



The President's Message

At the Midwinter Executive Committee Meeting the Board devoted significant time to re-defining SPP's mission and vision. This work provided the foundation for setting goals and strategic priorities to guide the Society in the near future. The following is a summary of the Board's planning efforts. Each year, strategies and projects will be selected to advance these strategic initiatives.

Strategic Objectives

1. Enhance focus on evidence-based practice and practice-oriented initiatives
2. Serve as the authoritative source of information about pediatric psychology for the public and other health professionals
3. Advance and support education in pediatric psychology through a yearly national conference
4. Develop and sustain a website that provides a valuable and integral resource for the membership
5. Advocate for pediatric psychology services on a national level
6. Support special research initiatives
7. Devise strategies to develop and retain the future generation of pediatric psychologists
8. Expand internationally

2012 Strategic Initiatives

SPP is funding three major projects this year to advance several of these strategic initiatives. The first project revitalizes SPP's focus on evidence-based practice through creation of an online resource library. This library will contain a range of materials intended to provide clinicians, students, and researchers with information, skills, tools, and a summary of the evidence for pediatric psychology assessments and interventions. Fact sheets that provide accessible information on the prevalence, etiology, consequences, and evidence-based psychological treatment of common pediatric conditions will be developed. Evidence-based assessment resource sheets summarizing the evidence base for standardized measures in different outcome domains will be produced. Over time, we will add new resources in the areas of skills, tools, and evidence-based interventions using a variety of mediums.

The second major new project is the development and publication of a new journal, *Clinical Practice in Pediatric Psychology*. The intent of the new journal is to provide a forum for publishing descriptions of the practice of pediatric psychology and of the organization and delivery of clinical services. We are currently

soliciting nominations for the first journal editor to develop the issues that the APA will publish in 2013 under the imprint of the Educational Publishing Foundation. This new venture will provide an important complement to the *Journal of Pediatric Psychology*.

The third major project is to advance and support education in pediatric psychology through our national conference held each spring. We are working on multiple strategies to increase the conference's educational value, which includes the creation of a new board position for a National Conference Program Chair for each annual meeting. The next National Conference will take place in New Orleans on April 11-13, 2013.

Planning for the Future

We have set an overarching goal to maintain financial stability and to invest funds in strategies that extend SPP's mission. Over the past few years, we have received increased revenue from Oxford Press for our *Journal of Pediatric Psychology* contract, helping us achieve an overall strong financial status as an organization. In addition, under SPP Treasurer David Elkin's astute guidance over the past four years, we have established a solid base for our securities. We are in a more confident place to now consider the best way to finance projects through a blend of our investments and membership dues.

This is a time of tremendous growth and opportunity for the Society. It has been a busy year thus far, and I sincerely thank each of my colleagues for their commitment, time, and energy to help launch these new projects. In addition, I thank our membership for their support. As we implement our new strategic initiatives, I look forward to hearing more ideas from the membership and to communicating our progress with you.



Tonya Palermo, Ph.D.

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Newsletter Editor

David M. Janicke, Ph.D.
Department of Clinical
& Health Psychology
Department of Pediatrics
University of Florida
101 S. Newell Dr. #3151
Gainesville, FL 32611
djanicke@phhp.ufl.edu

**Associate Editor/
Webmaster**

Heather Lehmkuhl, Ph.D.
Nationwide Children's Hosp.
700 Children's Drive
Columbus, OH 43205
heather.lehmkuhl@
nationwidechildrens.org

**Administrative Officer
Database Manager**

Karen Roberts
PO Box 3968
Lawrence, KS 66046
APAdiv54@gmail.com

**Newsletter Design,
Editing, and Production**

Firefly Communications
& Design, LLC
Iowa City, Iowa
info@fireflyllc.com

Newsletter Deadline

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

Journal of Pediatric Psychology Highlights

By Grayson N. Holmbeck, Ph.D.

The *Journal of Pediatric Psychology*'s new editorial team is off to a good start. We received over 100 submissions prior to April 30, indicating that we are on pace to exceed 300 submissions in 2012. This would indicate that the submission pace maintained by Dennis Drotar and the previous editorial team has continued.

Based on feedback we received at open discussion sessions (the most recent being the SPP conference in Milwaukee), we have revised the journal's website to make it easier to initiate new submissions. We also received feedback from authors who were concerned about the length of reviews when they are asked to "revise and resubmit" a manuscript. Thus, we have added a note on the reviewer form asking that all reviews be two pages or less in length. Other feedback included requests for: more feedback from editors to reviewers regarding the quality of reviews, special issues on certain topics, a continuation of the mentoring program, the inclusion of more commentaries and review articles, and the addition of a "challenging cases" section. With respect to the latter, we will determine whether this type of initiative is feasible after a new editor is in place for the new *Clinical Practice in Pediatric Psychology* journal.

We want to remind you about two special issues. The first focuses on Innovative Treatment and Prevention Programs for Pediatric Overweight and Obesity. Deadline for submission is October 1, 2012. Please contact David Janicke (djanicke@phhp.ufl.edu) or Ric

Steele (rsteele@ku.edu) if you have questions about this special issue. The other special issue is on Adherence and seeks to highlight innovative approaches to the treatment or prevention of pediatric non-adherence as well as other issues relevant to this important topic. Deadline for submission is November 1, 2012. Additional information can be obtained from Lori Stark (lori.stark@cchmc.org).

I want to thank the associate editors for their superb work thus far in 2012: Dean Beebe, John Lavigne, Tonya Palermo, Lori Stark, Ric Steele, and Tim Wysocki, as well as 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>. Also, I call your attention to the website feature that lists *JPP* papers by topic at <http://jpepsy.oxfordjournals.org/cgi/collection>. More generally, I look forward to serving you. I can be contacted at gholmbe@luc.edu.



Grayson Holmbeck, Ph.D.

Call for Nominations: Editor

Clinical Practice in Pediatric Psychology

The Society of Pediatric Psychology (APA Division 54) is seeking nominations, including self-nominations, for the first editor of *Clinical Practice in Pediatric Psychology*. This new journal will be a peer-reviewed publication of the Society by the APA under the imprint of the Educational Publishing Foundation. The *Clinical Practice in Pediatric Psychology* will publish articles describing the professional/applied activities of pediatric psychology including descriptions of the organization and delivery of clinical services.

Editor nominees for *Clinical Practice in Pediatric Psychology* should have stature in the field of pediatric psychology; clinical activity and a broad scientific knowledge base; strong writing, editing, and organizational skills; and support for taking on the editorial responsibility. The editor receives an honorarium and the editorial office will be maintained by APA Publications so there will be no cost to the editor or institution for this position. The editor will appoint associate editors and an editorial board to assist in the peer-review process for all manuscripts submitted to the journal.

The editor will be an ex-officio SPP Board of Directors member and attend its meetings twice a year.

All application materials must be received by June 30, 2012. The Journal Editor Selection Committee consists of Michael Roberts, chair (mroberts@ku.edu), Kathleen Lemanek, Grayson Holmbeck, and Terry Stancin. Applicants should submit a letter of application indicating a willingness to serve if selected and a vision statement about the future of *Clinical Practice in Pediatric Psychology* and their curriculum vitae. Two letters of support are required; one letter should address the applicant's clinical activities, scholarship, and organizational and people management skills, and the second should come from the candidate's administrative director, indicating support for the candidate's time and effort devoted to this editorial role. Candidates must be members of SPP and APA. The person selected will serve a five-year term as editor starting immediately upon appointment to develop the initial issues to be published in 2013. Send all materials electronically to Karen Roberts, SPP Administrative Officer, at APAdiv54@gmail.com.

2012 Division 54 Award Winners

Martin P. Levin Mentorship Award



Ric Steele, Ph.D.

The Martin P. Levin Mentorship Award was given to **Ric Steele, Ph.D.** This award, sponsored by SPP and the Levin Foundation, 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.

Steele is a professor of psychology and applied behavioral science and a member of the core faculty of the Clinical Child Psychology doctoral program at the University of Kansas.

Steele's program of research is broadly concerned with the promotion of health and health-related quality of life (QOL) in children, adolescents, and families across a continuum of health risk categories. His current research is focused primarily on the promotion of weight-related health and QOL. Supported by state, federal, and foundation grants, his research team has examined the efficacy and effectiveness of family-based and systemic interventions for weight-related health promotion.

Beyond these grant-funded projects, Steele's team also has various ongoing projects exploring the associations among health-related QOL, physical activity, and psychosocial variables such as perceived competence, peer victimization, and body dissatisfaction.

Steele serves as an associate editor for the *Journal of Pediatric Psychology* and as SPP Member at Large for Conferences (2011-2013).

Logan Wright Distinguished Research Award



Meg Zeller, Ph.D.

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

Zeller is an associate professor of pediatrics in the Division of Behavioral Medicine and Clinical Psychology at Cincinnati Children's Hospital Medical Center.

Zeller has been continuously funded through NIDDK- or NIDA-supported research (K23, R03, R01, U01-UM1) for the past decade, with over 50 peer-reviewed publications in the area of pediatric obesity since 2004. She has made significant contributions to the growth of the pediatric obesity health-related quality of life literature, including the development of three psychometrically sound condition-specific instruments: Impact of Weight of Quality of Life: Kids (IWQOL-Kids), Sizing Me Up, and Sizing Them Up (parent-proxy), all of which are actively being used by clinical programs and within NIH and industry-sponsored outcome studies.

Zeller leads the field in the study of the psychosocial adjustment and emerging risks for adolescents with extreme obesity and as this relates to bariatric surgery and its outcomes.

Routh Early-Career Award in Pediatric Psychology



Laura Simons, Ph.D.

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

Simons is an assistant professor of psychology in the Department of Psychiatry at Harvard Medical School and a staff psychologist in the Pain Treatment Service at Children's Hospital Boston. She is a committed researcher and clinician with a primary focus on assessment and development of treatment interventions to improve the lives of youth with chronic pain.

Simons' program of research encompasses therapeutic program development and evaluation, coping with pain, parent responses to pain, anxiety/fear, psychophysiology, and assessment scale development with pediatric populations.

She has received several grants and awards to support her research efforts, with a recently awarded K23 Career Development Award from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) to examine the neural basis of pain-related fear and treatment response among children and adolescents with chronic pain.

Pill Swallowing and Children

By Christine Chambers, Ph.D.

Departments of Pediatrics and Psychology

Dalhousie University & Centre for Pediatric Pain Research

Halifax, Nova Scotia, Canada

Case Presentation

Mark is a 7-year-old boy recently diagnosed with ulcerative colitis by the Gastroenterology Clinic at the local pediatric health centre. The medical team recommends an oral medication, and these can sometimes be very large tablets that need to be taken two to four times per day. The family panics. As the parents try to process the impact of this significant diagnosis on their child's health and future, they become anxious as they realize that Mark has never had to swallow a pill before. The clinic sends the family home with some oral medication and a pill swallowing cup, which is purported to be able to help individuals learn how to swallow pills without stress. The family spends a nerve-racking evening trying to help Mark learn to swallow pills. They try using the cup but with no luck. They try encouraging him to swallow the pills, but by this time Mark and his parents are agitated and stressed. "Did you swallow it?" "No, it's still on his tongue." "Try again." "Yes you can. It's important." "It's going to help your belly." The pill is dissolving in his mouth. Mark cries and storms off, indicating that he will never be able to swallow pills. The parents wonder how they can ever make this happen. How will the babysitter or grandparents manage? The family places an exasperated call to the Gastroenterology Clinic, and a referral to the Pediatric Psychology Service for assistance with pill swallowing is made.

Treatment Description

At first glance, difficulties with pill swallowing might seem like a trivial health issue. Indeed, there are only a handful of articles in the literature on pill swallowing. However, many adults and children cannot swallow pills, and it is reasonable to assume that, like needle phobia, these difficulties could lead to some degree of avoidance and/or inappropriate medication use and healthcare utilization. Many parents receive extensive coaching from health professionals and pharmacists in how to hide medication (e.g., in foods) rather than in the best methods for teaching their children how to swallow pills. Only one observational cohort study on children's abilities to swallow pills has been published (Meltzer, Welch, & Ostrom, 2006). They reported that among a sample of 124 children aged 6 to 11 years, 57 (46%) were able to swallow pills already on their own, an additional 46 (37%) were able to easily learn on their own with an ordinary cup, and nine (7%) using a pill cup. Eleven (9%) children were unable to learn how to swallow pills on their own.

The efficacy of psychological interventions for pill swallowing may be one of pediatric psychology's best kept secrets. The first studies examining the effectiveness of behavioral treatments for pill swallowing were published in the 1980's, although additional similar papers have appeared over the years (Beck, Cataldo, Slifer, Pulbrook, & Guhman, 2005; Blount, Dahlquist, Baer, & Wuori, 1984; Cruz-Arrieta, 2008; Funk, Mullins, & Olson, 1984; Ghuman, Cataldo, Beck, & Slifer, 2004; Reitman & Passeri, 2008; Walco, 1986). Sadly, there has been no large-scale, randomized trial to test the efficacy of pill swallowing interventions, but the data from the published case studies and single case designs makes a compelling case. Success rates are in the range of 75-90 percent with excellent maintenance at three months and longer. The pa-

pers report success in teaching children with a variety of health issues (e.g., cancer, autism, attention deficit hyperactivity disorder) how to swallow pills.

The psychological intervention used for pill swallowing is based on principles of behavior therapy, primarily shaping, where successive approximations to the desired behavior are rewarded. Children are initially taught to swallow small cake decorations (e.g., chocolate sprinkles) and once this task is mastered, the child is offered larger and larger candies, and then placebo tablets and capsules of varying sizes. The hospital pharmacy and the local candy store are helpful resources for psychologists who need to create a pill swallowing placebo kit. It is important that the psychologist always check with parents first regarding any potential allergies or concerns they might have about the use of different types of placebo pills/candies. Children are provided with praise and reinforcement (e.g., a sticker) for mastery of each step. Treatment can also include behavioral modeling, with the therapist demonstrating and the child trying in a game-like manner, and relaxation strategies (e.g., deep breathing). For children with disruptive or inattentive behaviors, basic behavior management principles (e.g., ignoring, time-out) may need to be integrated into the session.

Commentary

I'll confess...a referral for pill swallowing is one of my favorites. With the various complex issues we can be confronted with in pediatric psychology, it's a treat to receive a referral for something where the treatment is usually straight forward and sometimes immediately successful. Some children are able to master pill swallowing in one session, but this is not the case for all children. Children with complex behavioral, developmental, and/or medical challenges often require up to 10 sessions. And not all children are able to learn to swallow pills, even with significant support.

I typically have parents leave the room and work only with the child; this removes pressure from the child (and the parent). When the parent is asked to rejoin us at the end of the session, the child is always excited to show off which size pills they can now swallow and parents usually are quite adept at genuinely expressing their enthusiasm and pride. The child beams and smiles, and so do the parents.

After the child has successfully mastered pill swallowing in-session, I have found home practice with placebos to be a critical last step before having the family attempt to have the child swallow the active medication at home. I send families home with a bag of placebo pills that most closely resemble the actual pill, and instruct them to take the medication at the same time and in the same environment that they will need to take their real medication. This home practice helps to increase both the child's and family's confidence in managing the situation on their own.



2012 Midwest Regional Conference in Pediatric Psychology

Recap by Hobart Davies

The first Regional Meeting was held in Cleveland in 1987. Twenty-five years later, nearly 250 pediatric psychologists gathered in Milwaukee on April 26-28 for the 25th anniversary Midwest Regional Meeting on Pediatric Psychology. Regional Meeting? Participants came from 32 states and Canada.

Highlights included a tribute to the career contributions of Mary Jo Kupst by Bob Noll and Andrea Farkas Patenaude; a keynote on Child Injury Prevention by David Schwebel; and a panel discussion on the Past and Future of the Field featuring Denny Drotar, Celia Lescano, Scott Powers, and Brad Stolbach. We also saw the debut of what we hope will become a regular feature, as Grayson Holmbeck bravely tackled an open consultation session on statistics and methodology.

Another new feature was tracked programming with three parallel symposia offered for all sessions other than keynotes. This allowed attendees to attend the presentations of most interest to them, and allowed for a record number of paper presentations



at a regional meeting. The paper presentations were also presented later as posters to make sure attendees did not miss out by choosing a different symposium.

Nearly 150 posters were presented at the meeting. As has been traditional at the Regional Meetings, trainees were well represented among both poster and paper presenters. Student Poster Awards went to Moriah Bri-

er, University of Pennsylvania; Aaron Davis, University of Alabama at Birmingham; and Cathleen Odar, University of Kansas. The Student Paper Award went to Christopher Fitzgerald, Marquette University. Finally, the Diversity SIG awarded their Student Diversity Research Award to Erin Brannon, Oklahoma State University.

The consistent interest and attendance at the Regional Meetings has contributed to the Society's decision to host a National Meeting every year. With this decision that reflects the growth, stability, and commitment of the field, it appears that we close the curtain on the Midwest Regional Meeting. Many thanks to all the people who have contributed to this meeting over the last quarter century.

Pill swallowing cases are great opportunities to involve psychology trainees. It gives trainees a chance to see pure behavioral intervention in action. I often involve the trainee in modeling to the child successful pill swallowing of placebos of different sizes—although I learned early in my career to check with the trainee beforehand to make sure that they know how to swallow pills. Same goes for the parent...children who can't swallow pills often have parents who can't swallow pills.

As with many areas in pediatric psychology, we could do a much better job at selling our success with behavioral interventions for pill swallowing. Many more children and their parents could benefit from our expertise and training in this area.

Resource

Pill Swallowing Made Easy, is a parent-friendly guide to behavioral pill swallowing. Find it online at: www.aboutourkids.org/articles/pill_swallowing_made_easy.

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The Adherence SIG: Current Work and Future Directions

By Wendy N. Gray, Ph.D. and Christina L. Duncan, Ph.D.

The Adherence SIG was founded in 2010 to advance research and clinical practice surrounding adherence to pediatric medical treatment. Based on an initial survey completed by our membership, the SIG was organized around three committees: Assessment (led by Heather Yardley and Shanna Guilfoyle), Intervention (led by Kristin Riekert and Marisa Hilliard), and Dissemination (led by Emily Fredericks and Yelena Wu). While each committee has their own projects dedicated to their area of interest, all are committed to forwarding science and improving medical adherence in youth for the purpose of improving health outcomes, psychosocial adjustment and coping, and family functioning.

Ongoing Projects

The Adherence SIG's committee members are hard at work compiling cutting-edge resources on adherence assessment and intervention that we intend to make available on the SPP website. Our semi-annual research report, designed to increase awareness of newly published research on adherence in pediatric chronic illness, has been well received and will continue to be a regular feature of the SIG. Research findings by our dissemination committee highlighting current practices for medical regimen adherence assessment and intervention within our field were presented at the 2012 Midwest Pediatric Psychology conference and a summary of these data was recently distributed via the SPP listserv (for duplicates, please contact Yelena Wu at Yelena.Wu@cchmc.org).

APA Convention Symposium

At the APA Convention on August 4, we will host a symposium entitled, "Current Issues and Future Directions in Adherence to Regimens for Pediatric Chronic Illness." Congruent with our SIG's committee structure, this symposium will cover adherence assessment, empirically validated interventions for improving adherence, and ways that effective interventions can be disseminated. Symposium discussant and SPP President-elect, Michael Rapoff, will conclude the symposium with a discussion on the role of e-health technology in enhancing both research and clinical practice in adherence. We hope that you will join us for this informative and thought-provoking session.

Future Directions

Thirty members participated in a lively discussion on the SIG's progress to date and goals for the upcoming year at the 2012 Midwest Pediatric Psychology Conference. Facilitating communication and opportunities for research collaboration among SIG members was identified as an important goal. Members agreed to adapt our semi-annual research report to highlight ongoing studies related to adherence in addition to recently published work and upcoming conference programming. Ideas to enhance student involvement and programming and the possibility of hosting a future symposium on challenging clinical cases in adherence also were discussed.

As a SIG, we will strive to meet these goals and continue to advance our knowledge of adherence in pediatric chronic illness. We welcome any SPP members interested in adherence to join our SIG by contacting SIG co-chairs Christina Duncan (christina.duncan@mail.wvu.edu) and Wendy Gray (wendy.gray@cchmc.org). We look forward to seeing you at a future SIG event.

Pediatric Obesity SIG: News and Views

By Wendy L. Ward, Ph.D. and Ann M. Davis, Ph.D.

The Society of Pediatric Psychology's Pediatric Obesity SIG provides a forum for communication and collaboration in both clinical and research realms to further the field's knowledge of developmental and contextual factors contributing to the etiology of obesity, course and outcome of pediatric obesity, assessment and treatment of behavioral and emotional comorbidities, and obesity prevention initiatives. The SIG also aims to provide education, training, and mentoring of psychologists in the care of overweight/obese youth and advocacy for public policy and to advocate for the coverage of obesity-related psychology services. For specific needs within these goals, the following active SIG subcommittees have been created: Clinical Issues, Research Issues, Assessment/Measurement, Advocacy, and the addition of several more are currently under consideration.

Background and Membership

The Pediatric Obesity SIG began as an unofficial interest group in 2007. In 2010, Division 54 officially approved the SIG. The current SIG chair is Wendy L. Ward and vice chair is Ann M. Davis. The SIG has an active listserv with 88 current members—a nice feature for communicating specifically with other pediatric psychologists working with or interested in pediatric obesity. The SIG is expanding the number of leadership positions—chair, chair elect, secretary, program chair—and holding elections in early 2013 and annually thereafter.

Initiatives

The SIG sponsors physical activity options at national and regional conferences. At the Midwest Regional Conference in April, the SIG had information available including a map of local walking/running options. For future conferences, we are discussing strengthening this option to include not only a map for those who want to exercise on their own, but also a group run/walk one morning of the conference. We are also considering adding a Yoga/Pilates option on one of the other conference mornings. Supporting the health and wellness of all SPP members is an additional goal of our SIG.

How to Join

The Pediatric Obesity SIG encourages active members interested in research or clinical treatment of overweight or obese children and adolescents, or those who are interested in prevention of obesity and a variety of comorbid medical and psychological conditions to join our SIG. There are no dues for the SIG, but membership in Division 54 is required. Requests to join SIGs should be sent to the Karen Roberts, SPP Administrative Officer (APAdiv54@gmail.com), who will confirm SPP membership.

For more information, please contact Wendy Ward (wward@uams.edu) or Ann Davis (adavis6@kumc.edu).

Division 53/54 Hospitality Suite

Peabody Orlando Hotel

Thursday August 2, 2012

1-2 p.m.

D54 Obesity SIG Meeting

Open to all SPP members.

Friday August 3, 2012

8-9 a.m.

D54 Cardiology SIG Meeting

Open to all SPP members.

1-2 p.m.

D54 Roundtable Discussion

Join graduate students and early-career psychologists' discussion, "Writing a Winning Grant Application." All SPP members welcome.

3-4 p.m.

D54 Craniofacial SIG Meeting

Open to all SPP members.

4-5 p.m.

D54 Diversity SIG Meeting

Open to all SPP members.

7-8 p.m.

D37/D53/D54 Student Social Hour

Informal opportunity to meet, socialize, and network with other student members and leaders in the field. Open to all.

Saturday August 4, 2012

8-9 a.m.

D54 Pain SIG Meeting

Open to all SPP members.

1-2 p.m.

D54 Gastroenterology SIG Meeting

Open to all SPP members.

2-3 p.m.

D54 Student Advisory Board Meeting

Open to all SPP members.

7-8 p.m.

D54 Social Hour

Open to all SPP members.

Sunday, August 5, 2012

8-9 a.m.

D54 Bioethics SIG Meeting

Open to all SPP members.

Division 54 and APA in Orlando: Join us in August!



By Amy Lewandowski Holley, Ph.D.

The 120th Annual APA Convention will be held August 2-5 in sunny Orlando. Convention programming will take place in the Orange County Convention Center with additional Division 54 events taking place in the Peabody Orlando Hotel. SPP programming begins at 10 a.m. on Thursday, August 2 and ends midday on Sunday, August 5. SPP has a packed program of symposia, skill-building sessions, and two poster sessions highlighting pediatric research. Plan your travel accordingly so you do not miss our exciting lineup of events and speakers.

Please be sure to mark your calendar for 3 p.m. Saturday, August 4 for SPP President Tonya Palermo's Presidential Address and the 2012 Division 54 awards ceremony. At this event, awardees of the Routh Early Career (Laura Simons, Ph.D.), Martin Levin (Ric Steele, Ph.D.), and Logan Wright (Meg Zeller, Ph.D.) awards will be honored. New this year, both Simons and Steele will give presentations as part of this event. The SPP business meeting will immediately follow the awards ceremony. Join your fellow SPP members for Palermo's State of the Division address.

Saturday, August 4 from 5-7 p.m. Divisions 53 and 54 will host Internships on Parade. This annual event is a great opportunity for students to learn about internship and postdoc opportunities while networking and socializing with others in the field. To conclude the evening, a social hour will be held in the SPP's hospitality suite from 7-8 p.m. Refreshments will be provided.

While attending the convention, please be sure to stop by Division 54's hospitality suite located in the Peabody Orlando Hotel. The hospitality suite is a great place to socialize and network with fellow SPP members. SPP has several events planned in the hospitality suite this year. Seven SIGs will be holding meetings in the suite. Please check the schedule for meeting times. In addition, the Student Advisory Board will host a roundtable discussion on writing winning grant applications on Friday, August 3 from 1-2 p.m. This event is designed for graduate students seeking to fund a dissertation or fellowship and current fellows/early-career psychologists writing their first grant. A student social hour in conjunction with Divisions 53 and 37 will occur Friday evening.

Remember the APA conference is a great place for attendees to earn Continuing Education (CE) credits. Credits will be offered for all of SPP's symposia and skill-building sessions. Attendees can purchase unlimited CE credits for a nominal fee (\$100 members, \$140 non-members). Please see the APA website for additional details.

See you in Orlando this August!

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

Carolyn Ivers-Landis
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Jennifer Kunz
Jill Harris

Katie Devine
Larry Mullins
Laura Simons
Wendy Ward
Anna Williams
Amanda Thompson



2012 APA Division 53/54

Convention Programming in Orlando

	Thursday, August 2, 2012	
	Division 53	Division 54
10 am–12 pm	Symposium: Advancing Evidence-based Practice: Strategies for Implementation of DBT with Adolescents Chairs: Elizabeth McCauley and Lorie Ritschel Rm W304F	Symposium: Lessons Learned from Implementing eHealth Interventions—Logistical and Process Issues Co-chairs: Ric Steele and Yelena Wu Rm W104A
12–1 pm	Symposium: From Exposure to Recovery: Traumatic Stressors and their Impact on Children and Adolescents Chair: Annette La Greca Rm W207A	Symposium: Role of Psychology in Integrated Pediatric Care at Nemours/Alfred I. duPont Hospital for Children Chair: William Tynan Rm W106
2–3 pm	Symposium: Dissemination EBPs for Child and Adolescent Mental Health: A Web-based Initiative Chairs: William Pelham and Aparajita Biswas Rm W101B	Symposium: Assessment and Interventions with Family and Staff in the Neonatal Intensive Care Unit Chair: Stephen Lassen Rm W108A
3–4 pm	Symposium: Technology for the Dissemination of Evidence-based Practice in Child and Adolescent Mental Health Chair: Muniya Khanna Rm W205A	
4–7 pm		Exec Committee Meeting Peabody Orlando Hotel, Celebration Rm 4

	Friday, August 3, 2012	
	Division 53	Division 54
9–10 am	Symposium: Evidenced-based Treatment of Youth and Families: Implementation and Ongoing Quality Improvement Chair: Thomas Sexton Rm W109B	Board Meeting: JPP Editorial Board Peabody Orlando Hotel, Blue Springs Rm II Chair: Grayson Holmbeck
10 am–12 pm	Symposium: Evidence-based Treatment of Childhood Anxiety Disorders Chair: Jonathan Comer Rm W207A	Skill-building Session: Skills Training in Cognitive Behavioral Treatment of Chronic Pain in Children and Adolescents Chair: Tonya Palermo Room W103B
3–4 pm	Presidential Address: Nutritional Interventions for Childhood Mood Disorders: Novel or Nutty? D53 President: Mary Fristad Rm W311B	
4–5 pm	D53 Business Meeting Rm W311B	Poster Session: Current Research in Pediatric Psychology Convention Center West Hall A4 – B3

2012 APA Division 53/54

Convention Programming in Orlando

	Saturday, August 4, 2012	
	Division 53	Division 54
8–9 am	Symposium: Early Interventions for Children with an Autism Spectrum Disorder Chair: Connie Kasari Rm 145A	Symposium: Current Issues and Future Directions in Adherence to Regimens for Pediatric Chronic Illness Co-chairs: Christina Duncan and Wendy Gray Rm W107
9–10 am		
10–11 am	Symposium: Evidenced-based Assessment and Treatment of Bipolar Disorder in Youth Chair: Heather MacPherson Rm W205A	Symposium: Pediatric Behavioral Interventions to Enhance Coping and Adherence across Medical Procedures Chair: Keith Slifer Rm W108B
11 am–12 pm		
12–1 pm	Symposium: Evidence-based Practices for Asperger Syndrome Chair: Susan White Rm W205A	Poster Session: Current Research in Pediatric Psychology Convention Center West Hall A4 – B3
1–2 pm		
2–3 pm	Lifetime Achievement Award/Invited Address: Russell A. Barkley Rm W311F	D54 Presidential Address: Tonya Palermo Peabody Orlando Hotel, Celebration Rm 2
3–4 pm		
4–5 pm		Business Meeting: D54 President Tonya Palermo Peabody Orlando Hotel, Celebration Rm 2
5–7 pm	Division 53 and Division 54 Social Hour: Internships/Postdoctoral Fellowship Training Programs on Parade Peabody Orlando Hotel, Orlando Ballroom	

Sunday, August 5, 2012		
	Division 53	Division 54
8–9 am	Symposium: Executive Functions and ADHD: The Interplay Between Basic and Translational Research Chair: Mark Rapport Rm W101A	
9–10 am		Symposium: Craniofacial Conditions—Neurocognitive and Psychosocial Issues Chair: Heather Snyder Rm 105B
10–11 am	Poster Session: Internalizing Psychotherapy, Developmental Disabilities, Eating Disorders, and Bullying Convention Center West Hall A4 – B3	
11 am–12 pm	Poster Session: Externalizing Problems, Developmental Psychopathology, and Health and Risk Behaviors Convention Center West Hall A4 – B3	Skill-building Session: No More Handwashing—Treating OCD in Pediatric Populations Co-chairs: Heather Yardley and Synthia Puffenberger Rm 105A
12–1 pm		

KEY

Division 53 Substantive Programming	
Division 53 Non-substantive Programming	

All sessions take place in the Orlando Convention Center unless otherwise indicated.

Division 54 Substantive Programming	
Division 54 Non-substantive Programming	

Cosponsored by Div53 and Div54 Non-Substantive Programming	
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The Division 54 Hospitality Suite is located at the Peabody Orlando Hotel. For complete schedule, see page 7.

SPP Working for You:

Convention Programming, Internship Imbalance, and Student Involvement

By Christopher Cushing, M.S.

APA Convention

There is an excellent slate of SPP programming at the upcoming APA convention, and the SAB has been working hard to make sure that you have a great student-oriented experience as well.

Plan to attend several student-focused events in the SPP hospitality suite. On August 3, join the early-career discussion that focuses on issues important to graduate students late in their training or postdoctoral fellows who are looking to gain a leg up on their career. With our roundtable on “Writing a Winning Grant Application for Graduate Students and Early-career Psychologists,” the SAB’s aim is to go beyond descriptions of the NIH roadmap. We hope that you will come away from the session with a sense of the wide range of funding opportunities available as well as when and why to apply for each of them. We also hope that you will learn about the process of actually writing a grant as a PI. This discussion is designed to be informative to graduate students hoping to fund a dissertation or fellowship and current fellows or early-career psychologists interested in obtaining their first grant. Also on Friday, plan to attend the popular joint student social hour with Divisions 37 (Child and Family) and 53 (Clinical Child).

Internship Match Imbalance

The internship match imbalance is an APA-wide issue that continues to worsen despite assurances from APA and APAGS that the professional community is working to address the problem. At times it seems as though the larger professional organizations are simply not nimble enough to respond to the troubles that face the profession. One of the difficulties of major student issues such as this is that students have a relatively short shelf life in bureaucracy years. By the time a generation of students is professionally developed enough to gain their footing and respond to a policy issue, we tend to graduate and move on to more

pressing issues that affect us directly when we become early-career professionals. I am so thankful for the tremendous attention to student issues the SPP Board of Directors devotes on an ongoing basis, but related to the match imbalance in particular. I feel a sense of indebtedness to SPP and leaders like David Janicke and Christina Duncan who took note of the problem nationally and set themselves to doing what pediatric psychologists do best—gathering data to formulate an evidence-based response. Please see the results of their work on p. 12 and join the SAB in a dialogue on our Facebook page to share your stories and gain advice about the final phase of your doctoral training from a few of us who are finishing.

Increase your Involvement in SPP

Recently, I worked with Tonya Palermo and Michael Rapoff to select new SAB members. This application cycle showed a dramatic increase in the number of SAB applications. Truly, the talent pool in the SPP student membership is deep. However, I often correspond with people who are surprised by the wide variety of opportunities that are available for service to SPP outside of the SAB. While I do not have room to discuss them in detail, I would encourage you to be familiar with: The Network of Campus Representatives, Mentored Reviews for *JPP*, and the benefits of joining and being active in a SIG. Each of these roles is a vital service to the society. We would not be the success that we are without students serving in these roles and fortunately, each one also provides an excellent opportunity for students to gain valuable experience.

I know that each of you have skills to bring to SPP. I look forward to working with you!



*Christopher Cushing
Student Rep.*

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 and contributions to the field. Only graduate students will be considered.

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 D54.

A nomination form may be requested from Bonney Reed-Knight at evabonney@gmail.com. Please send the nomination form, a letter of recommendation, and the nominee’s CV to Student Advisory Board member Bonney Reed-Knight.

Submission deadline is July 13, 2012.

Student Spotlight

Alyssa Lundahl is a graduating senior at the University of Nebraska-Lincoln under the mentorship of Timothy Nelson, Ph.D. She will begin her doctoral training in pediatric psychology with Nelson this fall.

Lundahl has a strong track record in pediatric psychology research. She has been a key collaborator on Nelson’s Pediatric Health and Stress Project, which examines the relationship between psychosocial stressors, pediatric health behaviors, and health outcomes. She also has experience as a research assistant examining sleep and physical activity in children with asthma and with delivering a family-based, obesity-prevention intervention to at-risk children and their parents.

Lundahl has presented her research at international, national, and local conferences, and she currently has a first-author manuscript under review. She is described by her mentor as “an extraordinarily talented student who will surely have an important impact on the field of pediatric psychology.”

In the future, Lundahl hopes to continue research on the psychosocial factors associated with the continuum of weight disorders (from eating disorders to obesity) in children and adolescents and develop innovative ways of treating such disorders.



Alyssa Lundahl

2012 Student Award Winner



C. Eugene Walker Education Award in Pediatric Psychology

Yelena Wu

Cincinnati Children's Hospital Medical Center

Title: "Dissemination of Pediatric Medical Regimen Adherence Assessment and Intervention Strategies: Translating Research into Clinical Practice"

Yelena Wu

SPP Student Travel Awards



*Melissa Cousino
Case Western Univ.*



*Stephanie Hullmann
Oklahoma State Univ.*



*Kristen Long
Brown University*



*Cathleen Odar
University of Kansas*



*Rachelle Ramsey
Oklahoma State Univ.*



*Jennifer Rohan
University of Cincinnati*



*Katherine Salamon
Kennedy Krieger Instit.*



*Marilyn Sampilo
University of Kansas*

APA Student Poster Awards

Awards are available for SPP student members who are first author of a poster to be presented at the APA Convention Div 54 poster session. To apply, forward final version to Paul Robins, Ph.D., at robinsp@email.chop.edu by July 15.

Apply Now!

Student Research Grants and Awards

The Marion & Donald Routh Student Research Grant

Division 54 has established this annual research scholar grant program for student members of the Society. 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 \$1,000.

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

Division 54 announces its annual Student Research Competition to encourage and reward quality research on issues related to pediatric psychology and health care of children. All of the research work must have been completed while the candidate was a student. The student must also be the primary (first) author. The award winner will receive a \$500 award.

SPP/CDC Injury Prevention Award

Division 54 and CDC's National Center for Injury Prevention and Control jointly announce a Student Research Competition to encourage and reward quality research on issues related to unintentional injury prevention in children and adolescents.

An award of \$1,000 will be made to the winner of the competition, contingent upon funding. In addition, the individual selected will be named a SPP/CDC Injury Prevention Fellow.

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, 2012.

Email single-document applications to:

Paul Robins, Ph.D.

robinsp@email.chop.edu

Questions? Call 215-590-7594

APPIC Internship Match Survey Results for Division 54 Student Members

By David M. Janicke, Ph.D., Christina L. Duncan, Ph.D., and Megan Crawford, M.S.

The current internship match disparity has greatly increased the competitiveness of matching to an internship site. In an effort to promote better outcomes for Division 54 students in the future, the SPP Executive Committee was interested in creating and administering a survey to gather information about the match and application process of our student members. The following brief article summarizes data from this survey. A more extensive analysis and presentation of all the data from this survey will be submitted for publication in the coming months.

Method

Participants were recruited via email announcements sent to the Division 53 and 54 listservs, directors of child and/or pediatric psychology internship programs, and directors of graduate clinical training programs with child or pediatric psychology areas of concentration. The email explained the study and eligibility criteria and provided a link to an informed consent and the survey, which was administered using Google software. Data was collected from March 27 to May 16, 2012.

To be eligible to complete the survey, individuals must have: 1) participated in the APPIC internship match program during either of the last two yearly cycles (2010-11 or 2011-12), and 2) been a past or current student member of Division 53 and/or 54. Data reported here are for Division 54 student members only. The study was approved by the University of Florida's governing Institutional Review Board.

Study authors designed the 47-item survey with input from several Division 54 executive committee members and was piloted with graduate students for clarity and utility before implementation. The survey's general content areas assessed included match results, graduate program characteristics, general-training experiences and clinical hours, pediatric-psychology specific training experiences, and research productivity.

Results & Discussion

A total of 98 Division 54 student members completed this survey. As of May 30, 2012 there were 433 student members of Division 54 (this includes undergraduate and graduate students, interns, and postdoctoral fellows); consequently, our response rate likely represents a sizable portion of those students who were eligible to apply for internship.

Of these 98 students, 57 participated in the 2010-11 match, 39 participated in the 2011-12 match, and two students participated both years in the match. A total of 91 out of the 98 students (92.9%) were placed with an internship site during their first year participating in the APPIC match program. For the purposes of brevity, we will use the term "matched" to refer to this group for the rest of this article.

Of the 91 applicants that matched, 87 indicated that they matched with a site during phase 1 of the match process (vs. phase 2 or the post-match vacancy process). Division 54 student members' match rate is much higher than recent national statistics (i.e., 77.5% of applicants who submitted rankings were placed with an internship site, accredited or non-accredited, during phase 1 or phase 2 of this past cycle). However, it is important to note that given the voluntary nature of this survey, these data are subject to response bias. It may be that a greater percentage of students who did not match with an internship chose not to complete this survey. Thus, we cannot be certain if our match rate reflects the actual match rate of all Division 54 student members who participated in the APPIC internship match program over the past two years.

A total of seven (7.2%) did not match during their first year participating in the match program. Of these seven, two did not match during

the 2010-11 cycle, but then matched during the 2011-12 cycle. Five of the seven applicants first applied in the 2011-12. Of these five, two indicated that they planned to apply again during the 2012-13 cycle, while the other three indicated that they did not plan to participate. These three reported that they were from School Psychology doctoral programs.

Demographic and program characteristic information for the 98 applicants is displayed in Table 1, broken down by APPIC match outcomes during their first year of participation (the two applicants that applied in both cycles were included in the "did not match" category based on their match outcome the first time they applied). While it would be inappropriate to draw any definitive conclusions from this small sample, the data show that Division 54 students from Clinical Ph.D. programs did quite well, as 69 of 71 (97.2%) matched; 12 of 14 (85%) from Clinical Psy.D. programs matched; while six of nine (66.6%) from a School Psychology program matched.

		Matched	Did Not Match
N		91	7
Gender	Male	14 (15.4%)	3 (42.9%)
	Female	77 (84.6%)	4 (57.1%)
Race	Non-Hispanic White	78 (85.7%)	6 (85.7%)
	Hispanic	2 (2.2%)	0
	Non-Hispanic Black	4 (4.4%)	0
	Asian-American	3 (3.3%)	1 (14.3%)
	Other	4 (4.4%)	0
Field of Study & Degree	Clinical - PhD	69 (75.8%)	2 (28.6%)
	Clinical - PsyD	12 (13.2%)	2 (28.6%)
	School - PhD	6 (6.6%)	3 (42.9%)
	Counseling - PhD	3 (3.3%)	0
	Combined - PhD	1 (1.1%)	0
Accredited Graduate Program?	Yes	91 (100%)	5 (71.4%)
	No	0	2 (28.6%)

Table 2 displays the application information, as well as the pediatric psychology experience and research productivity data, broken down by match outcome. The two applicants who applied in both cycles are not included, as the application and pediatric experience information they provided in the survey was from their second application cycle. A number of interesting points are worth highlighting:

- The modal range of internship sites to which applicants applied was 11 to 15 sites (60.4%).
- The number of interviews applicants completed was normally distributed, with the modal number of interviews falling into the seven to nine range (30.8%).
- Over 65% of applicants reported that they matched with one of their top two ranked choices.
- 72% of those who matched reported no training experience in a pediatric primary care setting.
- Almost 60% of applicants reported that they matched with an internship site for which they expected at least 50% of their training experience would focus on pediatric psychology.

Table 2 Participant Application Information

		Match	Did not Match
N		91	5
Applicant Ranking of Internship Site with which they Matched	1	37 (40.7%)	N/A
	2	24 (26.4%)	
	3	9 (9.9%)	
	4 or lower	18 (19.8%)	
	No Response	3 (3.3%)	
Number of Site Applications	<5 Sites	1 (1.1%)	0
	6–10 Sites	10 (11%)	0
	11–15 Sites	55 (60.4%)	2 (40%)
	16 or More Sites	25 (27.5%)	3 (60%)
Number of Interviews	<3 Interviews	4 (4.4%)	5 (100%)
	4–6 Interviews	21 (23.1%)	0
	7–9 Interviews	28 (30.8%)	0
	10–12 Interviews	23 (25.3%)	0
	>13 Interviews	15 (16.5%)	0
Amount of Pediatric Inpatient Experience	None	28 (30.8%)	5 (100%)
	1 Semester	8 (8.8%)	0
	2–3 Semesters	11 (12.1%)	0
	4–6 Semesters	16 (17.6%)	0
	2+ Years	28 (30.8%)	0
Amount of Pediatric Outpatient Specialty Experience	None	19 (20.9%)	2 (40%)
	1 Semester	11 (12.1%)	1 (20%)
	2–3 Semesters	15 (16.5%)	2 (40%)
	4–6 Semesters	15 (16.5%)	0
	2+ Years	31 (34.1%)	0
Amount of Pediatric Primary Care Experience	None	66 (72.5%)	4 (80%)
	1 Semester	6 (6.6%)	1 (20%)
	2–3 Semesters	7 (7.7%)	0
	4–6 Semesters	7 (7.7%)	0
	2+ Years	5 (5.5%)	0
Number of First-authored Manuscripts	None	45 (49.5%)	3 (60%)
	1 Manuscript	19 (20.9%)	2 (40%)
	2–3 Manuscripts	18 (19.8%)	0
	4–5 Manuscripts	5 (5.5%)	0
	6+ Manuscripts	4 (4.4%)	0
Number of Published Manuscripts	None	25 (27.5%)	2 (40%)
	1 Manuscript	15 (16.5%)	2 (40%)
	2–3 Manuscripts	15 (16.5%)	0
	4–5 Manuscripts	19 (20.9%)	1 (20%)
	6+ Manuscripts	17 (18.7%)	0
% of Expected Internship Site Training Focusing on Pediatric Psychology	0% to 25%	16 (17.6%)	N/A
	25% to 50%	20 (22.0%)	
	50% to 75%	14 (15.4%)	
	>75%	40 (44.0%)	
	No Response	1 (1.1%)	
Total Intervention Hours		Mean = 739 Median = 602 Range: 250-2500	Mean = 405 Median = 350 Range: 150-769
Total Assessment Hours		Mean = 328 Median = 242 Range: 10-1500	Mean = 249 Median = 250 Range: 164-331
Total Supervision Hours		Mean = 471 Median = 406 Range: 150-1222	Mean = 242 Median = 234 Range: 200-300

- Roughly 50% of applicants who matched reported having at least one first-authored, peer-reviewed publication, while almost 40% reported being an author on four or more peer-reviewed publications.
- For those applicants who matched, the range of intervention hours reported was broad (250 to 2,500 hours). Similar broad ranges were reported for total assessment and supervision hours.

We did not conduct statistical analyses to examine group differences. However, examination of these data provides some notable contrasts between groups:

- All five applicants who did not match each participated in three or less internship interviews despite applying to at least 11 internship sites. Only 4.4% of those who did match participated in three or less interviews.
- There were dramatic differences in the distribution of responses pertaining to the amount of pediatric inpatient and outpatient specialty clinic experiences. All five applicants who did not match reported that they had no pediatric inpatient experience and at most, one year of pediatric outpatient specialty clinic experience. In comparison, of those who matched, almost 50% had more than one year of inpatient experience. Moreover, 50% had more than one year of pediatric outpatient specialty clinic experience.
- Finally, there appeared to be substantial differences in the mean number of reported intervention hours, assessment hours, and supervision hours between those who matched and did not match to internship.

Summary and Implications

Based on our survey results, it appears that Division 54 student members are faring well in the internship match process overall, despite the competitive nature of the situation. Our data also suggest some key components that may help increase competitiveness. Specifically, applicants have better match outcomes when they come from accredited graduate training programs (particularly clinical), interview at more than three internship sites, have some inpatient pediatric experience, and have more than one year of outpatient pediatric specialty experience. Students should acquire at least 850 clinical hours combined across assessment and intervention experiences to be at the median level. Research productivity may be one factor that can help increase the odds of matching, and should be emphasized as one way that an applicant can excel. To continue to support our student members in the internship match process, it will be important for Division 54 to continue to gather, analyze, and disseminate information regarding the internship match process and outcomes, with the goal of enhancing their overall success.

A special thank you to Sharon Berry, Christopher Cushing, and Ric Steele for their helpful comments during the development of this survey and brief article.

Division 54 Members' Noteworthy Accomplishments

Lewis Lipsitt Receives American Humane Association's Highest National Award



Lewis Lipsitt, Ph.D.

Lewis Lipsitt, Ph.D., a child development pioneer in the field of pediatric psychology and the 2010 winner of SPP's Lee Salk Distinguished Service Award, recently won the American Humane Association's Vincent De Francis Award in recognition of his lifetime achievement in research, thought leadership, and advocacy on behalf of the nation's children.

Lipsitt received his Ph.D. in child psychology from the University of Iowa and served in the U.S. Air Force from 1952-1954

as a clinical psychologist. Lipsitt has been a Guggenheim Fellow and a Fellow of the Stanford University Center for Advanced Study in the Behavioral Sciences. He is a professor emeritus of psychology, medical sciences, and human development at Brown University, where he is continuing research on the children—who are now adults—he has followed since their day of birth, originally as part of the National Collaborative Perinatal Project. Lipsitt founded a neonatal sensory and learning laboratory at Providence Lying-In Hospital and Brown's Child Study Center.

RTI International Names Wayne Holden President and CEO



Wayne Holden, Ph.D.

RTI International selected **E. Wayne Holden, Ph.D.**, a former member of the SPP Executive Committee and a Fellow of APA Division 54, was recently selected as the next president and chief executive officer.

"Throughout his distinguished career, Wayne has successfully blended leadership, scientific expertise, and business acumen to establish an outstanding track record of success," RTI Board of Governors Chairman Bill Moore noted.

Holden is a distinguished researcher and clinical psychologist with more than 27 years of professional experience. He joined RTI as executive vice president of Social and Statistical Sciences in November 2005. Previously, he served more than 10 years in a variety of roles in the Department of Pediatrics at the University of Maryland's School of Medicine, including as director of pediatric psychology. He also held faculty appointments at Auburn University and Emory University School of Medicine. He received his Ph.D. in clinical/community psychology from the University of South Carolina and completed his clinical internship and postdoctoral fellowship at the University of Oklahoma Health Sciences Center.

"Wayne is a truly amazing professional who greatly values his SPP roots," longtime colleague Maureen Black said. "His success serves as a great example of an alternative career path for pediatric psychologists."

Member Benefits

SPP Membership Raffle Winners

As incentive for membership application early renewal, Division 54 conducts an annual raffle for members to earn a one-year membership FREE. Three renewal memberships and three new memberships have been awarded each year for the past two years. The SPP administrative officer draws the winners at random from the list of all Division 54 members who renew/sign-up on time (prior to December 31). This year's winners are:

Renewing Member

Marie Vieyra (APA member)
David Dahlbeck (APA member)
Karen Weiss (APA member)

New Members

Cecilia Nguyen (undergraduate student)
Melissa Winters (graduate student)
Karla Fehr (graduate student)

Congratulations to our winners, and remember to renew on time next year so you are eligible as well!

Guilford Press Discount for Division 54 Members

Attention Society of Pediatric Psychology members! Membership benefits now include a 20% discount on all Guilford Press products. Order any Guilford Press book, periodical, video, or software product through December 31, 2012, to take advantage of this special discount.

Discounts are valid online at www.guilford.com/spp.html, or through phone, fax, or mail orders. Be sure to use Promotional Code SPP to receive your special discount.

This special offer is limited to purchases of single copies from individuals. The offer cannot be used in combination with any other offers members might receive from Guilford.

Call or email today to receive a Guilford Press Catalog.



Society of Pediatric Psychology

Division 54, American Psychological Association

Join Division 54!

Membership benefits include:

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

To join, please visit:

www.societyofpediatricpsychology.org

Accessing Member Services

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

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

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

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

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

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

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

—Approved, August 10, 2006

Progress Notes

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PO Box 3968
Lawrence, KS 66046

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President

Tonya Palermo, Ph.D.
Seattle Children's Hospital
Research Institute
tonya.palermo@seattlechildrens.org

Past President

Gerald P. Koocher, Ph.D.
School of Health Sciences
Simmons College
koocher@simmons.edu

President Elect

Michael Rapoff, Ph.D.
Department of Pediatrics
Univ of Kansas Medical Center
mrappoff@kumc.edu

Secretary (2010-12)

Christina L. Duncan, Ph.D.
West Virginia University
christina.duncan@mail.wvu.edu

Treasurer (2011-13)

T. David Elkin, Ph.D.
Dept. of Psychiatry
& Human Behavior
University of Mississippi
Medical Center
delkin@psychiatry.umsmed.edu

Member at Large (2012-14) Membership

Ann McGrath Davis, Ph.D.,
MPH, ABPP
Department of Pediatrics
Univ of Kansas Medical Center
adavis6@kumc.edu

Member at Large (2010-12) Student/Trainee Development

Paul Robins, Ph.D.
Children's Hospital
of Philadelphia
robinsp@email.chop.edu

Member at Large (2011-13) National and Regional Conf.

Ric G. Steele, Ph.D.
Clinical Child Psych Program
University of Kansas
rsteale@ku.edu

Member at Large (2010-12) Diversity

Celia M. Lescano, Ph.D.
Dept. of Mental Health Law
& Policy
Florida/Caribbean AIDS
Education & Training Center
Louis de la Parte Florida
Mental Health Institute
University of South Florida
lescano@bsc.usf.edu

APA Council Rep (2010-12)

Annette La Greca, Ph.D.
Department of Psychology
University of Miami
alagreca@miami.edu

APA Program Chair (2012)

Amy Lewandowski, Ph.D.
Seattle Children's Hospital
Research Institute
amy.lewandowski@seattlechildrens.org

Journal Editor (2012-2017)

Grayson N. Holmbeck, Ph.D.
Department of Psychology
Loyola University Chicago
gholmbe@luc.edu

Historian (2008-12)

Michael C. Roberts, Ph.D.
Clinical Child Psychology Program
University of Kansas
mroberts@ku.edu

Newsletter Editor (2010-12)

David M. Janicke, Ph.D.
University of Florida
djanicke@php.ufl.edu

Student Rep (2011-13)

Christopher Cushing, M.S.
University of Kansas
Christophercushing@ku.edu



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