



## The President's Message

I'd like to highlight key division activities and accomplishments.

### SPPAC 2016

What a triumphant Society of Pediatric Psychology Annual Conference that brought together more than 700 colleagues, 308 students, and international friends from six countries—Australia, Iceland, Sweden, Canada, United Arab Emirates, and Ireland! In addition to SIG meetings representing specialized services within pediatric psychology, there were pre-conference CE workshops, a keynote address by an M.D. colleague, a diversity presentation, and an international keynote. There were also a number of poster sessions, a mentoring luncheon, a Twitter Team (#SPPAC2016), and the first-ever Internships and Fellowships on Parade held during the conference. Kudos to Anna Maria Patiño-Fernandez, Chad Jensen, Jackie Lennon Papadakis, Karen Roberts, and the planning committee. Special thanks to Jennifer Schurman, who guided the development and activation of our own CE system that will streamline the process for years to come.

Mark your calendars for the next two conferences:

- 2017: March 30–April 1, Portland, Oregon
- 2018: April 5–7, Orlando, Florida

### Dissemination

I hope to enhance and broaden our relationships with medical providers and organizations. The American Academy of Pediatrics has been supportive of our interest in SPP updates about key research findings and their implications for medical practice. Lee Sanders, our keynote speaker, recommended connections with the Academic Pediatric Association, another group with overlapping research interests. This connection provides endless opportunities to integrate membership, meetings, mentoring, and other related activities. Compare our individual, yet aligned, missions:

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

**APA Mission:** *Improving the health and well-being of all children and adolescents by promoting research, advancing a scholarly approach to education, developing innovations in healthcare delivery, advocating for an equitable child health agenda, and fostering leadership and career development of child health professionals.*

The APA has wanted to bring more Ph.D.s into their organization, and are open to SPP members joining APA, posting on their listserv about opportunities to collaborate or SPP activities, and submitting proposals for presentations at the next annual meeting of the Pediatric Academic Societies or PAS ([www.pas-meeting.org](http://www.pas-meeting.org)). They see the value and potential for robust research collaborations, and will likely be interested in attending our 2017 Conference in Portland and invite us to their next annual meeting in 2017 in San Francisco. The APA also hosts regional meetings, held January through March annually in various locations. They describe numerous opportunities to mentor, network, and share your expertise at regional and national levels. The 10 regional meetings offer opportunities to present scholarly work and network with others in your region. They also sponsor 40 Special Interest Groups! For more information, visit: [www.academicped.org/](http://www.academicped.org/).

In light of the collaborative efforts within and between our SIGS, several have considered submitting proposals to medical societies similar in focus to their interests. The GI SIG works closely with the North American Society of Pediatric Gastroenterology, Hepatology, and Nutrition (NASPGHAN) and are presenting two symposia during their next World Congress in October 2016. In addition, the Craniofacial SIG is affiliated with the American Cleft Palate-Craniofacial Association. I am hopeful both of these groups will contribute a summary article to SPP's Progress Notes Newsletter, and that other individuals or SIGS will do the same over time to keep members apprised of opportunities to learn, present, and collaborate.

Check out the new and improved SPP website, lead by the ever-creative Bryan Karaszia, Ph.D., at: [www.societyofpediatricpsychology.org](http://www.societyofpediatricpsychology.org). Consider contributing to the SPP YouTube Channel, the Division newsletter (Laura Simons, PhD, Editor), and our journals, *JPP* and *CPPP* (under the tremendous editorial leadership of Grayson Holmbeck and Jennifer Schroff Pendley, respectively).



Sharon Berry, Ph.D.

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

**Newsletter Editor**

Laura Simons, Ph.D.  
Boston Children's Hospital  
[laura.simons@childrens.harvard.edu](mailto:laura.simons@childrens.harvard.edu)

**Webmaster/Listserv**

Bryan Karazsia, Ph.D.  
College of Wooster  
[bkarazsi@gmail.com](mailto:bkarazsi@gmail.com)

**Administrative Officer  
Database Manager**

Karen Roberts  
PO Box 3968  
Lawrence, KS 66046  
[APAdiv54@gmail.com](mailto:APAdiv54@gmail.com)

**Newsletter Design,  
Editing, and Production**

Firefly Communications  
& Design, LLC  
Iowa City, Iowa  
[jill@fireflyllc.com](mailto:jill@fireflyllc.com)

**Newsletter Deadline**

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

Please send your submission to newsletter editor, Laura Simons, at [laura.simons@childrens.harvard.edu](mailto:laura.simons@childrens.harvard.edu).

## 2016 Division 54 Faculty Awards

### Schroeder Award for Outstanding Clinical Practice



*Stephen Lassen, Ph.D.*

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

Lassen is an associate professor of Pediatrics and Psychiatry and Behavioral Sciences at the University of Kansas Medical Center and holds a courtesy faculty appointment in the Clinical Child Psychology Program at the Univ. of Kansas.

Lassen received his Ph.D. in Clinical Child Psychology from the University of Kansas and completed his pre-doctoral internship at Harvard Medical School and postdoctoral fellowship at the University of Washington School of Medicine.

Lassen currently serves as the psychologist in the neonatal intensive care unit (NICU), a position he has created and defined over the past eight years. In the NICU, he provides consultation and treatment services to families who have an infant in the NICU and also provides training and psychosocial support for NICU staff.

Lassen's leadership in neonatology includes development of SPP's Neonatology Special Interest Group, training of new pediatric psychologists who work in NICU and related settings, and the development and publication of recent interdisciplinary guidelines for the psychosocial support of NICU parents.

### Dennis Drotar Distinguished Research Award



*Cynthia A. Gerhardt, Ph.D.*

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

Gerhardt is an associate professor of Pediatrics and Psychology at The Ohio State University, director of the Center for Biobehavioral Health, and co-director for the Patient-Centered Pediatric Research Fellowship at the Research Institute at Nationwide Children's Hospital.

Her work focuses on identifying risk and resilience factors associated with family adjustment to childhood chronic illnesses, particularly cancer. Current efforts involve international collaborations aimed at understanding trajectories of symptom burden and decision making at the end of a child's life, fertility, and psychosexual development in survivorship, interventions to improve family coping and communication, as well as the evaluation of innovative healthcare and community-based programming to improve outcomes for providers and families.

She has published 100 papers and book chapters, received multiple grants from the NIH and American Cancer Society, contributed to psychosocial care international standards development for children with cancer and their families, and mentored students and trainees in her lab for almost 20 years.

### Donald K. Routh Early-Career Award



*Despina Stavrinou, Ph.D.*

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

Stavrinou is an assistant professor of Psychology at the University of Alabama at Birmingham. As a graduate student, she was the recipient of two SPP-sponsored awards: the Lizette-Peterson Homer Memorial Injury Research Grant Award and the first-ever recipient of the SPP/CDC Injury Prevention Student Research Award. She completed her postdoctoral training at the UAB's University Transportation Center and Injury Control Research Center.

Stavrinou's work addresses applied transportation issues from a pediatric behavioral science perspective. This work advances the understanding of how development influences basic psychological processes of attention, executive function, and cognition and how they impact real-world problems such as motor vehicle crash risk among young drivers. Current projects include examination of driving attention development across adolescence and evaluation of driving among young individuals with autism spectrum disorders and ADHD. Her work has been funded by various federal agencies including NIH, CDC, and U.S. Department of Transportation.



### SPP Award for Distinguished Contributions to Diversity



Monica Mitchell, Ph.D.

The award for Outstanding Contributions to Diversity in Pediatric Psychology was given to **Monica Mitchell, Ph.D.**

Mitchell is a professor of Pediatrics in the Division of Behavioral Medicine at Cincinnati Children's Hospital Medical Center and senior director of Community Relations. In her roles, she leads efforts to advance community engagement, outreach, giving and employee volunteerism.

Through her leadership, Cincinnati Children's engages more than 20,000 children in health education and outreach each year across the region. Mitchell also consults and collaborates with numerous non-profit organizations to advance evidence-based practice, translational research, training and leadership development in the community.

Mitchell is nationally known for her research in sickle cell disease and for the program evaluation efforts that she leads through Innovations. Her independent and collaborative work has been funded by NIH, NSF, the CDC and HRSA.

Mitchell has a joint appointment at the University of Cincinnati, where she mentors graduate and undergraduate students. She is especially committed to mentoring underrepresented minority students.

Over the course of her career, Mitchell and her colleague, Dr. Lori Crosby, have mentored more than 50 trainees at all levels, many of whom have transitioned from college to graduate or medical school, fellowship programs, and careers.

Mitchell served as a past chair of SPP's Diversity Committee.

### SPP Award for Outstanding Mentorship



Lynn S. Walker, Ph.D.

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

Walker is professor of Pediatrics at Vanderbilt University School of Medicine and director of the Division of Adolescent and Young Adult Health. She is also a faculty member for Vanderbilt University's training program in Clinical Science and serves as major advisor for graduate students in that program.

Walker has spent her career at Vanderbilt, where she was the first psychologist on the faculty in the Department of Pediatrics.

Walker's research on pediatric functional abdominal pain, funded by NIH since 1986, focuses on mechanisms in the development and maintenance of chronic pain including pain beliefs and coping, parental responses to children's pain, and modulation of pain by the central nervous system.

Walker mentors undergraduate, doctoral, and postdoctoral students in psychology as well as fellows and faculty in Pediatric Gastroenterology.

Over the years, her multidisciplinary team of trainees has contributed to a landmark study following nearly a thousand functional abdominal pain patients from childhood into young adulthood, and resulting in more than 100 publications and numerous theses and dissertations.

### Wright Ross Salk Award for Distinguished Service



PHOTO BY JOSEPH LUIS BENEYTO

Michael C. Roberts, Ph.D.

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

Roberts is professor and dean of Graduate Studies at the University of Kansas. Prior to joining the University of Kansas to start the Clinical Child Psychology Program, he was a professor at the University of Alabama.

Roberts has published over 200 journal articles, and has authored or co-edited over 20 books. His research interests include pediatric psychology and clinical child and adolescent psychology, program evaluation, professional issues in psychology, training and education, and classification of disorders by the International Classification of Diseases.

Roberts has an extensive history of service to the Society of Pediatric Psychology and the American Psychological Association (APA). Within SPP, he has served as president (1985), editor of the *Journal of Pediatric Psychology* (1988-1992), council representative to APA (2013-2015; 2004-2006; 2001-2003), member-at-large (1980-1983), historian (2008-2012), and editor of the *SPP Newsletter* (1980-1982). He is currently the editor of *Training and Education of Professional Psychology*.

He has received numerous awards including Contributions to SPP (2015), Beverly Thorn Award for Outstanding Service as Director of Clinical Training (2009), APA Presidential Citation (2008), and the SPP Award for Outstanding Mentorship in Pediatric Psychology (2008).

## JPP Review: Upcoming New Special Issues

By Editor Grayson N. Holmbeck, Ph.D.

For the first time, we will coordinate a special *JPP* issue with special issues in two other journals! Specifically, “Sleep in Pediatric and Developmental Conditions,” guest edited by Dean Beebe, will be coordinated with two 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. The *JPP* issue will be #6.

We have already published two special issues in 2016: 1) “Trauma and Child Health in Pediatric Psychology,” guest edited by Annette La Greca, Jonathon Comer, and Betty Lai in issue #1; and 2) “Diversity and Health Disparities,” guest edited by Celia Lescano, Daphne Koinis-Mitchell, and Elizabeth McQuaid in issue #4.

We are pleased to report that we have two special issues with deadlines in 2016: 1) “Unintentional Pediatric Injury,” guest edited by Barbara Morrongiello and David Schwebel with submission deadline of June 1, 2016; and 2) “Adolescent and Young Adult Health,” guest edited by Katie Devine, Maureen Monaghan, and Lisa Schwartz with submission deadline of September 1, 2016. There is also a special issue with a 2017 deadline: “Prevention in Pediatric Pain,” guest edited by Tonya Palermo and Amy Lewandowski Holley.

We have other special issues in progress (for which the submission deadlines have passed): 1) a special section on “Cost Effectiveness and Economic Impact of Pediatric Psychology Intervention,” guest edited by David Janicke and Kevin Hommel; (2) “Disorders of Sex Development,” guest edited by David Sandburg, Nina Calens, and Vickie Pasterski; 3) “Psychology in Pediatric Primary Care,” guest edited by John Lavigne; and (4) “Family Processes and Outcomes,” guest edited by Cynthia Gerhardt, Cynthia Berg, Deborah Wiebe, and Grayson Holmbeck.

As always, I want to thank the associate editors—Dean Beebe, John Lavigne, Tonya Palermo, Lori Stark, Ric Steele, and Tim Wysocki—and editorial assistant Susan Wood for their excellent work.

For any type of manuscript, the Instructions to Authors can be found at [www.oxfordjournals.org/our\\_journals/jpepsy/for\\_authors/index.html](http://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](mailto:gholmbe@luc.edu).



Grayson Holmbeck, Ph.D.

## CPPP Spotlights: Sleep Special Issue, Challenge Case Special Section

By Editor Jennifer Shroff Pendley, Ph.D.



Jennifer S. Pendley, Ph.D.

History in the making—triple-partnered, coordinated special issue on Sleep! *Clinical Practice in Pediatric Psychology*, *Journal of Pediatric Psychology*, and *Journal of Developmental and Behavioral Pediatrics* have partnered to produce a coordinated set of special issues focused on sleep in children with developmental or medical conditions. Each journal’s special issue has a particular focus. Consistent with its goal and vision, *CPPP* articles focus on clinical implications and interventions. Issues should be delivered soon and articles are available online. A huge thank you to Lisa Meltzer (*CPPP*), Dean Beebe (*JPP*), and Carolyn Ievers-Landis (*JDBP*) for their efforts in producing this unprecedented coordinated set of special issues.

Please consider submitting to *CPPP*’s newest section focusing on Challenging Cases. Paul Robins will be action editor for this section that is intended to address the clinical needs of pediatric psychologists working with challenging intervention cases in medical inpatient and outpatient settings. Each case will feature a challenge or challenges leading to poorer than hoped or negative outcomes, including: premature termination, difficulties using or applying an EBT (e.g., application within a primary care setting), patient, family, or setting characteristics (e.g., developmental delay, poor access to care, treatment team issues). One to two invited commentaries will follow, focusing on alternative clinical conceptualizations, treatment planning, intervention techniques, or outcome assessment. Please contact Dr. Robins if you would like to discuss a potential submission at [robinsp@email.chop.edu](mailto:robinsp@email.chop.edu).

Plan to attend the *CPPP* Editorial Board meeting at APA on August 4 from 12:00-12:50 p.m. at Hyatt Regency Denver Hotel Mineral Hall F. Hope to see you there!

## Apply for D54 Fellow Status

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

### Application Procedures

Submit materials by December 1 for consideration during the next cycle. Applications are reviewed by the SPP Fellows Committee, if positive, the supporting materials go to the APA Fellows Committee in February. If positive, application goes to the Board of Directors and Council of Representatives for a vote at the annual meeting.

### For more information

<http://societyofpediatricpsychology.org/division-54-fellows>

## The Carolyn S. Schroeder Award for Outstanding Clinical Practice in Pediatric Psychology

By Anne E Kazak, Ph.D., ABPP

Society of Pediatric Psychology Historian

The newest annual award SPP confers is the Carolyn S. Schroeder Award for Outstanding Clinical Practice in Pediatric Psychology. Award recipients are full-time providers of direct clinical service (at least 20 hours a week). Their work may include direct care, program development, administration, or other evidence-based clinical applications. This award, established in 2013 and based on peer nominations, recognizes Schroeder's long, productive career of service and advocacy for children and families. Her work is at the interface of medical and psychological care and consistently promotes an integrated approach that assures that children and families receive the care that they need.

Schroeder initially planned to pursue a career in medical technology. At Thiel College in Greenville, Pa., she majored in biology but shifted her focus to psychology based, in part, on her experiences during a year abroad and on the inspiration of a psychology professor, Georgiana Starry (1903-1975). Dr. Starry required students to spend time with a child each week for a year recording their development. This was a transformative experience for her as she headed to the University of Pittsburgh to complete a master's (1963) and Ph.D. (1966) in Clinical Psychology. Like most clinical training at that time, her program was geared towards adults and psychoanalytically oriented. However, she maintained her interests in children, including during her internship and fellowship training at Pittsburgh Child Guidance Clinic, laying the groundwork for her subsequent professional career in pediatric and clinical child psychology.

Schroeder was based in Chapel Hill for 30 years. She held a variety of positions in the departments of Pediatrics and Psychiatry at the University of North Carolina (UNC) and served as the Psychology section head at the Division for Disorders of Development and Learning in the UNC Child Development Institute. She saw a broad range of patients while working in a University Affiliated Program (UAP) with its multidisciplinary model of care for children with autism and developmental disabilities. It sparked her interest in developing behavioral approaches that could be generalized for treating a range of clinically important problems. She also understood the importance of treating children in context and involving families and other systems essential to the wellbeing of these children (Schroeder & Schroeder, 1990).

Schroeder is one of the very first pediatric psychologists to work in primary care, beginning as a consultant with pediatric practices in 1973. She published a paper on this work in Volume 1 of the *Journal of Pediatric Psychology* (Schroeder, 1979). When she first approached practices, pediatricians suggested that she use the early morning "call-in" hour as many parental concerns were related to behavioral problems (Schroeder, 1983). This experience led her to develop her brief telephone protocol for treating common behavioral concerns, and included training pediatric residents and psychology interns/postdoctoral fellows in the management of common behavior problems in primary care settings. Her extensively writing about her experiences remains highly relevant with the current focus on primary care (Schroeder, 2004).

Her CV shows the tremendous breadth of topics that she has written about, including (but not limited to) learning disabilities, behavior problems, sexuality, self-injurious behavior, personality disorder, child sexual abuse, death, impact of separation/divorce, sleep, and speech therapy.

She was a pioneer in establishing a specific practice related to the problems identified in primary care pediatric practices. By the early 1980s, she had expanded this work and transitioned from the university setting into a clinical practice in a pediatric primary care practice. In 1990, she began her longstanding contributions to the then newly established Clinical Child Psychology program at the University of Kansas. She commuted to North Carolina to continue her clinical practice as well as consult on research focused on children's memory that was carried out in pediatric primary care settings (Gordon, Schroeder, Ornstein, & Baker-Ward, 1995).

Throughout all of her work, Schroeder collected data and continued to write and describe her innovative clinical activities. She has written many practical books and articles, providing pragmatic evidence-based guidance for clinicians and parents. A third edition of her book, *Assessment and Treatment of Childhood Problems: A Clinician's Guide* (Schroeder & Gordon, 2002), is in preparation. She has also edited books with broad guidance for clinicians across pediatric and behavioral conditions (Ollendick & Schroeder, 2003). She is also an exemplar of a clinician who remained highly active on a national level throughout her career. She has served on many task forces and workgroups in children's health. She has served as president of APA Division 37 and of the predecessors of both divisions 53 and 54, as well as secretary-treasurer for Division 54, when these were Section 1 and Section 5 of Division 12. She served as a series co-editor of *Child, Youth and Family Services*, acting editor of the *Journal of Autism and Developmental Disorders*, and on the editorial board of major journals in child clinical and pediatric psychology.

Clearly Carolyn Schroeder's many contributions to pediatric psychology and her groundbreaking and consistent work in delivering care to a broad range of children and families make her an ideal role model for current and future generations of practicing pediatric psychologists.

### References

- Gordon, B.N., Schroeder, C.S., Ornstein, P.A., & Baker-Ward, L.E. (1995). Clinical implications of research on memory development. In T. Ney (Ed.) *True and False Allegations of Child Sexual Abuse: Assessment and Case Management*. New York: Brunner/Mazel, pp. 99-124.
- Ollendick, T.H., & Schroeder, C.S. (Eds.) (2003). *Encyclopedia of Clinical Child and Pediatric Psychology*. New York: Kluwer.
- Schroeder, C. S. (1979). Psychologist in a private pediatric office. *Journal of Pediatric Psychology*, 1, 3-18.
- Schroeder, C. S. (1983). Call-in services in a pediatrics office. In S. M. Thornton & W. K. Frankenburg (Eds.), *Communications Examples for Child Health* (pp. 57-58). Johnson & Johnson.
- Schroeder, C.S. (2004). A collaborative practice in primary care: Lessons learned. In B.W. Wildman & T. Stancin (Eds.), *New Directions for research and treatment of pediatric psychology problems in primary care* (pp. 1-32). Westport, CT: Greenwood.
- Schroeder, C.S., & Gordon, B.N. (2002). *Assessment and treatment of childhood problems: A clinician's guide* (2nd Edition). New York: Guilford.
- Schroeder, S. R., & Schroeder, C. S. (1990). The future of children is now. *Journal of Autism and Developmental Disabilities*, 20, 367-378.



Carolyn Schroeder, Ph.D.



## Craniofacial SIG Update: Development of a Fact Sheet to Assist with Referrals to Community Psychosocial Providers

By Patricia Marik, Psy.D. and Canice E. Crerand, Ph.D., Craniofacial SIG Co-Chairs

Cleft lip and/or palate (CLP) is one of the most common birth defects in the United States, occurring in about one out of 600 live births. Children with CLP typically undergo numerous surgical, speech, and orthodontic interventions throughout childhood and adolescence and are treated by a variety of disciplines, including speech and language pathology, surgery, audiology, orthodontics, dentistry and genetics, among others. Children with CLP are at risk for psychosocial problems including learning disabilities, developmental delay, poor self-concept, teasing/bullying, symptoms of depression or anxiety, and impaired family functioning.

Many multidisciplinary teams have a mental health provider who provides brief assessment of cognitive, psychosocial, and developmental functioning and makes referrals for additional assessment or intervention of any concerns raised by the patient, family, or medical team. These multidisciplinary teams are typically housed within medical centers or children's hospitals. As is the case with many complex medical conditions, patients and families may have to travel a significant distance to be seen by this multidisciplinary team. This can present challenges for the provision of follow-up care required on a more regular basis, includ-

ing outpatient psychotherapy. Subsequently, children and their families may be referred to local providers who are unlikely to have specialized knowledge about the types of concerns and risks associated with CLP.

Through the Craniofacial SIG's discussion about challenges in finding mental health providers with cleft specific training or experience (or even formal pediatric or health psychology training) in local communities, we created the one-page **Fact Sheet for Mental Health Providers** working with CLP patients. It includes psychosocial consequences most relevant to outpatient mental health providers such as mood, learning, and behavioral concerns impacting patients, family factors, and developmental risks as well as briefly describing relevant evidence-based assessments and interventions.

With feedback from psychotherapists, clinical psychologists, and child and adolescent psychiatrists at a children's hospital, the Fact Sheet was finalized and distributed via our SIG listerv. It is also available for downloading at: [www.societyofpediatricpsychology.org/craniofacial](http://www.societyofpediatricpsychology.org/craniofacial).

Because it has been so well received, we hope to create additional teaching sheets addressing other craniofacial conditions (e.g., craniosynostosis) that can be used to facilitate referrals to community providers.

## The Comfort Ability for Young Adults with Chronic Pain: A Structured Six-week Program Offering Coping Strategies, Transition Preparedness, and Peer Support

By Rachael Coakley, Ph.D., and Christine Sieberg, Ph.D.

The transition from pediatric to adult health care is frequently associated with poor clinical outcomes, increased costs and low patient and family satisfaction<sup>1</sup>. Across pediatric specialties, over 40% of youth with chronic health conditions report that they were not well prepared for their transition<sup>1</sup>. For adolescents with chronic pain, failure to optimally support the transition to adult care may contribute to increased risk for substance abuse or dependence<sup>2</sup> as well as longstanding physical and psychosocial burdens for family and community<sup>3,4</sup>.

Notably, as the implementation of The Affordable Care Act (ACA) has allowed adolescents to remain on their parents' health insurance plans until age 26, many pediatric institutions are striving to provide service for the over three million young adults included in this new public policy. As young adults face unique challenges related to their physical, cognitive, and psychosocial development<sup>5</sup>, they require tailored interventions that address their needs.

One such intervention is *Comfort Ability for Young Adults*, a six-week psychoeducation and support group for young adults with chronic pain. This group represents the first known young adult group therapy program for a chronic pain population. The program, directed by psychologists, is intended to help prepare young adults for self-management of chronic pain, increase feelings of self-efficacy, address challenges commonly associated with the transition to adult care, and provide clinician and peer-based support to young adults. The program includes a workbook inclusive of targeted pain and psychoeducation materials

with structured weekly homework assignments that emphasize reinforcement of newly acquired skills. Throughout the program there is an emphasis on the positive aspects of the transfer to adult care with identified markers for readiness to initiate change.

Focus group and questionnaire feedback from this program have been very positive from a patient experience perspective. Program feasibility is currently under assessment as scheduling sessions for a young adult population with varied schedules (i.e., attending college, working, on disability) has been challenging and the pool of eligible patients remains low, as our clinic slowly transitions towards providing increased clinical care for this age group. Structured assessment is needed to determine efficacy.

Increasingly, as young adults are recognized as a vulnerable population with unique medical and psychosocial needs, pediatric psychologists are being tapped to develop and disseminate interventions that can address the current gaps in our healthcare delivery models. Collectively, our work will undoubtedly serve to reduce the unacceptable risk and morbidity currently associated with the transition from pediatric to adult healthcare systems.

References are available online.



# APA Annual Convention

Denver, Colorado | August 4-7, 2016

## SPP at the 2016 APA Convention

### Outstanding Program Planned for Denver in August

**Elizabeth R. Pulgaron, Ph.D.**  
Division 54 APA Program Chair 2016

**Wendy Gray, Ph.D.**  
Division 54 APA Program Co-Chair 2016

The 124th Annual APA convention will be held August 4-7 in Denver, Colorado. Division 54 has assembled an excellent program of symposia, paper sessions, poster presentations, and our first invited speaker for the convention.

#### Highlights

This year's SPP convention highlights include:

- Addressing Medical Nonadherence in Adolescent Solid Organ Transplant Recipients
- Demonstrating Psychology's Value: Utilizing Patient, Provider and Health Systems Outcomes
- Development of Pediatric Primary Care Training Programs: Promises and Pitfalls
- Growing Pains: Scaling Up an Evidenced-Based Program in Pediatric Primary Care
- Integrated Treatment Approaches for the Young Child with Obesity
- Parental Attachment, Distress, and Long-Term Outcomes: Empirical Examinations of the NICU Journey
- Turning Baby's Frown Upside-Down: Skills for Addressing Perinatal Mood/Anxiety
- Integrated Primary Care Financial Sustainability: The Blueprint

#### Collaborative Programming

In addition, cross-divisional collaborative programming is scheduled for all four days of the convention. Collaborative programs with SPP involvement 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 & Technology
- Skill-building Workshop to Prepare for Specialty-Track Pre-doctoral Internships

#### Students, Trainees, Early-career Psychologists Programming

Division 54 is also offering programming specifically tailored to students, trainees, and early-career psychologists.

On Saturday August 6, SPP will host a speed-mentoring event with leaders in our field. Students and training directors will have the opportunity to network at the annual "Internships and Postdoctoral Fellowship Training Programs on Parade" event, hosted by divisions 53 and 54 on Saturday evening.

There will also be a student social co-hosted with other child-focused divisions.

#### Invited Speaker

We also want to highlight that for the first time we will have an invited address as part of our programming for Division 54. Rob Grunewald, an economist at the Community Development Department Federal Reserve Bank of Minneapolis, will be discussing the importance of investing in early childhood in his talk titled, "Early Childhood Development Through the Eyes of an Economist" on Saturday, August 6, at 12 p.m. This session will provide context for early childhood professionals regarding current issues facing families with young children, such as access to quality child care and school readiness, and discuss federal and state policy implications.

This convention will provide opportunities to participate in stimulating programming, earn continuing education credits, network with colleagues from around the world, and enjoy the gorgeous landscape of Denver.

We look forward to seeing you in August!



*Rob Grunewald, M.A.*

### Continuing Education

Sessions offering CE credits have been reviewed and approved by the American Psychological Association Office of Continuing Education in Psychology (CEP) and the Continuing Education Committee (CEC) to offer CE credits for psychologists. The CEP Office and the CEC maintain responsibility for the delivery of the programs.

# APA Annual Convention

Denver, Colorado | August 4-7, 2016

## THURSDAY, AUGUST 4, 2016

8–9 am	Symposium: <b>Beyond Bad Moods: Building a better understanding of the characteristics, clinical correlates, and prognosis of youth with extreme irritability</b> Conv Ctr Room 302	Divisions 7, 53, and 54 Collaborative Symposium: <b>Fear Learning Across Adolescence: Insights from Neuroimaging and Implications for Treatment</b> Conv Ctr Rooms 108, 110	Skill-Building Session: <b>Turning Baby's Frown Upside-Down: Skills for Addressing Perinatal Mood/Anxiety</b> Conv Ctr Room 102	
9–10 am				
10–11	Symposium: <b>Fight, Flight, or Cope: Cognitive and Physiological Markers of Anxiety and Depression in Youth</b> Conv Ctr Room 402		Symposium: <b>Integrated Primary Care Financial Sustainability: The Blueprint</b> Conv Ctr Room 705	
11 am – 12 pm		Divisions 53 and 54 Collaborative Symposium: <b>Ethical Challenges In Working with Children and Families In Multidisciplinary Settings</b> Conv Ctr Rooms 205		
12–1 pm	Symposium: <b>Breaking Cultural Barriers: Advances in the Assessment and Treatment of Mood Disorders</b> Conv Ctr Room 105		Divisions 16, 22, 33, 40, and 54 Collaborative Symposium: <b>Cognitive Rehabilitation for Neurodevelopmental Disorders—Integrating Interventions and Technology</b> Conv Ctr Rooms 108, 110	<b>JPP Editorial Board Meeting</b> Hyatt Regency Denver Hotel Mineral Hall F
1–2 pm				<b>CPPP Editorial Board Meeting</b> , Hyatt Regency Denver Hotel Mineral Hall F
2–3 pm	Symposium: <b>Long-term Outcomes for Anxious Youth: Results from the Child/Adolescent Anxiety Multi-Modal Extended Long-term Study (CAMELS)</b> Conv Ctr Room 303		Symposium: <b>Demonstrating Psychology's Value: Utilizing Patient, Provider and Health Systems Outcomes</b> Conv Ctr Mile High Ballrooms 2A and 3A	
3–4 pm			<b>D54 Executive Committee Meeting</b> Hyatt Regency Denver Hotel Granite Room C	
4–5 pm	Student Advisory Board Meeting, D53 Hospitality Suite			
5–6 pm	ABPP Information Session, D53 Hospitality Suite			
6–7 pm	Distinguished Career Reception, D53 Hospitality Suite			

## SUNDAY, AUGUST 7, 2016

8–9 am	Symposium: <b>Trends in Outdoor Behavioral Healthcare: Theory, Research, and Practice</b> Conv Ctr Rm 105	
9–10 am		Poster Session Conv Ctr Exhibit Hall ABC
10–11 am	Symposium: <b>Publishing Tips for Researchers AND Clinicians: An Interactive Panel with Division 53 Journal Editors</b> Conv Ctr Room 505	Symposium: <b>Integrated Treatment Approaches for the Young Child with Obesity</b> Conv Ctr Room 111
11 am–12 pm	Symposium: <b>Latino Child and Adolescent Adjustment in the Context of Exposure to Stress</b> Conv Ctr Room 304	

### KEY

Division 53 Substantive Programming		Division 54 Substantive Programming		Collaborative Substantive Programming		Div54 CE	
Division 53 Non-substantive Programming		Division 54 Non-substantive Programming		Cosponsored Non-Substantive Programming		Div53 CE	



## FRIDAY, AUGUST 5, 2016

8–9 am	Symposium: <b>Bridging the Gap: Transdiagnostic and Common Elements Approaches to Child and Adolescent Behavioral Health</b> Conv Ctr Mile High Ballroom 4D	Divisions 1, 17, 22, 38, 40, and 54 Collaborative Skill-Building Session: <b>Workshop to Prepare for Specialty-Track Pre-doctoral Internships</b> Conv Ctr Mile High Ballrooms 2A, 3A	Symposium: <b>Parental Attachment, Distress, and Long-Term Outcomes: Empirical Examinations of the NICU Journey</b> —Conv Ctr Room 406
9–10 am			Symposium: <b>Development of Pediatric Primary Care Training Programs: Promises and Pitfalls</b> Conv Ctr Room 109
10–11	Symposium: <b>Genetic and Temperamental Sensitivity to Parenting in Two High-risk Longitudinal Samples</b> Conv Ctr Room 301		
11 am–12 pm			Discussion: <b>Speed Mentoring</b> Conv Ctr Mile High Ballrooms 2A and 3A
12–1 pm	<b>Presidential Address</b> by Eric Youngstrom Hyatt Regency Denver Hotel, Centennial Ballroom F		
1–2 pm	<b>Business Meeting/Early-Career Award Address</b> Hyatt Regency Denver Hotel, Centennial Ballroom F		
3–4 pm	<b>SCCAP Gender Variance SIG</b> , D53 Hospitality Suite		
4–5 pm	Symposium: <b>Current Ethical Issues in Child and Adolescent Psychology</b> Conv Ctr Room 105	Divisions 9, 28, 44, 45, 40, 53, and 56 Collaborative Symposium: <b>Trials, Tribulations, Possibilities: What to Do about Cannabis?</b> Conv Ctr Rm 205	Symposium: <b>Addressing Medical Nonadherence in Adolescent Solid Organ Transplant Recipients Pediatric Health Disparities</b> Conv Ctr Rm 702
5–6 pm			
7–9 pm	Student Social Hour: <b>Open to all student members: Divisions 16, 37, 53, and 54</b> Hyatt Regency Denver Hotel Division 53 Hospitality Suite		

## SATURDAY, AUGUST 6, 2016

8–9 am	Symposium: <b>Ethical Challenges: Emerging Adults in Clinical and Research Settings</b> Conv Ctr Rm 103		Paper Session: <b>Mental Health Screening and Treatment Among Various Pediatric Populations</b> Conv Ctr Room 104
9–10 am		Poster Session I: <b>Psychosocial and Biological Process in Child and Adolescent Mental Health</b> Conv Ctr Exhibit Hall ABC	
10–10:30 am	Symposium: <b>Increasing Global Access to Evidence-Based Assessment and Treatment: A Collaborative Approach</b> Conv Ctr Mile High Ballroom 4E	Poster Session II: <b>Child and Adolescent Mental Health: Advances in Evidence-Based Assessment and Txmt</b> Exhibit Hall ABC	Divisions 16 and 54 Collaborative Symposium: <b>Increasing the Number of Accredited Internships—Action Steps</b> Conv Ctr Rm 108, 110
10:30–11 am		Emerging Adulthood SIG D53 Hospitality Suite	
11–11:30			
11:30 am–12 pm			Poster Session Conv Ctr Exhibit Hall ABC
12–1 pm	Distinguished Career Address: <b>Elizabeth McCauley</b> Conv Ctr Rm 503	Divisions 5, 37, 40, and 53 Collaborative Symposium: <b>Better Ways of Using Assessment for Better Decisions about Care: Meehl and Bayes are ROCing Again</b> Conv Ctr Room 205	Invited Address: <b>Early Childhood Development Through the Eyes of an Economist</b> — Conv Ctr Room 711
1–2 pm			Paper Session: <b>Expanding the Role of Pediatric Psychology in Primary Care Settings</b> — Conv Ctr Room 501
2–3 pm	<b>Q&amp;A with Current Pre-doctoral Interns:</b> Open to D53 and D54 students D53 Hospitality Suite		
3–4 pm	Discussion: <b>Student Speed Mentoring</b> — D53 Hospitality Suite		
4–5 pm			D54 Business Meeting — Hyatt Regency Denver Hotel Mineral Hall B
5–7 pm	Social Hour: <b>D53 and D54 Internships and Postdoctoral Fellowship Training Programs on Parade</b> Hyatt Regency Denver Hotel Centennial Ballroom H		

## Dream Career: Pediatric Psychologist!

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

When I first entered graduate school, I knew what my dream job was—to be a pediatric psychologist, of course! But, truthfully, I am still not certain what *specific* jobs I will be applying for when the time comes. This is because while I have uncovered my true passions, I have also been exposed to a variety of incredible career paths available to pediatric psychologists. As I close in on applying to internship and making the big transition from pre-doc to postdoc, I find myself more eager than ever to realize not just my dream *job* but my dream *career*, as pediatric psychologists are likely to have a variety of positions over the span of their working years.

Whether your dream career picture is crystal clear or a little blurry, there are plenty of avenues for exploring which pediatric psychology career is calling you. Here are some ideas:

**Talk to your mentors, advisors, and supervisors.** Ask your mentor if they would meet with you to discuss their career path and yours. Ask them: *Why did you choose your job? How did you get it? When and how did you realize that was what you wanted? What other jobs/careers did you consider? Do you advice for someone following in your path?*

**Network.** They say the contacts you make as a graduate student will help you land your first job. Meet as many other pediatric psychologists as you can, and find out what they do. If someone has a job that sounds interesting to you, reach out to them, introduce yourself, and express interest in learning more about their work.

**Use APA's Resource for Individual Development Plans.** This career tool, developed through the Opening Doors Summit organized by 2014 APA President Nadine Kaslow, helps graduate students transition into their first jobs. The IDP five-step process includes: 1) assessing your values, skills, and interests; 2) exploring careers and the skills, knowledge, and abilities needed for them; 3) comparing and contrasting your career goals with your current skill set and training; 4) setting goals by making concrete plans to improve your skills; and 5) implementing your plans by using milestones to measure your progress.

**Attend APA in Denver this August.** Division programming offers opportunities to learn what pediatric psychologists do in a variety of settings. The convention is a great place to also think about how pediatric psychologists fit in with psychologists from other sub-disciplines, as well as in the larger health care system. Participate in the *Speed Mentoring* sessions, perhaps one of the best ways to meet a variety of pediatric psychologists. The APA of Graduate Students (APAGS) also offers programming specifically designed for student career exploration. And don't miss Internships/Postdoctoral Fellowship Training Programs on Parade and the student social co-hosted with Divisions 16, 27, and 53.

**Attend SPPAC in Portland next March.** The opportunities to explore career paths while at SPPAC are endless. Not only is there a variety of programming delivered by pediatric psychologists from a variety of settings, there are also direct sessions and opportunities to meet with mentors in the field and ask how their career paths developed.

**Maintain passion, enthusiasm, optimism, and an open mind!** Your first job usually isn't your dream job, but it should be a stepping stone to it. Be open minded to opportunities that come your way, especially during these important years of health care reform. And do not forget the power of visualization—if you see it you can achieve it!

**Questions, comments?** Email me at [SPP.StudentRep@gmail.com](mailto:SPP.StudentRep@gmail.com).

### Related APA Resources

- APA's Resource for Individual Development Plans (IDP):  
[www.apa.org/education/grad/individual-development-plan.aspx](http://www.apa.org/education/grad/individual-development-plan.aspx)  
Collier, L. (2014). The roads less traveled. *gradPsych*, 12(3), 32.  
Cummings, J. (2015). Have you thought about a postdoc? *Psychological Science Agenda*, 29(10).  
El-Ghoroury, N. H. (2010). Think ahead to your first job. *gradPsych*, 8(4), 31.  
Morgan, E. M., & Landrum, R. E. (2012). *You've earned your doctorate in psychology...now what? Securing a job as an academic or professional psychologist*. Washington, DC: APA.  
Wier, K. (2013). Mission impossible. *Science Watch*, 44(9), 42.



Jackie Papadakis, M.A.  
SPP Student Rep.

## Graduate Student Spotlight

By Andrea Wojtowicz

**Katie Kidwell** is a fourth-year graduate student at the University of Nebraska-Lincoln, under the mentorship of Timothy Nelson, Ph.D. Her research interests include children's health behaviors and health promotion, with a focus on pediatric sleep. Her dissertation examines the effectiveness of a brief sleep intervention for children presenting with behavioral/emotional concerns

within outpatient clinics and integrated primary care settings. She has presented her research at local and national conferences and has collaborated on multiple published manuscripts.

Kidwell is recognized as an outstanding student who has made contributions to the field of pediatric psychology through research, clinical work, teaching, and service. Clinically, she has gained experiences with a number of pediatric populations in medical settings. She has received numerous awards for her academic and

research accomplishments, including the SPP Student Poster Award in 2016.

Kidwell plans to pursue a research career, continuing to examine key pediatric health issues.



Katie Kidwell

## SPP Student Travel Awards 2016



**Samantha Bento**

Univ of Maryland  
Baltimore County

**Title:** Children's inhibition abilities moderate the relation between anxiety and acute pain tolerance



**Erin Brannon**

Oklahoma State Univ

**Title:** Promoting physical activity using a brief mHealth intervention: an N-of-1 RCT for determining fit between adolescent and feedback provider



**Kendra Krietsch**

University of Florida

**Title:** Parent-report: trajectories of child quality-of-life across a behavioral weight loss intervention



**Casey Lawless**

University of Florida

**Title:** Asthma in rural and non-rural youth



**Samantha Miadich**

Virginia Commonwealth University

**Title:** Using cumulative risk to predict daily asthma outcomes of urban children with asthma: an application of ecological momentary assessment



**Melissa Pielech**

University of New Mexico

**Title:** Multi-level modeling of changes in parent responses during intensive interdisciplinary pediatric pain rehabilitation



**Alexandra Psihogios**

Loyola University

**Title:** A concurrent and longitudinal examination of a bio-neuropsychosocial model for predicting medical adherence and autonomy in youth with spina bifida



**Heather Strong**

Univ of Cincinnati

**Title:** Parental perception of obesity and health behaviors in urban preschool-age children

## Travel Award Honorable Mention



**Jennifer Warnick**

University of Florida

**Title:** Unhealthy family functioning and parental perceptions of child feeding

## Walker Education Award



**Mary Beth McCullough**

Cincinnati Children's

**Title:** Examining a behavioral economics approach to recruitment within the context of preschool obesity treatment

## Graduating with a Ph.D. or Psy.D.?

If you are a SPP student member receiving your Ph.D. or Psy.D. in 2016, you can have your name published in the Fall issue of **Progress Notes**.

Students and/or faculty advisors should submit name, institution, and dissertation title to Student Advisory Board member Andrea Wojtowicz at: [andrea.a.wojtowicz@gmail.com](mailto:andrea.a.wojtowicz@gmail.com).

Due: **Sept. 1, 2016.**

## Call for Grad Student Spotlight Nominations

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

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

Request a nomination form and send it with a letter of recommendation and nominee's CV to Student Advisory Board Member Andrea Wojtowicz at [andrea.a.wojtowicz@gmail.com](mailto:andrea.a.wojtowicz@gmail.com) by **July 8, 2016.**



## Apply Now!

### Student Research Grants and Awards

#### The Marion & Donald Routh Student Research Grant

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

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

#### Mary Jo Kupst Trainee Grant for Research in Resilience

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

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

#### Lizette Peterson-Homer Injury Prevention Grant

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

#### SPP Student Research Award Competition

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

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

For more details and eligibility criteria on each of these grants and awards, please visit SPP online at [www.societyofpediatricpsychology.org](http://www.societyofpediatricpsychology.org).

**Application deadline is October 1, 2016.**

Email single-document pdf applications to:  
Eleanor Mackey, Ph.D.  
[emackey@childrensnational.org](mailto:emackey@childrensnational.org)

Questions? Call 202-352-6870

## Book Review

### ***The Psychosis Response Guide: How to Help Young People in Psychiatric Crises***

By Carina A. Iati, Psy.D., and Rachel N. Waford, Ph.D.

*The Psychosis Response Guide* by Carina Iati and Rachel Waford was written to share information with folks who may encounter a young person experiencing psychosis. But it does so much more. It not only teaches the reader about psychosis—what it looks like, how to react to it—but it also humanizes the people struggling with that experience. It simultaneously empowers and educates, thus reducing the fear and anxiety of encountering this challenge, for all potential helpers.

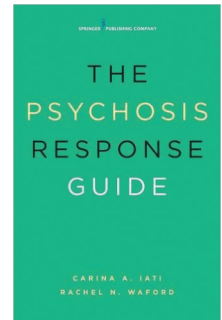
Insightful and timely guiding questions encourage the reader to consider what it might be like to endure aspects of psychosis. These questions are also designed to help the reader role-play the helper's experience. The authors provide valuable information about verbal/nonverbal cues, communication strategies, and empathy, and then ask the reader to increase their self-awareness and consider how they might want to present themselves to an individual in distress.

Vignettes are also provided. The authors guide the reader through noticing symptoms, the common responses of loved ones, the young person's reactions and the approach used, as well as next steps taken by the helping individual. These examples allow the reader to begin testing their newly developing skills—to think about how they would see those behaviors now that they have some understanding of psychosis, and to consider what they would say and do.

The book then offers the reader support in understanding how they would go about making such decisions. Rather than relying on the individual—newly familiar with the symptoms of psychosis and some communication strategies—to make do with just these tools, the authors help the reader develop a list of "check-downs." These check-downs empower the reader to evaluate their intervention options; first, by identifying specific aspects of the situation to consider and then, by naming those options.

The final chapter aims to help the reader understand what to do following an intervention, based on their own emotions and relationships, as well as on the needs of the young person in distress. It is a unique but essential chapter that validates the helper's likely difficult experience and identifies potential outcomes and options for follow-up, before offering a plethora of national resources to help young people in psychiatric crises.

*The Psychosis Response Guide* is a book that all professionals working with adolescents and young adults should read, and one that is both as accessible and enjoyable as it is educational and empowering. The book can be found on Amazon and Springer Publishing websites.



*Book Review by Dr. Lynn Coleman, a clinician at Desert-Heights Academy, a school in Phoenix serving children and adolescents coping with emotional and behavioral challenges.*

## Parent Behaviors and Child's Anxiety during Anesthesia Induction: Examining Relevant Cultural Factors

By Alvina Rosales, Ph.D., SPP Diversity Research Grant Recipient 2015

### Significance and Specific Aims

It is estimated that 2.3 million children under 15 years of age undergo surgery in the United States each year, and up to 65% experience significant anxiety before surgery<sup>1</sup>. High preoperative anxiety in children is associated with increased postoperative pain, delayed hospital discharge as well as maladaptive postoperative behavioral changes and emergence delirium<sup>2,3</sup>. Previous studies have indicated that induction of anesthesia is the most stressful period for children throughout the entire preoperative process<sup>4</sup>. Parental presence has been found beneficial in reducing children's anxiety<sup>5</sup>. "It's OK," however, results have been mixed.

Health disparities literature has focused on cultural variations in health outcomes including anxiety, pain expression, and pain management. Cultural values may be associated with these variations. For example, *simpatia* (i.e., agreeableness, pleasantness, and respect even in the context of stressful situations) is a commonly held value among Latino populations, and is thought to impact Latino patients' interactions with healthcare providers<sup>6,7</sup>. However, few studies have systematically examined cultural factors in the context of healthcare procedures, and none to date on anesthesia induction. The present study aimed to identify relevant cultural factors for Latino families in the context of outpatient surgery and to examine how these factors may be associated with surgical anxiety and coping in Latino children.

### Methods

An interdisciplinary group of investigators with expertise in areas such as pain, perioperative management and Latino/a health partnered with a community task force of Latina mothers ( $n = 10$ ) whose children underwent surgery at a local children's hospital. Using a community based participatory research approach, collaborators engaged in a six-month process to identify factors from multiple systems (e.g., family and hospital-wide) that youth and mothers believed impact children's perioperative health and wellbeing. Grounded theory qualitative methods were used to collect and analyze data.

The second part of the study is ongoing and involved the development of a behavioral observation measure for the cultural value of *simpatia*, as part of a larger observational mea-

sure of perioperative procedures and behaviors. The new scale has been used to begin coding 30 videos of anesthesia induction from two children's hospitals, Lucile Packard Children's Hospital Stanford ( $n = 15$ ) and Children's Hospital Colorado ( $n = 15$ ).

### Results

Results from the first phase of the study indicated that *simpatia* was among the cultural variables identified as important in the perioperative process. Youth reports indicated that patients indirectly benefit from parents' *simpatia*-congruent behaviors. That is, when parents appeared content and happy during the preoperative process, youth felt more at ease. Development of the *Simpatia* Scale for Anesthesia Induction was guided using existing literature and previously used measures of *simpatia*.<sup>8</sup> Reliability ( $>85\%$ ) among two coders was established and maintained via consensus meetings. Kappa values ranged from fair to perfect interrater agreement (0.27-1.00).

Preliminary results from the second phase of the study indicate parents engaged in *simpatia*-consistent behaviors between 43-87% of anesthesia induction time intervals (30 seconds each). Parents smiled or laughed during 88% of time intervals, maintained eye contact toward child 89% of the time, engaged in appeasing behaviors (e.g., caressing hand) 71% of the time, and assisted health care providers 43% of the time. Children's acute distress levels (i.e., crying, screaming and physically resisting) were low, at 9% of the time, while children appropriately engaged with adults approximately 74% of the time.

### Implications

Current results suggest that *simpatia*-congruent behaviors may be common during anesthesia induction in a sample of Latino parents, most of whom are first generation immigrants. Although preliminary, these findings may have important implications for health care providers interacting with parents. Providers should consider the importance of communication that reinforces *simpatia*-congruent behaviors during induction with Latino families. Overall, greater understanding of unique social and cultural factors that may create disparities in quality of managing perioperative care is needed.

## Call for SPP Diversity Research Grant Applications

The Division 54 Diversity Committee seeks applications for the SPP Diversity Research Grant program.

This grant awards \$5,000 to a student or early-career investigator doing research that will address critical gaps in our knowledge related to diversity in pediatric psychology. Diversity variables of relevance are broadly defined and include, but are not limited to, racial/ethnic disparities, cultural identity, gender, minority language, socioeconomic status, minority sexual orientation, and or religiosity.

For more information, visit: [www.societyofpediatricpsychology.org/awards\\_and\\_grants](http://www.societyofpediatricpsychology.org/awards_and_grants).

Submit applications electronically to Jessica Valenzuela, Diversity Member-At-Large, at: [Jessica.Valenzuela@nova.edu](mailto:Jessica.Valenzuela@nova.edu) by **October 1, 2016**.

### References

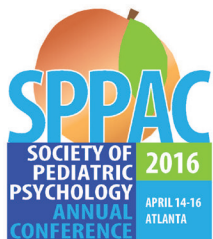
1. Rabbitts J, Groenewald C. Epidemiology of ambulatory anesthesia for children in the United States: 2006 and 1996. *Anesth* .... 2010.
2. Kain ZN, Caldwell-Andrews A, Maranets I, et al. Preoperative anxiety, emergence delirium and postoperative maladaptive behaviors: are they related? A new conceptual framework. *Anesth Analg*. 2004;99:1648-1654.
3. Kain ZN, Mayes LC, Caldwell-Andrews AA, et al. Preoperative anxiety, postoperative pain, and behavioral recovery in young children undergoing surgery. *Pediatrics*. 2006;118:651-658.
4. Kain ZN, Caldwell-Andrews AA, Anonymous. Preoperative psychological preparation of the child for surgery: an update. *Anesthesiol Clin North America*. 2005;23:597-614.
5. Martin SR, Chorney JM, Cohen LL, et al. Sequential Analysis of Mothers' and Fathers' Reassurance and Children's Postoperative Distress. *J Pediatr Psychol*. 2013.
6. Triandis H, Marin G, Lisansky J, et al. *Simpatia* as a cultural script of Hispanics. *J Pers Soc Psychol*. 1984;47:1363-1375.
7. Flores G, Abreu M, Schwartz I, et al. The importance of language and culture in pediatric care: case studies from the Latino community. *J Pediatr*. 2000;137:842-848.
8. Holloway R, Waldrip A, Ickes W. Evidence that a *simpatia* self-schema accounts for differences in the self-concepts and social behavior of Latinos versus Whites (and Blacks). *J Personal* .... 2009;96:1012-1028.

## Conference Highlights

### 2016 Society of Pediatric Psychology Annual Conference (SPPAC) Highlights #SPPAC2016

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

This year, the Society of Pediatric Psychology Annual Conference (SPPAC) was held in Atlanta, GA, April 14-16. A record number of 741 conference attendees participated, including international colleagues from Australia, Iceland, Sweden, Canada, United Arab Emirates, and Ireland. The continued growth of this conference is exciting and a testament to the incredible work being done by SPP members.



The conference schedule included nine outstanding workshops, 12 symposia, and four poster sessions, representing innovative research and applications to clinical practice. Our featured speakers exemplified our overarching focus on interdisciplinary collaborations, primary care, and evidence-based practices, while also highlighting work with diverse populations and intervention development.

SPP President Sharon Berry opened the conference by reminding us of the joys of our work and what it means to be a pediatric psychologist. She challenged us to inspire others and to disseminate our work.

Other highlights included the keynote address by Lee Sanders, who focused on the need to consider our patients' level of health literacy and how to ensure our patients' understanding of medical information. Gayle Brooks, our diversity keynote speaker, told of the many "diverse" faces who are affected by eating disorders. In her invited address, Nadine Kaslow emphasized the importance of the therapeutic alliance for evidence-based practices to be effective.

Deborah Christie reminded us that not only is the science of pediatric psychology intervention important to patient care, but also the art of collaborating with the patients we serve using storytelling and narratives.

During the conference, we honored the SPP award winners with moving talks commemorating their contributions to SPP. New this year was Internships and Postdoctoral Fellowships on Parade—a resounding success with over 30 programs represented.



*Student Advisory Board Members gather at #SPPAC 2016.*

We send thanks to our conference planning committee, student volunteers, conference planners, and presenters and attendees for making this year's conference successful. We hope you enjoyed all of the opportunities to learn, network, and socialize.

We look forward to seeing you next year in Portland.

See you at #SPPAC2017!



## Save the Date

**By Chad Jensen, Ph.D., Conference Chair  
and Erica Sood, Ph.D., Conference Co-Chair**

The 2017 Society of Pediatric Psychology Annual Conference (SPPAC) will be held March 30 – April 1 at the Portland Marriott Downtown Waterfront.

The theme for the 2017 conference is "Collaborative Research and Practice in Pediatric Psychology." The conference will feature invited speakers, symposia, and skill-building workshops focused on collaborations with other professionals, families, and community stakeholders. Programming will include presentations on collaborating with our colleagues across many health-related specialties including technology, neural and biological sciences, and other health care disciplines. Innovative collaborations between psychologists and community participatory collaborations will also be highlighted.

We will solicit proposals for symposia, workshops, and poster presentations in August 2016. Updated conference information will be posted to the Division 54 email listserv as well as the conference website at [www.SPPACAnnualConference.org](http://www.SPPACAnnualConference.org).

Join us for another exciting conference in Portland in 2017!

### 2016 SPPAC Int'l Travel Award Recipients



*Jennifer Keane*



*Line Caes*

*National University of Ireland, Galway*





# Society of Pediatric Psychology

## Division 54, American Psychological Association

### Join Division 54!

#### Membership benefits include:

- Subscription to two professional journals: *Journal of Pediatric Psychology* and *Clinical Practice in Pediatric Psychology*, and the Society's newsletter, *Progress Notes*
- Professional development and continuing education credit at SPPAC, the Society of Pediatric Psychology Annual Conference, and the annual APA convention
- Access to the SPP member directory and listserv, with employment opportunities, clinical issue discussions, referral requests, etc.
- Opportunities to network, participate in Special Interest Groups, and have advocacy and representation in pediatric psychology
- Various awards and grants for students and psychologists at all career stages
- Participation in the SPP mentoring program — as mentee or mentor
- Participation in the SPP mentoring program—as mentee or mentor

#### Special Student Benefits include:

- Option to join the SPP student listserv addressing training and early-career issues
- Conference programming specifically designed for students to meet and network with mentors

#### Vision Statement

Healthier children, youth, and families.

#### Mission Statement

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

#### 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. 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 at *div54@hotmail.com*
- **Access the *Journal of Pediatric Psychology* and *Clinical Practice in Pediatric Psychology* online** Go to: *www.division54member.com/* and sign in with your username and password.
- **Check your membership status, change your contact information, or to ask about SPP programs and services** Send an e-mail to: *APAdiv54@gmail.com*
- **Join the online member directory** Send e-mail to: *APAdiv54@gmail.com* to ask for online directory registration form.
- **Read past newsletter issues**  
<http://societyofpediatricpsychology.org/all-newsletter>
- **Visit the Society of Pediatric Psychology online**  
Go to: <http://societyofpediatricpsychology.org>

To join, please visit:

<http://societyofpediatricpsychology.org>

## Progress Notes

Society of Pediatric Psychology  
PO Box 3968  
Lawrence, KS 66046

NON-PROFIT ORG  
US POSTAGE PAID  
CEDAR RAPIDS, IA  
PERMIT 1500



## Society of Pediatric Psychology 2016 Executive Committee

### President

Sharon Berry, Ph.D., ABPP  
Children's Hospitals and Clinics  
of MN Psychology  
[sharon.berry@childrensmn.org](mailto:sharon.berry@childrensmn.org)

### Past President

Elissa Jelalian, Ph.D.  
Alpert Medical School  
of Brown University  
[elissa\\_jelalian@brown.edu](mailto:elissa_jelalian@brown.edu)

### President Elect

Celia Lescano, Ph.D.  
University of South Florida  
[lescano@usf.edu](mailto:lescano@usf.edu)

### Secretary (2016-18)

Christine Chambers, Ph.D.  
Dalhousie University  
and IWK Health Centre  
[christine.chambers@dal.ca](mailto:christine.chambers@dal.ca)

### Treasurer (2014-16)

T. David Elkin, Ph.D., ABPP  
University of Mississippi  
Medical Center  
[delkin@umc.edu](mailto:delkin@umc.edu)

### APA Council Rep (2016-18)

Ann Kazak, Ph.D., ABPP  
Nemours Children's Health  
System  
[anne.kazak@nemours.org](mailto:anne.kazak@nemours.org)

### Member at Large (2014-16)

**Continuing Education**  
Jennifer Schurman, Ph.D., ABPP  
Children's Mercy Hospital  
[jschurman@cmh.edu](mailto:jschurman@cmh.edu)

### Member at Large (2016-18)

**Diversity**  
Jessica Valenzuela, Ph.D.  
Nova Southeastern University  
[jv637@nova.edu](mailto:jv637@nova.edu)

### Member at Large (2015-17)

**Membership**  
Wendy Ward, Ph.D., ABPP  
UAMS College of Medicine  
Arkansas Children's Hospital  
[wward@uams.edu](mailto:wward@uams.edu)

### Member at Large (2016-18)

**Student/Trainee Development**  
Eleanor Mackey, Ph.D.  
Children's National Health System  
[emackey@childrensnational.org](mailto:emackey@childrensnational.org)

### Newsletter Editor (2016-18)

Laura Simons, Ph.D.  
Boston Children's Hospital  
[laura.simons@childrens.harvard.edu](mailto:laura.simons@childrens.harvard.edu)

### APA Program Chair (2016)

Elizabeth R. Pulgaron, Ph.D.  
University of Miami  
[epulgaron@med.miami.edu](mailto:epulgaron@med.miami.edu)

### JPP Editor (2012-2017)

Grayson N. Holmbeck, Ph.D.  
Department of Psychology  
Loyola University Chicago  
[gholmbe@luc.edu](mailto:gholmbe@luc.edu)

### CPPP Editors (2013-2018)

Jennifer Shroff Pendley, Ph.D.  
A.I. duPont Hospital for Children  
[jpendley@nemours.org](mailto:jpendley@nemours.org)

### Historian (2013-17)

Anne Kazak, Ph.D., ABPP  
Nemours Children's Health System  
[anne.kazak@nemours.org](mailto:anne.kazak@nemours.org)

### SPPAC Program Chair (2017)

Chad Jensen, Ph.D.  
Brigham Young University  
[chadjensen@byu.edu](mailto:chadjensen@byu.edu)

### Web/Listserv Manager (2016-18)

Bryan Karazsia, Ph.D.  
College of Wooster  
[bkarazsi@gmail.com](mailto:bkarazsi@gmail.com)

### Student Rep (2015-16)

Jaclyn Lennon Papadakis, M.A.  
Loyola University Chicago  
[SPP.StudentRep@gmail.com](mailto:SPP.StudentRep@gmail.com)

### Administrative Officer

Karen Roberts  
785.856.0713  
[APAdiv54@gmail.com](mailto:APAdiv54@gmail.com)

Visit Division 54 at: <http://societyofpediatricpsychology.org>