Editorial: Pioneers in Pediatric Psychology II

Grayson N. Holmbeck, PhD, and Michael C. Roberts, PhD, ABPP

Loyola University Chicago and University of Kansas

All correspondence concerning this article should be addressed to Grayson N. Holmbeck, PhD, Department of Psychology, Loyola University Chicago, 1032 W. Sheridan Road, Chicago, IL 60660, USA. E-mail: gholmbe@luc.edu.

Received November 5, 2012; revisions received and accepted November 5, 2012

Beginning with this issue of the Journal of Pediatric Psychology (JPP), we are re-activating the Pioneers in Pediatric Psychology series. From 2000 to 2002, during Anne Kazak’s editorial term, four “pioneers” wrote articles for JPP where they reflected on their careers in pediatric psychology and their contributions to the conceptual development, research, and practice of our field (Drotar, 2001; Mesibov, 2002; Routh, 2000; Walker, 2000). Because these articles serve an important historical and archival function for the Society of Pediatric Psychology, it became clear that this would be a valuable series to reactivate. Thus, we asked Phyllis Magrab to submit an article for this series, and her contribution appears in this issue of the journal. As you read her observations of pediatric psychology from the early years of the Society and over time in the field, the importance of documenting the history and learning from such pioneering pediatric psychologists is emphasized.

When we invite authors to prepare a manuscript for this series, we provide guidance via a list of potential concepts for them to consider. Specifically, we ask authors to use relevant life experiences to set the context for identifying needs or issues related to the field of pediatric psychology. We also ask them to discuss what the field was like at the time that they entered it and to reflect on how pediatric psychology has changed and what they believe to have caused such changes.

One of our primary goals is for these articles to be useful to early career professionals and to those currently in training in pediatric psychology. Thus, we pose a series of training-relevant questions for “pioneers” to consider as they formulate their comments:

- What were the key milestones of your career and what decisions did you make along the way?
- What insights might you offer to early career professionals or those still in training as they consider what directions to pursue, settings to consider working in, or opportunities to take advantage of or avoid?
- How were you mentored and how did this influence how you mentor others?
- What lessons have you learned during your years in this field?
- How and in what contexts did you interact with others in the field and how did these interactions influence you? Also, discuss how interactions with those from other disciplines influenced you.
- What are the values you find central to your research/practice in pediatric psychology?
- What are important issues that currently face our field? What are likely directions for the future?
- How do you hope the field will evolve over time? What needs to happen for this evolution to occur?

We hope that the articles in this series are not only enjoyable to read but are also beneficial to both early career professionals and our more senior colleagues to help conceptualize our field, its developments, and contributions. Please let us know if you would like to make a contribution to this series or if you have a suggestion for someone who might make such a contribution.

Conflicts of interest: None declared.

References

on a career in a pediatric setting. *Journal of Pediatric Psychology*, 26, 185–192.