



The President's Message

Connection, Collaboration, and Looking Forward

I would like to thank Emily Fredericks, Anna Maria Patino-Fernandez, Jennifer Schurman, Karen Roberts, the conference planning committee, and the volunteers who helped to make the San Diego meeting a tremendous success. This cast of dedicated faculty, administrative staff, and students worked tirelessly to make the meeting productive, informative, and enjoyable. The breadth of topics covered across the spectrum of pediatric psychology was terrific. We look forward to seeing many of you at the 2016 Annual Conference in Atlanta. I also hope to see a large contingent of SPP members at the APA Convention in Toronto.

Annual Conference, Annual Convention

The Annual Conference provides a unique opportunity to connect with longtime colleagues and friends, do a “deep dive” into content that is at the forefront of our work, and establish new collaborations. Since its inception, the conference has served a key function in consolidating our focus and identity and providing direction regarding seminal professional issues. With our division conference now occurring on an annual basis, fewer of us attend the American Psychological Association Annual Convention. There are a number of pragmatic barriers that preclude attendance at APA for our membership, including time of year and the fact that attending APA in addition to SPPAC and another professional meeting during a calendar year is cost prohibitive. That acknowledged, I would like to highlight some of the potential benefits of attending. There are a number of compelling issues addressed at the convention related to the role of psychology in health care, the challenges of conducting research, and maintaining viable practice models that are on the immediate horizon for pediatric psychologists. These critical issues are likely to be best addressed through discussion with our colleagues in other areas of psychology.

My own experience in developing the symposium, “Role of Technology in Disseminating Psychology,” may serve as an illustrative example. This initiative evolved from a meeting of several child-related division presidents during last year’s APA Convention. The group discussed the fact that the internet and social media have become primary resources for information regarding child development and mental/behavioral health conditions in youth. We further considered the

important responsibility that psychologists working with children have in assuring that the public has access to accurate information regarding the science of psychology. The goal of the APA symposium

that evolved from these conversations will be to facilitate an interactive forum for discussing the potential advantages and challenges associated with using technology to share evidence-based practices.

The breadth of this discussion will be significantly enriched through involvement of colleagues with expertise in educational and school psychology, family psychology, and child and family policy and practice. Collectively, the group of participants has a rich experience base, including: expertise in the use of YouTube videos and TED talks to convey information related to pediatric procedures, knowledge of the unique challenges of developing materials for professionals such as judges and teachers; and expertise in establishment of a website to provide evidence-based intervention information in the area of children’s mental health (i.e. www.effectivechildtherapy.com). Our planning meetings have provided an opportunity to collaborate across psychology subspecialties to disseminate information related to broad issues in child and family health and development.

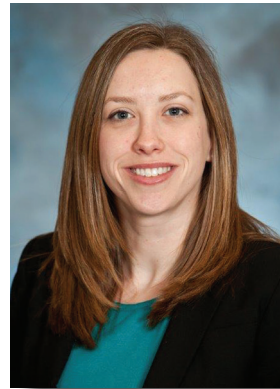
Innovations in science and clinical practice evolve from novel collaborations and perspectives. As pediatric psychologists, we have opportunities to interact with colleagues from a number of pediatric subspecialties, nursing, and neuroscience. I suggest that colleagues from the areas of Addiction Psychology, Health Psychology, and Exercise and Sport Psychology, among others, may offer similar insights and novel vantage points from which we may consider the professional challenges with which we are faced. I encourage you to obtain the unique benefits available to pediatric psychologists from interdisciplinary learning and attendance at the APA Annual Convention.



Elissa Jelalian, Ph.D.

2015 Division 54 Faculty Awards

Routh Early-Career Award in Pediatric Psychology



Katie Devine, Ph.D.

The Routh Early-Career Award was given to **Katie Devine**, Ph.D., M.P.H. This award recognizes significant contributions to the field of pediatric psychology in research, clinical training, and/or service during the early career.

Devine is an assistant professor of medicine and pediatrics at the Rutgers Cancer Institute of New Jersey. She obtained a Ph.D. in clinical psychology from the University of Georgia. As a graduate student, she served as the Student Rep. to the SPP Executive Board. She completed her predoctoral internship at the University of Florida Health Science Center and postdoctoral training at Loyola University Chicago. She obtained a MPH while completing the Cancer Control Training Program at the University of Rochester Medical Center.

Devine's work focuses on pediatric cancer survivorship, with an emphasis on issues relevant for adolescent and young adult (AYA) survivors. She is also interested in the use of mobile technology to promote healthy behaviors. Current projects include evaluation of a mobile health fitness program for AYA survivors of pediatric cancers and development of an intervention to improve self-management skills in AYA survivors.

Outstanding Contributions to Diversity in Ped Psych



Celia Lescano, Ph.D.

The inaugural award for Outstanding Contributions to Diversity in Pediatric Psychology was given to **Celia Lescano**, Ph.D.

Lescano received her Ph.D. in 1998 from the University of Florida Department of Clinical and Health Psychology. She completed an internship at the University of Miami/Jackson Memorial Hospital and postdoctoral fellowship at Brown University, where she stayed on as faculty until 2010. She is currently a research associate professor in the Department of Mental Health Law & Policy at the University of South Florida and the co-director of the USF Center for HIV Education and Research.

Lescano has been a student or full member of SPP since 1992, having achieved Fellow status in 2014. She was the inaugural SPP Member-At-Large for Diversity from 2010-13, and she has been active as a reviewer for student and faculty conference submissions and awards and as a long-standing member of SPP's Diversity Committee. She serves on the *Journal of Pediatric Psychology* editorial board, most recently as a co-associate editor for a special issue on Diversity and Health Disparities and is a frequent NIH reviewer.

Her research interests are in the area of HIV prevention and health promotion among minority and underserved populations.

Dennis Drotar Distinguished Research Award



Jan Wallander, Ph.D.

The Dennis Drotar Distinguished Research Award was given to **Jan Wallander**, Ph.D. This award recognizes excellence and significant contributions in establishing the scientific base of pediatric psychology.

Wallander is professor and chair of Psychological Sciences at University of California, Merced, with expertise in pediatric psychology. His research is focused on risk and protective processes associated with the health, quality of life, and well being of children and adolescents, as well as empirically supported interventions to improve these outcomes. A portion of this work has focused on those with pediatric disease or disability, as well as their families, but he is also interested in disparities in these outcomes associated with race/ethnicity and socioeconomic status.

With a strong international focus, he has conducted collaborative research in the Netherlands, Norway, Australia, Zambia, India, and Pakistan. Current research involves the Healthy Passages project, which is a longitudinal cohort study tracking influences on health and development in diverse youth, by following over 5,000 from age 10 to 16, and the BRAIN-HIT project, a randomized controlled trial of a home-based developmental stimulation program to prevent disability in infants born at risk in low/low-middle resource countries. This work has produced over 300 scientific publications in journal and books and presentations at meetings and institutions nationally and internationally.

Martin P. Levin Mentorship Award



Lori Stark, Ph.D.

The Martin P. Levin Mentorship Award was given to **Lori Stark**, Ph.D. This award honors a pediatric psychology faculty member who mentors students in an exemplary way, providing professional advice and guidance through various phases of training including early-career development.

Stark is a professor of Pediatrics at the University of Cincinnati College of Medicine and director of the Division of Behavioral Medicine and Clinical Psychology at Cincinnati Children's Hospital Medical Center (CCHMC). She began her career at Brown University School of Medicine where she co-initiated the pediatric psychology internship rotation and postdoctoral training program in pediatric psychology.

Across her career she has served as primary mentor to over 22 postdoctoral fellows, 12 of which have gone on to be PIs with NIH funding with many progressing from Career Development Awards to R01 and U01 funding.

She was a 10-year recipient of a K24 and has been funded through the NIH and/or the Cystic Fibrosis Foundation since 1987 for her work to develop and test behavioral interventions to improve nutritional outcomes for patients with CF and more recently to reduce obesity in preschool-age children. She has published over 80 peer-reviewed papers and served on a number of treatment guideline papers for nutrition in CF. She is a Charter Fellow in Division 54, Logan Wright Distinguished Research Award awardee (2003), former Division 54 secretary (1998-2001), and president (2008). Her dedication to mentorship was also recently recognized as CCHMC's receipt of the Arnold W. Strauss Endowed Chair for Mentoring.

Carolyn Schroeder Clinical Practice Award



Shanna M. Guilfoyle, Ph.D.

The Carolyn Schroeder Clinical Practice Award was given to **Shanna M. Guilfoyle**, Ph.D. This award recognizes excellence, innovation and leadership in the clinical practice of pediatric psychology.

Guilfoyle is an assistant professor at the University of Cincinnati College of Medicine and a faculty member in the Division of Behavioral Medicine and Clinical Psychology at Cincinnati Children's Hospital Medical Center (CCHMC). She received a Ph.D. in clinical psychology from Kent State University and completed a pre-doctoral internship and post-doctoral research fellowship at CCHMC.

Guilfoyle is dedicated to integrated clinical care, clinical research, and mentorship. She currently serves as the clinical psychologist within the CCHMC Comprehensive Epilepsy Center's New Onset Seizure Clinic and specializes in the assessment and treatment of psychological comorbidities associated with pediatric epilepsy and medication non-adherence. The integrated model of psychosocial care for children with epilepsy and their families that she provides include standardized screening and intervention to address internalizing and externalizing disorders, health-related quality of life, and adherence barriers. She also serves as a co-investigator on an NIH-funded, randomized controlled clinical trial examining a family-based behavioral intervention to improve anti-epileptic drug adherence and as the Training Director for CCHMC's O'Grady Residency in Pediatric Psychology.

Wright Ross Salk Service Award



Suzanne Bennett Johnson, Ph.D.

The Wright Ross Salk Award for Distinguished Service was given to **Suzanne Bennett Johnson**, Ph.D. In recognition of the early founders of pediatric psychology, this award honors outstanding service contributions to the Society of Pediatric Psychology or to the field of pediatric psychology generally.

Johnson is a distinguished research professor at Florida State University (FSU) College of Medicine and the 2012 president of the American Psychological Association (APA). From 2002-2010, she served as FSU College of Medicine's first chair of the Department of Medical Humanities and Social Sciences. Prior to that time, she was a distinguished professor and director of the Center for Pediatric Psychology and Family Studies at the University of Florida Health Science Center. From 2001-2002, she was a Robert Wood Johnson Health Policy Fellow, working in the office of Senator Hillary Rodham Clinton.

The recipient of 35 years of continuous research funding from the National Institutes of Health, Johnson is considered an international expert in the areas of medical regimen adherence, childhood diabetes, pediatric obesity, and the psychological impact of genetic screening on children and families. She has a long history of service in pediatric psychology. She was SPP president in 1993 and of APA's Health Psychology Division president in 1994-95. She received SPP's distinguished research award in 1996 and its mentorship award in 2000. She received APA's Health Psychology Division's highest service award in 2007. In 2013, she was recognized by the Elizabeth Beckman Foundation for her ability to inspire her students to make a difference in the world.

Journal of Pediatric Psychology Highlights

By Editor Grayson N. Holmbeck, Ph.D.

Lots of news to report at *JPP*! First of all, after the first four months, we have over 100 submissions to the journal, so we are on schedule to have over 300 submission this year!

So far in 2015, we have had two special issues: 1) Direct Observation Research in Pediatric Psychology (guest edited by Tim Wysocki), and 2) Peer Relations in Youth with Chronic Illness (guest co-edited by Vicki Helgeson and Grayson Holmbeck).

Five special issues are in progress (submission deadlines have passed): 1) **Resilience in Youth with Chronic Illnesses or Developmental Disabilities and their Families** (guest edited by Marisa Hilliard, Korey Hood, Laura Nabors, and Elizabeth McQuaid), 2) **Trauma and Child Health** (guest edited by Annette La Greca, Jonathan Comer, and Betty Lai), 3) **Diversity and Health Disparities** (guest edited by Celia Lescano, Daphne Koinis-Mitchell, and Elizabeth McQuaid), 4) **Cost-Effectiveness and Economic Impact of Pediatric Psychology Intervention** (guest edited by David Janicke and Kevin Hommel), and 5) **Sleep in Pediatric and Developmental Conditions** (guest edited by: Dean W. Beebe; Carolyn E. Levers-Landis, and Lisa J. Meltzer). The latter special issue will be published in conjunction with special issues on the same topic in *Clinical Practice in Pediatric Psychology (CPPP)* and *Journal of Developmental and Behavioral Pediatrics (JDBP)*.

We have four other special issues in progress: 1) **Disorders of Sex Development** (Deadline: September 1, 2015; guest edited by: David E. Sandburg, Nina Callens, and Vickie Pasterski), 2) **Family Processes and Outcomes** (Deadline: December 1, 2015; guest edited by: Cynthia

Gerhardt, Cynthia Berg, Deborah Wiebe, and Grayson Holmbeck), 3) **Psychology in Primary Care** (Deadline: December 1, 2015; guest edited by John Lavigne), and 4) **Unintentional Pediatric Injury** (Deadline: June 1, 2016; guest edited by Barbara Morrongiello and David Schwebel)

Also, I would like to remind our readers that we have a new ongoing series in *JPP*: **Historical Analysis in Pediatric Psychology**. In issue #2 this year, we published two papers for this special series devoted to the history of pediatric psychology. Authors interested in submitting a paper for this series can contact the *JPP* editor to discuss potential papers prior to submission. There is no deadline for these papers.

As always, I want to thank the associate editors for their remarkable work (Dean Beebe, John Lavigne, Tonya Palermo, Lori Stark, Ric Steele, and Tim Wysocki) and Susan Wood for her excellent work as the journal's editorial assistant.

For any type of manuscript, the Instructions to Authors can be found at www.oxfordjournals.org/our_journals/jpepsy/for_authors/index.html and papers can be submitted at <http://mc.manuscriptcentral.com/jpepsy>. If you have feedback or questions, I contact me at gholmbe@luc.edu.



Grayson Holmbeck, Ph.D.

Journal of Clinical Practice in Pediatric Psychology Highlights

By Editor Jennifer Shroff Pendley, Ph.D.

Thank you to all who attended the Editorial Board Meeting in San Diego. We had a terrific turnout and there continues to be much enthusiasm for the journal. During the meeting, we discussed some new initiatives. W. Hobart Davies, Ph.D., will serve as editor for a new section on Ethics. We are interested in best practice illustrations for ethical problem-solving, reviews of specific ethical situations, empirical work addressing ethical perceptions and situations, and review and commentary on specific cases. Inquiries regarding the Special Section are highly encouraged and can be directed to hobart@uwm.edu.

In addition, Associate Editor Paul Robins, Ph.D., is developing a call for papers for a new section focusing on clinician treatment challenges in which the outcome was less than desired. Clinicians will present challenging cases, followed by one to two case commentaries. Be on the look-out for this call for papers later this summer.

Our Special Issue on Training Competencies will come out later this summer. Papers focus on clinical applications of specific training competencies. Thank you Tonya Palermo, Ph.D., and your work group for preparing this special issue.

For those of you attending APA in Toronto, plan to attend the Editorial Board meeting on Saturday at 1 p.m. at Intercontinental Hotel, Grenadier Room. Our APA journal managing director will attend the meeting as well.



Jennifer Shroff Pendley, Ph.D.

Apply for D54 Fellow Status

SPP members are encouraged to consider becoming a Division 54 Fellow. Fellow status reflects APA and colleague recognition of extraordinary contributions to our discipline. Criteria for Fellow recognition include having a national impact on psychology, sustained contributions to pediatric psychology for more than five years, distinctive contributions to pediatric psychology that are recognized by others as excellent, and contributions whose impact extends beyond the immediate setting in which the candidate works.

Application Procedures

Submit materials by November 15 for consideration during the next cycle. Applications are reviewed by the SPP Fellows Committee, if positive, the supporting materials go the APA Fellows Committee in February. If positive, application goes to the Board of Directors and Council of Representatives for a vote at the annual meeting.

For more information

www.apadivisions.org/division-54/membership/fellows/index.aspx.

**Research Lab Psychosocial Department
Emma Children's Hospital Amsterdam, the Netherlands**

By Lotte Haverman, Ph.D.

In Amsterdam with Prof. Martha Grootenhuis as head of research and director of Emma Children's Hospital Pediatric Psychology Department, a team is working on e-mental health applications for children with chronic or life-threatening diseases and their parents. Over the years they have accomplished outcome research, studied effectiveness of interventions, and translated their research into clinical practice.

During the SPPAC 2015 meeting in San Diego, they shared their experiences during the symposium regarding interventions and e-health applications for children with a chronic illness and their parents. Lotte Haverman, Ph.D. shared the KLIK program at www.hetklikt.nu/englishdemo. The goal of the KLIK program is to monitor the Health Related Quality of Life (HRQOL) and psychosocial functioning of children, aged 0–18, with chronic illnesses over extended periods of time. Pediatricians retrieve an ePROfile from the website and discuss this with the patients and parents. Feedback of Patient Reported Outcomes (PROs) has been effective in increasing discussion about emotional and psychosocial functioning. The KLIK program is implemented as part of daily clinical care for over 3,000 patients in eight hospitals in the Netherlands.

A web-based portal for PROs in clinical practice also needs questionnaires for parents. A relevant questionnaire was not available to monitor parental distress over time. Therefore the group, with doctoral student Hedy van Oers, developed the Distress Thermometer for Parents (DT-P). Based on the DT used in adult oncology medical care, literature and clinical experience, the DT-P was created. It consists of a distress thermometer from 0 (no distress) to 10 (extreme distress), a problem list (practical, social, emotional, physical, cognitive, and parenting domains), and additional questions. In a study with 706 participating parents, the DT-P has sufficient psychometric properties and appears a useful rapid screening tool for monitoring parental distress. The DT-P is now being used within the KLIK portal where parents complete this questionnaire once a year.

Whenever children present themselves with difficulties, it is important to provide them with relevant interventions. Linde Scholten, Ph.D., described about the course program Op Koers (OK), a cognitive-behavioral therapy group intervention developed to enhance psychosocial adjustment by teaching coping skills using cognitive-behavioral techniques. OK consists of eight weekly group sessions of 90 minutes and is carried out by two psychologists according to a detailed manual. Specific modules are developed for children (8-12 years) and adolescents (12-18 years) with a chronic disease, their parents and siblings. To overcome practical barriers such as traveling time and distance, the face-to-face program is recently translated into online modules. The module for children with cancer has been tested feasibility already at www.opkoersonline.nl.

For information, visit m.a.grootenhuis@amc.uva.nl.

Relevant References

Available online.



Pictured left to right: Hedy van Oers, Lotte Haverman, Martha Grootenhuis, and Linde Scholten

**Watch your Inbox for the
SPP Workforce Survey!**

Do you wonder if your productivity expectations are reasonable? Do you wonder how your salary compares to others in a similar setting? Such questions are often posted on the SPP listserv, but national data that can be used by pediatric psychologists, administrators, division chiefs, or researchers to provide definitive answers is lacking.

SPP has responded to this need for information! A 16-member SPP Task Force has spent more than a year planning, constructing, pilot testing, and refining the IRB-approved **SPP Workforce Survey**. Thanks to everyone who contributed. Responsibility for the survey now rests with a Workforce Survey Committee: Tim Wysocki, Marisa Hilliard, and Cheryl Brosig Sot.

Complete the Survey

Full SPP members will receive an e-mail invitation with a link to complete the SPP Workforce Survey. Completing the survey takes 15-20 minutes depending on the complexity of one's employment situation. For more information, an inspection copy of the survey and an FAQ document can be found on a Workforce Survey tab on the SPP website.

The survey will only yield useful results if a very high percentage of SPP members complete it, so **please, please, please** take the time to complete this important survey!

Growing Attention for Maternal Mental Health in the Neonatal Intensive Care Unit

By Alexa Bonacquisti, M.S., Drexel University, Department of Psychology, Pamela A. Geller, Ph.D., Drexel University, Department of Psychology and Department of Obstetrics and Gynecology, and Chavis A. Patterson, Ph.D., Children’s Hospital of Philadelphia, Division of Neonatology and Perelman School of Medicine at the University of Pennsylvania, Department of Psychiatry

Following childbirth, many women focus on the joy and excitement of caring for and bonding with their baby at home. However, for many, the postpartum experience can be just the opposite, particularly when an infant requires acute medical care shortly after birth. Currently, in the United States, approximately 7 – 15% of infants born each year are treated in a neonatal intensive care unit (NICU; March of Dimes Perinatal Data Center, 2011). NICU admission often presents significant practical and emotional challenges for NICU mothers, including difficulty establishing parental identity, limitations on holding or feeding their infant, and worries about their infant’s health. Moreover, mothers must simultaneously manage their own physical and psychological well-being as they recover from childbirth and transition to their new role.

Rates of postpartum depression are significantly elevated among NICU mothers relative to the general population, with estimates ranging from 28 – 70% (Miles, Holditch-Davis, Schwartz, & Scher, 2007). NICU mothers also display psychological needs necessitating focused strategies for mental health care engagement, e.g., not wanting to leave their infant’s bedside to pursue treatment or engage in self-care (Beck, 2003).

Regular inclusion of psychologists as members of the multidisciplinary NICU team can address maternal psychopathology, promote adjustment, and improve interactions among parents and staff (Patterson, 2013). While most NICUs offer some level of mental health support, few have adequate, dedicated resources; and even fewer have consistent, comprehensive psychosocial and developmental programs in place or psychologists on staff (Geller, 2013).

Continued clinical, research, and advocacy work in addressing unmet needs of NICU parents is paramount, especially in light of the unique contributions psychologists can provide in improving the experience of NICU families as they navigate this incredibly taxing time (Rapoff, 2013). To date, APA’s Division 54 has established a SIG bringing NICU psychologists together to discuss current practices¹. The

National Perinatal Association has convened an interdisciplinary task force to establish standards of care for psychosocial support in the NICU (Hall et al., 2015).

In terms of research, both staff and parent coping styles and levels of stress are being addressed. One project in particular is assessing maternal mental health symptoms in three NICUs around Philadelphia to better understand women’s responses to NICU admission and identify targets of psychological treatment (Bonacquisti & Geller, 2014). Additional attention and research are necessary to shed light on the varied psychosocial experiences of NICU mothers and suggest directions for intervention on both the individual and systems levels.

¹ For instructions on joining APA’s Division 54 Neonatology SIG, please visit: www.apadivisions.org/division-54/sigs/neonatology/index.aspx.

References

Beck, C. T. (2003). Recognizing and screening for postpartum depression in mothers of NICU infants. *Advances in Neonatal Care*, 3(1), 37-46.

Bonacquisti, A. & Geller, P.A. (2014, November). *Psychological symptoms and mental health care utilization among mothers in the neonatal intensive care unit: a work in progress*. Poster presented at the 48th Annual Convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Geller, P.A. (2013). *Psychologists in the neonatal intensive care unit (NICU): Current issues and challenges*. In P.A.Geller (Chair), Psychologists in the neonatal intensive care unit (NICU), Symposium presented at the 121st Annual Convention



of the American Psychological Association, Honolulu, HI.

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Miles, M. S., Holditch-Davis, D., Schwartz, T. A., & Scher, M. (2007). Depressive symptoms in mothers of prematurely born infants. *Journal of Developmental & Behavioral Pediatrics*, 28(1), 36-44.

Patterson, C.A. (2013). *System level challenges surrounding psychological support for NICU parents*. In P.A.Geller (Chair), Psychologists in the neonatal intensive care unit (NICU), Symposium presented at the 121st Annual Convention of the American Psychological Association, Honolulu, HI.

Rapoff, M. (2013). The President’s Message: What We Do Matters. *Progress Notes: The Newsletter of The Society of Pediatric Psychology, Division 54, American Psychological Association*, 37(3).

Division 53/54 /37
Hospitality Suite

Fairmont Royal York Hotel

Thursday August 6, 2015
4–5 p.m.

D53 Student Advisory Board Meeting
Open to all D53 members.

5–6 p.m.
ABPP Information Session
Open to anyone wanting to learn more.

6–7 p.m.
Distinguished Career Award Reception
D53 Reception to honor Anthony Spirito.

Friday August 7, 2015
1–2 p.m.

Pain Special Interest Group Meeting
Open to anyone interested in joining.

2–3 p.m.
Emerging Adults Special Interest Group
Open to anyone wanting to learn more.

3–4 p.m.
Gender Variance Special Interest Group
Open to anyone wanting to learn more.

6–7 p.m.
Clinical Child & Ped Psych Interns Q&A
All students are invited to attend.

7–9 p.m.
D16/D37/D53/D54 Student Social
Informal opportunity to meet, socialize, and network with other student members and leaders in the field. Open to all.

Saturday August 8, 2015
10–11 a.m.

Neonatal Special Interest Group
Open to anyone interesting in joining.

2–3 p.m.
Seeking Social Media Content Experts
Open to all D53 members interested in being media content providers.

3–4 p.m.
Student Speed Mentoring
Open to all students.

4–5 p.m.
CODAPAR Work Group
Open to all D53 members.

2015 CONVENTION
Aug. 6-9, 2015 • TORONTO, ONTARIO



SPP and APA in Toronto 2015

By Chad Jensen, Ph.D.
2014 Division 54 APA Program Chair

The 123rd Annual APA convention will be held August 6 – 9 in Toronto, Ontario, Canada. Division 54 has assembled an excellent program of symposia, panel discussions, paper sessions, and poster presentations for the convention.

This year’s SPP convention highlights include:

- Making a Difference: Moving Child Research Off the Shelf and Into Practice
- Leadership Development: Developing Skills and Sharing Lessons Learned
- Translating Basic Behavioral Science into New Interventions to Reduce Pediatric Heath Disparities
- An Ecobiodevelopmental Approach to Men’s Perinatal Health and Family Wellness
- Addressing Perinatal Mood and Anxiety Disorders: Diverse Roles for Psychologists

In addition, cross-divisional collaborative programming is scheduled for all four days of the convention. Collaborative programs with SPP involvement include:

- Mental Health and Wellness in LGBTQ Youths and Young Adults
- The Role of Technology in Disseminating Psychology
- Best Practices in Modeling Longitudinal Data: Making Complex Theory Accessible
- Integrated Primary Care for At-risk Children: NICU Follow-up and Foster Care
- A Qualitative Evaluation of New Fatherhood: Implications for Policy and Practice
- Hurting from the Inside Out: Identity-based Bullying in Adolescents

Division 54 is also offering programming specifically tailored to students, trainees, and early-career psychologists. On August 8, SPP will host a speed-mentoring event with leaders in our field. Students will also present their own work in a paper session entitled, Outstanding Student Research in Pediatric Psychology. The APA convention would not be complete without the annual Internships and Postdoctoral Fellowship Training Programs on Parade event, hosted by divisions 53 and 54 on Saturday evening.

While attending the convention, please stop by the hospitality suite. Divisions 54, 53, and 37 will host a student social hour on Friday evening. Several special interest groups (SIGs) will also host meetings in the suite, which will be an opportunity for continued networking and collaboration.

This convention will provide opportunities to participate in stimulating symposia and panel discussions, network with colleagues from around the world, visit unique landmarks in Toronto, and experience top-notch shopping and dining. We look forward to seeing you in Toronto!

The Program Committee would like to thank the following pediatric psychologists who served as Division 54 proposal reviewers:

Ethan Benore	Michelle Eakin	Steve Lassen	Leah Orchinik
Sam Bora	Nidhi Goel	Margaret Mannix	Elizabeth Pulgaron
Line Caes	Carolyn Landis	Donna Marschall	Katie Salamon
Ed Christopherson	Chris Fitzgerald	Mary Beth Mc-	Rose Schroedl
Lisa Clifford	Marissa Hilliard	Cullough	Mariella Self
Lauren Daniel	Grayson Holmbeck	Susan Meagher	Erica Sood
Hobey Davies	Chris Houck	Maureen Monaghan	Kevin Tsang
Tracey Dobson	Rebecca Kameny	Maia Noeder	Yelena Wu

2015 APA Division 53/54 Convention Programming in Toronto, Ontario

	Thursday, August 6, 2015		
	Division 53	Division 54	
8–9 am	Symposium: Application of Parent Child Interaction Therapy with Specialized Populations Conv Ctr Room 202D		
9–10 am		Symposium: Emerging Adulthood — Merging Research and Practice to Facilitate Healthy Transitions Conv Ctr Room 704	
10–11 am	Symposium: Sleep and Emotional Health in Adolescence: Scientific Progress and translational Opportunities Conv Ctr Room 1205B	Symposium: Making A Difference — Moving Child Health Research off the Shelf and into Practice Conv Ctr Room 717A	Symposium: A Quantitative Evaluation of New Fatherhood — Implications for Policy & Practice Conv Ctr Room 716B
11 am – 12 pm			
12–1 pm	Symposium: Hot Topics in Adolescent Psychology — Addressing Risk and Promoting Wellness Conv Ctr Room 206E		
1–2 pm		Paper Session: Outstanding Student Research in Pediatric Psychology Convention Ctr Room 715B	
2–3 pm	Symposium: Adapting Evidence-Based Treatments to the Specific Needs of Children and Adolescents Conv Ctr Room 205B		
3–4 pm		Conversation Hour: Leadership Development — Developing Skills and Sharing Lessons Learned Convention Center Room 809	
4–7 pm		D54 Executive Committee Meeting Intercontinental Hotel, Haliburton Room	

	Friday, August 7, 2015		
	Division 53	Division 54	
8–9 am	Symposium: Research Funding Opportunities and Words of Wisdom for Early-Career Child Clinical Psychologists Conv Ctr Rm Constitution Hall 105	Symposium: Hurting from the Inside Out — Identity-based Bullying among Adolescents Conv Ctr Room 718B	
9–10 am			Paper Session: Parents, Families, and Childrens’ Health Convention Center Room 707
10 am– 12 pm	Symposium: Pediatric Sport Concussion: Current Knowledge and Directions for Future Research Conv Ctr Room 205B	Symposium: Addressing Perinatal Mood and Anxiety Disorders — Diverse Roles for Psychologists Conv Cts Room 705	
12 pm– 1 pm	Presidential Address by John Piacentini Intercontinental Hotel, Caledon Room		
1– 2 pm	Business Meeting/Early-Career Award Addresses Intercontinental Hotel, Caledon Room		
4–5 pm	Symposium: Interdisciplinary Dissemination of Evidence-Based Interventions with Rural School Districts Conv Ctr Room 712	Collaborative Symposium: Emerging Adulthood — Science, Practice, and Education Conv Ctr Room 716A	Collaborative Symposium: Mental Health and Wellness in LGBTQ Youth and Young Adults Conv Ctr Room 716B
5–6 pm			

	Saturday, August 8, 2015					
	Division 53			Division 54		
8–9 am	Symposium: Hot Topics in Child Psychology: Building Emotion Regulation Skills Conv Ctr Rm 205C	Discussion: How Safe Are Our Schools? Conv Ctr Rm 714A	Poster Session: Patterns and Predictors of Child and Adolescent Mental Health Conv Ctr Room 714A			
9–10 am				Symposium: An Ecobiodevelopmental Approach to Men’s Perinatal Mental Health and Family Wellness Conv Ctr Room 717B		
10–11 am	Symposium: Interactive Panel Discussions on Ethical Challenges in Child and Adolescent Psychology Conv Ctr Room 205B					
11 am–12 pm				Poster Session: Current Research in Pediatric Psychology Convention Center Exhibit Halls D&E		
12–1 pm	Distinguished Career Award Address: Anthony Spirito Conv Ctr Room 809			Skill-Building Session: Best Practices in Modeling Longitudinal Data: Making Complex Theory Accessible Convention Center Constitution Hall 105	Innovative: Pediatric Psychology Speed Mentoring Convention Center Constitution Hall 105	JPP Editorial Board Meeting Intercontinental Hotel, Grenadier Rm
1–2 pm	Poster Session: Child and Adolescent Mental Health: Assessment, Diagnosis, and Treatment Conv Ctr Exhibit Halls D&E				CPPP Editorial Board Meeting Intercontinental Hotel, Grenadier Rm	
2–3 pm				CODAPAR Symposium: Collaborations for Disseminating Health Care Information on a Shoestring – Exemplars of the CODAPAR Interdivisional Grants Program Conv Ctr Room 709		
4–5 pm				D54 Business Meeting — Convention Ctr Room 103A		
5–7 pm	D53 and D54 Internships and Postdoctoral Fellowship Training Programs on Parade Intercontinental Hotel, Caledon Room					

	Sunday, August 9, 2015			
	Division 53			Division 54
8–9 am	Symposium: Sharing the Sandbox: What Can Psychologists Expect from Pediatricians? Conv Ctr Rm 206B	Collaborative Symposium: Integrated Primary Care for At-Risk Children: NICU Follow-Up and Foster Care Conv Ctr Room 713B		
9–10 am		Collaborative Symposium: Role of Technology in Disseminating Psychology Conv Ctr Room 713B		Skill-Building Session: Development of an Evidence-Based IOP Program for Pediatric Eating Disorders in the Medical Setting Conv Ctr Room 810
10–11 am	Symposium: Innovative Interventions for Children and Adolescents During Short-Term Inpatient Admissions Conv Ctr Room 203D		Collaborative Discussion: Implications of DSM-5 Changes on Autism Spectrum Disorder: Cross-Divisional Perspectives and Evaluation Conv Ctr Room 716A	
11 am– 12 pm			Symposium: Adolescent Depression: Can Teachers Make a Difference? Conv Ctr Room 716B	

KEY

Division 53 Substantive Programming	
Division 53 Non-substantive Programming	

Division 54 Substantive Programming	
Division 54 Non-substantive Programming	

Collaborative Programming	
Cosponsored by Div53 and Div54 Non-Substantive Programming	

Mentorship and Networking at Conferences: Advice from the Student Advisory Board!

By Jackie Lennon, M.A., Student Representative

Advice from Mentors

Conferences are an excellent place to network with fellow students and professionals who share your interests. This past April, SPPAC offered numerous opportunities to do just that, such as the annual Mentoring Luncheon which included 150 students/interns/early-career professionals and 30 mentors. The event was a huge success and continues to be a highlight for mentees, as it provides the opportunity for face time and question asking with the leading scholars and clinicians in the field. Mentors enjoy themselves too, as they get to directly offer guidance to the next cohort of leaders.

In effort to share some of the excellent advice provided by the mentors, I asked fellow Student Advisory Board members to share what they took away from the luncheon. Here are a few highlights:

- Have flexibility in your career trajectory. Walk through open doors, even if you are not necessarily searching for that opportunity.
- Take advantage of the versatility of your training. Find a way to highlight your experience to secure a position you desire.
- Mentors have mentors too! Mentoring relationships do not end once you are no longer a student. Receiving mentorship throughout your career is essential for ensuring your growth as a professional.

Tips for Networking at Conferences

I also asked fellow Student Advisory Board Members to share their best tips for how to effectively network while at conferences. Here are a few of their suggestions:

- Attend presentations that interest you, and don't be afraid to ask the speakers questions afterward.
- Attend poster sessions. It's an easy way to strike up a conversation with those who have similar interests to you.
- Ask your primary supervisor/mentor to introduce you to someone you really want to meet. They can help facilitate that first interaction. Or, ask a fellow student if they will introduce you to their supervisor/mentor.
- Connect with alumni. Chatting about your program can be a great ice breaker.



Student Advisory Board at SPPAC 2015. Back row left to right: Cyd Eaton, Christina Amaro, Jackie Lennon, Aimee Hildenbrand, Ana Gutierrez-Colina. Front row left to right: Erin Brannon, Christina Holbein, Andrea Wojtowicz, Lexa Murphy. Not pictured: Katelynn Boerner, Elizabeth Nicholls.

- Get involved with SIGs. You will meet others with similar interests, and some SIGs host activities specifically to facilitate networking.
- Volunteer! It's an easy way to be visible and meet lots of people.
- Make sure you allow for down-time in your conference schedule. Being "on" all the time can be tiring. Take time to yourself to ensure that you come across composed and articulate, and it will keep you from getting that dreaded conference burn-out.

Put those Tips to the Test at this Year's APA Convention

The APA Annual Convention in Toronto this August will offer plenty of opportunities to network and meet potential mentors. Highlights for students include speed mentoring, Internships on Parade, a Q&A session with current interns, and a student social co-hosted with Divisions 16, 27, and 53!

Contact me at SPP.StudentRep@gmail.com.

ties and Kids project, which involves an impressive level of leadership for a student at her stage.

Kahn is recognized as an outstanding student who has made contributions to the field of pediatric psychology through research and volunteerism. She has been recognized for her accomplishments and leadership through numerous awards.

In the future, Kahn plans to obtain her Ph.D. in school and child clinical psychology. Her career goals include working as a scientist and clinician in community mental-health settings. Ultimately, she hopes to work with children and youth in marginalized, high-risk contexts.



Maria Kahn

Undergrad Student Spotlight

By Katelynn Boerner, B.Sc. (Hons)

Maria Khan is a senior undergraduate student at York University under the mentorship of Rebecca Pillai Riddell. Her areas of research interest include the contributions of infant pain regulation and caregiver emotional availability to preschool executive functioning, and she has also conducted research examining the role of therapeutic alliance in therapeutic change for youth with Autism Spectrum Disorder. She has experience in a wide variety of research skills, including conducting systematic reviews, administering standardized psychological tests, conducting behavioral coding, and training junior staff. She is currently the project coordinator for the Building Resilience in Communi-

SPP Student Travel Awards 2015



Bridget Armstrong
University of Florida
Title: Convenience store density as a predictor of child weight change in a rural behavioral lifestyle intervention



Alexandria Mullins
Oklahoma State University
Title: Depression and Anxiety Among Parents of Children with a Disorder of Sexual Development



Kathryn Birnie
Dalhousie University
Title: Evidence of Psychological Interventions for Medical Procedures in Children: What Makes Distraction Effective?



Kimberly Burdette
Loyola University Chicago
Title: Weight Misperception Among Urban Ethnic Minority Girls: Links with Obesity-Related Health Behaviors



Jennifer Rohan
University of Cincinnati
Title: The Relationship of 6-Mercaptopurine Medication Adherence to Clinical Outcomes in Pediatric Cancer



Ana Gutierrez-Colina
University of Georgia
Title: Executive Functioning, Adherence and Barriers to Adherence in Pediatric Solid Organ Transplant Recipients



Kimberly Klages
University of Memphis
Title: Empirically Derived Patterns of Pain, Stool Frequency, and Incontinence and their Relations to Health Related Quality of Life among Youth with Chronic Constipation



Tiffany Rybak
University of Memphis
Title: Patterns of family functioning and conflict and relations to glycemic control and quality of life among primarily low income adolescents with Type 1 Diabetes

Apply Now!

Student Research Grants and Awards

The Marion & Donald Routh Student Research Grant

This annual research scholar grant is for student SPP members in full-time psychology graduate programs (i.e. graduate students or interns) conducting research under the supervision of a faculty advisor. Research proposals should address areas consistent with the field of pediatric psychology.

Funding is available up to \$5,000. Up to \$500 of the award can be allocated in the budget to support conference travel. One winner will be selected. However, a second-place award of up to \$1,000 will be provided to the runner-up to support their proposed study.

Mary Jo Kupst Trainee Grant for Research in Resilience

Initiated to honor Mary Jo Kupst's career contributions, this grant is designed to facilitate trainee research that will provide a novel contribution and advance the field of pediatric psychology specifically in the area of resilience and/or family functioning.

An annual award of \$1,000 is available to any graduate student, intern, or postdoctoral fellow who is a SPP member.

Lizette Peterson-Homer Injury Prevention Grant

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

SPP Student Research Award Competition

Established to encourage and reward quality research on issues related to pediatric psychology and healthcare of children. This award recognizes research completed while the candidate was a graduate student, intern, or postdoctoral fellow. The student must also be the primary (first) author.

The award winner will receive a \$1,000 award.

For more details and eligibility criteria on each of these grants and awards, please visit SPP online at www.societyofpediatricpsychology.org.

Application deadline is October 1, 2015.

Email single-document pdf applications to:
David Janicke, Ph.D.
djanicke@phhp.ufl.edu

Questions? Call 352-273-6046

Sleep-Wake Disturbances in Adolescents with Spina Bifida: Prevalence and Associations with Bio-neuropsychosocial Functioning

By Caitlin Murray, M.A., Loyola University Chicago

Background and Significance

In the past decade, research has increasingly recognized the adverse effects of disturbed sleep on adolescent bio-neuropsychosocial functioning. Specifically, poor nighttime sleep may impact key health parameters, such as mood, pain, and neurocognitive performance (Alfano, Zakem, Costa, Taylor & Weems, 2009; Kheriandish & Gozal, 2006). Research also indicates a bidirectional relationship between sleep and bio-neuropsychosocial functioning; sleep may contribute to poor daytime functioning (e.g., pain, mood disturbance), which, in turn, may exacerbate sleep disruptions (Dahl & Lewin, 2002; Valrie, Bromberg, Palermo & Schanberg, 2013). Sleep-wake disturbances such as difficulties falling asleep, frequent nighttime awakenings, and daytime fatigue and are especially prevalent in youth with chronic illnesses and medical conditions (Hysing, Sivertsen, Stormark, Elgen & Lundervold, 2009), and evidence suggests that adolescents with spina bifida are at-risk for sleep difficulties (Quine, 1991). Adolescents with SB are also at-risk for poor physical, psychosocial, and neurocognitive functioning (e.g., pain, depression, attention deficits; Appleton, 1997; Clancy, McGrath, & Oddson, 2005; Holmbeck et al., 2003; Rose & Holmbeck, 2007). However, few studies have comprehensively assessed the relationship between sleep-wake disturbances and key bio-neuropsychosocial outcomes in adolescents with SB.

The primary goal of this project is to examine sleep-wake disturbances as possible behavioral factors associated with bio-neuropsychosocial functioning in adolescents with SB. Specifically, the aims of this study are to 1) examine sleep-wake patterns in adolescents with SB using subjective and objective measures of sleep, 2) identify daily temporal associations between sleep and pain as well as sleep and mood, and 3) identify the relationship between sleep-wake disturbances and bio-neuropsychosocial functioning in adolescents with SB. It is expected that adolescents with SB will indicate greater sleep-wake disturbances compared to typically developing youth, and that bidirectional sleep-pain and sleep-mood relationships will emerge, such that poor nighttime sleep will exacerbate pain and depressed mood, and visa versa. It is also expected that sleep will be associated with physical, psychosocial, and neurocognitive concerns in this at-risk population. Increasing the understanding of the relationship between sleep disturbances and bio-neuropsychosocial functioning in adolescents with SB will inform the development of interventions to improve outcomes in this population.

Design Overview

This project will include 80 adolescents and their parents, ages 12-17: adolescents with SB (N = 40) and a matched comparison group of typically developing (TD) peers (N = 40). The sample of adolescents with SB will be recruited from a pool of adolescents participating in a longitudinal study led by Dr. Grayson Holmbeck. The TD sample of adolescents was recruited as part of Dr. Tonya Palermo’s longitudinal case-control study on adolescents with chronic pain (Palermo, Toliver-Sokol, & Fonavera, et al. 2007). A subjective and objective sleep assessment will be conducted; ambulatory actigraphic recordings will be completed over 10 days, and adolescents will complete several sleep questionnaires (e.g., sleep quality, pre-sleep arousal) and a daily sleep diary. In addition, adolescents and parents will complete questionnaires to assess physical

(i.e., pain, height/weight), psychosocial (i.e., internalizing symptoms, health-related quality of life, family functioning) and neurocognitive (i.e., attention, executive function, academics) functioning.

Clinical/Research Implications

Despite emerging evidence of the prevalence and impact of sleep disturbances in pediatric populations, studies that assess sleep in youth with SB are scarce.

Sleep represents an important modifiable behavioral domain for diagnosis and intervention, and several researchers have advocated for behavioral sleep interventions to improve youths’ functioning (e.g., mood and attention symptoms; Dahl & Harvey, 2007; Gordon, King, Gullone, Muris, & Ollendick, 2007; Mindell, Kuhn, Lewin, Meltzer & Sadeh, 2006). Interventions in childhood and adolescence are particularly important because there is a growing literature indicating that sleep problems predict the development of emotional and cognitive disturbances across the lifespan (Gregory, Caspi, Eley, Moffitt & O’Connor, 2005; Gregory & O’Connor, 2002; Johnson, Chilcoat, & Breslau, 2000). The current study will be the first step in the development of preventative treatments designed to improve overall health and well-being in adolescents with SB.

Funding

Caitlin Murray recently received a Ruth L. Kirschstein National Research Award Service (NRSA) for Individual Predoctoral Fellows for this dissertation project (F31HD079270-01A1). Dr. Grayson Holmbeck’s longitudinal study is supported by grants from the National Institute of Child Health and Human Development (R01 HD048629) and the March of Dimes Birth Defects Foundation (12-FY13-271).

References

Available online.



Caitlin Murray, M.A.

Call for Graduate Student Spotlight Nominations

SPP’s Student Advisory Board is accepting nominations for **outstanding graduate students** in pediatric psychology. One student will be selected based upon his/her interest in pediatric psychology and contributions to the field.

Only **graduate** students will be considered for this round of nominations. The selected student will be featured in the Student Spotlight section of **Progress Notes**. This is a wonderful opportunity to honor a graduate student and provide the student with exposure to Division 54.

Request a nomination form and send it with a letter of recommendation and the nominee’s CV to Student Advisory Board member Katelynn Boerner at katelynn.boerner@dal.ca.

Deadline is July 10, 2015.

C. Eugene Walker Education Award in Pediatric Psychology



Title: Implementation of Group Interventions Targeting Adjustment and Self-Management in Pre-Adolescent and Adolescent Youth with Type 1 Diabetes Mellitus and Their Parents

Cathleen Odar Stough
Cincinnati Children’s Hospital Med Ctr

Remembering Robert Walker Butler, Ph.D.

By Robert Noll, Ph.D.

Robert Walker Butler, Ph.D., died January 14, 2015, after a courageous and difficult battle with cancer. He was born in Chicago and later lived in Florida where he earned a B.A. at the University of West Florida. He earned a master’s



Robert Walker Butler, Ph.D.

degree in psychology at UAB and his doctoral degree in clinical psychology at The Ohio State University in 1985. He completed a postdoctoral fellowship/residency in clinical neuropsychology at UCLA in 1987 and was a board certified in clinical neuropsychology.

Butler became one of the premier clinicians and researchers in the field of neuropsychological-based cognitive rehabilitation with pediatric cancer survivors. His research and clinical work in cognitive rehabilitation was ground breaking and improved the lives of countless children. His professional focus also involved providing problem-solving skills training to caregivers of children who were recently diagnosed with cancer to alleviate distress by teaching coping skills. He authored numerous papers and presented his work nationally and internationally.

Asthma Control, Mental Health and Parent-Child Language Use in Latino Youth with Asthma

Background

Asthma is the most common childhood chronic illness (Akinbami et al., 2010), and Latino youth are disproportionally affected by asthma (Lara, Akinbami, Flores, & Morgenstern, 2006; Lieu et al., 2002). Youth with asthma are also at higher risk for psychosocial difficulties (e.g., Katon et al., 2007), which may exacerbate asthma and result in poorer disease control.

For Latino children with asthma, functional impairment is associated with parental acculturative stress (Koinis-Mitchell et al., 2010), but little is known about the impact of acculturation across the parent-child dyad. In the case of pediatric asthma, language usage among Latino parents and children may be a particularly relevant aspect of acculturation because parent-child communication is related to asthma control and psychosocial adjustment (Lim, Wood & Miller, 2008). Differences in English versus Spanish language use between parents and their children may lead to communication barriers among family members (e.g., Tseng & Fuligni, 2000), which may impact children’s psychosocial adjustment and disease control.

Objectives

This study’s objective was to examine associations among parent-child language discrepancies, psychosocial adjustment, and asthma control in Latino children with asthma. We expected that greater discrepancies between parent and child language use in English and Spanish would be associated with more adjustment problems and poorer asthma control.

Method

The current project was embedded in a larger-scale investigation of psychosocial adjustment, coping, and disease control in racially/ethnically diverse, urban, low-SES children ages 5-17 with asthma and their caregivers. Families were recruited between February and June 2014 from a university hospital outpatient clinic specializing in pediatric asthma. Within the larger-scale study of 78 families, there were 29 Latino/Hispanic families that participated in the current project. Caregivers (N=29) and children ages 9 and older (N=15) reported on the child’s psychosocial adjustment (the Strengths & Difficulties Questionnaire; Goodman, 1997) and asthma control (Asthma Therapy Assessment Questionnaire; Skinner et al., 2004; Asthma Control Test; Nathan et al., 2004). Parent and child proficiency in and preference for English and Spanish were assessed on a 1 (not at all) to 5 (completely) scale; difference scores between parents and children indicated discrepancies in language use. Parents also reported the number of school days missed due to asthma and completed a demographic questionnaire reporting on age, race/ethnicity, education, and income.

Implications

The findings will improve understanding of how language use within the family is related to disease management and adjustment in Latino children with asthma. The results will inform the development and implementation of asthma management programs for families of children with asthma.

References

Available online.



Erin M. Rodreguez, Ph.D.
2013 Diversity Grant Recipient

2015 SPP Annual Conference Highlights

By Emily Fredericks, Ph.D., and Anna Maria Patiño-Fernandez, Ph.D.

The 2015 Society of Pediatric Psychology Annual Conference (SPPAC) was held in San Diego on April 16-18. This year, more than 650 participants attended the conference, including nearly 300 trainees. The sustained growth of this conference is exciting and a testament to the incredible work being conducted by faculty and students. The conference schedule was packed with outstanding workshops, symposia, and poster sessions representing innovative research and clinical practice. Featured presentations and workshops linked an overarching focus on “new frontiers” with thematic areas, including health information/communication technology, intervention development and implementation, promotion of health behaviors, injury prevention, integrated behavioral health care, cultural competency, and mentoring/career development.



SPP President Elissa Jelalian, Ph.D., and Emily Fredricks, Ph.D.

SPP President Elissa Jelalian started the conference with an inspiring presidential address, challenging attendees to consider whether the “Triple Threat” model (researcher, clinician, teacher) is a viable model in pediatric psychology. Highlights included a keynote address by Dr. Ken Resnicow, which focused on novel approaches to using technology and tailored messaging to expand our reach with behavioral health interventions. Dr. Vicki Anderson, the distinguished international speaker from Melbourne, Australia, continued the focus on eHealth with her presentation on technology as a tool to enhance outcomes for children with brain injuries. Dr. Tishelman also delivered an outstanding address as our Diversity Speaker, highlighting the challenges and controversies associated with providing care for transgendered youth.



Christina Amaro, Michael Roberts, Ph.D., and Laurie Gayes Michael

In addition to honoring the SPP award winners, we also had the opportunity to honor Dr. Michael Roberts for his service to SPP. We look forward to celebrating his dedication to SPP in the year ahead.

Thank you to all of you for making #SPPAC2015 a resounding success. We hope you enjoyed the science, sun, and socializing in San Diego. See you in Atlanta for SPPAC 2016!

Save the Date



By Anna Maria Patiño Fernández, Ph.D., and Chad Jensen, Ph.D.

The 2016 Society of Pediatric Psychology Annual Conference (SPPAC) will be held April 14-16 at the Atlanta Marriot Marquis. The theme will be “State of the Art in Pediatric Psychology: Promoting Best Practices.”

Join us as we discuss topics consistent with this theme:

- **Translation of Evidenced-Based Practices** into clinical settings
- **Interdisciplinary Collaborations** in clinical care and research to enhance best practices, including integrated primary care
- **Diverse Populations Addressing** the needs of diverse and underserved populations, including reducing health disparities and increasing access to care
- **Neuropsychological Assessment and Intervention Applications** of neuropsychology in addressing impact of disease and other risk factors on learning and school outcomes
- **Direct Behavioral Observation/Measurement** in the natural environment, in simulated settings, and/or electronic monitoring
- **Ethics in Education and Training**
- **Technology in Research and Clinical Care** to broaden reach and increase efficacy

We anticipate a call for submission in August 2015, during which time we will solicit abstracts and proposals for workshops, posters, and symposia. Updated conference information will be posted at the Division 54 email listserv as well as the conference website. We look forward to seeing everyone in Atlanta!

The Society of Pediatric Psychology (Division 54 of the American Psychological Association) is approved by the APA to sponsor Continuing Education for psychologists. The Society of Pediatric Psychology maintains responsibility for this program and its contents.



Society of Pediatric Psychology

Division 54, American Psychological Association

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Division 54

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Membership benefits include:

- Subscription to the *Journal of Pediatric Psychology* and *Clinical Practice in 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

Vision Statement

Healthier children, youth, and families.

Mission Statement

The Society aims to promote the health and psychological well being of children, youth and their families through science and an evidence-based approach to practice, education, training, advocacy, and consultation.

Free Memberships

Justin Williams
Anna Monica Agoston

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@listserv@lists.apa.org](mailto:listserv@lists.apa.org). Leave subject line blank and in e-mail, type “signoff div54-members” (without quotes).
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