The President’s Message

Connection, Collaboration, and Looking Forward

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

Annual Conference, Annual Convention

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

My own experience in developing the symposium, “Role of Technology in Disseminating Psychology,” may serve as an illustrative example. This initiative evolved from a meeting of several child-related division presidents during last year’s APA Convention. The group discussed the fact that the internet and social media have become primary resources for information regarding child development and mental/behavioral health conditions in youth. We further considered the important responsibility that psychologists working with children have in assuring that the public has access to accurate information regarding the science of psychology. The goal of the APA symposium that evolved from these conversations will be to facilitate an interactive forum for discussing the potential advantages and challenges associated with using technology to share evidence-based practices.

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

Innovations in science and clinical practice evolve from novel collaborations and perspectives. As pediatric psychologists, we have opportunities to interact with colleagues from a number of pediatric subspecialties, nursing, and neuroscience. I suggest that colleagues from the areas of Addiction Psychology, Health Psychology, and Exercise and Sport Psychology, among others, may offer similar insights and novel vantage points from which we may consider the professional challenges with which we are faced. I encourage you to obtain the unique benefits available to pediatric psychologists from interdisciplinary learning and attendance at the APA Annual Convention.
The Routh Early-Career Award was given to Katie Devine, Ph.D., M.P.H. This award recognizes significant contributions to the field of pediatric psychology in research, clinical training, and/or service during the early career. Devine is an assistant professor of medicine and pediatrics at the Rutgers Cancer Institute of New Jersey. She obtained a Ph.D. in clinical psychology from the University of Georgia. As a graduate student, she served as the Student Rep. to the SSP Executive Board. She completed her predoctoral internship at the University of Florida Health Science Center and postdoctoral training at Loyola University Chicago. She obtained a MPH while completing the Cancer Control Training Program at the University of Rochester Medical Center. Devine’s work focuses on pediatric cancer survivorship, with an emphasis on issues relevant for adolescent and young adult (AYA) survivors. She is also interested in the use of mobile technology to promote healthy behaviors. Current projects include evaluation of a mobile health fitness program for AYA survivors of pediatric cancers and development of an intervention to improve self-management skills in AYA survivors.

Katie Devine, Ph.D.

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

Celia Lescano, Ph.D.

The Dennis Drotar Distinguished Research Award was given to Jan Wallander, Ph.D. This award recognizes excellence and significant contributions in establishing the scientific base of pediatric psychology. Wallander is professor and chair of Psychology at University of California, Merced, with expertise in pediatric psychology. His research is focused on risk and protective processes associated with the health, quality of life, and well being of children and adolescents, as well as empirically supported interventions to improve these outcomes. A portion of this work has focused on those with pediatric disease or disability, as well as their families, but he is also interested in disparities in these outcomes associated with race/ethnicity and socioeconomic status.

Jan Wallander, Ph.D.

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

Lori Stark, Ph.D.

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

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Shanna M. Guilfoyle, Ph.D.
Five special issues are in progress: 1) Trauma and Child Health (guest edited by Annette La Greca, Jonathan Comer, and Betty Lai), 3) Diversity and Health Disparities (guest edited by Celia Lescano, Daphne Koinis-Mitchell, and Elizabeth McQuaid), 4) Cost-Effectiveness and Economic Impact of Pediatric Psychology Intervention (guest edited by David Janicke and Kevin Hommel), and 5) Sleep in Pediatric and Developmental Conditions (guest edited by Dean W. Beebe; Carolyn E. Ivers-Lands, and Lisa J. Melzer). The latter special issue will be published in conjunction with special issues on the same topic in Clinical Practice in Pediatric Psychology (CPPP) and Journal of Developmental and Behavioral Pediatrics (JDBP).

We have four other special issues in progress: 1) Disorders of Sex Development (Deadline: September 1, 2015; guest edited by: David E. Sandburg, Nina Callens, and Vickie Pasterski), 2) Family Processes and Outcomes (Deadline: December 1, 2015; guest edited by: Cynthia Gerhardt, Cynthia Berg, Deborah Wiebe, and Grayson Holmbeck), 3) Psychology in Primary Care (Deadline: December 1, 2015; guest edited by John Lavigne), and 4) Emotions and Pediatric Injury (Deadline: June 1, 2016; guest edited by Barbara Morrongiello and David Schwebel). Also, I would like to remind our readers that we have a new ongoing series in JPP: Historical Analysis in Pediatric Psychology. In issue 12 this year, we published two papers for this special series devoted to the history of pediatric psychology. Authors interested in submitting a paper for this series can contact the JPP editor to discuss potential papers prior to submission. There is no deadline for these papers.

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

For any type of manuscript, the Instructions to Authors can be found at www.aspp.org/journals/jpepsy or submitted to journal@aspp.org. If you have feedback or questions, I contact me at pholmbeck@uwm.edu.
Growing Attention for Maternal Mental Health in the Neonatal Intensive Care Unit

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

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

Rates of postpartum depression are significantly elevated among NICU mothers relative to the general population, with estimates ranging from 28 – 70% (Miles, Holditch-Davis, Schwartz, & Scher, 2007). NICU admissions also display psychological needs necessitating focused strategies for mental health care engagement, e.g., not wanting to leave their child’s bedside to pursue treatment or engage in self-care (Beck, 2005).

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

Continued clinical, research, and advocacy work in addressing unmet needs of NICU parents is paramount, especially in light of the unique contributions psychologists can provide in improving the experience of NICU families as they navigate this incredible taxing time (Rapoff, 2013). To date, APA’s Division 54 has established a SIG bringing NICU psychologists together to discuss current practices. The National Perinatal Association has convened an interdisciplinary task force to establish standards of care for psychosocial support in the NICU (Hall et al., 2015).

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

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

References


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

#### Thursday, August 6, 2015

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<tr>
<td>8–9 am</td>
<td>Symposium: Application of Parent Child Interaction Therapy with Specialized Populations Conv Ctr Room 2032D</td>
<td>Symposium: Emerging Adulthood — Merging Research and Practice to Facilitate Healthy Transitions Conv Ctr Room 7024</td>
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<tr>
<td>9–10 am</td>
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<tr>
<td>10–11 am</td>
<td>Symposium: Sleep and Emotional Health in Adolescence: Scientific Progress and translational Opportunities Conv Ctr Room 1205B</td>
<td>Symposium: Making A Difference — Moving Child Health Research off the Shelf and into Practice Conv Ctr Room 717A</td>
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<td>11 am–12 pm</td>
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<td>Symposium: A Quantitative Evaluation of New Fatherhood — Implications for Policy &amp; Practice Conv Ctr Room 714B</td>
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<td>12–1 pm</td>
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<tr>
<td>1–2 pm</td>
<td>Symposium: Hot Topics in Adolescent Psychology — Addressing Risk and Promoting Wellness Conv Ctr Room 206E</td>
<td>Paper Session: Outstanding Student Research in Pediatric Psychology Convention Ctr Room 715B</td>
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<tr>
<td>2–3 pm</td>
<td>Symposium: Adapting Evidence-Based Treatments to the Specific Needs of Children and Adolescents Conv Ctr Room 205B</td>
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<tr>
<td>3–4 pm</td>
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<td>Conversation Hour: Leadership Development — Developing Skills and Sharing Lessons Learned Convention Center Room 809</td>
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<td>4–7 pm</td>
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<td>D54 Executive Committee Meeting Intercontinental Hotel, Halliburton Room</td>
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#### Friday, August 7, 2015

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<tr>
<td>8–9 am</td>
<td>Symposium: Research Funding Opportunities and Words of Wisdom for Early-Career Child Clinical Psychologists Conv Ctr Rm Constitution Hall 105</td>
<td>Symposium: Helping the Inside Out — Identity-based Bullying among Adolescents Conv Ctr Room 718B</td>
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<tr>
<td>9–10 am</td>
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<td>Paper Session: Parental, Families, and Children’s Health Convention Center Room 707</td>
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<tr>
<td>10 am–12 pm</td>
<td>Symposium: Pediatric Sport Concussion: Current Knowledge and Directions for Future Research Conv Ctr Room 205B</td>
<td>Symposium: Addressing Perinatal Mood and Anxiety Disorders — Diverse Roles for Psychologists Conv Ctr Room 705</td>
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<tr>
<td>12 pm–1 pm</td>
<td>Presidential Address by John Placentini Intercontinental Hotel, Caledon Room</td>
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<tr>
<td>1–2 pm</td>
<td>Business Meeting/Early-Career Award Addresses Intercontinental Hotel, Caledon Room</td>
<td>Collaborative Symposium: Emerging Adulthood — Science, Practice, and Education Conv Ctr Room 716A</td>
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<tr>
<td>4–5 pm</td>
<td>Symposium: Interdisciplinary Dissemination of Evidence-Based Interventions with Rural School Districts Conv Ctr Room 712</td>
<td>Collaborative Symposium: Mental Health and Wellness in LGBTQ Youth and Young Adults Conv Ctr Room 714B</td>
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<tr>
<td>5–6 pm</td>
<td>Collaborative Symposium: Emerging Adulthood — Science, Practice, and Education Conv Ctr Room 716A</td>
<td>Symposium: Translating Basic Behavioral Science into New Interventions to Reduce Pediatric Health Disparities Conv Ctr Room 712</td>
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#### Saturday, August 8, 2015

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<tr>
<td>8–9 am</td>
<td>Symposium: Hot Topics in Child Psychology: Building Emotion Regulation Skills Conv Ctr Rm 205C</td>
<td>Discussion: How Safe Are Our Schools? Conv Ctr Room 714A</td>
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<tr>
<td>9–10 am</td>
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<td>Poster Session: Predictors of Child and Adolescent Mental Health Conv Ctr Room 714A</td>
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<tr>
<td>10–11 am</td>
<td>Symposium: Interactive Panel Discussions on Ethical Challenges in Child and Adolescent Psychology Conv Ctr Room 205B</td>
<td>Symposium: An Ecobiodevelopmental Approach to Men’s Perinatal Mental Health and Family Wellness Conv Ctr Room 717B</td>
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<tr>
<td>11 am–12 pm</td>
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<td>Poster Session: Current Research in Pediatric Psychology Convention Center Exhibit Halls D&amp;E</td>
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<tr>
<td>12–1 pm</td>
<td>Distinguished Career Award Address: Anthony Spirito Conv Ctr Room 809</td>
<td>Skill-Building Session: Best Practices in Modeling Conv Ctr Room 706B</td>
</tr>
<tr>
<td>1–2 pm</td>
<td>Paper Session: Outstanding Student Research in Pediatric Psychology Convention Ctr Room 715B</td>
<td>Innovative: Pediatric Psychology Speed Mentoring Convention Center Constitution Hall 105</td>
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<tr>
<td>2–3 pm</td>
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<td>CPPP Editorial Board Meeting Intercontinental Hotel, Grenadier Rm</td>
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<tr>
<td>4–5 pm</td>
<td>Symposium: Innovative Interventions for Children and Adolescents During Short-Term Inpatient Admissions Conv Ctr Room 203D</td>
<td>CODAPAR Symposium: Collaborations for Disseminating Health Care Information on a Shoestring – Exemplars of the CODAPAR Interdivisional Grants Program Conv Ctr Room 709</td>
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<tr>
<td>5–7 pm</td>
<td>CODAPAR Symposium: Collaborations for Disseminating Health Care Information on a Shoestring – Exemplars of the CODAPAR Interdivisional Grants Program Conv Ctr Room 709</td>
<td>D54 Business Meeting — Convention Ctr Room 101A</td>
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#### Sunday, August 9, 2015

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<tr>
<td>8–9 am</td>
<td>Symposium: Sharing the Sandwich: What Can Psychologists Expect from Pediatricians! Conv Ctr Room 206B</td>
<td>Collaborative Symposium: Integrated Primary Care for At-Risk Children: NICU Follow-Up and Foster Care Conv Ctr Room 713B</td>
</tr>
<tr>
<td>9–10 am</td>
<td>Collaborative Symposium: Role of Technology in Disseminating Psychology Conv Ctr Room 713B</td>
<td>Collaborative Symposium: Adolescent Depression: Can Teachers Make a Difference? Conv Ctr Room 714B</td>
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<tr>
<td>10–11 am</td>
<td>Collaborative Symposium: Role of Technology in Disseminating Psychology Conv Ctr Room 713B</td>
<td>Collaborative Symposium: Implications of DSM-5 Changes on Autism Spectrum Disorder: Cross-Divisional Perspectives and Evaluation Conv Ctr Room 716B</td>
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<tr>
<td>11 am–12 pm</td>
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<td>Skill-Building Session: Development of an Evidence-Based IOP Program for Pediatric Eating Disorders in the Medical Setting Conv Ctr Room 810</td>
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**Key**

- Division 53 Substantive Programming
- Division 54 Substantive Programming
- Division 53 Non-substantive Programming
- Division 54 Non-substantive Programming
- Cosponsored by Div53 and Div54 Non-Substantive Programming
Mentorship and Networking at Conferences: Advice from the Student Advisory Board!
By Jackie Lennon, M.A., Student Representative

Advice from Mentors

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

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

• Have flexibility in your career trajectory. Walk through open doors, even if you are not necessarily searching for that opportunity.

• Take advantage of the versatility of your training. Find a way to highlight your experience to secure a position you desire.

• Mentors have mentors too! Mentoring relationships do not end once you are no longer a student. Receiving mentorship throughout your career is essential for ensuring your growth as a professional.

Tips for Networking at Conferences

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

• Attend presentations that interest you, and don’t be afraid to ask the speakers questions afterward.

• Attend poster sessions. It’s an easy way to strike up a conversation with those who have similar interests to you.

• Ask your primary supervisor/mentor to introduce you to someone you really want to meet. They can help facilitate that first interaction. Or, ask a fellow student if they will introduce you to their supervisor/mentor.

• Connect with alumni. Chatting about your program can be a great ice breaker.

Undergrad Student Spotlight

By Katie Lynn Boerner, B.S.C. (Hons)

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

Khan is recognized as an outstanding student who has made contributions to the field of pediatric psychology through research and volunteerism. She has been recognized for her accomplishments and leadership through numerous awards. In the future, Khan plans to obtain her Ph.D. in school and clinical psychology. Her career goals include working in a scientist and clinician in community mental health settings. Ultimately, she hopes to work with children and youth in marginalized, high-risk contexts.

Student Advisory Board at SPPAC 2015. Back row left to right: Cyd Eaton, Christina Amato, Jackie Lennon, Aimee Hildenbrand, Ana Catherine Calleja. Front row left to right: Yisi Zhang, Christina Holstein, Andrea Wojtowicz, Liza Murphy. Not pictured: Katelyn Boerner, Elizabeth Nichols.

• Get involved with SIGs. You will meet others with similar interests, and some SIGs host activities specifically to facilitate networking.

• Volunteer! It’s an easy way to be visible and meet lots of people.

• Make sure you allow for down-time in your conference schedule. Being “on” all the time can be tiring. Take time to yourself to ensure that you come across composed and articulate, and it will keep you from getting that dreaded conference burn-out.

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

The APA Annual Convention in Toronto this August will offer plenty of opportunities to network and meet potential mentors. Highlights for students include speed mentoring, internships on Parade, a Q&A session with current interns, and a student social co-hosted with Divisions 16, 27, and 53! Contact me at SPPStudentRep@gmail.com.
Sleep-Wake Disturbances in Adolescents with Spina Bifida: Prevalence and Associations with Bio-neuropsychosocial Functioning

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

Background and Significance

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

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

Design Overview

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

Clinical/Research Implications

Despite emerging evidence of the prevalence and impact of sleep disturbances in pediatric populations, studies that assess sleep in youth with SB are scarce. Sleep represents an important modifiable behavioral domain for diagnosis and intervention, and several researchers have advocated for behavioral sleep interventions to improve youth’s functioning (e.g., mood and attention symptoms; Dahl & Harvey, 2007; Gordon, King, Guillone, Muris, & Ollendick, 2007; Mindell, Kuhn, Levin, Meltzer & Sadeh, 2006). Interventions in childhood and adolescence are particularly important because there is a growing literature indicating that sleep problems predict the development of emotional and cognitive disturbances across the lifespan (Gregory, Caspi, Eley, Moffitt & O’Connor, 2005; Gregory & O’Connor, 2002; Johnson, Chilcote, & Burslow, 2009). The current study will be the first step in the development of preventative treatments designed to improve overall health and well-being in adolescents with SB.

Funding

Caitlin Murray recently received a Ruth L. Kirschstein National Research Service Award (NRSA) for Individual Predoctoral Fellows for this dissertation project (F31HD079270-01A1). Dr. Grayson Holbeck’s longitudinal study is supported by grants from the National Institute of Child Health and Human Development (ROI HD046290) and the March of Dimes Birth Defects Foundation (12-FY13-271).

References

Available online.

Call for Graduate Student Spotlight Nominations

SPP’s Student Advisory Board is accepting nominations for outstanding graduate students in pediatric psychology. One student will be selected based upon his/her interest in pediatric psychology and contributions to the field. Only graduate students will be considered for this round of nominations. The selected student will be featured in the Student Spotlight section of Progress Notes. This is a wonderful opportunity to honor a graduate student and provide the student with exposure to Division 52.

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

Deadline is July 10, 2015.

C. Eugene Walker Education Award in Pediatric Psychology

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

By Robert Walker Butler, Ph.D.

Caitlin Murray, M.A.

Robert Walker Butler, Ph.D.

C. Eugene Walker Education Award in Pediatric Psychology

By Robert Walker Butler, Ph.D.

R obert Walker Butler, Ph.D. died January 14, 2015, after a courageous and difficult battle with cancer. He was born in Chicago and later lived in Florida where he earned a B.A. at the University of Florida. He earned a master’s degree in psychology at UAB and his doctoral degree in clinical psychology at The Ohio State University in 1985. He completed a postdoctoral fellowship/residency in clinical neuropsychology at UCLA in 1987 and was a board certified in clinical neuropsychology.

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

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

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

Background

Asthma is one of the most common childhood chronic illnesses (Akinnuji et al., 2010), and Latino youth are disproportionately affected by asthma (Lara, Akinnuji, Flores, & Mongromsteer, 2006; Liu et al., 2002). Youth with asthma are also at higher risk for psychosocial difficulties (e.g., Katon et al., 2007), which may exacerbate asthma and result in poorer disease control. For Latino children with asthma, functional impairment is associated with parental acculturative stress (Koimis-Mitchell et al., 2010), but little is known about the impact of acculturation across the parent-child dyad. In the case of pediatric asthma, language usage among Latino parents and children may be a particularly relevant aspect of acculturation because parent-child communication is related to asthma control and psychosocial adjustment (Lim, Wood & Miller, 2008). Differences in English versus Spanish language use between parents and their children may lead to communication barriers among family members (e.g., Tseng & Fulgini, 2000), which may impact children’s psychosocial adjustment and disease control.

Objectives

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

Method

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

References

Available online.

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References

Available online.
2015 SPP Annual Conference Highlights
By Emily Fredrick, Ph.D., and Anna Maria Pattilo-Fernandez, Ph.D.

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

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

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

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

Society of Pediatric Psychology
Division 54, American Psychological Association

Join Division 54!
Membership benefits include:
• Subscription to the Journal of Pediatric Psychology and Clinical Practice in Pediatric Psychology
• Representation and advocacy for pediatric psychology
• Option to join the SPP member listserv, with postings about job openings, discussions of clinical issues, referral requests, etc.
• Option to join the SPP student listserv addressing training and early-career issues
• Programming specific to pediatric psychology at the annual APA meeting
• Subscription to the SPP newsletter, Progress Notes
• Opportunities to be involved and volunteer in SPP
• Various awards and grants for students and psychologists at all career stages
• Opportunity to participate in various Special Interest Groups within SPP
• Participation in the SPP mentoring program—as mentee or mentor
• Access to online member directory and option to be listed in the directory

Vision Statement
Healthier children, youth, and families.

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

Free Memberships
Justin Williams
Anna Monica Agoston

Save the Date
By Anna Maria Pattilo Fernandez, Ph.D., and Chad Jensen, Ph.D.

The 2016 Society of Pediatric Psychology Annual Conference (SPPAC) will be held April 14-16 at the Atlanta Marriott Marquis. The theme will be “State of the Art in Pediatric Psychology: Promoting Best Practices.” Join us as we discuss topics consistent with this theme:
• Translation of Evidence-Based Practices into clinical settings
• Interdisciplinary Collaborations in clinical care and research to enhance best practices, including integrated primary care
• Diverse Populations: Addressing the needs of diverse and underserved populations, including reducing health disparities and increasing access to care
• Neuropsychological Assessment and Intervention: Applications of neuropsychology in addressing impact of disease and other risk factors on learning and school outcomes
• Direct Behavioral Observation/Measurement in the natural environment, in simulated settings, and/or electronic monitoring
• Ethics in Education and Training
• Technology in Research and Clinical Care to broaden reach and increase efficacy

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