

# Students in Pediatric Neuropsychology

Supported by the American Academy of Pediatric Neuropsychology (AAPdN)

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*“The ultimate measure of a person is not where one stands in moments of comfort and convenience, but where one stands in times of challenge and controversy.”*

Martin Luther King, Jr.

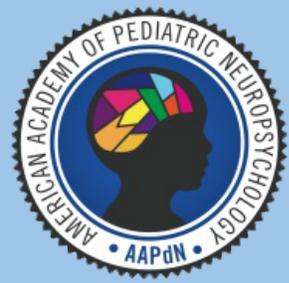
## **Statement from the SIPN Student Executive Board**

As our society shifts under the illumination of racism, racist systems, and oppression, the SIPN board has recognized the need to reflect on racism both institutionally and academically. As students in pediatric neuropsychology, our utmost goal is to support the families and children we serve. We as a student board acknowledge that seeking social justice is a critical component of our service. We support diversity and culture and recognize that both we and the population we serve are intersectional beings by nature. We choose to acknowledge how historically, both psychology and neuropsychology have been shaped with racist underpinnings. We also recognize that the foundations of much of our research has been conducted primarily with majority groups and as a result has impacted minority groups. We also choose to closely examine how racism is intricately woven into society, structures, and institutions that impact pediatric populations and their caregivers and families. Further, we yearn to foster a positive environment for Black, Indigenous, and People of Color (BIPOC) to contribute to the student board.

The SIPN board is committed to anti-racism and we seek to better serve BIPOC students in their academic journey. We also seek to learn more about racism, and to reflect on how racism has and continues to impact research, academia, and those whom we serve. SIPN endeavors to develop a structure to the board that will assist in greater support of our BIPOC students and to dismantle racism within the board and greater AAPdN institution. Our advocacy and diversity board position seeks to support and obtain feedback from those of our members who identify as BIPOC. In addition, it will be the board's task to ensure that issues of diversity, equity, and inclusion remain central to all that we do. It is only through purposeful action that racism will be defeated. Our commitment is to enact anti-racist practices, policies, and procedures within our student board.

Respectfully, your SIPN Executive Student Board,

Joshua, Brandt, Sara, Nacona, and Justin



# What is SIPN?

Students in Pediatric Neuropsychology (SIPN) is the understudy student organization of the American Academy of Pediatric Neuropsychology. Active involvement with SIPN provides excellent opportunities to work collaboratively with faculty, practitioners, and graduate students in pediatric neuropsychology across the nation! Through our engagement, we are helping to shape the future of the field!

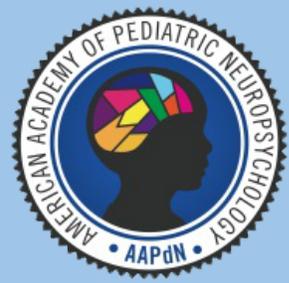
The spring conference in 2020 was a huge success, despite the difficulties that COVID-19 presented us. With very little time to plan, the conference was moved online, and our students were given the unique opportunity to present posters virtually. Additionally, SIPN hosted a virtual student social where Drs. Mucci and Wolff answered questions about internship applications and interviews. While much uncertainty about the future exists, we are confident that if the circumstances require it, we will host another successful conference in 2021.

A call for papers will be announced for the 2021 conference with instructions for students to submit abstracts related to the practice of pediatric neuropsychology or its underlying scientific basis. The 2021 conference will once again be *virtual* from **April 22-25, 2021**. Registration will be coming soon! We are also planning another student social during the conference on April 24 at 5:30pm. We are all looking forward to another awesome conference!

## **Journal Spotlight**

One significant benefit of your SIPN membership is **FREE** access to the Journal of Pediatric Neuropsychology. Check out our summary of A Revised Discrepancy Method for Identifying Dyslexia from Donald D. Hammill & Elizabeth A. Allen (2020) published in the Journal of Pediatric Neuropsychology.

When identifying developmental dyslexia, reliability remains a critical and unresolved issue in recruitment of research participants. Hammill & Allen (2020) attempted to differentiate between those with dyslexia and those with other learning disabilities. They selected dyslexia criteria for inclusion and applied it to 70 school-identified children with dyslexia. The operational criteria were identified for each element of identification. Criteria for Element 1: Dyslexia is a Serious Problem (i.e. students should score 84 or fewer standard score points on word reading comprehension tests). Criteria for Element 2: Dyslexia is a Disorder of Written Language, indicating use of assessments of print knowledge and word reading comprehension. Criteria for Element 3: Dyslexia is a Disorder Affecting Word Comprehension. Thus, it is important to choose only highly reliable assessments of word reading comprehension. And finally, Criteria for Element 4: Dyslexia Is Unexpected, or in other words, the level impairment should be in contrast when taking into account other cognitive abilities. Hammill & Allen (2020) urge fellow researchers in the field to continue to discuss and elucidate these criteria as the use of insufficient criteria in identifying school based participants for research will serve to widen the gap between identification and remediation of children with dyslexia.



# Tips for 2020-2021

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## **Racial Injustice and Black Lives Matter**

### **For engaging with your classroom and colleagues:**

The APA has constructed a guide for psychology instructors, however the SIPN board found the guide to be helpful for students as well! Please download Facing the Divide: Psychology's Conversation on Race and Health here: [Facing the Divide](#)

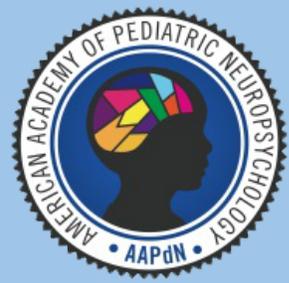
- Set out ground rules and structure for the discussion. Make sure that the participants have a clear understanding of acceptable language use and behaviors.
- As in therapy, “use open-ended questions and prompts to create space for participants to express thoughts and feelings in their own words”.
- Recognize that we all have implicit biases, our own value sets, and our own assumptions.

### **For yourself:**

- We as clinicians serve as the vessel for the lived emotional experiences of others, including experience of pain. Conversely, when asked how we are doing, we sometimes respond with, “fine” even though truly we are not. It is normal and valid to experience pain in this moment. Express and share it with others. Giving it a name or saying it out loud can be relieving, holding it in causes negative mental and physical health effects. Find out more on how to “Unmute Your Feelings” here: [We must unmute](#)
- Give yourself time to recover from physical, emotionally, or psychologically harmful events. Research shows a correlation between an increase in health and safety issues with insufficient recovery. Click this link for more information about resilience and recharging: [Resilience Is About How You Recharge, Not How You Endure](#)
- As you recharge, reflect on what makes you feel hope and acknowledge the progress you are making toward your goal. This will be beneficial for not only you, but for the communities you hope to help to find change.

### **Internship applications and interviews in the time of COVID-19**

- Stay connected with APPIC and with your sites as the circumstances surrounding COVID-19 continue to evolve.
- It is generally understood in the APPIC community that hours will be lower than in previous years.
- If you encounter difficulties or concerns, advocate-show up for yourself! You are almost at the finish line, think about how you would like to handle circumstances and communicate that with your supervisors.



- Manage your online presence. Your online presence matters more than ever. Many if not all interviews have been moved online and sites may be more inclined to seek out information regarding your internet presence. Make sure that your media accounts and posts are private and/or appropriate.
- When interviewing online, be conscientious of your body language. Practice interviewing with a video format; you may be unconsciously clicking your pen or cracking your knuckles, which comes through loud and clear on a Zoom meeting).
- Dress the part. In many areas around the US, comfy clothing has replaced professional garb. Plan to get your professional clothing ready for your online interviews. Dress from head to toe, even if your interviewers can only see your suit jacket.

**Find more information about changes to the internship process here: [Internship preparation and training amidst COVID-19](#)**

**And a helpful podcast here:**

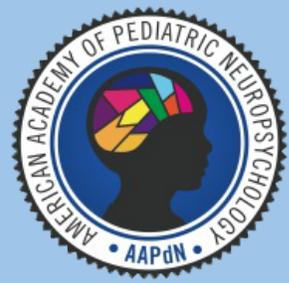
- Dr. Suzanne Penna produces a podcast called Navigating Neuropsychology. Her recent podcast discusses tips and tricks for internship preparedness, applications, and interviews. Find out more here: [Navigating Neuropsychology](#)

### **Dealing with Uncertainty through COVID-19**

In an online post, the American Psychological Association cited 10 tips for managing the difficulty of uncertainty during the global pandemic. We have summarized some of their recommendations below. Check out the rest in the link here: [The great unknown: 10 tips for dealing with the stress of uncertainty](#)

- As fun as it is to see others post about perfecting sourdough, finishing memoirs, and obtaining 80 continuous sound nights of sleep throughout quarantine, it might be time to set your phone aside and to be kind to yourself. We all have different skills and tools to get us through this time. If you're beating yourself up because your goal of writing 6 articles isn't quite met, now is not the time for comparison or self-critique. Be kind and patient, you aren't alone in feeling unproductive. It's normal and it's okay.
- Engage in self-care. Stress can easily take hold during times of uncertainty. Make sure to do little things for yourself, daily.
- Seek support, ask for help. These times can be extremely trying, even for those with great coping mechanisms and resilience. Reach out to someone you trust for support. And, as clinicians in training, we can all recognize the importance and helpfulness of seeing our own therapist. Seek out help if you need it!

**Good luck this 2020-2021 academic year!**



## Meet Your Executive Student Board



- ❑ **SIPN President Joshua Sensenbaugh** is a fourth-year clinical psychology PsyD student in the School of Professional Psychology at Wright State University. As he continues to develop his identity as a future psychologist, his eyes are set on pursuing an internship and post-doctoral training in child clinical psychology with interests in pediatric neuropsychology. In the future, he hopes to be an ally and advocate for underrepresented and marginalized groups within the field of child and adolescent psychology.
- ❑ **SIPN President Elect Brandt Ling** is a fourth-year clinical psychology student at Wright State University's School of Professional Psychology. His clinical and research interests are in lifespan neuropsychology with a specific focus on traumatic brain injury and other neurologic conditions. With a strong dedication to the field of neuropsychology, he enjoys working to broaden the scope and audience of SIPN. Brandt is excited to be serving as President-Elect of the SIPN board.
- ❑ **SIPN Vice President Sara Markuson** is a fourth-year clinical psychology PhD student, studying neuropsychology at Palo Alto University. Her current research and clinical interests surround the impact of complex medical illnesses and cognition in pediatric populations and in Autism Spectrum Disorder and comorbid medical conditions. In addition to seeking an internship and postdoctoral training in pediatric neuropsychology, she seeks to become a board certified pediatric neuropsychologist.
- ❑ **SIPN Advocacy Coordinator Nacona Bunker** is a third-year clinical psychology PsyD student at Midwestern University in Glendale, Arizona. Her professional goal is to specialize in pediatric neuropsychology. Her current interests include sport concussions in youth populations, the utilization of performance validity testing with pediatric populations, and neonatal brain development. In the future, she hopes to work closely with high school personnel to assist in diagnosis and treatment of sports concussions and provide access to neuropsychological testing for underserved, marginalized groups.
- ❑ **SIPN Digital Medical Coordinator Justin Gardner** is a fifth-year clinical psychology PsyD student from Midwestern University in Glendale, Arizona, and is currently completing an internship at the Rochester Institute of Technology. His aim is to develop specialization in pediatric neuropsychology with an emphasis in clinical practice, research, and psychometric assessment development. Justin has extensive experience with computer programming and integrating machine learning algorithms into private practice for optimally accurate diagnostics. He ultimately aims to become an AAPdN board-certified pediatric neuropsychologist after completion of a postdoctoral fellowship.

With student membership, you have access to the Journal of Pediatric Neuropsychology, extensive networking opportunities, and a discounted AAPdN conference registration rate! **Would you like to be a SIPN member?**

Contact SIPN President Joshua Sensenbaugh at [sipn.aapdn@gmail.com](mailto:sipn.aapdn@gmail.com)