



The President's Message

I am honored to be home again and to serve SPP's community of dedicated scientist practitioners with board members who feel the same commitment to our mission. Although we live this mission every day, reading it again highlights the depth and breadth of our profession. We serve unique roles in the science and practice of psychology while at the same time creating a community of friends and colleagues that feels like home to many of us. Through the year, I hope to highlight two areas of importance to me and to our field: inspiration and dissemination.

Inspiration

In this day of higher productivity expectations, reimbursement changes, dwindling federal dollars to support research, and many other major developments in medicine and health care (fueled by affordable care), many struggle with achieving desired work-life balance, avoiding burnout, and maintaining passion for their daily work. Our colleagues in medicine have focused on the impact of burnout from medical school through practice in academic health centers, and the findings are grim (e.g., increased numbers considered "impaired," higher rates of suicide, altered relationships, Liselotte Dyrbye, MD, et al. 2008: Burnout and Suicidal Ideation among U.S. Medical Students, *Annals of Internal Medicine*, 149:334-341).

There is a need for each of us individually to find ways to maintain, savor, and share the inspiration that keeps us connected and able to rise above the daily challenges. We work in a climate where miracles really do occur, where children and families touch our lives every day, where the work we do means the world to our patients and colleagues.

SPP helps to sustain this sense of meaning and inspiration. Your connection to SPP is important to us. Our community of almost 2,000 members is thriving. Student members are highly valued and protect our future. We are one of the few APA divisions who host a highly successful annual conference, with 600 to 700 attendees. We encourage member involvement at all stages. Check out the Student Advisory Board's brochure to share with parents, administrators, and medical colleagues. Please consider sharing your experience with others through the SPP Annual Conference, an article in **Progress Notes**, submissions to our well-respected journals contributions to the listserv, and connecting through our social media.

Dissemination

SPP members epitomize the best of the scientist-practitioner model and the "Triple Threat" highlighted by Dr. Jelalian in her 2015 Presidential Address (Directions for Pediatric Psychology: Making it Work in the New Millennium, *Clinical Practice in Pediatric Psychology*, 3(4), 255-261). Our journals and SIGs help capture new trends in research and the needs of practitioners. However, there is often a disconnect between research findings and application to practice. We need to share our findings with those in practice as well as our colleagues in medicine, social work, and other allied professions.

As the profession struggles to highlight what distinguishes doctoral psychologists from other mental/behavioral health providers, it is important to emphasize our unique skills and contributions to the field, including the scientific foundation, evidence-based practice, diagnostic and conceptualization savvy, and effective treatment protocols. SPP has a longstanding relationship with the American Academy of Pediatrics (AAP), with two representatives to the Committee on Psychosocial Aspects of Child and Family Health (COPACFH). Despite this respected connection with the AAP and our daily collaboration with medical providers, many pediatricians practice without this advantage. I am hopeful that we will establish a process with AAP to provide regular updates about cutting-edge research findings and the implications for practice.

As we enhance our presence by sharing research findings with the public, we further refine understanding of our scientific impact and increase our professional relevance. My gratitude and respect to each of you for making this happen every day. I hope to see you on Facebook/Twitter, listserv discussions and journal/newsletter submissions, at our Atlanta SPPAC conference in April and APA Convention in Denver. Check out our re-invigorated website, consider volunteering with SIGs and committees or running for election, and stay in touch with comments or concerns.

Again, it feels great to be home with SPP!



Sharon Berry, Ph.D.

Journal of Pediatric Psychology Highlights

By Grayson N. Holmbeck, Ph.D., Editor

2015 in Review

I am pleased to report that there were 346 papers submitted for publication in 2015 — more than in any year of my editorial term. In total, we published the following in 2015: Three special issues, six systematic reviews, eight topical reviews, six commentaries, three “awards” papers, and 86 regular articles, and five “Pioneers in Pediatric Psychology” papers — I especially thank Anne Kazak for her excellent work in establishing this initiative.

I am delighted to report that Tonya Palermo, Ph.D. will be *JPP*'s editor-elect and will begin processing all submitted papers beginning in 2017. She will become editor in 2018.

Three special issues will appear in 2016: 1) “Trauma and Child Health in Pediatric Psychology,” guest edited by Annette La Greca, Jonathon Comer, and Betty Lai; 2) “Diversity and Health Disparities,” guest edited by Celia Lescano, Daphne Koinis-Mitchell, and Elizabeth McQuaid; and 3) “Sleep in Pediatric and Developmental Conditions,” guest edited by Dean Beebe, which will be coordinated with two other special issues on the same topic in the *Journal of Developmental and Behavioral Pediatrics*, guest edited by Carolyn Ievers-Landis, and *Clinical Practice in Pediatric Psychology*, guest edited by Lisa Meltzer. A special section will appear in 2016 on “Cost Effectiveness and Economic Impact of Pediatric Psychology Intervention,” guest edited by David Janicke and Kevin Hommel.

2016 Special Issues/Deadlines

Unintentional Pediatric Injury — guest edited by Barbara Morrongiello and David Schwebel. Submission deadline: June 1, 2016

Adolescent and Young Adult Health — guest edited by Katie Devine, Maureen Monaghan, and Lisa Schwartz. Deadline: September 1, 2016.

Remember the ongoing *JPP* series: “Historical Analysis in Pediatric Psychology,” a special series of papers devoted to the history of pediatric psychology. Authors interested in submitting can contact the *JPP* editor 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, 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, contact me at gholmbe@luc.edu.



Grayson Holmbeck, Ph.D.

Clinical Practice in Pediatric Psychology CE Credits for Reviewers

By Jennifer Shroff Pendley Ph.D., Editor

Congratulations to Jennifer Schurman who will be *CPPP*'s next editor! She will transition as editor elect in 2017 and to editor in 2018. As associate editor, Schurman has already made significant contributions, and I am confident she will continue to grow the journal.

Great News for Reviewers!

APA launched a new program allowing reviewers for APA journals to earn Continuing Education Credits for reviewing submissions. Details can be found on the APA website: www.apa.org/pubs/authors/review-manuscript-ce-video.aspx. By registering, watching videos, and completing reviews, reviewers become eligible for CE credits. One CE per review and up to six CE annually can be earned, pending completion of the required training and verification from the editor that the reviews are high quality.

Consider submitting manuscripts for our two new special sections: 1) **Ethics** — focusing on best practices for ethical problem-solving and illustrations of ethical dilemmas in real-world practice and 2) **Challenging Case** — including case presentations followed by one or two commentaries.

The Editorial Board will meet April 16 from 7:30-8:00 a.m. at SPPAC in Atlanta. We encourage all Editorial Board members to attend as well as anyone else interested in the journal.



Jennifer Shroff Pendley, Ph.D.

Progress Notes is published three times each year by the Society of Pediatric Psychology, Division 54, American Psychological Association.

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Newsletter Deadline

Articles for the next newsletter are due before May 15, 2016.

Please send your submission to newsletter editor, Laura Simons, at laura.simons@childrens.harvard.edu.

SPPAC 2016 Conference Highlights

State of the Art in Pediatric Psychology: Promoting Best Practices

By Anna Maria Patiño-Fernandez, Ph.D. and Chad Jensen, Ph.D.

Thursday, April 14, 8:30 AM to 8:30 PM

Morning Pre-Conference Morning Workshops ^{CE*}

- Big Data or Big Hassle? Implementation, Use, and Ethics of Electronic Data Capture in Clinical Care (3 CEs)
- Integrating the Art and Science of Pediatric Psychology Consultation Liaison (CL) Practice (3 CEs)
- Involving Minors in Decisions about Medical & Mental Health Care: Legal, Ethical, Developmental and Clinical Considerations (3 CEs)
- Key Principles and Considerations for the Design and Conduct of Behavioral Intervention Trials in Pediatric Psychology (3 CEs)

Afternoon Pre-Conference Workshops ^(CE)

- Behavioral Economics: How Pediatric Psychologists Can Diversify Their Portfolios of Approaches to Impact Patient Adherence, Clinical Practice, and Health Care Outcomes (1:30-3:30; 2 CEs)
- Once You Build It, Then What? Designing, Piloting, Implementing, and (Finally!?) Disseminating New Clinical Interventions in Pediatric Psychology (1:30-3:30; 2 CEs)
- Biofeedback in Pediatric Psychology: An Advanced Primer (3 CEs)
- Navigating Ethical Dilemmas in Pediatric Psychology (3 CEs)

SIG Meetings / Student Social / **Reception / Poster Session #1** ^{CE}

Friday, April 15, 2016, 6:00 AM to 7:30 PM

Conference Opening / President Address / SPP Awards Presentation

Keynote Address ^{CE} – Lee Sanders, M.D. MPH, *Health-Literate Interventions to Improve Child Health: The Case for Interdisciplinary Collaborations in Primary Care*

Concurrent Symposia ^{CE}

- Trauma and Child Health
- Cost-Effectiveness in Pediatric Psychology
- Mobile Health Interventions in Pediatric Psychology
- Community Collaborations for Pediatric Health Intervention Development: State of the Art Approaches

Diversity Speaker ^{CE} – Gayle Brooks, Ph.D., *Being Different Makes a Difference: Eating Disorders among Minority Youth*

Invited Address ^{CE} – Nadine Kaslow, Ph.D., *Evidenced Based Practices: Advantages and Challenges*

Poster Session #2 ^{CE} / Concurrent Symposia ^{CE}

- Workin' for a Living: Preliminary Findings from the Society of Pediatric Psychology Workforce Survey
- Understanding and Breaking the Cycle of Distress and Fear in the Context of Pediatric Pain
- Interdisciplinary Collaborations across Multiple Subspecialties: The Role of the Psychologist in Research and Clinical Collaborations
- Translation of Evidenced-Based Practices into Real-World Settings: From Medicine to Media

Reception and Internships/Fellowships on Parade



Saturday, April 16, 2016, 6:00 AM to 4:00 PM

SIG Chairs Meeting / American Board of Clinical Child and Adolescent Psychology (ABCCAP) Informational Meeting / Continental Breakfast /

Poster Session #3 ^{CE}

International Keynote ^{CE} – Deborah Christie, Ph.D., *Taking the Psycho out of Psychosomatic: Using a Collaborative Model with Young People with Chronic Illness and Medically Unexplained Symptoms*

Research Blitz - Outstanding Research by Students/Trainees ^{CE}

Poster Session #4 ^{CE}

Lunch-and-Learn Workshop ^{CE} Leadership Workshop: Developing the Skill of Handling Difficult Conversations (2 CEs) (*Prereg. required*)

Student Advisory Board Meeting

Concurrent Symposia ^{CE}

- Illustrations of State-of-the-Art Methodology in Pediatric Psychology Clinical Settings
- Psychological and Neurocognitive Correlates of Health Behaviors in Pediatric Obesity: Child and Caregiver Considerations
- Lessons Learned from Intensive Interdisciplinary Pain Treatment: Implications for Helping Kids with Other Chronic Health Conditions Get Back to Normal Lives
- Psychologists as Innovators in the Pediatric Medical Setting: Moving Beyond Traditional Roles

**The 2016 SPPAC offers 14 hours of introductory to intermediate level CEs for psychologists. Workshops must be registered for separately and are not included in conference registration. Additional CEs are available for those who attend preconference and/or lunch and learn workshops.*

#SPPAC2016

This year, SPPAC will have a "Twitter Team" tweeting often over the course of the conference using the hashtag #SPPAC2016. If you don't have a twitter account yet, sign up today! Everyone is encouraged to tweet using #SPPAC2016. If you would like to be part of the "Twitter Team" as a designated tweeter, please email Jackie Lennon Papadakis for instructions at: SPP.StudentRep@gmail.com.

For complete information, visit
www.SPPACannualconference.org

Biographical Information and Statements

The Division 54 2016 election slate of candidates for President, Treasurer, Member at Large for National Conferences is complete. Please vote by submitting the ballot APA mailed to you.

President

W. Hobart Davies, Ph.D.

Hobart Davies is professor and chair of the Department of Psychology at the University of Wisconsin – Milwaukee, where he is also coordinator of the Certificate in Childhood and Adolescence Studies. He earned his Ph.D. in Child and Family Clinical Psychology at Michigan State University, and completed his internship in Pediatric Psychology at Columbus (now Nationwide) Children’s Hospital. He was employed as a staff psychologist at Children’s Hospital of Wisconsin (CHW) for six years, working with a variety of treatment teams. He was the first psychologist on their multidisciplinary pediatric pain program, the first division chief of Psychology for the CHW medical/dental staff and continues his affiliation with CHW after almost 25 years. He also maintains a small private practice.



Hobart Davies, Ph.D.

Davies is a Fellow of Division 54, has co-chaired two Great Lakes Regional Meetings in Milwaukee, and currently edits the ongoing Special Section “Ethics and Pediatric Psychology” in Clinical Practice in Pediatric Psychology. His research is broadly focused on familial and social aspects of pediatric chronic conditions, especially diabetes, feeding disorders, and chronic pain; pediatric injury prevention, especially teen self-asphyxial behaviors such as the “Choking Game;” and empirical approaches to ethical questions. His research team has 100 publications and over 375 conference presentations, and he has supervised almost 60 dissertations, master’s theses, and senior theses.

Candidate Statement

Adaptability. Supportiveness. Creativity. Compassion. Systemic awareness. Generativity. These are the characteristics that come to mind when I think of pediatric psychologists, and also characteristics that I associate with the Society as a whole.

SPP has been my primary professional identification for two and half decades. I have never heard SPP described as embedded in evolutionary psychology, but no group I have ever seen carries such an awareness that our reason for being, beyond anything else, is to develop the next generation of professionals. I remember my first Florida Conference as a graduate student. As I was feeling lost and overwhelmed, Denny Drotar asked if he could join me for breakfast (yeah, I know what you’re thinking — there were plenty of empty chairs). That sort of thing simply does not happen in your typical professional society.

I think of my career as organized around paying that breakfast forward. I am deeply humbled by the nomination to serve as SPP president and would welcome the opportunity to meet all of you for breakfast (figuratively speaking, of course).

President

Ann Davis, Ph.D.

Ann Davis received her Ph.D. in Clinical Psychology from Western Michigan University. She completed her internship at Father Flanagan’s Boys Home and a two-year postdoctoral fellowship at Cincinnati Children’s Hospital Medical Center. Davis joined the University of Kansas Medical Center, Department of Pediatrics in 2001 and is currently a tenured professor there. She serves as vice chair for research, director of the Pediatric Obesity Program, and director of a joint center with Children’s Mercy Hospital called the Center for Children’s Healthy Lifestyles and Nutrition.



Ann Davis, Ph.D.

Davis has been a member of SPP since 1999, where she has served as vice chair of the Obesity SIG, member of the Journal of Pediatric Psychology Editorial Board, and for three years as the member at large for membership. She earned her ABPP in 2009 and in 2011 was elected as a Fellow of APA. She currently serves on the SPP Fellows Committee and on the APA’s Committee on Division APA Relations (CODAPAR). Davis’ federally funded grant work has focused on children with obesity and feeding problems. She has published over 50 articles, regularly serves on review panels at the NIH, and is passionate about working with graduate students, residents, fellows and early-career faculty.

Candidate Statement

I am truly humbled that my colleagues have nominated me for SPP president. I was introduced to the world of pediatric psychology through my involvement in SPP, and I still remember that feeling at my first conference when I knew I had found my professional home. SPP’s excellent member services and the wonderful people who make up SPP are the primary reason that our organization continues to see impressive growth. SPP remains relevant and vibrant to so many of us, with a strong focus on the needs of students and early-career pediatric psychologists.

If I were to be elected, I would work with the Board to develop new platforms to serve our diverse membership, while also ensuring that pediatric psychology maintains a strong and active voice in all of the healthcare and academic medicine changes that are currently underway. I believe I have developed the necessary leadership skills in my service to my department, the School of Medicine, APA, and SPP. I would be honored to serve.

Treasurer

Cynthia Gerhardt, Ph.D.

Cynthia A. Gerhardt is an associate professor at The Ohio State University (OSU), a pediatric psychologist at Nationwide Children's Hospital (NCH), and a principal investigator at the NCH Research Institute. She received her undergraduate degree from OSU and her Ph.D. from the University of Vermont. She completed her internship and fellowship at Cincinnati Children's Hospital Medical Center.



Cynthia Gerhardt, Ph.D.

Gerhardt's research focuses on risk and resilience factors associated with family adjustment to bereavement and childhood illnesses, such as cancer. She has over 95 publications and has had continuous NIH and foundation funding for over 15 years.

Gerhardt is actively involved in leadership and training at NCH as director of the Center for Biobehavioral Health, program director for the OSU CTSA, and co-director for the Pediatric Research Fellowship Program. Gerhardt is a member of the *Journal of Pediatric Psychology* Editorial Board, JPP Mentorship Program, SPP Mentorship Program, and the SPP Hematology/Oncology SIG.

Candidate Statement

I am delighted to be nominated for SPP treasurer and welcome the opportunity to make a meaningful contribution to our division. SPP has always been my professional home, and I have enjoyed being part of the tremendous growth in our field. I am committed to service and believe it is important that we promote the value of pediatric psychologists worldwide.

In my current roles, I routinely engage in strategic planning, develop and maintain fiscally responsible practices, conduct growth projections and cost analyses, as well as manage multi-million dollar budgets. Organizational skill, attention to detail, and the ability to work collaboratively with others are also integral to the duties of SPP treasurer. Given my experience, I am confident in my ability to succeed in this role.

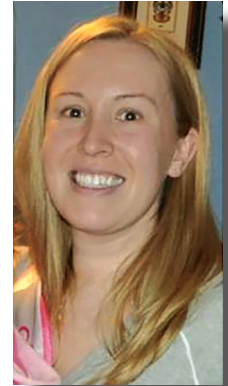
As a participant in the APA Leadership Institute for Women in Psychology, the AAMC Women Faculty Professional Development Program, as well as other leadership roles in my institution, I enjoy the prospect of working with my colleagues on the Board of Directors to fulfill our division's mission.

Thus, I am pleased to have an opportunity to contribute to SPP and the future of our field. It has been particularly rewarding to mentor many new and accomplished members of SPP during my career. I hope I can continue to make a sustained and positive impact through my service to the organization. Thank you for your consideration and support. I would be truly honored to serve you as SPP treasurer.

Member at Large — Continuing Education

Jennifer Hansen-Moore, Ph.D.

Jennifer Hansen-Moore is a pediatric psychologist at Nationwide Children's Hospital and an assistant clinical professor of Pediatrics at The Ohio State University Medical Center. She received her Ph.D. from American University and completed her Pediatric Psychology residency and postdoctoral fellowship training at Texas Children's Hospital/Baylor College of Medicine.



Jennifer Hansen-Moore, Ph.D.

Hansen-Moore is a clinician and researcher in oncology and disorders of sex development (DSD) and is actively involved in the training program at Nationwide Children's. She currently serves as the Policy Committee chair for the AYA SIG and has been involved in the planning of local oncology and DSD conferences, as well as involved in continuing education for psychologists at both.

Candidate Statement

I appreciate the support of my colleagues in nominating me for the member at large – continuing education position through SPP. The division has entered an exciting age with Dr. Verrill Schurman's facilitation of scannable CE verification and online evaluations and the start of the YouTube channel.

I hope to continue to build on this technological trend and work towards more CE availability online in general and getting annual conference seminars uploaded for online fee-based CEs. This procedure would help facilitate ongoing education for those trainees or members who may not be able to attend the conference. Doing so would help to strengthen the fellowship of members and increase international recognition.

SPP has also evolved in its attention to members who identify primarily as clinicians. I would strive to continue the momentum with recent conferences and the advent of CPPP to ensure that CE opportunities exist that can help members walk away with ideas for how to make concrete changes to their clinical practice.

Member at Large — Continuing Education

Cynthia Karlson, Ph.D.

Cynthia Karlson is a clinical psychologist and assistant professor in the departments of Pediatrics and Psychiatry and Human Behavior at the University of Mississippi Medical Center. Her research lab, housed in the Division of Pediatric Hematology/Oncology, examines behavioral, psychological, and biomedical risk factors for pain and poor neurocognitive outcomes in children with cancer and sickle cell disease.



Cynthia Karlson, Ph.D.

Karlson received her Ph.D. from the University of Kansas and completed internship and fellowship in pediatric psychology at the University of Mississippi Medical Center. She has been a member of the Society of Pediatric Psychology since 2008 and has served as the SPP Pain SIG Research Committee Chair since 2013.

Candidate Statement

I am delighted to be nominated for the SPP member at large – continuing education position. I hope to have the opportunity to serve our students and professional members, and work towards SPP's ongoing goals of exceptional student training and mentorship. My experiences in SPP have been extremely rewarding. I found my research and training home in SPP during graduate school and have continually been impressed by the quality of leadership and SPP's far-reaching impact on the broader APA community. I am eager to support ongoing SPP projects, as well as develop new projects.

I serve as clinical supervisor and research mentor to undergraduate, graduate, internship, and post-doctoral psychology students, as well as medical students and fellows at my institution. This experience with student training at all levels and across disciplines has afforded me a unique understanding of both barriers and avenues for success in promoting students to become professionals. I have brought this experience to my position as the Pain SIG research chair by spearheading a project to develop and disseminate information on student training, research, and organizational opportunities in pediatric pain. I also led the collaborative production of the Div. 54 Evidence-based Assessment Chronic Pain and Functional Impairment Resources Sheet. I have further participated in SPP by reviewing for various SPP grants, awards and conference submissions and creating an SPP fact sheet on juvenile idiopathic arthritis.

To this position, I bring my leadership, training experience, organizational skills, and a strong history of collaboration. It has been wonderful, both personally and professionally, to be a member of SPP, and I look forward to the opportunity to provide additional leadership and serve our members. Thank you for your consideration.

Member at Large — Continuing Education

Dustin Wallace, Ph.D.

Dustin Wallace is a pediatric psychologist at Children's Mercy Kansas City and assistant professor of pediatrics at the University of Missouri-Kansas City School of Medicine. He received his Ph.D. from Seattle Pacific University, interned at the Munroe-Meyer Institute (University of Nebraska Medical Center), and completed a two-year medical psychology fellowship (pediatric psychology) at Mayo Clinic.



Dustin Wallace, Ph.D.

Wallace co-developed and is currently the director of Behavioral Health for the Rehabilitation for Amplified Pain Syndromes (RAPS) program, one of only a handful of intensive interdisciplinary pediatric pain rehabilitation programs across North America. He also evaluates and treats factors contributing to pain and impairment in youth with chronic pain as part of an integrated interdisciplinary outpatient clinic.

Wallace's research centers broadly on the prevention and alleviation of procedural and chronic pain, with a particular interest in the contributions of acceptance and avoidance. He also supervises practicum students, interns, and post-doctoral fellows during rotations in the pain clinic and RAPS program.

Candidate Statement

Thank you for nominating me for the SPP member at large— continuing education position. A significant and ongoing focus of this position is managing the CE process at our annual conference and ensuring continued approval to offer CEs as an organization. Earning conference CEs should be smooth and transparent, with technology freeing you to focus on learning rather than checking boxes or signing in and out, but improvement is an iterative process. I envision CEs that track automatically (with appropriate privacy protection) that you can easily verify you have received, and — of course — that meet all current CESA requirements. I am organized, reliable, fluent with technology, and have a passion for improving systems. I would love to help improve our collective conference experience through continued work on our CE management system.

The member at large -- continuing education now also supports the ongoing education of professional members and students more broadly. An initial vision has been set and infrastructure is being developed. Next, we need to assess what members want and need, and build useful content. With our newly launched YouTube channel and impending website update, we have substantial reach to make learning part of every day for our busy clinicians and academics. I will support continued development of resources that provide efficient ways to share relevant information and expertise with members and that fits into even the busiest schedules. Thank you for your consideration and support.

2016 APA Convention Update

Elizabeth R. Pulgaron, Ph.D. and Wendy Gray, Ph.D.

Division 54 2016 APA Program Co-Chairs

The 2016 APA Annual Convention will be held in Denver, Colorado, from Thursday, August 4 through Sunday, August 7. We invite Division 54 members to participate in D54 programming as well as collaborative programming that brings together experts across APA divisions to address cross-cutting issues in psychology.

Division 54 is involved in five collaborative programs, accepted through a competitive review process by APA's central programming group. Division 54 co-sponsored collaborative programs include Ethical Challenges in Working with Children and Families in Multidisciplinary Settings; Increasing the Number of Accredited Internships: Action Steps; Fear Learning Across Adolescence: Insights from Neuroimaging and Implications for Treatment; Cognitive Rehabilitation for Neurodevelopmental Disorders: Integrating Interventions and Technology; and Skill-building Workshop to Prepare for Specialty-track Pre-doctoral Internships.

Additionally, Div. 54 has an exciting program of outstanding symposia, skill-building sessions and paper presentations selected through blind review by members of the Division. Featured programs include: Development of Pediatric Primary Care Training Programs: Promises and Pitfalls; Integrated Treatment Approaches for the Young Child with Obesity; and Turning Baby's Frown Upside-Down: Skills for Ad-

ressing Perinatal Mood/Anxiety. Continuing Education (CE) credits will be offered for selected presentations — stay tuned for details. We will also host two poster sessions to showcase innovative research.

For the first time this year, we have an invited address as part of D54 programming. Rob Grunewald, an economist at the Community Development Department Federal Reserve Bank of Minneapolis, will discuss the importance of investing in early childhood. This will be an interesting opportunity to hear the perspective of an expert from another discipline committed to children's health and wellbeing.

Back by popular demand for students, we have organized a speed mentoring event and will partner with Division 53 for a joint social hour and Internships/Postdoctoral Fellowships on Parade, allowing 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 an outstanding Annual Convention in Denver. Look for a full schedule of events in the next issue of *Progress Notes*.



SAVE THE DATE! March 30 – April 1, 2017

**Society of Pediatric Psychology Annual Conference
Will Take Place in Portland**

THEME

Collaborative Research and Practice in Pediatric Psychology

LOCATION

Portland, Oregon

Portland Marriott Downtown Waterfront

QUESTIONS

Contact the 2017 SPPAC co-chairs for volunteer, sponsorship, and speaking opportunities: Chad Jensen at chadjensen@byu.edu or Erica Sood at erica_sood@nemours.org.



Connecting and Collaborating with Your Peers

By Jackie Lennon Papadakis, M.A., D54 Student Representative

One of my favorite things about being involved in SPP is getting to meet other students who share my interests, goals, and even challenges! I find it enjoyable to learn about their experiences, whether it's talking about their research, clinical training, or goals for after internship. Regardless of how many other students at your institution share your interest in pediatric psychology, I challenge you to take advantage of the SPP student community to build relationships that could last throughout your career. Here are a few suggestions for networking with fellow SPP student members.

Attend SPPAC and the APA Convention

The SPP Annual Conference will be held in Atlanta this April. Considering the high number of student attendees (last year, 44 percent of attendees were students), there are numerous ways to connect with other students who are also developing their professional identity as pediatric psychologists. This includes attending the excellent programming, such as the symposium featuring outstanding student papers. The Student Advisory Board (SAB) will host the annual Mentoring Luncheon, which allows students and trainees the opportunity to network with distinguished professionals and other students in the field. The SAB will also host the Student Social, an hour for socializing and friendly trivia competition. Also, Internships and Postdocs on Parade will be offered at SPPAC for the first time this year. Lastly, you can engage with fellow students through social media by live tweeting throughout the conference using the hashtag #SPPAC2016.

The APA Annual Convention will be held in Denver this August. Planning is underway, and there is sure to be an excellent slate of SPP programming, including programming specifically geared toward students.

Apply to be a SAB Member and/or Campus Representative

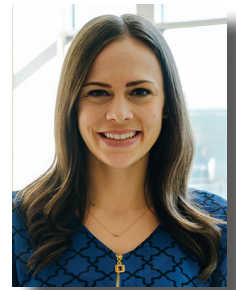
Serving on the SAB is an excellent opportunity to build leadership experience in SPP by collaborating with your peers. We are looking for new members to serve as student representative and on the Membership, Programming, and Student Spotlight/Website committees. See the call for applications in this issue for more information on how to apply.

Also consider serving on the Network of Campus Representatives, which would allow you to build awareness about pediatric psychology on your campus by collaborating with reps from other universities.

Participate on the NEW Student-only Listserv

This January the SAB launched a student-only listserv for SPP student members. I encourage you to use this excellent way to directly communicate with other students. You could share a great trainee resource, ask for internship advice, or seek roommates for an upcoming conference.

Questions or comments? Contact me at SPP.StudentRep@gmail.com.



Jackie L. Papadakis, M.A.

Call for Student Leaders

The SPP Student Advisory Board (SAB) is accepting applications for six SAB member positions, including the Student Representative position. SAB members hold two-year terms, beginning January 1, 2017 with transition to the position beginning August 2016.

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 December 2018. Preference is given to students who are active in pediatric psychology through research and clinical activities, have leadership experience, and who are at least in their second year of graduate study.

To apply, email the following to SPP Student Representative Jackie Lennon Papadakis at SPP.StudentRep@gmail.com: 1) contact information; 2) CV; 3) letter of recommendation from your primary mentor; and 4) a short statement indicating your interest in serving as an SAB member and preference as to how you would serve on the SAB (i.e., Student Representative, Membership Committee, Programming Committee, Student Spotlight/Website Committee), including highlights of how you would contribute. For more details on the duties of the Student Representative position or the SAB Committees, visit the SAB webpage or contact Jackie at SPP.StudentRep@gmail.com.

Deadline is April 15, 2016.

Call for Student Spotlight

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 and 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.

To request a nomination form, contact Student Advisory Board member Andrea Wojtowicz at andrea.a.wojtowicz@gmail.com. Please send the nomination form, a letter of recommendation, and the nominee's CV to her at andrea.a.wojtowicz@gmail.com.

Deadline is April 8, 2016.

Student Grants

Marion and Donald Routh Student Research Grant

SPP has established an annual research scholar grant program for student members (post-doc fellows are not eligible). Research proposals should address areas consistent with the field of pediatric psychology. Topic examples might include relationships between psychological and physical well-being 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 \$5,000.

Mary Jo Kupst Trainee Grant for Research in Resilience

This grant, honoring Mary Jo Kupst, was designed to help 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.

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. It is jointly sponsored by APA Division 54 and the American Psychological Foundation (www.apa.org/apf/).

Funding is available up to \$5,000.

Student Awards

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 \$1,000 is available.

Submit applications as one complete PDF document by Oct. 1, 2016 to:

Eleanor Mackey, Ph.D.

Email: EMackey@childrensnational.org

For more information, visit
www.apadivisions.org/division-54

2015 Student Grants and Research Award Winners

Routh Student Research Grant



Co-Winner:
Casey Lawless
University of Florida

"The Longitudinal Impact of Sleep in Children with Cystic Fibrosis"

Co-Winner:
Julia Carmody
University of Florida

"Longitudinal Analysis of Psychosocial Factors Impacting Health-Related Quality of Life and Health Care Costs in Adolescents with Inflammatory Bowel Disease"



SPP Student Research Paper Award



Winner:
Cyd Eaton
University of Georgia

"Clinical Cutoffs for Adherence Barriers in Solid Organ Transplant Recipients: How Many is Too Many?"



SPP Diversity Research Grant

Winner:
Wade McDonald
University of Texas Southwestern Medical Center

"Assessing Healthcare Providers' Attitudes toward Sexual and Gender Minority Youth and Knowledge of Health Disparities"

Mary Jo Kupst Grant for Research in Resilience



Winner: **Sarah Westen**
University of Florida

"Disease-Specific Psychological Factors and Adherence in Youth with Type 1 Diabetes on Multiple Daily Injections and Insulin Pump Therapy: The Mediating Role of Family Responsibility Sharing"

Lizette Peterson-Homer Injury Prevention Grant



Winner: **Marissa Swanson**
University of Alabama – Birmingham

"Unintentional Childhood Injury in Rural Uganda"

Graduate Student Spotlight

Alayna Tackett is a fourth-year graduate student at Oklahoma State University under the mentorship of Larry Mullins, Ph.D. Her research focuses on examining the psychosocial effects of chronic health conditions, improving health behaviors, and developing/evaluating effective tobacco harm-reduction strategies to reduce/eliminate secondhand smoke in children.



Alayna Hackett

Tackett has been productive in the number of her publications and has been involved in research in multiple roles, including as a research assistant, coordinator, and interventionist. Clinically, she has had a variety of experiences as a practicum student with a wide range of pediatric psychology populations and settings.

Additionally, Tackett has been involved in many professional service activities, including mentoring junior students and serving on several committees and boards. Her mentor describes her as having excellent interpersonal skills, an impressive work ethic and enthusiasm, and great potential for making a significant impact in the field of pediatric psychology.

In the future, Tackett hopes to work at an academic medical center examining issues associated with chronic health conditions. She aspires to contribute to the pediatric psychology field by obtaining and implementing grants, developing research protocols, and collaborating with other professionals interested in pediatric psychology.

Post-baccalaureate Spotlight

Alex Arnett is a clinical research coordinator at Cincinnati Children's Hospital Medical Center under the mentorship of Avani Modi, Ph.D. He completed his B.S. in Psychology (Behavioral Neuroscience concentration) at Wright State University in 2013. His research interests include adherence to medical regimens, neurological disorders (e.g., epilepsy), and internalizing disorders.



Alex Arnett, B.S.

Arnett's contributions to the field of pediatric psychology research has involved all aspects of the research process, including participant recruitment, data collection, conducting medical chart reviews, retaining participants, preparing databases, and facilitating publication of research findings. Modi describes Arnett as having strong research skills, and she has been impressed with his ability to independently run analyses and write statistical syntax, as well as manage a large multi-site study.

In the future, Arnett hopes to earn a Ph.D. in Clinical Psychology and eventually become a clinical researcher in an academic medical center.

Apply for APA Conference SPP Student Travel Award

We are excited to announce the availability of a new SPP student travel award, available exclusively for travel to the APA Convention this year in Denver, August 4–7, 2016.

Awards are available for graduate students, pre-doctoral interns, and post-doctoral fellows who are SPP members and who are first author of a poster or paper to be presented during Division 54 programming. Up to five awards of \$750 will be given to help offset costs of travel. One award will be reserved for a research topic related to diversity.

To apply, submit the following as one complete PDF document:

1) a one-page cover letter including your name, e-mail address,

current training institution, primary mentor on this submitted project, a statement confirming your Division 54 membership status, and information on any other sources of travel funding for your convention participation; 2) copy of your original proposal submitted for the APA conference; and, 3) your current CV.

Send to Eleanor Mackey at EMackey@childrensnational.org.

Deadline is May 31.



SPP Endorses New Psychosocial Standards of Care in Pediatric Oncology

By Lori Wiener, Ph.D. and Anne Kazak, Ph.D.

The Society of Pediatric Psychology's Executive Committee endorsed the Psychosocial Standards of Care in Childhood Cancer that were published in December 2105 (<http://onlinelibrary.wiley.com/doi/10.1002/pbc.v62.S5/issuetoc>). Many Division 54 members were active participants in the standards development over the past three years and will be instrumental in the dissemination and implementation of the standards.

The 15 standards were developed using a rigorous process that followed a congressional symposium and briefing on Capitol Hill in 2012, sponsored by the Mattie Miracle Cancer Foundation (MMCF). Peter and Vicki Brown, co-founders of the Mattie Miracle Cancer Foundation and parents of Mattie Brown, who died at age 7 of osteosarcoma, identified five leaders in psychosocial aspects of pediatric cancer to present research data at the briefing pertaining to the importance of universal services to address the psychosocial needs of children with cancer and their families (Anne E. Kazak (Chair), Robert B. Noll, Andrea Farkas Patenaude, Kenneth Tercyak, Lori Wiener). A panel of parents and survivors further emphasized the need for psychosocial care. It became evident in conversations with members of Congress and their staffs that any legal or government support for such universal psychosocial care would require clear, widely accepted, well-supported standards for the psychosocial support of children with cancer and their families. The Psychosocial Standards of Care Project for Childhood Cancer (PSCPCC) created the needed standards.

The methods for writing the standards began with a review of existing guideline development literature and an online survey administered to psychosocial experts across a range of clinical and geographic settings about essential psychosocial needs in pediatric cancer centers. The data suggested five distinct critical areas where standards were needed for satisfactory provision of psychosocial care for children with cancer: 1) Assessment of Child and Family Well-Being and Emotional Functioning; 2) Neurocognitive Status; 3) Psychotherapeutic Interventions; 4) School Functioning; and 5) Communication, Documentation, and Training of Psychosocial Services.

Two think tanks were held at the 2013 and 2014 meetings of the American Psychosocial Oncology Society. The purpose was to determine the standards' scope and to reach agreement about elements of essential, high-quality psychosocial care. Between these meetings, monthly teleconferences focused on organizing reviews of literature in these five areas. Twenty-five standards were drafted initially, but after careful review of the literature, only 15 held sufficient evidence to remain. These 15 standards underwent continuing appraisal of the literature and critique of the evidence with systematic literature searches, using PRISMA guidelines. Sixty-six authors were involved in the 15 papers. The Appraisal Guidelines for Research and Evaluation (AGREE II) were used to rate the evidence for their standard. In summarizing the evidence for each standard, the authors were required to appraise their body of evidence as a whole using the Assessment, Development, and Evaluation GRADE system. The GRADE system classifies the quality

of evidence in one of four levels — high, moderate, low, and very low. Each paper went through critical review by the PSCPCC leaders and then peer review by PBC.

Each of the 15 standards defines a minimum level of psychosocial care that all children with cancer and their families should receive. The standards are relatively broad and allow for individualization in terms of how they can be met. The standards have been well received and have been endorsed by the Association of Pediatric Oncology Social Workers, the Association of Pediatric Hematology and Oncology Nurses, the American Psychosocial Oncology Society, and the American Association of Child and Adolescent Psychiatry, in addition to SPP.

The PSCPCC will next address key issues related to standards implementation. We welcome your experiences and ideas as we move forward with this project. Please contact Lori Wiener at wienerrl@mail.nih.gov or Anne Kazak at anne.kazak@nemours.org.

2015 Diane Willis Award 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 JPP and the SPP newsletter. JPP articles are selected based on contribution and value to the field of pediatric psychology, demonstrating innovation and excellence in methodology and design, and providing an exemplar for others to model. To read these outstanding articles, log into JPP at <http://jpepsy.oxfordjournals.org>.

First Place

Lennon, J. M., Murray, C. B., Bechtel, C. F., and Holmbeck, G. N. (2015). Resilience and Disruption in Observed Family Interactions in Youth With and Without Spina Bifida: An Eight-Year, Five-Wave Longitudinal Study. *Journal of Pediatric Psychology*, 40(9), 943–955. doi: 10.1093/jpepsy/jsv033

Honorable Mention

Rohan, J. M., Drotar, D., Alderfer, M., Wetherington-Donewar, C., Ewing, L., Katz, E. R., and Muriel, A. (2015). Electronic Monitoring of Medication Adherence in Early Maintenance Phase Treatment for Pediatric Leukemia and Lymphoma: Identifying Patterns of Nonadherence. *Journal of Pediatric Psychology*, 40(1), 75–84. doi:10.1093/jpepsy/jst093.

Hoffenkamp, H. N., Braeken, J., Hall, R. A. S., Tooten, A., Vingerhoets, A. J. J. M., and van Bakel, H. J. A. (2015) Parenting in Complex Conditions: Does Preterm Birth Provide a Context for the Development of Less Optimal Parental Behavior? *Journal of Pediatric Psychology*, 40(6), 559–571. doi: 10.1093/jpepsy/jsv007.

Congratulations to all of the paper authors and a special thanks to Jan Wallander, Tonya Palermo, and Yelena Wu for serving on the review committee.

Call for Proposals: SPP Targeted Research Grants — 2017 Award Cycle

SPP's annual Targeted Research Program was established to fund research projects that will contribute to priority and emerging areas in the field of pediatric psychology and that will allow investigators to collect pilot data to aid in securing additional major grant funding.

For the 2017 award cycle, the priority areas identified are:

1. Diversity and/or healthcare disparities
2. Primary care-focused practice or interventions
3. Research on fathers and father-child relationships in families of youth with chronic health conditions
4. Health care cost-offset research
5. Studies of novel measurement/assessment strategies (e.g., validation of

new questionnaires focused on patient-reported outcomes, direct behavioral observation)

6. Research on gene-environment interactions
7. Neuroscience and neuroimaging research
8. Technology (eHealth interventions and information/communication technologies)
9. Another novel or emerging research area in the field of pediatric psychology. Applicant must demonstrate or document why this area is novel or emerging.

SPP will award up to two grants in the amount of \$20,000 each to cover one year of funding to those research proposals demonstrating the greatest merit and

potential for success. Although priority will be given to young investigators (within seven years of Ph.D.), investigators at any stage of career are encouraged to apply. For example, a mid-career researcher moving into a new emerging research area would be eligible to apply.

Letters of Intent Due: June 1, 2016.

Application Deadline: Sept. 15, 2016

Questions? Contact Grayson Holmbeck at gholmbe@luc.edu or go to www.apadivisions.org/division-54/awards/targeted-research/index.aspx for additional details.

2016 Targeted Research \$20K Grant Recipients

Assessment of Adherence-Related Motivation among Adolescents and Young Adults (AYAs) with Cancer

PI: Meghan E. McGrady, Ph.D.
Cincinnati Children's Hospital Med Ctr

Non-adherence to oral chemotherapy is demonstrated by nearly half of all adolescents and young adults (AYAs) with cancer and is associated with an increased risk of relapse. Theoretical models of adherence behavior and studies of adults with cancer suggest that motivation may be crucial for medication adherence among AYAs with cancer.

Adherence-related motivation is derived from the rewards or consequences of taking a medication. Because even AYAs of the same age exhibit individual differences in reward processing, the rewards and consequences that motivate one AYA may not motivate another. As a result, a measure of adherence-related motivation must capture the specific rewards and consequences that motivate a given AYA. The absence of such a measure leaves a critical gap in our ability to understand what drives non-adherence among AYAs with cancer and how to improve it.

The proposed project addresses this gap by leveraging discrete choice experiments (DCEs), a measurement strategy used by economists and marketers to understand the factors that motivate consumer choices. During the proposed award period, a DCE will be developed to assess adherence-related motivation among AYAs with cancer. Twenty AYAs will complete the measure (DCE) and provide qualitative feedback to inform measure refinement.



Meghan McGrady, Ph.D.

A Pilot Parent-Focused Telemedicine Intervention for Obesity among Preschoolers in Rural West Texas

PI: Jason Van Allen, Ph.D.
Texas Tech University

This study proposes to pilot a parent-focused obesity intervention for rural preschoolers that will be delivered via telemedicine. Preschoolers are the target of this intervention because they represent a sensitive period of development in which children are establishing habits related to weight-management. Addressing the problem of obesity in early childhood can have a substantial positive impact on long-term health trajectories for individuals across the lifespan.

The intervention will utilize telemedicine to maximize its convenience and its reach to rural caregivers. Moreover, the intervention will be delivered to parents only, as previous studies suggest that this is an effective approach that also has the benefit of being convenient for parents.

The long-term goal of our work is to develop an evidence-based obesity intervention for rural preschoolers that can utilize telemedicine, and this project is a vital step for this long-term goal. Feasibility and acceptability are the primary outcomes of interest, though study analyses will also examine the degree to which the intervention resulted in changes to BMI z-score, dietary intake, physical activity, sleep, parental feeding practices, health-related quality of life, and child problem behaviors.



Jason Van Allen, Ph.D.

Remembering Tom Kenny, Ph.D.

Thomas J. Kenny, Ph.D., founder and chief of the Division of Pediatric Psychology at the University of Maryland School of Medicine, Department of Pediatrics, died October 19, 2014 at age 82.



Tom Kenny, Ph.D.

Kenny was a charter member of the Society of Pediatric Psychology and served as president from 1975 to 1976 (Kenny, 2013). He established one of the first internship training programs devoted exclusively to pediatric psychology and was proud of the hundreds of interns who trained at University of Maryland (Kenny & Bauer, 1975).

Kenny was a strong mentor who encouraged trainees to consider how health and illness impacted children's relationships with their families. He led by example, publishing with physician colleagues (Kenny & Clemens, 1971). He completed undergraduate training at Washington & Lee, a master's degree at George Peabody College of Vanderbilt University, and a doctorate at Catholic University. He retired in 1995

References

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- Kenny, T.J., & Clemmens, R. L. (1971). Medical and psychological correlates in children with learning disabilities. *Journal of Pediatrics*, 78(2), 273-277.

<http://touch.baltimoresun.com/#section/-1/article/p2p-81774052/>

The NICU Family Journey: Admission through Discharge

Victoria A. Grunberg, B.A., Pamela A. Geller, Ph.D., and Chavis A. Patterson, Ph.D.

Up to 15 percent of U.S. newborns are admitted to a NICU annually, with nearly half due to preterm birth. While neonatal critical care has improved availability of services and sophistication of medical techniques, resulting in increased infant survival rates, surviving infants are at increased risk for cognitive and learning disabilities (e.g., cerebral palsy, visual and hearing impairments) and social-emotional difficulties. Infants are born into stressful environments (i.e., noisy, bright, busy; painful medical procedures; limitations on parent-child bonding), which can adversely impact early brain development and subsequent neurobehavioral outcomes.



During hospitalization, parents often feel overwhelmed and unprepared to cope as they navigate complex medical systems, manage familial and occupational responsibilities, confront challenging emotions, and develop parental attachment. In fact, 50 percent of NICU mothers have elevated anxiety or depression during hospitalization and parenting stress remains high for two to three years following discharge (Treyvaud, 2014). The combination of medical uncertainty for their child and not feeling emotionally prepared for this experience takes a toll on parents.

The transition home is another stressful part of the journey where NICU infants often require higher levels of care and attention and parents lack medical team assistance. Parents worry about the infant's survival, rehospitalizations, medical appointments, developmental delays, and long-term consequences. Parents of NICU infants have higher rates of depression, anxiety, and PTSD compared to parents of full-term infants. Families with infants born at lower gestational ages, lower birth weights, or with increased morbidities, report more negative family burden (Treyvaud, 2014). Poorer parental psychological well-being delays parent-infant attachments and negatively impacts the child's behavioral/emotional, linguistic and cognitive development (Huhtala et al., 2012).

Longitudinal research with NICU families is sparse. Understanding long-term outcomes may aid psychologists in preventing negative psychosocial sequelae and improving parents' adjustment following discharge. Psychologists working with NICU families should be aware of the significant associations between infant health, parental mental health, and family attachments. Understanding the intertwined nature of these outcomes allows for a holistic perspective and effective treatment of individuals and families.

References

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- Treyvaud, K. (2014). Parent and family outcomes following very preterm or very low birth weight birth: A review. *Seminars in Fetal and Neonatal Medicine*, 19 (2), 131-135.

The Dennis Drotar Distinguished Research Award in Pediatric Psychology

By Anne E Kazak, Ph.D., Society of Pediatric Psychology Historian

Each year the Board of Directors of the Society of Pediatric Psychology confers *The Dennis Drotar Distinguished Research Award in Pediatric Psychology* on a recipient, nominated by his/her peers, in recognition of their excellence and significant contributions in establishing the scientific base of pediatric psychology. This article continues the series of brief articles about “the story behind the SPP awards.” In preparing this article, I relied heavily on Drotar’s published papers and in conversations with him about the award and his research contributions.

As background, this award was previously called the Logan Wright Distinguished Research Award and was given starting in 2000 (names of recipients are on the SPP website). In 2013, the SPP Board of Directors revisited the naming of awards. They created the Wright Ross Salk Award for Distinguished Service (after the three key founding members of the Society) and renamed the research award in honor of Drotar. Drotar indeed is a prolific researcher and has made many scientific contributions to the field of pediatric psychology and influenced many multidisciplinary trainees and colleagues over the course of his highly impactful career. While it is impossible to do justice to all of his contributions in this brief article, a few highlights should make it clear why the award is well named in his honor.

Drotar published one of the earliest “Pioneers in Pediatric Psychology” papers in the *Journal of Pediatric Psychology (JPP)* (Drotar, 2001). This paper describes the personal and professional trajectory of his many achievements and his persistent endeavors to understand and improve children’s health and wellbeing. It has the consistent flavor of his written materials — a touch of humor, humility, in-depth thoughtful analysis of events unfolding around him, and scholarly summaries of complex issues, all with a warm, supportive recognition of the importance of the past and the future.

To highlight some of his professional trajectory, he graduated from Rutgers University (1966) and received a master of arts degree and Ph.D. in Psychology (1968, 1970) from the University of Iowa where he participated in some of the earliest projects that were integrating pediatrics and psychology in practice and training. He then completed an internship at Boston Children’s Hospital (1968-69) and a postdoctoral fellowship at the University of Colorado Medical School in Denver (1970-71). Subsequent to completing his training, he settled in Cleveland and held a variety of leadership positions at Case Western Reserve University, Cleveland MetroHealth Medical Center, and Rainbow Babies and Children’s Hospital from 1971-2007 where he developed exemplar research training programs that integrated psychology and pediatrics.

In 2007 Drotar accepted a position directing a new research center at Cincinnati Children’s Hospital Medical Center (CCHMC), the Center for Adherence Promotion and Self-Management, and joined the faculty in the departments of Pediatrics and Psychology at the University of Cincinnati. One of his most significant recent research contributions is in the area of adherence to treatment, in diabetes and cancer, where he has led multidisciplinary teams at multiple sites to identify ways of improving self management in diseases with complex healthcare demands (Modi et

al., 2012). Drotar began to transition into retirement in the past few years, moving to Maine and Boston and establishing an ongoing mentoring role at Boston Children’s Hospital in addition to remaining active in research at CCHMC.

Drotar is a strong advocate for pediatric psychology research and a leader in many roles and venues over several decades. For example, he served as SPP president twice (1980, 2005), as the 1995 Society of Child, Youth and Family Services (Division 37) president, and was the first psychologist to serve as the Society of Developmental and Behavioral Pediatrics president (2000-2002). He also served as editor of *JPP* (2007-2013). He edited many special issues of a number of journals on a wide range of issues, including measurement, ethics, training, payment reform, technological innovations, intervention research, comprehensive care, and the impact of parental health problems on children, among others. He published several books on important topics in the field, including consultation with pediatricians (Drotar, 1995), adherence (Drotar, 2000), and interventions (Drotar, 2006).

Drotar’s career is marked not only by his own many research accomplishments and leadership but also by his research mentoring and his articles that offer process-oriented perspectives on the field and on career development for pediatric psychologists (Drotar, 2013). He obtained multidisciplinary research training grants starting in 1997. He has trained many multidisciplinary predoctoral and postdoctoral research mentees, many of whom have their own successful research careers and impact on our field.

In terms of his major contributions to the science of pediatric psychology, a few themes can be identified. One is resilience and understanding factors associated with positive outcomes for children and families (Rohan, Huang, Pendley et al., 2015). Another is related to methodology and efforts to improve the science of the field, including reviews and meta-analyses (e.g., Hood, Peterson, Rohan & Drotar, 2009; Kahna, Rohan, Allison, Frazier, & Drotar, 2013) and also a series of papers on writing scientific papers in *JPP* (e.g., Drotar, 2009a, 2009b). A third major area of contribution is his focus on collaboration and team science, most evident in his own multidisciplinary accomplishments over time (e.g., Drotar, 1995). Drotar’s perspectives on the field provide insight into changes over time and highlight the importance of continuing to define and implement our science into practice (Drotar, 2015). In reflecting on his deep appreciation for the named award, he is also thoughtful about how awardees may continue to contribute to the evolution of science in pediatric psychology, including the idea that former awardees might be more formally engaged in advising SPP on strategic research directions.

References

Available online.



Dennis Drotar, Ph.D.



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Membership benefits include:

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- Participation in the SPP mentoring program—as mentee or mentor

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