



Collective Evidence, Collective Impact: Advancing Child Health & Wellbeing

Children, youth, families, and the healthcare systems that serve them are facing increasingly complex challenges. As pediatric psychologists, we share a responsibility to meet the complexity of this moment with evidence, innovation, and the courage to question what is, while building what could be.

The most meaningful advances do not happen in isolation. They occur when researchers, clinicians, educators, trainees, advocates, community partners, patients, and families come together to share knowledge, challenge assumptions, and build solutions that none of us could achieve alone.

This year's theme, **Collective Evidence, Collective Impact**, celebrates the power of collaboration, community, connection, and the synergy of shared purpose. Across healthcare systems, academic institutions, clinics, schools, communities, and policy settings, pediatric psychologists are partnering with others to translate science into practice, improve access to care, address disparities, support resilience and coping, and advocate for children, youth, families, and healthcare systems.

In alignment with SPP's strategic pillars and core values, we invite submissions that highlight how collective expertise, diverse perspectives, and meaningful collaboration can accelerate research, strengthen practice, enhance education and career development, amplify advocacy, and improve outcomes across populations and settings. Together, we can shape a healthier future.

We encourage authors to interpret “**collective**” broadly and creatively. This might include formal partnerships, in addition to the many everyday ways pediatric psychologists work with others across disciplines, settings, institutions, communities, career stages, and/or lived experiences to generate evidence, strengthen practice, advance education, support advocacy, and create meaningful change. In this spirit, “collective” may describe collaborations among researchers, clinicians, families, trainees, community partners, educators, advocates, healthcare leaders, policy partners, and interdisciplinary teams. It may also describe work that bridges science and practice, connects institutions and communities, strengthens our workforce, or translates shared learning into systems change. We invite you to join us as we create a conference in service of learning, connection, collaboration, and action as we turn collective evidence into collective impact for youth, families, and systems.

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SPPAC 2027: Call for Proposals (CFP)

This year's theme is representative of one of SPP's core values, *Together*. Submissions that approach "collective evidence and collective impact" in both significant or innovative ways as well as those in which the theme is present in understated or foundational characteristics will be prioritized.

We are asking for submissions for [Workshops](#), [Scientific Symposia](#), [Strategic Skill-Building Sessions](#), [Critical Conversation Panels](#), and [Poster/Paper abstracts](#). Please see below for descriptions of proposal types. All proposals will be peer-reviewed. Please review this page carefully before you begin your submission and submit it by **October 5, 2026**. Take note of specific proposal types and select the one that best fits your proposed session. **All proposals should be submitted through the [SPPAC 2027 Submission Portal](#).**

We seek to represent the broad range of contemporary pediatric psychology, welcoming proposals in content areas that reflect work across all disease groups, populations, settings, and areas of professional pediatric psychology. Please review the session type descriptions below for examples of content areas of interest, as identified by SPP members. Additional Topic areas of interest can be found in the [Tags & Topics Guidelines](#).

SPPAC 2027: Proposal Types

Workshops (2 CE)

We invite proposals for 120-minute (2 hour) workshops. Workshops are in-depth training opportunities that help pediatric psychologists stay at the cutting edge of the profession. Workshops should provide active learning opportunities and support practical application of knowledge or new skills. Workshops should be relevant to practice, education/supervision, science, advocacy, and/or administrative work of pediatric psychologists.

Specific Content Areas of interest identified by membership include, but are not limited to: Ethical Issues; Business of Psychology (Demonstrating Value, Billing/Insurance, Innovative Workforce Models, Innovative Roles), Cross-cutting Clinical Topics (E.g. neuro-diversity in subspecialty practice; Micro Interventions, etc.); Specific Cross-cutting Evidence-Based Interventions (E.g., M.I., ACT, Transdiagnostic, etc.); Artificial Intelligence; Science Communication; Knowledge Translation; Skills for Academic Scholarship (E.g., How to review a manuscript, Write a NIH grant, Mock Study Session, research methodologies, statistical methodologies, etc.); Contextually Responsive Practice/Supervision/Leadership ; Culturally Responsive Practice/Supervision/Leadership; Advocacy

For more information see [Workshop Submission Requirements](#).

Scientific Symposia (1.25 CE)

Submissions for scientific symposia will be considered for 75-minute sessions. Symposia are focused sessions featuring 2–3 brief presentations on a unifying topic within the field of pediatric psychology preferably relevant to the conference theme and/or listed topic areas of interest (e.g., assessment, etc.). A moderator will facilitate a Q&A session. Presentations may focus on research, practice, education, or other topic areas. Additionally, poster submissions may be identified by the SPC as appropriate for symposium sessions.

For more information see [Scientific Symposia Submission Requirements](#).

Strategic Skill-Building Session (1.25 CE)

Submissions for a Strategic Skill-Building Session will be considered for a 75-minute session crafted to provide hands-on learning to help participants develop practical skills within a specific area or brief “how-to...” sessions.

Specific Content Areas of interest identified by membership include, but are not limited to: Ethical Issues; Business of Psychology, Cross-cutting Clinical Topics (E.g., neuro-diversity in subspecialty practice, micro interventions, etc.); Specific Cross-cutting Evidence-Based Treatments (E.g., M.I., ACT, Transdiagnostic, etc.); Artificial Intelligence; Knowledge Translation; Skills for Academic Scholarship (E.g., How to review a manuscript, write a NIH grant, research methodologies, statistical methodologies, etc.); Contextually Responsive Practice/Supervision/Leadership ; Culturally Responsive Practice/Supervision/Leadership; Advocacy

*Additionally, we are interested in proposals that target specific career stage groups (e.g. early career, mid-career, etc.) AND those that span career stages.

For more information see [Strategic Skill-Building Submission Requirements](#)

Critical Conversation Panel (1.25 CE)

Submissions for a Critical Conversation Panel Session will be considered for a 75-minute session. These sessions are intended to support informed conversation between presenters and attendees and explore differing perspectives on a **current important, urgent, or transformative topic within the field (e.g., AI and the future of pediatric psychology, ethical practice in gender care, climate change and youth health, supporting patients and families amid changing healthcare priorities, navigating political change, etc.)**. Note, these sessions are not intended to ‘solve a problem’ or ‘reach a resolution’ but to explore. Presenters and/or moderators should include a range of informed individuals (researchers, clinicians, community stakeholders, non-psychologists, etc.).

Specific Content Areas of interest identified by membership include, but are not limited to: Ethical Considerations; Contemporary Clinical Challenges; Contemporary Research Challenges; Health Equity; Community Engagement; Informatics/AI/Data Science; The Business of Psychology; Workforce Development; Field Changing Paradigms

For more information see [Critical Conversation Panel Submission Requirements](#)

Poster/Paper Abstract (1-1.25 CE)

Submissions can be considered for (a) paper presentation only, (b) poster presentation only, or (c) both. All paper and poster submissions must have complete data at the time of submission. Authors must attest that abstract data are novel and are not currently submitted nor under review or published in any other medium that will be published or presented before SPPAC. Poster Abstract Submissions will be considered for presentation during a 60-minute assigned poster session. Posters will be assigned to sessions within topic groups. During the poster session, presenters are encouraged to engage participants. At least one poster author should be present for the entire poster session to answer questions from participants. Paper abstract submissions will be considered to participate in a 75-minute session with other papers of similar content organized by the Scientific Program Committee.

For more information see [Poster and Paper Submission Requirements](#)

SPPAC 2027: Notes for Submissions

Policies

- ❖ All participants are expected to understand and agree to the [SPPAC 2027 Rules for Participation](#).
- ❖ All presentations should use [inclusive language](#) that avoids stereotypes, labeling, and pejorative comments. Presenters are encouraged to acknowledge diversity and expected to use appropriate descriptions, including those for gender, sexual orientation, racial and ethnic identity, disabilities, and age. Failure to adhere to these steps may lead to a request to revise or withdrawal of the submission.
- ❖ Participants are expected to maintain the highest standards of courteous and respectful behavior, especially when discussing sensitive and/or controversial topics.

Presenter Profile

To submit a proposal, you must have an up to date “presenter profile” within the submission portal. Information in the presenter profile is not used in the review process. This professional information is used for conference materials and Continuing Education purposes. Aggregated findings may be used to inform future conference planning.

Tags & Topics Guidelines

To help conference attendees select programming that aligns with both their interests (**Topics**) and professional development goals (**Tags**), submitters are asked to indicate a primary and secondary Topic and up to 3 additional Topics; and a primary and optional secondary Tag that aligns with their proposal. Click here for list of [Tags and Topics](#). Authors will have the option of “other” should they not identify an appropriate topic from those listed. Poster/Paper submissions will not require Tags.

Tags describe how attendees will grow professionally from attendance at the session. Please select the Tags that best represent the primary skill, capability, or role developed through your session. Authors are encouraged to reflect on the question **“How will this session help attendees grow professionally?”** or **“In what areas of professional development will they gain knowledge or skills?”** as they select tags for their sessions. Tags are inspired by the Core Competencies in Pediatric Psychology ([Palermo et al., 2014](#)) and designed to reflect the breadth of contemporary pediatric psychology.

Topics should describe what your session is about and can highlight the specific condition/disease groups, populations, settings, methods, approaches, and emerging issues. Topics should answer the question **“What will attendees learn about?”**

The Scientific Program Committee may request revisions to the selected tags and/or topics of accepted proposals.

Learning Objectives Guidelines

All oral presentation proposals (Strategic Skill building Sessions, Critical Conversation Panels, Scientific Symposia, and Workshops) must include two to three specific learning objectives that participants will achieve from the proposed session. Learning objectives are statements that clearly describe what the participants are expected to learn and how participants can apply this knowledge in practice or other professional contexts. Review APA's guidance [here](#). **Learning objectives must be observable and measurable.**

Terms to use when writing learning objectives:

- List, describe, recite, write
- Compute, discuss, explain, predict
- Apply, demonstrate, prepare, use
- Analyze, design, select, utilize
- Compile, create, plan, revise
- Assess, compare, rate, critique

Do **not** use:

- Know, understand
- Learn, appreciate
- Become aware of, become familiar with

Learning objectives should complete this sentence:

“Upon completion, participants will be able to...”

Submission Scoring Guidelines

Proposals are selected to ensure the conference offers a scientifically rigorous, comprehensive, non-promotional, non-biased, objective, and a diverse program representative of the breadth of contemporary pediatric psychology. Proposals will be reviewed in the following categories:

- Significance: Relevance to pediatric psychologists' skills in advocacy, training/education, leadership, research, and/or clinical practice.
- Approach: Quality of teaching or research methods.
- Summary score: Overall quality of the proposal.
- Alignment with the conference theme.
- Equity, diversity, and inclusion considerations.
- Incorporation of patient and family perspectives.

Ethics Continuing Education (CE) Guidelines

If you would like your presentation to be considered for Ethics CE credits, please address the following criteria in your submission:

- Presentations eligible for Ethics CE must include content in at least one of the following areas: ethical, legal, statutory, or regulatory policies; guidelines and/or standards that impact psychological practice, education, or research.
- This content must be embedded throughout the entirety of the presentation, including the title, summary, learning objectives, and relevant citations.
- Three references are required. References must be peer-reviewed. References of the ethics code and/or book chapters are allowed, but at least one peer-reviewed reference must address ethical, legal, statutory, or regulatory policies, guidelines, and/or standards that impact psychological practice, education, or research. If this content is not evident from the title of the reference, please include a brief (one-sentence) description of how the citation meets this requirement.
- If submissions do not sufficiently meet this standard, they may be returned for resubmission or accepted for general CE instead of ethics/regulatory CE.