President’s Message

I am ready to roll up my sleeves...I think.

Well, here I am writing my first presidential message and looking forward to this coming year working with our competent and talented officers and board. I am so lucky to have Karen Roberts nudging me along as our skilled administrative officer and to have the wisdom and guidance of our Past President Tonya Palermo and President Elect Tim Wysocki. Tonya will be a hard act to follow. With her endless energy, she has provided excellent presidential leadership over the past year. I am glad that I have Tonya and Tim to watch my back and not let me stray too far.

Mentoring and eHealth Interventions

In my candidate statement, I mentioned two priorities for my presidential year: mentoring and promotion of e-health interventions. The Division 54 Mentoring Program began in 2004 as a presidential initiative by Mary Jo Kupst. A workshop was conducted and participants were selected from trainees/early career, mid-career, and senior psychologists.

Since then, over 400 Division 54 members have contributed to this program with the numbers continuing to grow. Mentoring is now regarded as a membership benefit. Coordination of the mentoring program has been in the capable hands of Sharon Berry since its inception. I will ask Sharon to work with me to find ways to further enhance the program and make it more visible for our members online.

eHealth interventions have been defined as “applications of technology that seek to either improve a client’s understanding of health information or use technology as a surrogate for the clinician in treatment delivery.” (Cushing & Steele, 2010, p. 937) I have asked Eve-Lynn Nelson and Lee Ritterband to be co-leaders of a task force with its purpose being to encourage the development, validation, and dissemination of eHealth interventions in pediatric psychology. I am grateful to Eve-Lynn and Lee for accepting co-leadership roles, and they plan to have their team in place by January, 2013. Eve-Lynn is an accomplished researcher in telemedicine and Lee is a principal investigator on NIH-funded eHealth intervention studies.

Specific objectives for the task force are:

1. Review the state of the science on eHealth interventions in pediatric psychology and make recommendations for future research (updates since the Cushing & Steele, 2010 meta-analysis and Stinson et al., 2009 systematic review).

2. Determine potential funding sources for eHealth interventions (NIH, industry, foundations, etc.).

3. Review strategies for collaborating with information technology companies to develop and dissemination eHealth interventions.

4. Describe strategies for furthering collaborations in eHealth intervention studies among Division 54 members, e.g., working with SIG chairs, including encouraging the involvement of members who have not yet done e-health interventions.

5. Suggest ways to collaborate with other organizations interested in eHealth interventions such as APA Divisions 38 (Health Psychology) and 53 (Society of Clinical Child and Adolescent Psychology) and the International Society for Research on Internet Interventions (www.isrii.org).

Anticipated outcomes would be for the task force report to be published in the Journal of Pediatric Psychology summarizing information relevant to each of the five objectives, increased collaborations between members in eHealth intervention studies (monitored through activities of the SIGs), possibly a new SIG on eHealth, and the sharing of links to eHealth interventions/studies on our SPP website.

I know this sounds a little schmaltzy, but for me, it really is a distinct honor to serve as your president. So many competent people have served in this capacity, and I hope I can uphold their legacy. Please feel free to send me an email any time you have a question, suggestion, or even a critique.

References


Michael A. Rapoff, Ph.D. is the Ralph L. Smith Professor of Pediatrics at the University of Kansas Medical Center, where he teaches, does research, advises graduate students, sees patients one day a week, and mentors junior colleagues.
The National Conference on Pediatric Psychology presents opportunities for learning and sharing information as well as networking in clinical and research situations. Plenary overview speakers and invited symposia will cover the topics of sleep issues in pediatric psychology, federal health care reform, quality improvement, diversity issues, and clinically informed and clinically relevant research methodologies. Poster sessions will present research and clinical projects.

A panel of experts on the Scientific Review Committee evaluated over 400 abstract submissions for poster sessions. The resulting program will be posted online, as well as information for registration and hotel reservations. Opportunities for continuing education for psychologists will be available during three concurrent 3-hour preconference skills-building workshops on Thursday morning: one on translational research methodologies, one on ACT for Pediatric Pain, and one on ethical challenges in research studies.

In addition to the conference programming, Special Interest Group meetings on topics relevant to clinical practice will be held Thursday afternoon, some of which will offer up to two hours of Continuing Education for psychologists (Intermediate Level).


The SPP Student Advisory Board is planning special events for students such as a mentoring lunch on Saturday with advanced registration only for students to sit with prominent pediatric psychologists.

The conference registration fee includes many meals: evening receptions will have enough food to replace dinner; breakfast will be available on Friday and Saturday; lunch will be provided to registrants on Saturday; breaks will have snacks and refreshments.

*A total of 13 hours of Continuing Education credit for psychologists (Intermediate Level) will be offered during conference programming. Additional CEs will be available in Preconference Workshops and in the SIG meetings.

*The Society of Pediatric Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The Society of Pediatric Psychology maintains responsibility for this program and its contents.
After a successful three year term, David Janicke has passed the baton of Progress Notes editor. Dave has done a tremendous job of ensuring that Progress Notes highlights the research and clinical work of our active student membership. Given his commitment to students, it is quite fitting that he will continue on the board as Member-at-Large for Student/Trainee Development. I want to thank Dave for his support during this transition.

As I begin my tenure as your newsletter editor, I would like to continue to put trainees at the forefront and highlight some of the exciting new developments unfolding within our Division. We currently have 12 Special Interest groups, a growing body of evidence-based practice resources, a new journal — Clinical Practice in Pediatric Psychology, and going forward an annual National Conference in Pediatric Psychology. I have a feeling there will be no shortage of exciting things to highlight!

If you have story ideas, suggestions for new features, or general comments for consideration, please do not hesitate to contact me at laura.simons@childrens.harvard.edu.

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**Progress Notes Editor Update**

Laura Simons, Ph.D.
Elissa Jelalian, Ph.D.

Elissa Jelalian is an associate professor of psychiatry and human behavior and pediatrics at the Alpert Medical School of Brown University. Her NIH-funded research focuses on innovative weight control interventions for youth, dissemination of evidence-based treatments, and evaluation of policy initiatives to promote healthy nutrition and physical activity.

Jelalian has served as a clinical and research mentor for pre-doctoral and postdoctoral trainees in pediatric psychology at Brown for nearly 20 years. She is strongly committed to training and was the recipient of a departmental award for outstanding mentor in 2004 and the Martin P. Levin Mentorship Award in 2010.

Jelalian is a Fellow in both Division 54 and the Obesity Society, and has served on more than 20 ad hoc and special emphasis review panels for the National Institutes of Health. She is also on the editorial boards of the Journal of Pediatric Psychology and the Journal of Family Psychology and was recently appointed an associate editor of Health Psychology.

Jelalian received her Ph.D. in clinical psychology from Miami University. She completed her internship at the University of Rochester and postdoctoral training in pediatric psychology at Brown.

Candidate Statement

I am truly honored to be nominated again for the position of Division 54 president. In reflecting on this nomination, I was struck by the extent to which the landscape of health care and pediatric psychology has evolved during the last five years.

Pediatric psychologists are uniquely positioned to respond to the significant changes in health care and policy impacting the wellbeing of children. Whether it is informing the discussion on the impact of trauma on children’s psychological and physical health, advocating for health insurance reimbursements, or debating the benefits of policies to improve the health of children, we serve as an informed and compassionate voice.

A powerful tool in these discussions is our ability to develop, implement, and interpret relevant research. Researchers, clinicians, and educators all play a critical role in this process. Consistent with our rich tradition, it is incumbent on the leadership of Division 54 to remain at the forefront of informing policy and providing state of the art treatment to provide the best care for children. If given the opportunity, I would work closely with our colleagues in other divisions to put forth our agenda. It would be a privilege to serve as Division 54 president.

Sean Phipps, Ph.D.

Sean Phipps is chair of the Department of Psychology at St. Jude Children’s Research Hospital in Memphis, and holds secondary appointments in the Department of Pediatrics, University of Tennessee College of Medicine, and the Department of Psychology, University of Memphis. He obtained his Ph.D. in psychology from Case Western Reserve University followed by postdoctoral training in pediatric psychology at Children's Hospital of Los Angeles.

Phipps has maintained an active research program, with over 18 years of consecutive NIH funding for his work. His interest is in the area of children’s coping and adaptation to stress, particularly that associated with life-threatening illness. His current focus on psychological resilience applies positive psychology models to identify pathways and mechanisms for healthy outcomes in seriously ill children.

In 2011, Phipps received the Logan Wright Distinguished Research Career Award from Division 54. He serves on the editorial board of several journals, including the Journal of Pediatric Psychology.

Candidate Statement

It is an honor to be nominated as president of SPP, which has been my professional home throughout my career. Our organization has flourished, thanks to the enthusiasm of its members and the guidance of past and current leaders. My goal would be to maintain and build on this strength moving forward.

According to colleagues, my statement the last time I ran for president ensured that I would not be elected. Regardless, I feel it necessary to raise the same issue: I believe a significant problem for our group is the paucity of young men that have been entering our specialty. In recent years, female applicants for our pediatric internships and postdocs have outnumbered males by 20 to 1 or more. As a clinic director, I have experienced the pragmatic challenges that ensue from a shortage of male clinicians (because we all recognize clinical circumstances where gender does matter). The contributions of women to our field have been enormous, and we will undoubtedly remain a specialty where women are the majority, but I believe we must find ways to encourage more young men to view pediatrics as a viable career option early in their psychology training. Ensuring that a critical mass of talented male clinicians and researchers continue to enter our field will help to maintain the vitality of our specialty. I hope that none of my female colleagues are offended by this spin on “diversity.” I welcome the support of all members, regardless of gender.
Lisa Buckloh, Ph.D.

Lisa Buckloh is a clinical research psychologist at Nemours Children’s Clinic in Jacksonville, Fla., and an assistant professor of psychology at the Mayo Clinic College of Medicine. She is also chief of the Child Psychology Section at Nemours and has been on faculty as a licensed psychologist and researcher since 2000. She obtained her Ph.D. in clinical psychology from the University of Kansas and completed her predoctoral internship at the University of Florida Health Science Center.

Buckloh’s research interests are in psychological interventions with youth with types 1 and 2 diabetes mellitus and obesity. Through her work with young diabetics, the governor appointed her a member of the Florida Diabetes Advisory Council. She is a principal investigator on an NIH-funded pilot study and has been co-investigator on several NIH and American Diabetes Association grant-funded projects. Her clinical interests include adjustment and adherence issues in childhood chronic illness, encopresis, and internalizing behavioral problems in youth.

Buckloh was SPP’s first student representative, serving from 1994 to 1996. She created many activities for the student representative position, including the student column in Progress Notes, the SPP Student Advisory Board, and student programming at the APA Convention and regional conferences. She served as an SPP Advisory Board member from 1996 to 1998. Currently, Buckloh is a mentor for the SPP mentoring program. She is a reviewer for many professional journals, including the Journal of Pediatric Psychology.

Candidate Statement

I am honored to be nominated as a candidate for SPP treasurer. My experiences as a clinician and researcher have given me insight into the issues facing our field in both of these areas. I am motivated, organized, and creative about generating ideas and obtaining solutions. I bring attention to detail and fiscal responsibility. In addition, I have had experience in serving as treasurer for a young professional board of a local art museum.

If elected, I would continue to lead us on the path that SPP has been taking to maintain internal fiscal responsibility and increase external funding. This combination has put SPP in strong financial shape to be able to give back to members and students through conference and award sponsorships and other initiatives. I am excited about the opportunity to be involved again in the SPP Executive Committee.

T. David Elkin, Ph.D.

David Elkin is professor of psychiatry at the University of Mississippi Medical Center, and director of the Psychology Residency and Postdoctoral Training Consortium. He received his Ph.D. from the University of Memphis, after completing his internship training in pediatric psychology at the University of Oklahoma Health Sciences Center. He stayed at Oklahoma for a postdoctoral fellowship, focusing on pediatric hematology/oncology. He has been on the faculty at the University of Mississippi Medical Center since 1999.

Elkin has been an active SPP member since its inception and has served as an associate editor of Progress Notes and as Div. 54’s 2004 APA Convention Program Committee chair.

Elkin’s research interests have focused on children with cancer and brain tumors, and recently he is working more in the area of sickle cell disease. He is the recipient of NIH and foundation funding, and enjoys serving as chair of the IRB at his medical center.

Candidate Statement

I am honored to be nominated again as treasurer for the Society of Pediatric Psychology. SPP has been my home for many years now, and I am excited about the opportunity to give back to the group that has given so much to me.

As treasurer, I have focused on two main issues: internal fiscal responsibility and external fundraising. During my term as treasurer, the SPP Board made wise decisions that have kept us from being significantly affected by the recession. In short, we are growing and are well-positioned to grow even more; we have moved from a $250,000 organization to an $800,000 organization.

External fundraising continues to be a priority. I wish to continue to tap outside resources in order to keep SPP strong. I am excited at the opportunity to serve again as treasurer.
Kevin A. Hommel, Ph.D.

Kevin A. Hommel is an associate professor in the Center for Adherence and Self-Management in the Division of Behavioral Medicine and Clinical Psychology at Cincinnati Children’s Hospital Medical Center (CCHMC). He received his Ph.D. from Oklahoma State University and completed his pediatric psychology residency and postdoctoral fellowship training at CCHMC.

Hommel’s research focuses on measurement and treatment of nonadherence to medical regimens in pediatric chronic conditions, particularly inflammatory bowel disease (IBD). His current randomized controlled trial is testing telehealth behavioral treatment for medication nonadherence in pediatric IBD. In addition, Hommel is engaged in self-management and adherence technology development and improving care through collaborative chronic care networks. He is also actively involved in the residency and postdoctoral training programs at CCHMC.

Hommel has been an active member of SPP for many years. He twice served on the SPP board as APA Program Committee Chair for Division 54 in 2006 and 2007, and received the Routh Early Career Award in 2008. He also served as a mentor in the SPP Mentoring Program and for the Journal of Pediatric Psychology (JPP), reviewed proposals for APA and SPP conferences and grants, and currently serves on the JPP editorial board.

Candidate Statement

I am honored to be nominated for the member at large for national conferences position. I have been a member of SPP since I began my graduate training. Throughout the years, SPP has played a significant role in my training and my career as a pediatric psychologist, and I would welcome the opportunity to represent the Division in this capacity.

As a former SPP program committee chair, I would bring a high degree of organizational knowledge to this position. It is clear that it requires an ability to work with many individuals and organizations to promote continuing education for our Division. My research program involves networking with numerous individuals in the healthcare setting, as well as those in industry and organizations not traditionally associated with healthcare. This has allowed me to build strong organizational skills and leadership capabilities that will enable me to perform the duties of the MAL-NC position at the highest level.

As member at large, I would continue to increase the breadth and depth of continuing education opportunities for Division 54 membership and develop innovative methods for disseminating these important training opportunities to our membership.

I sincerely appreciate your support and would be thrilled to serve in this role.
Candidate Statement

I am honored to be nominated to serve as SPP member at large for national conferences. I have been an active member of SPP throughout my career in psychology and appreciate the many benefits my membership in the society has provided. I am particularly passionate about the important role of national conferences in advancing our professional identity as pediatric psychologists. National conferences provide opportunities to advance evidence-based practice, connect pediatric psychologists with others who share their clinical and research interests, and provide opportunities for society members to enhance their research and clinical skills. I view national conferences in pediatric psychology as one of the most vital roles of the society.

My primary aim as member at large for national conferences would be to ensure that society-sponsored conferences meet the needs of all society members. If elected, I would collaborate with national conference planning committees to ensure that programming meets the needs of members at all levels, from undergraduate trainees to senior society members. My experience as student coordinator for a previous SPP regional conference and student volunteer for several additional SPP conferences has prepared me well to assume a leadership role in developing career-enhancing conferences. Building on the important work of past society leaders, I plan to work with SPP members to assess areas where our conferences could be enhanced to ensure that these meetings provide maximal benefit to SPP members.

I would be pleased to serve SPP as member at large for national conferences.
As we approach another exciting year in the Division, I want to review a few upcoming opportunities.

Attend the National Conference in Pediatric Psychology
Held in New Orleans this year, the National Conference in Pediatric Psychology promises to be full of opportunities for students to network with other students and leaders in the field, not to mention providing great food and entertainment. I encourage students to use poster sessions as a way to meet other like-minded students. For those not presenting, the conference holds a host of opportunities to learn and network. The Student Advisory Board (SAB) is in the process of coordinating a mentoring lunch to provide a forum for students to visit with experts in pediatric psychology in a casual setting. Watch your email for information on other student-related programming.

Consider Applying for the Student Advisory Board
The SAB is a wonderful opportunity for students to begin understanding the inner workings of SPP and build leadership experience. We look to replace hardworking members from the membership, website/student spotlight, and programming committees. As an SAB member, you will have the opportunity to write formal proposals to the Board of Directors, serve on committees, and contribute ideas to help keep SPP a strong division for students.

Be Nominated for the Student Spotlight in Progress Notes
The Student Spotlight has continued to be an opportunity for individuals to recognize a graduate student whose graduate career serves as a model for student membership.

Join us on Facebook
SPP has a Facebook group and page, on which the SAB membership committee posts current events and breaking research findings relevant to the Division’s interests. We would also like students to use this opportunity to get to know other members around the country and share ideas.

These are just a few of the ways students benefit from being an SPP member. I hope that involvement in these areas helps connect you with the Division. I also encourage you to contact me with thoughts and opinions at jenlee09@gmail.com.

Susan Tran Award

Susan Tran is a fifth-year graduate student at the University of Wisconsin-Milwaukee under the mentorship of W. Hobart Davies, Ph.D. She has an exceptionally strong track record in research and clinical endeavors within the field of pediatric psychology.

Tran has worked extensively on research projects in the pediatric pain center at Children’s Hospital of Wisconsin, and has also managed a variety of other studies including a recent study examining parent beliefs regarding acceptability of recruitment methods in pediatric behavioral research. Clinically, she has worked with a range of disorders including functional GI disorders, constipation, cyclic vomiting syndrome, asthma, chronic pain, and feeding disorders.

Tran has presented her research at international, national, and local conferences and has collaborated on several published manuscripts. For her dissertation, she is examining longitudinal associations between anxiety, pain catastrophizing, and treatment outcomes in complex pediatric chronic pain.

Her mentor describes her as an “extraordinarily talented student who will make a substantial career contribution to the field of pediatric psychology.”

Tran is in the process of applying to internship and expects to graduate in May of 2014. Her future goals include continuing to study the effects of psychosocial factors on coping with chronic illness. She hopes to have a career at an academic medical center integrating research and clinical work.

The SPP Student Advisory Board (SAB) is accepting nominations for five SAB member positions. SAB members hold two-year terms, beginning January 1, 2014, with transition to the position beginning August 2013.

Applicants must be DS4 student members and enrolled in an APA-accredited graduate program in professional psychology with specific interests in pediatric psychology. Applicants must not be eligible for graduation from their program until after their term is complete in December 2015.

To apply, e-mail the following to SPP Student Representative Jennifer Lee at SPP.StudentRep@gmail.com: 1) CV; 2) contact information; 3) letter of recommendation from your primary mentor; and 4) a short statement indicating your interest in serving as an SAB member and preference as to how you would serve on the Student Advisory Board (i.e., Membership Committee, Student Spotlight/Website Committee, Programming Committee), including highlights of how you would contribute.

Deadline is April 15, 2013.
Student Grants

Marion and Donald Routh Student Research Grant

SPP has established an annual research scholar grant program for student members. Research proposals should address areas consistent with the field of pediatric psychology. Topic examples might include relationships between psychological and physical wellbeing of children and adolescents, including behavioral and emotional components of disease and treatment, the role of pediatric psychology in pediatric medical settings, or the promotion of health and the prevention of illness among children and youth.

Funding is available up to $1,000.

Lizette Peterson-Homer Injury Prevention Grant

This grant, open to students and faculty, provides support for research related to the prevention of injuries in children and adolescents. It is jointly sponsored by APA Division 54 and the American Psychological Foundation (www.apa.org/apf/).

Funding is available up to $5,000.

Student Awards

SPP Student Research Award Competition

SPP encourages and rewards quality research on issues related to pediatric psychology and health care of children. All research must have been completed while the candidate was a student. The student must be the primary (first) author.

An award of $500 is available.

Send all award applications by Oct. 1, 2013 to:

David M. Janicke, Ph.D.
E-mail: djanicke@phhp.ufl.edu

For more information, visit www.societyofpediatricpsychology.org

2012 SPP Grants and Student Award Winners

Routh Student Research Grant

Winner: Kathryn Birnie
Dalhousie University
“Pain Catastrophizing, Parenting, and Parental Responsiveness During Parent-Child Interactions About Pain and Conflict”

Honorable Mention: Molly Mishler
Thomason
Rosalind Franklin University of Medicine and Science
“Food Dependence in Youth with Overweight or Obesity: Electrophysiological and Neuropsychological Correlates”

Lizette Peterson-Homer Injury Prevention Research Award

Winner: Elisabeth O’Neal
University of Iowa
“Mother Child Communication about Safety in Low Income Families”

Diversity Grant Award

Winner: Kristin Long, Ph.D.
Brown University
“Examining Sibling Functioning Through a Multicultural Lens”

Thank you to the reviewers:

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David Schwartz
Christine Sieberg
Michael Steele
Clinical Practice in Pediatric Psychology Updates

By Jennifer Shroff Pendley, Ph.D. and W. Douglas Tynan, Ph.D., co-editors

The inaugural issue of Clinical Practice in Pediatric Psychology (CPPP) is in press, arriving around March 31. We received many high-quality submissions and are pleased with the interest in the new journal. We are joined by over 30 members of our editorial board, as well as many others who have agreed to serve as journal reviewers. We continue to add to our submission reviewer list, so please contact us if you are interested. Over the course of next year, we will identify associate editors who will assist in editing and help coordinate special issues.

Starting with our opening issue, we intend for CPPP to describe the breadth of practice-related activities ranging from prevention to integrated primary care to more specialized areas. We will include papers that highlight applied research and scientifically derived interventions in real-world settings. In light of rapid changes in health care, we also intend to remain current on state and federal policies that may affect our reimbursement and work.

Over the next five years, in the context of health care reform and emphasis on the medical home model, we expect the rise of new specialists and professionals, many of whom will focus on health behaviors. Psychology’s professional role in training and working with these new providers will be a challenge to be explored on this journal’s pages. Therefore, future issues also will include articles on professional training activities in health care settings, funding and reimbursement patterns as health care reforms unfold, increasing diversity in the psychology workforce, and evaluation of cost-effectiveness of clinical services.

In addition, we hope to develop innovative programs, such as those using new technologies, including Internet-based assessment and intervention, smart phone apps, texting, and other communication strategies. It will be critical for such interventions to be of high quality and to employ rigorous methodology in their evaluation; as unproven technological interventions become increasingly popular, we must disseminate findings that can inform both practitioners and the public.

Finally, case studies that include sufficient detail to permit replication will be strongly considered, including those featuring a series of similar cases. We hope that you will consider submitting your practice-oriented manuscripts to CPPP. When considering manuscript submissions, please keep the following points in mind.

Single-subject Designs and Small Group Studies
We seek applications of evidence-based treatments in clinical settings, rather than rare or unusual presentations. For example, we encourage submissions that focus on the application of an evidence-based treatment to a diverse population or in a difficult medical setting that also discusses the associated challenges and possible solutions. Alternatively, we are interested in new, innovative interventions that can provide the framework for future, larger-scale studies.

Program Development
Include outcome data and discuss program development practicalities in the applied setting. Remember to include sufficient information to allow for replication and to include links to manuals and other materials used to implement the program. We are particularly interested in programs addressing the efficacy, cost-effectiveness, and practicalities of providing care within multidisciplinary clinics.

Preferred Practice Issues
We encourage papers relating to professional-practice issues, training, diversity, funding and cost-effectiveness of services, and workforce analyses. Include relevant data supporting these practice issues that would allow replication in other settings.

Traditional Research-based Studies
When examining adaptation to chronic illness or adherence, include clinical implications of the findings. Address how results will help clinicians provide more effective services.

Health Insurance Reform
We believe health insurance reform will be a key topic for at least the next five years. In order to ensure the profession’s relevance and longevity, psychology must play a key role in a health care system that may be increasingly focused on primary care and prevention. Policy reviews that highlight such opportunities for psychologists will be considered positively.

Health Promotion
Promotion of healthy habits often takes place outside of health care settings. Papers will be considered that discuss or evaluate health-promotion/disease-prevention programs based in schools, youth-serving organizations, and other settings that serve families and children.

As we launch this new journal, we will maintain a close relationship with the editors of Journal of Pediatric Psychology to maximize the benefit for our members. If you have questions about the appropriateness of a manuscript or if you would like to serve as a reviewer, please e-mail us at Jennifer.Pendley@nemours.org or Doug.Tynan@nemours.org.
By Grayson N. Holmbeck, Ph.D.

By the time you read this, the Journal of Pediatric Psychology (JPP) will have published the first issue from our editorial team (Issue #1, 2013). It includes my editorial, which details 12 goals for JPP for the next five years, Tonya Palermo’s editorial, which provides new guidelines for publishing systematic review articles, and Phyllis Magrab’s paper from the reactivated series, Pioneers in Pediatric Psychology. With respect to the Pioneer papers, let us know if you have ideas for authors who would be ideal for this ongoing series. We are asking authors to discuss “lessons learned” from their experiences in the field of pediatric psychology and how some of their experiences were interwoven with the historical development of the field.

New Opportunity for Authors
As discussed in Dr. Palermo’s editorial, we will now support “Topical Reviews,” meant to be brief up-to-date reviews of the latest hot topics in our field. These reviews may present areas that are still developing rapidly that provide an indication of the field’s future direction. These papers will be limited to 2,000 words. We look forward to receiving submissions written in this format. More generally, instructions for preparing systematic reviews and topical reviews are now posted on our website.

2012 in Review
We received 329 new submissions, which represent a 12 percent increase. The average time to a first editorial decision was 28.4 days, with a rejection rate of roughly 70 percent.

Special Issues
We are working on two special issues (submission deadlines have passed); one focuses on Adherence (edited by Lori Stark), the other focuses on Innovative Treatment and Prevention Programs for Pediatric Overweight and Obesity (edited by David Janicke and Ric Steele).

We developed a set of assessment resource sheets based on JPP’s 2008 special issue on evidence-based assessment. These resource sheets can be accessed at www.apadivisions.org/division-54/evidence-based/assessment-resources.aspx.

I want to thank the associate editors for their superb work in 2012 (Dean Beebe, John Lavigne, Tonya Palermo, Lori Stark, Ric Steele, and Tim Wysocki) and Susan Wood for her excellent work as the editorial assistant for the journal.

For any type of manuscript, the Instructions to Authors can be found at www.oxfordjournals.org/our_journals/jpepsy/for_authors/index.html. Papers can be submitted at http://mc.manuscriptcentral.com/jpepsy. Also, I call your attention to a website feature that lists JPP papers by topic at http://jpepsy.oxfordjournals.org/cgi/collection.

I look forward to serving you.

American Board of Clinical Health Psychology
While there is no specific board for pediatric psychology through the American Board of Professional Psychology (ABPP), those working in pediatric settings have two distinct options: Board certification in Child and Adolescent Clinical Psychology and American Board of Clinical Health Psychology (ABCHP), of ABPP.

Now in its 20th year, ABCHP welcomes Division 54 applicants. Flexibility is afforded by the board’s recognition of the breadth of health psychology activities. If you work in a health care setting, and not a mental health setting, ABCHP board certification may be a better match with your interests, skills and daily work. Examination committees for applicants from pediatric settings will include pediatric psychologists. Examinations are routinely held in conjunction with the APA Convention and Society for Pediatric Psychology annual meeting.

If you have any additional questions regarding ABCHP, please contact Doug Tynan, Ph.D. (ABPP in both Clinical Health Psychology and Clinical Child and Adolescent Psychology) at doug.tynan@nemours.org.
Health care reform has provided increasing opportunities for psychologists in primary care settings. Models of “collaborative” or “integrated” care emphasize interdisciplinary patient-care responsibilities that have been shown to improve health outcomes and reduce costs, especially with adults.

However, as a field, pediatric psychology has focused more on tertiary care and chronic illness than on primary care, and so most pediatric psychologists have had limited training or may be unsure about the skills and expertise necessary to function effectively in a primary care context. Moreover, there has not been a general consensus document that articulates the competencies psychologists need to work in primary care medical settings — whether in adult or child settings.

Inter-Organizational Work Group
To address the need for delineating competencies, 2012 APA president, Suzanne Bennett Johnson, convened the Inter-Organizational Work Group on Competencies for Primary Care Psychology Practice consisting of representatives from nine national organizations with a vested interest in collaborative care. Susan McDaniel served as work group chair and the APA Education Directorate, led by Catherine Grus, provided administrative and technical support. Terry Stancin and Lynne Sturm represented APA Division 54 on the Work Group. Also participating were appointed representatives from APA Division 20, Adult Development and Aging; APA Division 38, Health Psychology; Association of Psychologists in Academic Health Centers (APAHC); Collaborative Family Healthcare Association (CFHA); Council of Clinical Health Psychology Training Programs (CCHPTP); Society of Behavioral Medicine (SBM); Society of Teachers of Family Medicine (STFM); and the VA Psychology Training Council (VAPTC).

The work group was charged with developing a document that articulated the competencies fundamental to primary care psychology, with the goal that it would serve as a resource for graduate psychology training programs and current practitioners. In addition, the document was designed to inform policymakers, other health professionals, and the public about the competencies of primary care psychologists.

Preliminary work on this document focused on reviewing the extant literature on primary care psychology competencies and competency models in professional psychology. The work group adopted the framework of the Competency Benchmarks Work Group (Hatcher et al., in press) and split into smaller groups to draft essential components and behavioral anchors for broader competency cluster areas. The entire group reviewed an initial draft document that was then refined in a face-to-face meeting.

The organization boards that sent representatives to the work group, including the SPP Board of Directors, then reviewed the draft document. A final version was completed in Dec. 2012 and a manuscript was prepared for initial dissemination (McDaniel et al. 2012).

Competency Clusters
The final document outlines six broad competency clusters: science, systems, professionalism, relationships, application, and education. Within each cluster, essential knowledge, skills, and attitudes needed for practicing in primary care settings as well as behavioral examples are provided. The work group endeavored to supplement existing benchmarks for clinical practice by including components that were unique to primary care (as opposed to general competencies).

Clusters Illustrate Document’s Scope
In the Professionalism Cluster, an essential component to the competency pertaining to professional values and attitudes listed is “Values the culture of the primary care setting and conveys an attitude of flexibility.” A behavioral anchor that would demonstrate this essential component is that the primary care psychologist is “Willing to assume or to adapt role activities of consultant, team leader, advocate, case manager, health educator and community liaison.”

In the Application Cluster, as essential component pertaining to interventions is “Effectively uses current evidence-based interventions appropriate for primary care to treat health and mental health-related issues.” A behavioral anchor for this component is: “Implements evidence-based interventions (e.g. CBT, Parent Child Interaction Therapy, Motivational Interviewing, Family Psychoeducation, problem solving therapy).”

The product of this work group was a consensus document intended to inform education, practice, and research in primary care psychology and to be a tool for psychologists working in primary care environments to assess their competence. We note that this document is general and not specific to pediatric primary care, and so there are many adult examples that may have less relevance to pediatric psychologists. It may be helpful to expand the behavioral anchors to include more pediatric applications and examples. Nonetheless, we expect that this document will serve as an important and useful resource for pediatric psychologists with interests in primary care.

For more information, email Terry Stancin at tstancin@metrohealth.org or Lynne Sturm at Istrum@iu.edu.

References
Pediatric Bioethics Special Interest Group

By Victoria Miller, Ph.D. and Jerilynn Radcliffe, Ph.D.

The Pediatric Bioethics Special Interest Group was created in 2011 to support ethical practice in pediatric psychology as well as research in this area. A variety of ethical challenges can arise in the increasingly complex and fast-paced environment of pediatric healthcare and clinical research.

As pediatric psychologists, we have a unique opportunity to contribute to the ethical debate related to these challenges, through our clinical expertise and empirical research. In particular, the field of pediatric bioethics can be enhanced by the application of psychological science to the empirical study of pediatric bioethics and to ethical dilemmas that arise in the course of clinical care and research. Pediatric psychologists with an interest in bioethics often find themselves operating in multidisciplinary settings (e.g., ethics committees, IRB boards, medical teams, research teams), with exposure to a rich diversity of perspectives related to ethical issues. However, we would also benefit from access to a network of pediatric psychologists with clinical and/or research interests related to bioethics. This Bioethics SIG provides a forum to discuss challenges, share ideas and resources, and pursue collaborative relationships with a community of other pediatric psychologists.

We have three specific goals: to promote a network of researchers and clinicians with an interest in pediatric bioethics in research and/or clinical settings; to share and distribute resources related to pediatric bioethics; and to raise awareness of the broader SPP community of a) empirical research in pediatric bioethics and implications for clinical practice and research conduct, and b) strategies for addressing ethical dilemmas that arise in clinical and research settings.

The founding co-chairs are Victoria Miller and Jerilynn Radcliffe. Our 39 members are connected through a database to document research and clinical interests and to facilitate networking. Our student representative, Melissa Cousino, facilitates communication with SPP trainee members regarding their ethics-related training needs. Through our SIG listserv, we share information pertinent to pediatric bioethics.

In response to a request, we presented a pre-meeting ethics workshop at the Milwaukee Regional Meeting in April 2012, covering “Conducting Ethical Research in Pediatric Psychology: Collaborative IRB Relationships” (Jerilynn Radcliffe) and “The Ethics of Child Assent: Children’s Participation in Research and Treatment Decision Making” (Victoria Miller).

Our SIG will sponsor a pre-meeting symposium at the National Meeting in New Orleans in April 2013 entitled, “Ethical Challenges in Pediatric Psychology Research and Practice.” The presentations in this symposium will include: “Facilitating Adolescent Medical Decision-Making: The Role of Pediatric Psychologists in Navigating the Unique Ethical Issues” (Sarah Brand, Karen Fasciano, Jennifer W. Mack, Dana-Farber Cancer Institute); “Ethical Challenges in E-Health: The CFone Social Networking Website” (Alexandra L. Quittner, Sandy L. Romero, Katherine A. McLean, Kristen K. Marcil, & Laura Blackwell, University of Miami); and “Ethical Issues and Guidelines for Conducting Data Analysis in Psychological Research” (Rachel Wasserman, Loyola University, Chicago). We expect this to be a highly informative session.

Our membership approved an election policy so that we have a sound system in place for continued leadership once our terms end in December 2013.

To learn more about Division 54 SIGs, visit www.apadivisions.org/division 54/sigs/index.aspx.

To see a full list of SIG programming at the 2013 National Conference on Pediatric Psychology, visit www.continueduc.ku.edu/programs/pediatric- psychology/index.php.

Adherence SIG Clinical Case Symposium

By Shanna Guilfoyle, Ph.D. and Marisa Hilliard, Ph.D.

The Adherence Special Interest Group (SIG) is pleased to host the first Adherence Clinical Case Symposium at the upcoming 2013 National Conference on Pediatric Psychology. The symposium will take place Thursday afternoon, April 11, 2013, and will offer 2 hours of CE credit. During this new event, clinicians and trainees will share their experiences and challenges providing adherence-related clinical care to youth with medical conditions and their families.

We were pleased to receive a number of high-quality, fascinating case vignette submissions for this symposium. The review process highlighted the challenging, yet meaningful work pediatric psychologists are doing around the country to promote adherence and improve youth’s health and quality of life. Based upon the selected abstracts, a series of five cases will illustrate a range of topics related to adherence promotion in clinical practice, including the translation and application of adherence theory into practice, addressing complex family factors impacting adherence, conceptualizing and addressing adherence during adolescent and young adult transitions, and realistic expectations for adherence interventions in inpatient settings. Presenters will emphasize innovative and emerging strategies for adherence-promotion assessment and intervention. Case examples will cover a variety of ages, presenting problems, and medical conditions. We anticipate a lively discussion regarding these clinical issues, including generating ideas and soliciting audience feedback.

The Adherence SIG is looking forward to this opportunity for SPP members to share common challenges and to “pick the brains” of our most valuable clinical resource: each other! The goal is for audience members to walk away from this symposium with increased awareness of how adherence theories and research translate to everyday clinical practice, as well as strategies that they may be able to use in their own treatment adherence cases.

The three Adherence SIG committees have been hard at work for the past two years on initiatives related to assessment, intervention, and dissemination efforts surrounding adherence. We are thrilled that the first annual Adherence SIG Clinical Case Symposium will bring these efforts together and share them with the SPP membership. We hope this symposium will be a forum for SPP members to think deeply about the hard work that goes into adherence promotion, and will become a tradition to be continued at subsequent SPP meetings. See you in New Orleans!
Obesity in African American Girls and Women: Summit Insights and Implications for Pediatric Psychologists

By Idia B. Thurston, Ph.D., Stephanie L. Fitzpatrick, Ph.D., and Monica J. Mitchell, Ph.D.

Obesity is a major health concern in the United States, with children of diverse racial and ethnic backgrounds experiencing significantly higher rates of obesity than their peers. Based on the 2009-2010 National Health and Nutrition Examination Survey data, African American girls (24.3%) and women (58.5%) have the highest prevalence of obesity compared to other racial/ethnic groups. Children and adolescents who are overweight or obese are at higher risk for lifetime physical and mental health complications including hypertension, diabetes, obstructive sleep apnea, heart disease, stroke, depression, and low self-esteem.

Given these high prevalence rates and gaps in the literature, the APA and the Association of Black Psychologists (ABPsi) co-sponsored a summit in October 2012 to discuss the epidemic of obesity among African American girls and women at the University of the District of Columbia in Washington, DC. Topics included: determinants of obesity, obesity prevention and intervention, public policy, and development of an action agenda.

Impact of Stress
Dr. James Jackson presented on the impact of stress on obesity prevalence. Suggested areas for future directions included: 1) exploring the role of the unhealthy lifestyles and stressors contributing to unhealthy behaviors among African American families; 2) designing interventions that teach healthier coping mechanisms to replace unhealthy strategies; and 3) policy and advocacy efforts to improve the physical and social living environment to reduce stressors.

Psychologist’s Role
Guided by Bronfenbrenner’s socioecological theory, Dr. Susan Bennett Johnson’s presentation highlighted the psychologist’s potential role in addressing the obesity epidemic at multiple levels, including:

- Individual developmental issues – such as how food and activity preferences develop; and lifestyle behavior change – exploring the role of food and exercise in individuals’ lives
- Family – understanding the cross- and intergenerational effects on biology, values, beliefs, perceptions, and behaviors
- Systems – investigating the roles of schools and colleges, health care systems, and research enterprises
- Communities – exploring the contributory effects of religious, social, and work environments
- Policy – becoming strong advocates at local, state, and federal levels to impact and become agents of change
- Prevention – working to decrease the obesogenic environment
- Partnering – creating interdisciplinary collaborations with other research teams, organizations and agencies to influence systems, communities, and policy makers

Summit Purpose
This summit provides implications for the field of pediatric psychology. It highlights the need for multi-disciplinary collaboration in order to develop effective, holistic, culturally tailored clinic and community-based interventions to lower rates of obesity in girls and women from diverse backgrounds. It also underscores the role pediatric psychologists can play in influencing the hospital environment related to the care and treatment of overweight and obese youth.

Pediatric psychologists can raise awareness about the need for psychological assessment and intervention in weight management programs, emphasize the importance of reimbursement for the psychological services provided, and model ways to engage patients in a culturally sensitive way in order to decrease dropout from care.

APA and ABPsi representatives are working together to develop a joint action agenda based on the summit presentations. This document will be an important resource for pediatric psychologists working with overweight and obese youth in clinical, research, and community settings. However, as pediatric psychologists who are in unique interprofessional positions, we could also reflect on the role we may play in raising awareness and decreasing obesity disparities from the clinical assessment tools and language we use in our reports, to our culturally sensitive treatment interventions and insightful questions we ask in our research initiatives.

“If you want to plan for a year, grow rice; if you want to plan for a decade, grow trees; if you want to plan for centuries; grow women.” - West African proverb

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• Programming specific to pediatric psychology at the annual APA meeting
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• Opportunities to be involved and volunteer in SPP
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Society of Pediatric Psychology
Vision Statement

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

The field aims to promote the health and development of children, adolescents, and their families through use of evidence-based methods. Founded in 1969, the field has broad interdisciplinary theoretical underpinnings and draws from clinical, developmental, social, cognitive, behavioral, counseling, community and school psychology.

Areas of expertise within the field include, but are not limited to: psychosocial, developmental and contextual factors contributing to the etiology, course and outcome of pediatric medical conditions; assessment and treatment of behavioral and emotional concomitants of illness, injury, and developmental disorders; prevention of illness and injury; promotion of health and health-related behaviors; education, training and mentoring of psychologists and providers of medical care; improvement of health care delivery systems and advocacy for public policy that serves the needs of children, adolescents, and their families.

—Approved, August 10, 2006
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