify SPP's purpose and goals, identify strategic issues and priorities, and conduct long-range financial planning. We will ask important questions about how best to focus our resources, plan for the future, and meet the needs of our members. From this meeting, we will produce a written strategic plan that I look forward to sharing with the membership this spring.

Presidential Goals and Initiatives

In addition to the strategic priorities, including both short-term and longer-term initiatives, I have also identified a few presidential goals/initiatives that I'd like to focus on this year.

The first goal is to revitalize SPP's focus on evidence-based practice. I would like to extend the initiatives started several years ago by former presidents Anne Kazak and Lori Stark. It is in SPP's best interest to be an authority at the forefront to provide education, training, and dissemination of pediatric psychology evidence-based practice to students and professionals.

Despite commitment and interest in this area, we have a lot of work ahead of us to make this goal a reality. I am committed to exploring multiple avenues (e.g., journal, conferences, website, affiliated organizations) to enhance our focus on training psychologists in evidence-based interventions and to promote delivery of evidence-based practice by pediatric psychologists.

My second goal is to increase SPP member's engagement at all levels of training by creating more opportunities for members to volunteer and get involved. The newly created SIGs provide momentum in this direction by involving more of the membership in working toward a shared focus. I will explore other strategies to utilize the immense pool of talent so that we all benefit from this collective effort and provide updates on these initiatives throughout the year.

Conference Programs

This year, we have several exciting conference programs that will provide important occasions for education, knowledge exchange, and networking with members. This April marks the 25th anniversary of the Midwest Regional Conference on Pediatric Psychology, which will be held in Milwaukee. The conference theme perfectly represents SPP's focus this year: "Reflecting on Past Accomplishments and Looking toward Future Growth."

In August, the annual APA convention takes place in Orlando and will have a large focus on health issues this year, including obesity and pain. I hope to see many of you at these conferences.

In closing, I look forward to 2012 and contributing toward the growth of the society. In this regard, I invite your interaction so I can better understand members' perspectives on issues of relevance to SPP. Please share your thoughts with me at tonya.palermo@seattlechildrens.org.



Tonya Palermo, Ph.D.

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Newsletter Deadline

Articles for the next newsletter are due before May 15, 2012. Please send your submission to newsletter editor, David M. Janicke, Ph.D. at djanicke@phhp.ufl.edu.

Plan to Attend!

**2012
Midwest Regional
Conference
in
Pediatric
Psychology**

**April 26–28, 2012
Milwaukee, Wisconsin**



The 25th Anniversary Midwest Regional Conference on Pediatric Psychology will be held April 26–28, 2012 in Milwaukee.

The conference will include workshops, keynote addresses, symposia, and poster sessions on topics including translation of interventions into clinical practice, resilience, injury prevention, ethics, medical trauma, adherence,

diversity, family functioning, and health-related quality of life.

Keynote speakers include Andrea Farkas Patenaude and David Schwebel. Other invited speakers include Dennis Drotar, L. Kevin Hamberger, Grayson Holmbeck, Celia Lescano, Victoria Miller, Scott Powers, Jerilynn Radcliffe, Ryan Spellecy, and Bradley Stolbach. Special interest groups will

meet during the course of the conference.

Eleven hours of continuing education will be offered with opportunities for up to four credit hours available through the pre-conference workshops.

As always, there will be opportunities for professional networking, including a Thursday evening reception for student attendees. All conference attendees are invited to a Friday night reception at Mader's Restaurant, a historic Milwaukee restaurant in the heart of downtown.

Registration is open and can be accessed through the SPP website or directly at www4.uwm.edu/sce/conference.cfm?id=801

The deadline for early registration is **March 26, 2012**.



Division 54 at the APA Convention

By Amy Lewandowski, Ph.D.

2012 Division 54 APA Program Chair

The 120th APA convention will be held August 2 to 5 in Orlando. Enjoy the APA conference and make sure to plan for some time sightseeing, visiting one of

the many internationally famous attractions, and joining friends and colleagues for a night out on the town.

Division 54's exciting program is composed of top-notch posters, symposia, and skill-building sessions that were selected from blinded review by professionals in pediatric psychology. The program offers innovative presentations and hands-on sessions geared toward clinicians, researchers, educators, and trainees. This year's agenda includes symposia on a broad variety of topics of particular interest to pediatric practitioners including: eHealth interventions, psychological treatment and assessment, quality of life, and treatment adherence. Exciting symposia include "Lessons Learned from Implementing eHealth Interventions" and "Craniofacial Conditions: Neurocognitive and Psychosocial Issues,"

The program also includes skill-building sessions that combine theoretical and experiential approaches to the treatment of common pediatric conditions. Heather Yardley, Ph.D. and colleagues will present a skill-building session where participants will learn current

approaches to treating obsessive compulsive disorder in pediatric populations. Tonya Palermo, Ph.D. and colleagues will lead a second skill-building session that provides hands-on training in conducting psychological assessment and delivering psychological techniques for pediatric chronic pain management.

We will host two poster sessions to showcase faculty and student research on a broad range of topics including treatment adherence, health-risk behaviors, and quality of life in pediatric psychology. Student poster award winners will be recognized during this session.

Continuing Education (CE) credits will also be offered for selected presentations—stay tuned for details.

Division 54 continues to have an outstanding and strong reputation for student involvement and we will continue to host student programming, social events and informal sessions in the Division 54 Hospitality suite. At this year's convention we will partner with Division 53 for a joint social hour and the "Internships/Postdoctoral Fellowships on Parade" event. These events allow opportunities for trainees and professionals to network, socialize, and gather information relevant to research and clinical practice.

We hope you plan to join us for a terrific convention in Orlando. Look for the schedule of events in the next issue of **Progress Notes**.

For more general convention information, visit the APA website at www.apa.org/convention.

Journal of Pediatric Psychology Highlights

By Grayson N. Holmbeck, Ph.D.

I am delighted to begin my term as editor and am particularly grateful to Dennis Drotar and his editorial team for handing over a superb journal with a high rate of submissions, a competitive rejection rate, and an excellent time-to-first editorial decision. I hope to continue to maintain this level of quality while continuing to publish methodologically strong research manuscripts.

Associate Editors

I am also pleased to report that the following individuals will be associate editors beginning in 2012: Dean Beebe, John Lavigne, Tonya Palermo, Lori Stark, Ric Steele, and Tim Wysocki. I think everyone will agree that I am particularly fortunate that Susan Wood has agreed to continue to serve as the editorial assistant for the journal.

2011 Stats

Under Dr. Drotar's leadership, the data from 2011 are impressive. There were 292 submissions with an average time to decision of 25 days and an acceptance ratio of 35.6 percent. Of the 292 submissions, 245 were original research articles, 15 were literature reviews, and seven were case studies. Moreover, there were four special sections/issues on the following topics: Health Care Transitions (Pai and Schwartz, guest editors), Research Ethics in Pediatric Psychology (Drotar), Rural Health Issues in Pediatric Psychology (Janicke and Davis, guest editors), and Family Assessment in Pediatric Psychology (Barakat and Alderfer, guest editors).

During Dr. Drotar's tenure, the reviewer mentoring program has flourished (with a paper reporting outcomes for this program being published in 2011). I hope to continue to support and expand this important mentoring program. Dr. Drotar has also provided an invaluable set of editorials that will be helpful to those who wish to submit their work to the journal in the future.

During 2012, Dr. Drotar and our editorial team will share journal oversight duties as he finishes processing manuscripts that were submitted in 2011.

Pioneers in Pediatric Psychology Series

I am also pleased to report that, with the editorial help of Michael Roberts, we will be reactivating the Pioneers in Pediatric Psychology series. Many of you may recall that, in 2000-2002, papers were published by the following "pioneers" who made significant contributions to the field of Pediatric Psychology and the Society of Pediatric Psychology: Don Routh,

Gary Mesibov, Gene Walker, and Denny Drotar. We will begin publishing these papers again later this year.

Let us know if you have ideas for authors who would be ideal for this ongoing series.

We are asking authors to discuss "lessons learned" from their experiences in the pediatric psychology field and how some of their experiences were interwoven with the field's historical development. We also ask them to share their wisdom by providing insights that might be beneficial to those who are still in training.

Special Issues

JPP's editors will collaborate on several special issues each year. I also look to our readers to suggest (and perhaps edit or co-edit) special issues that will be of interest to our readership. Thus far, we have already distributed two calls for submissions.

The first, Innovative Treatment and Prevention Programs for Pediatric Overweight and Obesity, has a submission deadline of October 1, 2012. Please contact David Janicke at djanicke@phhp.ufl.edu or Ric Steele at rsteale@ku.edu if you have questions about this special issue.

The other, Adherence, has a submission deadline of November 1, 2012 and seeks to highlight innovative approaches to the treatment or prevention of pediatric non-adherence as well as other issues relevant to this important topic. Additional information can be obtained from Lori Stark at lori.stark@cchmc.org.

Additional Info

For any type of manuscript, instructions for authors can be found at <http://jpepsy.oxfordjournals.org> and papers can be submitted at <http://mc.manuscriptcentral.com/jpepsy>. To locate JPP papers by topic, visit <http://jpepsy.oxfordjournals.org/cgi/collection>.

I look forward to serving you over the next five years and can be contacted at gholmbe@luc.edu.



Grayson Holmbeck, Ph.D.

2011 Diane Willis Award for Outstanding JPP Article

The Diane Willis Award for Outstanding Article in the *Journal of Pediatric Psychology* honors Diane J. Willis, who served SPP as president and founding editor of the *Journal of Pediatric Psychology* and the SPP Newsletter.

The award's selection criteria are high. Articles must: 1) Have the potential to significantly contribute to scholarship in the science and practice of pediatric psychology as evidenced by having a positive impact on the field/topic area by influencing or guiding future research, or having implications for policy, practice, training, and professional developments; 2) Have potential for long-lasting utility and value to the field; 3) Demonstrate particular innovation and excellence in approaching the topic for usefulness in application, development of theory, and appropriateness or advancement of methodology and design; and 4) Provide an exemplar for others to model.

2011 Diane Willis Award Winner

Pinquart, M., & Shen, Y. (2011). Depressive symptoms in children and adolescents with chronic physical illness: an updated meta-analysis. *Journal of Pediatric Psychology*, 36 (4), 374-384.

2011 Honorable Mention Article

Devine, K.A., Wasserman, R.M., Gershenson, L.S., Holmbeck, G.N., & Essner, B.S. (2011). Mother-Adolescent Agreement Regarding Decision-Making Autonomy: A longitudinal comparison of families of adolescents with and without spina bifida. *Journal of Pediatric Psychology*, 36 (3), 277-288.

Selection Committee

A special thank you goes to the 2011 Diane Willis Award Selection Committee: Dan Clay (chair, as past president), Maureen Black, Ron Brown, John Chaney, and Sean Phipps.

Biographical Information and Statements

The Division 54 slate of candidates for the 2012 election for president, APA council rep, secretary, and member at large for diversity and training is complete. We strongly encourage you to submit the ballot mailed to you by APA.

President

Elissa Jelalian, Ph.D.

Elissa Jelalian is an associate professor of Psychiatry and Human Behavior and Pediatrics at the Alpert Medical School of Brown University. Her NIH-funded research focuses on innovative weight control interventions for children and adolescents, as well as adaptation of lifestyle interventions for children and adolescents with psychiatric and medical conditions. Her research has had a significant impact on development of behavioral weight control interventions for adolescents.



Elissa Jelalian, Ph.D.

Jelalian has served as a mentor for pre-doctoral and postdoctoral trainees in pediatric psychology at Brown nearly 20 years. She is strongly committed to training and was the recipient of a departmental award for outstanding mentorship in 2004 and the Division 54 Martin P. Levin Mentorship Award in 2010.

Jelalian is a Fellow in both Division 54 and The Obesity Society, and has served on more than 20 ad hoc and special emphasis review panels for the National Institutes of Health. She also serves on the editorial boards of the *Journal of Pediatric Psychology*, the *Journal of Family Psychology*, and *Health Psychology*.

Jelalian received her Ph.D. in clinical psychology from Miami University. She completed her internship at the University of Rochester and a postdoctoral fellowship in pediatric psychology at Brown.

Candidate Statement

I am honored to be nominated for the position of Division 54 president. During the course of my membership, it is impressive how SPP's scope and influence have grown to remain current with the compelling health and policy issues impacting today's children.

As a pediatric psychologist, I am invested in health promotion across a range of patient populations and care settings, from studying physical activity interventions for adolescents challenged by excess weight to adapting the Livestrong program to enhance the well being of pediatric cancer survivors.

Division 54 has made tremendous strides in moving science into real-world practice and enhancing health outcomes for families from low-income and diverse backgrounds. Continued growth in these directions requires adaptation of evidence-based strategies to the communities where children live and clinicians practice. We will work toward these goals by training pediatric psychologists to have the foresight and critical thinking skills to enhance existing interventions to better meet the needs of children and families, as well as continuing to identify novel funding options for both research and clinical care.

It would be a privilege to serve as Division 54 president.

President

Tim Wysocki, Ph.D.

Tim Wysocki's travels in pediatric psychology include a Ph.D. from Western Michigan University, post-doctoral fellowship at Johns Hopkins, and faculty positions in departments of Pediatrics at Texas Tech, Ohio State and Nationwide Children's Hospital, and Nemours Children's Clinic in Jacksonville. At Nemours Children's Clinic, he was a busy clinician and chief of the Division of Psychology and Psychiatry until 2004. Currently, he directs the Center for Pediatric Psychology Research and chairs two Nemours IRBs.



Tim Wysocki, Ph.D.

Wysocki has belonged to APA and SPP since 1982, received his A.B.P.P. diploma in 1999, and recently became a Division 54 Fellow. He has earned over \$18 million in NIH and foundation grants and has authored or co-authored 265 publications, primarily on family adaptation to pediatric diabetes. His service to other professional societies includes being the first chairperson of the American Diabetes Association Council on Behavioral Medicine and Psychology and a board member of the International Society of Pediatric and Adolescent Diabetes.

Division 54 honored Wysocki with the 2006 Logan Wright Distinguished Research Award, and he shared in the 2011 Juvenile Diabetes Research Foundation Award for Excellence in Clinical Research. He has reviewed many NIH and national foundation research grants, served on a number of editorial boards, and currently serves as an associate editor of the *Journal of Pediatric Psychology*.

Wysocki has supervised numerous graduate students, interns and postdoctoral fellows in clinical service and research.

Candidate Statement

There are few dimensions of the profession that I haven't experienced and I feel well-prepared to serve Division 54 as president. All of us should contribute to defining the Division's agenda over the next three years, but my short list of priorities would include:

- *Strengthening the evidence base showing that pediatric psychology enhances quality and/or decreases costs of health care;*
- *Keeping pediatric psychology on pace with the rapid evolution of telecommunications, information technology, and social networking;*
- *Helping pediatric psychologists build competitive skills in grant writing and authorship of journal articles;*
- *Promoting a strong voice for Division 54's interests and priorities within APA and to nurture relationships with other national and international organizations that are concerned primarily with children's health and health care.*

My core belief is that the vitality of pediatric psychology depends greatly on the empirical evidence that we collect and disseminate about the value we add to children's health care.

APA Council Representative

Kathleen Lemanek, Ph.D.

Kathleen Lemanek is a professor of Clinical Pediatrics at The Ohio State University School of Medicine and Public Health and a pediatric psychologist at Nationwide Children's Hospital. She earned her Ph.D. from Louisiana State University and completed her internship training at the Kennedy Krieger Institute/Johns Hopkins University.

Lemanek's clinical and research interests and programmatic responsibilities center on pain management, focusing on sickle cell disease (SCD) and generalized pain syndromes; adherence to medical regimens, and psychosocial adjustment to SCD and pulmonary disorders. She has authored chapters and articles on assessment, intervention, and training, and has presented at international, national, and regional conferences.

Lemanek has served as an associate editor of the *Journal of Pediatric Psychology* and as **Progress Notes** newsletter editor. She is on the editorial boards for *JPP* and *Children's Health Care* and is an ad-hoc reviewer for several psychology and pediatric journals, such as the *Journal of Developmental and Behavioral Pediatrics* and the *Journal of Pain*. She has served as SPP's member-at-large for membership, treasurer, and president. She is a site visitor for the APA Internship Accreditation Program and is a Fellow in the APA divisions of 53 and 54.



Kathleen Lemanek, Ph.D.

Candidate Statement

I am honored to be nominated to represent Division 54 as an APA Council Representative. I have been an active member of Division 54 for over 25 years and feel I can effectively represent issues affecting pediatric psychologists at the Council level.

Over the course of my career, I have been involved in clinical practice, training, program development, and research, so I have first-hand knowledge of these issues. I have been fortunate to serve SPP in various roles and, thus, know how to work effectively within the governance process.

It is critical that SPP has an active voice at the APA level to advocate for child mental health and physical health needs as the national health care agenda is changing. In addition, the importance of keeping child health care interests in the legislative forefront is evident due to the economic factors affecting this country. I will ensure that Division members are informed about events occurring within APA that affect pediatric psychology at a national level and with respect to practice, training and research.

My experience in multiple roles in Division 54 and in various areas of pediatric psychology will make me an effective council representative. Thank you for your consideration.

APA Council Representative

Michael C. Roberts, Ph.D.

Michael C. Roberts is professor and director of the Clinical Child Psychology Program at the University of Kansas. He is the current historian of the Society of Pediatric Psychology, having served as SPP president, *Journal of Pediatric Psychology* editor, and recently as national conference co-manager.

Roberts received his Ph.D. from Purdue University and interned at Oklahoma Children's Hospital. After rising through the ranks at the University of Alabama, he moved to Kansas to start the Clinical Child program. He has published a number of books, including the *Handbook of Pediatric Psychology* for SPP, co-edited *Children's Health Care*, and is the current editor of *Professional Psychology: Research and Practice*.



Michael C. Roberts, Ph.D.

Candidate Statement

I am honored to run for the Society of Pediatric Psychology's APA Council of Representatives. Currently, as SPP historian, I have a sense of the traditions and richness of pediatric psychology practice and research. I seek to represent SPP in the APA governance by advocating for not only the best interests of psychology, but also for our specialized interests for pediatric psychology. We must respond affirmatively to the challenges of a changing health care environment in which pediatric psychologists are integrally involved.

The field of pediatric psychology developed into a wonderfully vibrant force serving children and families through its research and practice. Through the years, pediatric psychology has continually adjusted and adapted at the forefront of innovation and should be a model for advancing the key concepts. We can accomplish much by focusing incredible energies and efforts to advance our innovative and substantial contributions, responding to changes in health service delivery organizations, and financing schemes presented by the Accountable Care Act and its related developments.

In contrast to its early years, SPP has well established financial resources and a solid organizational structure. However, similar to the founders, the Society has creative, smart, and energetic professionals in its membership. Thus, we also have the means and technology to fulfill the multiple needs for the field in its diverse applications. SPP can do even more with a vision to invest its enormous resources and talents to benefit the members, benefit our patients, and benefit society. I will work with SPP leadership and APA governance to help secure the future for our field. I would welcome the opportunity to continue my service.

Secretary

Victoria A. Miller, Ph.D.

Victoria Miller is an assistant professor at the University of Pennsylvania Perelman School of Medicine and a psychologist at the Children's Hospital of Philadelphia (CHOP). Miller received her undergraduate degree from Brown University and her Ph.D. from Case Western Reserve University. She completed her internship and fellowship at CHOP.



Victoria A. Miller, Ph.D.

Miller's research focuses on two areas. One has to do with the development of independent management of chronic illness, with an emphasis on parent-child decision making. She currently has NIH funding for a five-year longitudinal study examining the developmental mechanisms, predictors, and outcomes (e.g., treatment adherence and responsibility) of children's decision making involvement about illness-related issues in youth with cystic fibrosis or type 1 diabetes. Miller's second area of research focuses on issues related to pediatric bioethics, such as parental permission and child assent. Miller's next study will examine the potential benefits of child assent for decisions about clinical trial enrollment.

Miller serves as an associate editor for the *American Journal of Bioethics: Primary Research* and on the editorial board for the *Journal of Pediatric Psychology*. She is chair of SPP's Pediatric Bioethics Special Interest Group. Clinically, she sees children and adolescents with cystic fibrosis and their families for outpatient assessment and therapy.

Candidate Statement

I am pleased to have been nominated for the position of Division 54 secretary and would welcome the opportunity to serve the Division in this way. My SPP membership began when I was a graduate student at Case Western Reserve University, and it has been my professional home ever since.

It has been both professionally and personally rewarding to be part of such a supportive and engaging group of colleagues. In my role as chair of the Pediatric Bioethics SIG, I have started to think more about SPP's bigger picture, especially with respect to engaging members, promoting collaboration, providing resources to aid in research and clinical practice, and enhancing student training and involvement. It is in this spirit that I am running for office and hope to contribute to SPP in a more substantial way.

My skills in terms of organization, attention to detail, and writing will serve me well in the role of secretary. If elected, my goal would be to fulfill the specific duties of secretary, while also working collaboratively with other board members to support and advance the mission of SPP. Thank you for your consideration.

Secretary

Avani Modi, Ph.D.

Avani Modi is an assistant professor in the Center for Adherence and Self-Management in the Division of Behavioral Medicine and Clinical Psychology at Cincinnati Children's Hospital Medical Center (CCHMC). She received her undergraduate degree from Duke University and earned her Ph.D. from the University of Florida. She completed her pre-doctoral internship and postdoctoral fellowship at CCHMC.



Avani Modi, Ph.D.

Modi's research focuses on treatment adherence and health-related quality of life in pediatrics. Her NIH-funded Career Development Award focused on examining longitudinal adherence patterns in children with newly diagnosed epilepsy and developing adherence promotion interventions. In addition, Modi has a long-standing interest in the measurement of health-related quality of life, including the development and validation of disease-specific instruments in cystic fibrosis and obesity.

Modi is actively involved in clinical and research training and is the associate director of the O'Grady pre-doctoral internship program. She co-directs CCHMC's New Onset Seizure Clinic and serves on the editorial board for the *Journal of Pediatric Psychology*. Modi served as the academic program co-chair for the 2007 Regional Conference on Child Health Psychology in Cincinnati and on the SPP Board as the APA Program Committee chair from 2008-2009.

Candidate Statement

I am honored to receive a nomination for the SPP Secretary position. I became a member of SPP as an undergraduate student in 1998 and continue to be actively involved in the Division working with pediatric psychologists who have been valued trainees, colleagues and mentors.

When I served on the SPP board as the program committee chair, it was clear that the secretary position required excellent organizational skills, efficiency, writing skills, and the ability to work collaboratively with board members. I am confident in my ability to effectively perform the duties of secretary given that these are consistent with my personal strengths.

Beyond these core responsibilities, I will bring unique perspectives from my leadership roles as the associate training director of a pre-doctoral internship program and co-director of a medical subspecialty clinic. These positions have given me insight regarding the future roles of pediatric psychologists in academic medical centers and the training necessary to develop successful scientist-practitioners.

I look forward to the opportunity to work with SPP colleagues in making substantial contributions to the development and realization of Division 54 goals. I appreciate your consideration and support.

Secretary

Wendy L. Ward, Ph.D.

Wendy L. Ward is an associate professor in the Department of Pediatrics at the University of Arkansas for Medical Sciences College of Medicine, and provides services through Arkansas Children's Hospital. Ward received her Ph.D. from the University of North Carolina at Greensboro. She completed her pre-doctoral internship at Rush-Presbyterian-St. Luke's Medical Center and her postdoctoral fellowship at the University of Arkansas for Medical Sciences, both in pediatric psychology.



Wendy L. Ward, Ph.D.

She is currently chair of the Psychology Subcommittee for the National Association for Children's Hospitals and Related Institutes, assistant director of the Department of Pediatrics Pediatric Psychology Section and co-director of Pediatric Psychology Training.

Ward serves as the College of Medicine's women faculty vice president and Department of Pediatrics director of Faculty Wellness, director of the Leadership Development Institute, and Faculty Council member. She coordinates the inpatient consultation/liaison service for one of the largest children's hospitals in the nation, and outpatient psychology services within 10 pediatric subspecialty clinics.

Ward received the Department of Pediatrics 2011 and 2010 Educator of the Year Award and was recognized as runner up for the Mentor of the Year Award in 2010.

Candidate Statement

Being a member of SPP for over 15 years, I am privileged to have been nominated for Secretary. I am an active member, managing a Division 54-approved SIG and listserv, serving as a mentor in the jointly sponsored Division 54/APPIC Mentoring Project for students and early-career professionals, serving as a Mentor Reviewer for JPP, and reviewing submissions for the Division 54 conferences. I served as the SPP representative on the CRSPS committee.

My role as secretary would allow me to use my skills at team organization. I feel well prepared for this position given my experience coordinating clinical service programs, research teams, and educational/mentoring programs. I was also selected for leadership training by the Association of American Medical Colleges as well as APA's Leadership Institute for Women in Psychology that further prepared me for service.

I am excited at the prospect of taking my passion for our field, and working with others to enhance SPP's role in national advocacy and policymaking, training initiatives for young members, supporting research endeavors, and promoting the use of evidence-based standards of practice guidelines across the nation. Given my passion and commitment to the field of pediatric psychology, I am confident that if elected I would fulfill the role of secretary with energetic enthusiasm and cooperative collaboration with other board members to bring SPP's initiatives to life.

Member at Large — Training

David Janicke, Ph.D.

David M. Janicke is an associate professor in the Department of Clinical and Health Psychology at the University of Florida. He earned his Ph.D. from Virginia Tech and completed a postdoctoral fellowship at Cincinnati Children's Hospital.

Janicke is a Fellow of APA Division 54. In his current position, he is heavily involved in research and clinical practice, and mentoring of graduate students, interns, and postdoctoral fellows. He directs the Behavioral Pediatrics Outpatient Psychology Clinic at the University of Florida.

Janicke is the PI on multiple NIH- and Medicaid -funded trials examining the effectiveness of community-based interventions addressing obesity in underserved and at-risk youth. He serves on the editorial board for the *JPP*, is the current editor of the SPP newsletter, **Progress Notes**, and also is a co-editor for a special *JPP* issue on innovative treatment and prevention programs for pediatric obesity. He has served as a reviewer for numerous SPP conference and grant awards, as well as multiple NIDDK special emphasis grant review panels.



David Janicke, Ph.D.

Candidate Statement

My enthusiasm for enhancing student development, my experiences mentoring trainees in research and clinical service at all levels of training, and my service on the SPP executive committee as newsletter editor should serve me well in this position. As editor of **Progress Notes**, I have strived to build on the work of my predecessors by expanding content specifically targeting student issues and increasing opportunities for student contributions to the newsletter. I hope to continue to positively impact trainee development and growth as member at large over the coming years.

The next generation of pediatric psychologists needs to be prepared clinically and scientifically for a changing and competitive health care system. A decade ago, a SPP task force provided recommendations on the training experiences considered most important for successful research and practice in psychology. As member at large, one of my top priorities will be to encourage and help SPP update these training recommendations, which will include devising a list of clinical and scientific competencies to help pediatric psychologists excel in the future. It will be vitally important to not only facilitate student input on these recommendations, but to also work with the SIGS and SPP mentoring program to continue to build new and improved training opportunities for students. In addition, I will advocate for continued growth in funding for trainee awards to facilitate quality research and dissemination.

I would be honored and excited to serve our society in this capacity.

Member at Large — Training

Deidre Logan, Ph.D.

Deidre Logan is a pediatric psychologist in the Division of Pain Medicine, Department of Anesthesia at Children's Hospital Boston and assistant professor of psychology in the Department of Psychiatry at Harvard Medical School. As director of Psychology Services for the Division of Pain Medicine she oversees and participates in clinical, research, and teaching activities related to psychological assessment and treatment of pediatric pain. Her research focuses on psychological aspects of pediatric chronic pain, with particular emphasis on the roles of school and family systems in the child's pain experience.

Logan received her Ph.D. in Clinical Psychology at the University of Michigan where she also completed her internship at the University Center for the Child and Family. She completed a postdoctoral fellowship in pediatric psychology at the Children's Hospital of Philadelphia and subsequently served as a staff psychologist in the Pain Management Program.



Deidre Logan, Ph.D.

Candidate Statement

I am honored to be nominated by my colleagues for the position of SPP Member at Large for Student/Trainee Development. Throughout my professional career, I have been actively involved in clinical and research training both within psychology and across disciplines in the healthcare setting. The opportunity to contribute to education and training initiatives at the division level is one I will embrace with enthusiasm and energy. SPP has a strong emphasis on fostering career growth in the field, and I look forward to advocating for the needs of trainees and early-career pediatric psychologists.

The most critical issues facing pediatric psychology trainees today include evolving their roles within the changing healthcare environment. I will work to ensure that SPP continues efforts to help trainees navigate the current challenges in behavioral and multidisciplinary healthcare. Specific goals for my service include further expanding and enhancing the SPP mentorship program to meet the differing needs of trainees and early-career psychologists. Additionally, I would like to focus on the newly developing Special Interest Groups within SPP as a venue for trainee development. I believe these SIGs can offer trainees additional guidance and exposure to a variety of career trajectories within specific areas of the field. For example, the development and circulation of "core competencies" within subfields of pediatric psychology such as pain management, adherence, and adjustment to chronic illness is an important training role that the SIGs can assume.

I look forward to providing service to the society as Member-at-Large and hope that you will give me your vote. Thank you!

Member at Large — Training

Britt A. Nielsen, Psy.D.

Britt A. Nielsen is an assistant professor of Psychology and Psychiatry at MetroHealth Medical Center and Case Western Reserve School of Medicine. She received her B.A. in Psychology at the University of Oklahoma and an M.A. in Psychology at the University of Central Oklahoma. Nielsen received her doctoral degree from Indiana State University, and completed her internship in Health Psychology at the Central Arkansas Veterans Healthcare System. She completed her postdoctoral training as LEND Fellow at the Arkansas Children's Hospital in the University of Arkansas Medical School Department of Pediatrics.

Since joining MetroHealth Medical Center in 2002, Nielsen has served as a clinical supervisor for practicum students and coordinator of the practicum placement for psychology graduate students. She participates in the training of medical students and residents in the departments of pediatrics, psychiatry, family practice, and physical medicine and rehabilitation. Nielsen participates in NIH-funded research on the use of telehealth interventions for children and teens with traumatic brain injuries.



Britt Nielsen, Psy.D.

Candidate Statement

It is an honor to be nominated to serve as a Member at Large for Student/Trainee Development. I am fortunate to work in an academic medical center with a strong tradition in teaching. This affords me the opportunity to work with trainees at many levels and across disciplines. I serve as a clinical supervisor for child and pediatric psychology practicum students and postdoctoral fellows. I have the opportunity to guide student research by serving as a committee member for doctoral research projects. I also work with premed students, medical students, and residents in pediatrics, psychiatry and physical medicine and rehabilitation providing seminars and hands on experience in pediatric psychology.

I am interested in the use of electronic health records (EHRs) and technology for clinical care. As a trainee and as a supervisor, I have had over 10 years of experience using EHRs in medical settings. EHRs have implications directly related to privacy of our patients and impacts how we supervise our trainees' documentation and reports. Moreover, I participate in NIH-funded research on delivering interventions via online videoconferencing, and believe SPP should be leading the way for preparing psychologists for providing telehealth services. Training young professionals about documentation and the provision of care in the electronic age is important for preparing them for the future of our field.

Member at Large — Diversity

Anna Maria Patino-Fernandez, Ph.D.

Anna Maria Patino-Fernandez is a pediatric psychologist and assistant professor at the University of Miami Miller School of Medicine. Prior to joining the faculty, Patino-Fernandez completed her internship training at Children's Hospital Boston and postdoctoral fellowship at Children's Hospital of Philadelphia.

Patino-Fernandez is a clinician, researcher, and teacher. She heads up the Pediatric Medical Coping Clinic, where children with chronic illnesses are seen to facilitate adjustment and reduce distress. She is an active researcher conducting prevention and intervention research with children with diabetes and obesity and their families. As PI and co-investigator of university- and NIH-funded grants, Patino-Fernandez examines the health behaviors of minority children and their families, with the purpose of improving adherence to treatment, health behaviors, and physical health. She also supervises trainees at the Mailman Center during various stages of their doctoral training.

She has been a member of Division 54's Diversity Committee since 2008 and served as Division 54's Program Committee Chair in 2008 and 2011. She's a member of the International Society for Pediatric and Adolescent Diabetes and recently served on the conference planning committee.



Anna Maria Patino-Fernandez, Ph.D.

Candidate Statement

I am honored and excited to receive this nomination for the Member at Large for Diversity position. Serving children and families from diverse ethnic, socioeconomic, and cultural backgrounds in clinical and research settings has been central to my career.

I am eager to serve as Member at Large for Diversity with the goals of training pediatric psychologists with a commitment to diversity and training pediatric psychologists from diverse backgrounds. I feel well qualified to assist in this capacity: I am a strong advocate for the training of culturally diverse and competent professionals at our training program through our Bilingual Consultation Group; I am dedicated to working with families from diverse backgrounds; and through the Diversity Committee and SIG, am involved in reviewing for poster and grant awards but more importantly participating in conversations to ensure we remain committed to understanding all kinds of diversity.

I look forward to working again with the SPP board and membership to carry-on the important work of the Diversity Committee in supporting the Division's commitment to all aspects of diversity. I hope to continue to work with other committees to integrate our efforts of respecting, appreciating and promoting diversity in all its expressions. I appreciate your support and look forward to working with you as Member at Large for Diversity.

Member at Large — Diversity

Mery Macaluso Taylor, Ph.D.

Mery Macaluso Taylor is a pediatric psychologist at the Children's Hospital of Orange County (CHOC) in Southern California, where she co-leads the Inpatient Pediatric Psychology Consultation Team and heads the Department of Pediatric Psychology's multicultural training. Her clinical/research interests include endocrine disorders, adherence, anorexia, cultural impact on perceptions of illness, and cultural and linguistic competency.



Mery Macaluso Taylor, Ph.D.

Taylor earned her Ph.D. from the University of Kansas, completed her internship at the Children's Hospital of Boston, and fulfilled her postdoctoral training at both Children's Hospital of Los Angeles and CHOC. In 2009, she was awarded an APA Minority Fellowship.

Taylor has been active in training students at the practicum, internship, and postdoctoral levels at CHOC, with an emphasis in C/L and endocrinology. She developed and co-leads an innovative seminar and supervision experience for psychology trainees who speak Spanish. The seminar's development was based on her own experience as a bilingual therapist, as well as feedback from Spanish-speaking psychology trainees who were struggling to provide services in Spanish regardless of their language proficiency. She saw a need to develop a more formalized training experience to increase comfort and competency in providing culturally and linguistically appropriate services.

Candidate Statement

I am honored to be nominated for Member at Large for Diversity. It is a position that encompasses my own personal mission of providing competent services to children and families of diverse backgrounds, as well as my professional goal to train others to do the same.

As a member of the Diversity Committee/SIG since 2008, I have been able to channel my passion for promoting these interests. Over the past two years, as chair of the diversity poster awards and as a member of the grant awards subcommittee, I have had the privilege of reading and evaluating the wonderful research of our newest pediatric psychologists. It has been an honor to work with Celia Lescano and all of the Diversity Committee/SIG members these past few years. I am proud of our work in promoting diversity awareness in SPP initiatives and in becoming a SIG.

If elected, I will continue to promote the integration of diversity issues in all aspects of SPP's endeavors. I also want to continue SPP's commitment to diversity by developing an initiative for developing and promoting culturally appropriate interventions, as well as creating guidelines for training pediatric psychologists in other languages to address the growing needs of culturally and linguistically diverse populations.

Effective Use of Social Media in the Professional Context The Graduate Student Perspective

By Jason Van Allen, M.A.

In our advancing technological era, we can sometimes feel “behind the times” if we aren’t utilizing social media to keep up with professional relationships and/or organizations. Combine that feeling with a culture clash between graduate students who grew up immersed in a social media world and our mentors who invariably came of age with less access to technology than their mentees.

As you consider your own professional development, you might find yourself asking a number of questions: How much social media interaction is appropriate? How do I use social media for both personal and professional use? Which platforms are the best avenues for my social media communications (e.g., Twitter, Facebook, etc.)?

We address these topics below as a way of starting your thinking about how to best use social media as a graduate student.

Facebook: The Lord of the Realm

A variety of internet-based services are available to get you connected electronically to friends, family, professionals, companies, organizations and more. Facebook provides users with an extensive array of social media interactions through their profile page, group pages, business pages, games, classified ads, photo and video sharing, discussion boards and more. Originally designed for only college and university students, Facebook is now open to anyone with a verifiable email address as well as to companies hoping to promote their products.

Overall, the comprehensive nature of Facebook can be both an advantage and disadvantage to psychology students hoping to use Facebook in both the personal and professional realm. For example, Facebook does not allow individuals to create separate accounts for the same person; so individuals hoping to keep the personal and professional worlds clearly delineated will need to be more diligent with regard to their privacy and other account settings. On the other hand, more individuals use Facebook than any other social media outlet, which provides a larger audience and more potential connections for students.

Twitter: Penny for your Tweet

Twitter is another social media outlet with unique advantages and disadvantages for students. For instance, individuals can create numerous accounts on Twitter to more clearly separate personal and professional interests. In addition, Twitter has become an attractive source of information from news outlets and other press releases. In fact, Twitter has become a attractive medium for individuals 25-44 to consume news reports (Purcell et al., 2010). Despite its strengths Twitter does have less extensive reach in comparison to Facebook.

LinkedIn: Did I Shine my Shoes for This?

LinkedIn provides an additional source for professional connection. LinkedIn was originally created to connect individuals with potential employers or customers, and allows users to make connections with other individuals to develop a professional/career network online. LinkedIn allows users to maintain profiles that are very professionally oriented, and thus may facilitate connections with other professionals that might not otherwise be available via other outlets.

Google+: Friends have Secrets too

Google+ is a new initiative from Google that is designed to give users

the “best” of Facebook, with additional and simplified privacy settings. In Google+, users can assign various groups of people to “circles” that are only allowed to view certain information that you have designated for those circles. It should be noted, however, that Facebook has recently made it possible for users to disseminate individual wall posts, videos, pictures, status updates, and more to specific “friend groups.” Previously, Facebook only allowed for broad privacy standards to specific friend groups; now, individual content you share can be customized more than ever.

What is right for you?

Overall, the social media landscape is vast and can be intimidating for students who would like to increase their social networking footprint, but who would also like to limit the risk that they offend a colleague, potential employer, professor or others. At minimum, students should make sure that they understand the various privacy considerations between and within each social networking option, and choose how they use social media based on those considerations.

Students may benefit from establishing profiles on various social networks given the increased integration of these services in student and professional organizations (such as SPP) that may not provide the same information in other avenues. Further, maintaining an account or profile doesn’t necessitate that you use your profile to share personal information; in fact, the first author’s Twitter account has rarely been used to post anything personal, but has been a fantastic source for news and information regarding research and other psychology related topics on a near daily basis.

Ultimately, risks should be weighed against the potential benefits, as well as against the availability of profile customization to further limit risks without losing the reward of greater connectedness to friends, colleagues, and family.

Call for Student Leaders

The SPP Student Advisory Board (SAB) is accepting nominations for student representative and five SAB member positions. SAB members hold two-year terms, beginning Jan. 1, 2013 with transition to the position beginning Aug. 2012.

Applicants must be Division 54 student members and enrolled in an APA-accredited graduate program in professional psychology with specific interests in pediatric psychology. Applicants must not be eligible for graduation from their program until after their term is complete in Dec. 2014.

To apply, e-mail the following to SPP Student Representative Christopher Cushing at StudentRep@gmail.com: 1) CV; 2) contact information—email, phone, address; 3) letter of recommendation from your primary mentor; and 4) a short statement indicating your interest in serving as student rep and preference as to how you would serve on the Student Advisory Board (i.e., Membership Committee, Student Spotlight/Website Committee, Programming Committee), including highlights of how you would contribute.

Deadline is **April 15, 2012**.

Student Grants

Marion and Donald Routh Student Research Grant

SPP has established an annual research scholar grant program for student members. Research proposals should address areas consistent with the field of pediatric psychology. Topic examples might include relationships between psychological and physical wellbeing of children and adolescents, including behavioral and emotional components of disease and treatment, the role of pediatric psychology in pediatric medical settings, or the promotion of health and the prevention of illness among children and youth. Funding is available up to \$1,000.

Lizette Peterson-Homer Injury Prevention Grant

This grant, open to students and faculty, provides support for research related to the prevention of injuries in children and adolescents. Funding is available up to \$5,000 and is sponsored jointly by APA Division 54 and the American Psychological Foundation (APF) www.apa.org/apf/.

Student Awards

SPP Student Research Award Competition

SPP encourages and rewards quality research on issues related to pediatric psychology and health care of children. All research must have been completed while the candidate was a student. The student must be the primary (first) author. An award of \$500 is available.

Student Poster Awards

Student Poster awards are available for SPP student members who are first author of a poster to be presented during the Pediatric Psychology National Conference and the Division 54 poster session at the APA Convention. Deadlines will be announced via the Division 54 listserv. For more information, contact Paul Robins at robinsp@email.chop.edu.

New SPP/CDC Injury Prevention Award

SPP and the CDC's National Center for Injury Prevention and Control jointly announce a new Student Research Competition to encourage and reward quality research on issues related to unintentional injury prevention in children and adolescents. An award of \$1,000 is available, contingent upon funding. The individual selected will be named a SPP/CDC Injury Prevention Fellow.

Deadline for all grants and awards is Oct. 1, 2012, with the exception that the Deadline for the Student Poster Award be announced via Division 54 listserv.

Send all award applications electronically to:

Paul Robins, Ph.D.
E-mail: robinsp@email.chop.edu

For more info, visit

www.societyofpediatricpsychology.org

2011 SPP Grants and Student Award Winners

Routh Student Research Grant



Winner:
Jason Van Allen
Univ. of Kansas

"Longitudinal Examination of Outcome Expectancy Constructs and their Role in Type 1 Diabetes in Youths"

Honorable Mention:
Megan Crawford,
University of Florida



"The Relationship Among the Built Environment, Health Behaviors, Quality of Life, and Weight Status in Overweight and Obese Rural Children"

Student Research Award



Winner:
Margaux Barnes
University of Alabama Birmingham

"Social, Demographic, and Medical Influences on Physical

Activity in Child and Adolescent Cancer Survivors"



Honorable Mention:
Maggie Bromberg
Univ. of North Carolina

"Daily Sleep Quality and Mood as Predictors of Pain in Children with Juvenile Polyarticular Arthritis"

Lizette Peterson-Homer Injury Prevention Research Award



Winner:
Jiabin Shen
University of Alabama Birmingham

"Understanding Pediatric Dog-Bite Injuries in Rural China"

Diversity Grant Award



Winner:
Cindy Karlson, Ph.D.
University of Mississippi Medical Center

"Pain in Pediatric Sickle Cell Disease: Daily Use of Behavioral Prevention Strategies"

Honorable Mention:
Kristin Long, M.S.
Alpert Medical School-Brown University

Alvina Rosales, M.A.
Georgia State University

Marilyn Sampilo, M.A.
University of Kansas

The Effects of Mindfulness on Pain in Adolescents

By Mark Peters, Department of Psychology, Dalhousie University
Co-Mentors Patrick McGrath, Ph.D., and Christine Chambers, Ph.D.
Department of Psychology at Dalhousie University

Background and Purpose

Pain is a common occurrence in the lives of adolescents, with one-third of youth reporting recurrent weekly pains (Stanford et al., 2008). Researchers have shown that a number of psychological variables impact the pain experience of young people including pain-related catastrophizing (Vervoort et al., 2007), anxiety (Pagé et al., 2010), and memories (Noel et al., 2010). In the adult literature, the construct of mindfulness has recently received attention for the role it may play in attenuating negative reactions to pain. Unfortunately, no research to date has examined the influence of trait or state mindfulness on the experience of pain in adolescents.

Mindfulness refers to a state of consciousness that involves purposefully paying attention to moment-to-moment experience in a non-judgmental and accepting manner (Kabat-Zinn, 1996). Mindfulness can be viewed as a trait (the tendency to be mindful over time) or a state (how mindful one is at a given moment). It is believed that trait and state mindfulness can be enhanced through meditation practice (Carmody & Baer, 2007). Research with adults has generally found that higher levels of trait mindfulness are associated with more adaptive coping with chronic pain (Schütze et al., 2010), and brief mindfulness interventions have been shown to reduce acute pain (Zeidan et al., 2010). Encouragingly, among adolescents trait mindfulness has been found to predict fewer symptoms of physical illness in healthy populations (Greco, Baer, & Smith, 2011), but no research has directly examined its influence on pain.

The purpose of this dissertation project is threefold. First, to examine the association between trait mindfulness, day-to-day pains and other pain-related variables (e.g., catastrophizing, anxiety). Second, to examine the effects of a brief mindfulness intervention on acute experimental pain. Finally, to examine the impact of the mindfulness intervention on memory for an acute pain experience.

Design and Methods

Using a randomized between-subjects design, 150 to 200 adolescents are being recruited to take part in this study. Efforts have been made to ensure that participants have a range of experiences with meditation through a local Shambhala Buddhist community in Halifax, Nova Scotia, as well as through the general population.

Participation takes place at the Centre for Pediatric Pain Research at the IWK Health Centre in Halifax, Nova Scotia, and involves three parts. Initially participants complete self-report measures of pain catastrophizing, pain anxiety, and trait mindfulness, followed by an interview to assess the frequency, duration, intensity, and functional disability related to day-to-day pains. It is hypothesized that trait mindfulness will be negatively associated with pain catastrophizing, pain anxiety, and pain-related disability.

In the second part of the study, participants will take part in an experimental pain task the cold pressor task (CPT). Before taking part in the CPT, participants will be randomly assigned to receive either a brief mindfulness intervention or a no-treatment control. The mindfulness intervention consists of instructions for the participant to become aware of

the feelings of their body and the breath, to notice when awareness becomes distracted, and to bring awareness back to the body or breath. In addition, participants are instructed to bring a curious and accepting attitude to what is taking place. They are then instructed to bring this same awareness to the sensations they feel during the CPT.

In the no-treatment control condition participants are simply instructed to read quietly for 10 minutes, and then to use whatever strategies they would typically use during the CPT. The CPT involves placing the hand in a cooler of five degrees Celsius cold water for as long as tolerable. After removal of the limb, participants rate how intense their pain and pain-related anxiety was during the task. It is believed that the mindfulness intervention will increase pain tolerance, and reduce pain intensity and anxiety.

Finally, participants will be contacted two weeks later by phone and complete an interview on their memory of the pain task. Research has shown that individuals who have exaggerated memories of painful experiences are at increased risk for subsequently painful experiences (Noel et al., 2010). It is hypothesized that individuals in the mindfulness condition will have less negatively exaggerated memories as this intervention is designed to bring non-judgmental attention to what is taking place during the pain task.

Potential Clinical/Research Implications

This study will be the first to examine the influence of trait mindfulness and a brief mindfulness intervention on the pain experience of adolescents. The results of this project may be used to inform the use and development of mindfulness-based interventions for use with adolescents for whom pain is a primary issue.

By examining how mindfulness affects other pain relevant variables it is expected that this study will make a significant contribution to our theoretical understanding of the processes by which mindfulness may alter the pain experience. This will also serve as one of the first investigations of the clinical use of a brief mindfulness intervention for acute pain in adolescents with and without meditation experience. We believe this project may also serve as an important first step in the development of mindfulness-based interventions for acute pain in this population.

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Mark Peters

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Collaboration in Medication Management

By Ed Christophersen, Ph.D., and Carla Allan, Ph.D.
Children's Mercy Hospital

An eight-year-old male named Charlie, recently diagnosed with ADHD (Combined Type) presented for his first follow-up session with his psychologist, after initiating a stimulant medication under the care of his primary care physician. The boy was diagnosed three months ago by his psychologist and the family had attempted to treat his ADHD symptoms using behavioral therapy as the sole intervention. However, his academic impairment persisted and, as recommended by the psychologist, the family decided that it would be best to use a combined treatment approach (medication plus behavioral therapy).

Generally, Charlie presented as a boisterous, young male. He thrived on social attention and praise. He was always willing to practice pro-social behaviors in session.

However, when he presented to the clinic after the initiation of his stimulant medica-

tion, he was a very different boy. He was nervous and had been licking the skin around his mouth to the point that it was raw. His eyes darted around the room and he refused to participate in practicing his bedtime routine with a visual checklist, which was something he had done before without issue. He hid behind his mother and cried when he was encouraged to participate.

The psychologist began to ask questions about Charlie's stimulant medication, which was 10 mgs of Adderall XR, a dose that seemed appropriate. Unable to swallow pills, Charlie had been instructed to sprinkle the capsules on food. Upon further questioning, it was discovered that Charlie's parents had been sprinkling the capsules on peanut butter crackers.

At this point, the psychologist had figured out the problem: Charlie was accidentally getting the entire amount of his extended

release stimulant all at once. Although the capsules can be sprinkled on food, it is not supposed to be sprinkled on foods that are chewy, as chewing breaks all of the capsules open at once and defeats the extended release design of the pill. The psychologist recommended that Charlie's parents sprinkle the capsules on some yogurt in the morning instead.

A few days later, Charlie's mother called to provide an update: he was much less agitated and his lip licking behavior had decreased dramatically. Charlie was back to himself (with improved attention and impulse control as a result of his stimulant medication) in no time at all.

It is important that psychologists develop basic knowledge about pharmacotherapy. Primary care physicians often treat mental health problems. Psychologists are in a prime position to provide collaborative care.

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Student Spotlight Award

Meghan E. McGrady is a sixth-year graduate student at the University of Cincinnati under the mentorship of Monica Mitchell, Ph.D. She is currently completing her pre-doctoral internship at the O'Grady Residency in Psychology at Cincinnati Children's Hospital Medical Center.



Meghan E. McGrady

McGrady's research interests include examining illness representations in adolescents with asthma and type 1 diabetes as well as adherence work with pediatric sickle cell disease and diabetes patients. Her dissertation, funded by an APA Division 38 grant, examines how illness representations influence symptoms of depression and anxiety, adherence, and ultimately, glycemic control in adolescents with type 1 diabetes.

McGrady is recognized as an outstanding student who has made contributions to the pediatric psychology field through research, clinical work, teaching, and service. Clinically, she has gained experiences with a number of pediatric populations in the medical setting.

She is currently applying for postdoctoral fellowships. In the future, she hopes to continue to pursue her research interests as a clinical researcher in an academic medical center.

Diversity SIG

Providing Clinical Services to Diverse Patient Populations

An update from a Diversity SIG conference call discussion

By Yelena P. Wu, Ph.D., Jessica Valenzuela, Ph.D., Mery M. Taylor, Ph.D.

The Division 54 Diversity Special Interest Group (SIG) hosts periodic conference calls open to all SIG members to discuss diversity-related topics of interest. In this article, we outline the primary points raised during a call on providing clinical services to diverse patient populations, including within centers that specialize in working with individuals of particular ethnicities (i.e., “parallel” treatment centers; Yeh, Takeuchi, & Sue, 1994). Yeh and colleague’s (1994) article on treatment outcomes for Asian-American families seeking psychological services for children in parallel versus mainstream centers provided a starting point for the discussion.

Benefits and Challenges

There are a number of benefits and challenges associated with providing services in such centers. Benefits of parallel centers include that families can more easily schedule and receive psychological services in their native language, that families may be more willing to obtain services from a center that is located within their community, and that providers within these centers are familiar with the cultural attitudes, values, and communication styles (beyond language) of the populations served. Parallel centers could be integrated with other trusted community services (e.g., centers that provide health screening, resources for low-income families, English-as-a-second-language services) as a way to help families meet their needs and reduce barriers to mental health care access due to stigma.

Challenges to providing psychological services through parallel centers include that providers may have dual relationships with families due to the size of ethnic communities in some areas, that providers may not be equipped to manage more specialized concerns involving medical issues (e.g., medical regimen adherence, pain management), and that parallel centers often are located in large urban areas and may not be available in smaller communities. Although parallel service centers are a valuable resource for families, more research should be conducted on the implementation of and outcomes associated with such centers in diverse communities.

Given the benefits associated with parallel service centers, it is important to also consider how best to train psychologists providing clinical services to diverse patients and families. Language can be a major barrier to psychologists’ ability to provide services to some diverse patients and families. Although there is a paucity of resources and limited mentorship for individuals conducting bilingual therapy and assessment, exciting training opportunities in linguistic diversity exist, such as certificates and specializations in bilingual therapy (e.g., through the University of Miami Counseling Program), structured linguistic competency seminars in internship/postdoctoral training (e.g., Children’s Hospital of Orange County), and informal coursework and supervision groups developed by faculty with an interest in therapy with ethnically diverse populations.

However, there are barriers to developing such programs, such as needing a sufficient number of established professionals who can provide supervision in languages other than English. For trainees or

professionals who are non-heritage speakers, many may have achieved proficiency to provide therapy in another language by studying a foreign language in school or by pursuing language immersion opportunities (e.g., study abroad course, volunteer opportunities). Though challenging, trainees interested in providing therapy in another language might seek out graduate programs that serve the populations trainees want to work with and that have a supervisor that will help the trainee navigate the linguistic and cultural intricacies of those populations.

Even if psychologists are able to provide therapy in a family’s language, there may be other differences between therapists and patients/families, such as cultural and socioeconomic backgrounds. For example, one SIG member, Dr. Mery Taylor shared that as a bilingual/bicultural psychologist born in Uruguay, she made efforts to learn about shared and varied values/beliefs and the history of the Mexican families she works with in California.

Future Directions

The material discussed on the conference call provides several ideas for future directions for pediatric psychologists.

First, pediatric psychologists should consider how clinical services (e.g., location of services, interventions themselves) can be tailored to be more accessible to diverse families, including pursuing partnerships with parallel service centers or community agencies.

Second, it will be important to initiate and support existing programs which provide cultural and linguistic competency training opportunities.

Third, continued efforts to recruit heritage and non-heritage speakers of languages other than English who are interested in providing therapy to diverse populations will ensure that our field is able to meet the clinical needs of underserved populations.

To Learn More

For information on the Diversity SIG, including how to join future conference calls, visit: www.societyofpediatricpsychology.org/sig_diversity.

Reference

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Call for Student Spotlight Nominations

SPP’s Student Advisory Board is accepting nominations for outstanding undergraduate students in pediatric psychology. Every year, three graduate students and one undergraduate student are selected and featured in **Progress Notes** and on the D54 website based on their commitment and contributions to the field.

Nomination forms can be found at www.societyofpediatricpsychology.org/students/. Please send the form, recommendation letter and the nominee’s CV to Bonney Reed-Knight at bonreed@uga.edu. Deadline is **April 13, 2012**.



Society of Pediatric Psychology

Division 54, American Psychological Association

Join Division 54!

Membership benefits include:

- Subscription to the *Journal of Pediatric Psychology*
- Representation and advocacy for pediatric psychology
- Option to join the SPP member listserv, with postings about job openings, discussions of clinical issues, referral requests, etc.
- Option to join the SPP student listserv addressing training and early-career issues
- Programming specific to pediatric psychology at the annual APA meeting
- Subscription to the SPP newsletter, **Progress Notes**
- Opportunities to be involved and volunteer in SPP
- Various awards and grants for students and psychologists at all career stages
- Opportunity to participate in various Special Interest Groups within SPP
- Participation in the SPP mentoring program—as mentee or mentor
- Access to online member directory and option to be listed in the directory

To join, please visit:

www.societyofpediatricpsychology.org

Accessing Member Services

- **Join the listserv** Send an e-mail to: div54@hotmail.com, with the following command: ADD DIV54-MEMBERS (Email address) (First name) (Last name) in the body of the message (do not include parentheses and do not write anything in the subject line). For example: ADD DIV54-MEMBERS janedoe@pedpsych.edu Jane Doe
- **Sign off the listserv** Send an e-mail to: listserv@lists.apa.org. Leave subject line blank and in e-mail, type “signoff div54-members” (without quotes).
- **Change your e-mail address or for problems using the listserv** Send an e-mail to Lindsey Cohen at div54@hotmail.com.
- **Access the Journal of Pediatric Psychology online** Go to: <http://jpepsy.oxfordjournals.org> and type in user name and password.
- **Check your membership status, change your contact information, or to ask about SPP programs and services** Send an e-mail to: APAdiv54@gmail.com.
- **Join the online member directory** Send e-mail to: APAdiv54@gmail.com to ask for online directory registration form.
- **Make changes to your online member directory listing** Send an e-mail to: APAdiv54@gmail.com.
- **Join the student listserv** Go to: www.geocities.com/sppstudent.
- **Change your student listserv membership** Send an e-mail to: SPP.StudentRep@gmail.com.
- **Read past newsletter issues** Visit www.societyofpediatricpsychology.org
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Society of Pediatric Psychology Vision Statement

Pediatric psychology is an integrated field of science and practice in which the principles of psychology are applied within the context of pediatric health.

The field aims to promote the health and development of children, adolescents, and their families through use of evidence-based methods.

Founded in 1969, the field has broad interdisciplinary theoretical underpinnings and draws

from clinical, developmental, social, cognitive, behavioral, counseling, community and school psychology.

Areas of expertise within the field include, but are not limited to: psychosocial, developmental and contextual factors contributing to the etiology, course and outcome of pediatric medical conditions; assessment and treatment of behavioral and emotional concomitants of

illness, injury, and developmental disorders; prevention of illness and injury; promotion of health and health-related behaviors; education, training and mentoring of psychologists and providers of medical care; improvement of health care delivery systems and advocacy for public policy that serves the needs of children, adolescents, and their families.

—Approved, August 10, 2006

Progress Notes

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