

Council of Chairs of Training Councils (CCTC) Spring Meeting Minutes
March 28, 2019
Washington, DC

Members Present: Ayse Ciftci (CCTC Chair), Anna Egan (CCaPPTC), Sharon Berry (CCHPTP), Ken Critchfield (CCIDPIP), Maria Riva (CCPTP), Renee Hawkins (CDSPP), Debi Bell (CUDCP), Colleen Byrne (APTC), Robert Collins (APPCN), Andrea Zartman (VAPTC), Valerie Abel (CoPGTP), Sara Hagstrom (CCPPP), Quinn Kellerman (CRPPTP), Mariella Self (APPIC), Carmen Cruz (ACCTA), Megan O'Banion (NCSPP)

Liaisons & Guests Present: Cathi Grus (Acting Chief Education Officer, APA), A. Jordan Wright (BEA), Jacqueline Horn (ASPPB), Tomas Granados (ASPPB), Zarina Giannone (APAGS), Claytie Davis (APPIC), David Cox (ABPP), Morgan Sammons (NRHSP), Liza Tupa (WICHE), Dennis M. (WICHE), Joanne Davila (APCS), Bill Steirs (CRPPTP) Francine Conway (NCSPP), Stewart Madden (CPA), Abby Hughes (APA Committee on ECP), Jacquie Wall (APA), Debra Perry (APA)

9:00am – 9:45am Welcome, Information about CCTC, and Introductions

The chair provided historical information about CCTC, information about its mission and composition, and meeting structure and procedures. Attendees participated in a small group icebreaker exercise.

9:45am – 10:45am Diversity activity/discussion

Attendees participated in small group discussions about the ways in which our councils, and we as individuals value and promote social responsiveness and diversity issues.

11:00am – 11:45am APA/Board of Educational Affairs (BEA) Updates (Cathi Grus, PhD & A. Jordan Wright, PhD)

- **APA Update** - Described changes with respect to executive leadership in APA (e.g., new Chief Science Officer and Chief Advocacy Officers have begun), with increased opportunities for more team-based advocacy. In process of hiring first Chief Diversity Officer. Two other Executive positions to be filled in 2019, the Chief for Public Interest, and the official Chief Education Officer (Cathi is acting officer, national search is required).
- **APA Strategic Plan** - Discussed the historical process of the development of the APA Strategic Plan, which was approved in Feb by the APA Council of Representatives. CEO Arthur Evans views the implementation of the strategic plan as transformational, with increased attention to expected impact of projects, increased cross-directorate work.
- **Closure of Argosy University** - Addressed APA's response to the closure of Argosy University, described significant mobilization of a range of individuals to support affected individuals. Highlighted initiatives include the creation of a "Psychology Student Action Center", which includes a call center and email contact to support affected students and when needed was 24/7; APA CoA put forth guidance related to

options for students seeking a new doctoral program and has engaged in significant consultation with relevant parties; very frequent updates to web information, up to daily as the situation evolved; daily webinars from Dept of Ed for impacted students; worked with Liaison International to offer students who had applied to an Argosy program in PSYCAS the ability to apply to an alternative program without fee. Other attendees (e.g., National Register, NCSPP, APPIC, ASPPB) provided comments about collaboration and additional responses to this complex and distressing situation.

- **Commission on Accreditation Information about Argosy** - Jacquie Wall shared APA CoA policies related to transfer and teach out (see APA website for more info). There are numerous programs (~15) indicating that they are allowing Argosy students to transfer in to complete their degree; all of those programs are being asked to submit information to specify which program policies are being modified to allow for this. This info has been requested as soon as reasonable and no later than 3 months after accepting an Argosy transfer student. 4-5 programs had initiated or established agreements with Argosy or the receiver to have teach-out programs, with arrangements that vary and range in complexity (e.g., relocating entire program, receiving programs that are unaccredited or that have not historically had a doctoral program). CoA has asked for specific information and response from these programs to allow evaluation of consistency with accreditation standards and has the potential to grant “temporary accreditation” for the program just for the teach-out situation. These programs have also been asked to provide information within 3 months, but programs submitting materials by April 1 could be reviewed as early as the Commission’s next meeting, though as is usual for accreditation processes, actual decisions may take some time. The CoA has not made any specific determinations at this point in time.
- **APA Accreditation of Master’s Programs in Psychology** – Task force has formulated a “blueprint” (on APA website) that has now been provided to the APA Council of Representatives. CoA is investigating how they might move forward with developing the standards for accreditation, including necessary staff support and necessary expansion of the Commission given existing workload. There is a BEA request for approval to institute a task force to examine and articulate the differences between master’s level and doctoral level providers using the language of competencies. APA and CPA are dialoguing about how these developments may relate to issues with CPA accreditation, including the First Street Accord.
- **Guidelines for Training in Psychological Assessment (Jordan Wright)** – Described the observation that psychology students have had declining assessment skills and competencies. BEA agreed to chair a task force related to this, which has now produced a working draft of guidelines on education and training in psychological assessment that will be presented at BEA tomorrow for feedback, subsequent revision, and ultimately a public comment period. There is an effort to identify a minimum standard of needed competencies for doctoral psychology students (e.g., test administration, integration for information across informants, etc.) and a hope that this will increase expectations of doctoral programs. Other attendees discussed concern about declining competencies in accurate diagnosis and assessment and also resource challenges that may be related to this trend.

11:45am – 12:00pm Advocacy (Karen Studwell, JD)

Again mentioned that Advocacy is now out of the Directorates and in its own office. Referenced the advocacy efforts that are ongoing related to Argosy students. Primary focus at this time is reauthorization of the Higher Education Act including student financial aid provisions, particularly, protecting student loan forgiveness. Also advised that the U.S. Department of Labor is again revisiting regulations under the FLSA, with the \$47,000 threshold now reduced to \$35,000, and there will be an upcoming 60-day public comment period.

1:30pm – 1:45pm Taxonomy for Education and Training in Professional Psychology (Rick Seime, PhD, LP & Victor Molinari, PhD (via videoconference)

Victor Molinari introduced himself as the current treasurer for COS. There is an upcoming specialty summit June 15-16 with two major goals:

- 1) to promote the idea and use of the taxonomy (see COS website) at the graduate, internship, and postdoctoral levels – to give students early on information to advise their trajectory and to increase uniformity in nomenclature. They are interested in information about barriers to utilizing the taxonomy and associated nomenclature.
- 2) promoting the idea of specialization – in hopes of engendering favorable opinions about specialization and fostering graduate student expectations that specialization is needed.

An invitation was extended to CCTC to have representation at the specialty summit. Ayse indicated that additional discussion will occur about CCTC representation.

1:45pm – 2:00pm International Students/trainees (Zarina Giannone, APAGS)

Zarina described chairing an informal task force (with reps from APAGS, APPIC, CCPPP) meeting quarterly with goal to develop resources for international students. In December 2 webinars were hosted related to training issues for international students (i.e., one for students, one for DCT/TDs), and after the APPIC conference a narrated presentation about international student issues was also disseminated.

2:00pm – 2:15pm Training Director Surveys

Historically there has been interest in exchanging information from individual council surveys about issues of relevance across councils. There has also been awareness of the sensitivity of some of this information (e.g., salary data), which lead to discussion of a members-only section of the CCTC website (See below).

There was some discussion about the possibility of crafting a CCTC survey with items of cross-cutting relevance or identifying a CCTC subgroup to identify a small number of core questions that can be requested for incorporation into individual council surveys.

2:15pm – 2:30pm CCTC Website

There is a new password-protected area of the CCTC website: CCTCpsychology.org
Password: CCTCMembersAccess

At present there is only one document uploaded, the results of a CCPTP survey. If training councils have materials that they would like to have uploaded to the CCTC members-only portion of the website, this is welcomed.

The CCTC website also has an “Event Calendar” tab which is intended to indicate when and where different training council meetings/conferences will be held.

There was discussion about identifying a routine time for updating CCTC information (e.g., member/liason contact info, council meetings, etc.) and an identified contact person for this process. There was also discussion about adding links to each member council’s website and removing specific names of individuals given the frequent shifting of relevant parties.

Councils are requested to send to Ayse by April 30th any training council surveys and items for the event calendar that may be useful to upload.

2:45pm – 3:00pm CoA Update (David Smith, PhD, CoA Chair via videoconference)

- APA now accredits ~1200 programs, ~400 doc programs, 630 internship programs, and 144 postdoc programs. Largest growth has been in internship programs, followed by postdoc programs. In 2018 reviewed over 300 programs. In past 5 years there has been a 20% increase in workload for CoA without an expansion in Commission personnel.
- Site visitor issues - Encouragement was expressed for becoming and recruiting site visitors, including for those in administration to express value of serving as a site visitor. CE credits are also now offered for site visit training. Site visitors no longer permitted to review client records for site visits.
- There is a new online video-based self-paced training program about APA accreditation with 31 modules.
- The American Psychologist discontinued printing a list of all accredited programs, so the Office of program Consultation & Accreditation will now maintain an annual archiving of accredited programs.
- Recent I-Rs: Diversity I-R, I-R related to helping new programs attempting to gather data needed for accreditation within the required time frame, I-R with regulatory guidance related to forming and modifying consortia, I-R related to Interim Reporting that is now needed at the 5-year mark for programs that receive 10 years of accreditation (i.e., proximal and distal data, substantive changes, and any complaints); I-R related to trainee admission support and outcome data, homogenizing classifications
- ARO – includes annual attestations that will address different things from year to year

- Delineation of postdoc competencies for each specialty is in process with timeframe unknown.

3:00pm – 3:30pm Follow-up Discussion about Social Responsiveness Small-Group Discussion

The group summarized the morning small-group discussions related to social responsiveness and issues of diversity:

- Group 1 topics – social justice focus, role of psychologists in training to be socially responsive, discussed health equity and how councils do/can address this, giving voice to those who have limited voice, how to disseminate psychology as a science, how to address barriers, reimbursement for interns, advocacy training
- Group 2 topics – being socially responsive and being respectful of diversity within this (e.g., religion and associated conflicts), how to diversify psychology pipeline, issues in Canada (e.g., refugee and immigration status)
- Group 3 topics – tension between accrediting body regulation/minimums and aspiration for diversity and diversity training, challenges with metrics for diversity, pipeline issues
- Group 4 topics – definition of social responsibility as preparing for needs of the future, minimizing inequalities in access to training/care, advocating for but also empowering others, expanding the definition of diversity, training social responsibility as a value, uncoupling social responsibility from political affiliation, deliberate use of language to drive inclusivity/access, transgender initiatives, developing licensure exam fair for diverse and underrepresented groups
- Group 5 topics – agreement that social responsiveness is part of the mission of their groups, concerns about continuances of discrimination of students and microaggressions, promoting understanding of other health indicators (e.g., housing as healthcare), training students to be advocates for systems change, subjectivity of social responsiveness and how it changes in the eye of the beholder, dissemination of science, educating as the first step of advocating, understanding bias

3:30pm – 3:45pm CCTC 2020 Conference

CCTC 2020 Conference steering committee co-chaired by Ayse and Allison Ponce. It will be held in Albuquerque in September 23-26th 2020 with a conference theme of social responsiveness. Training councils were asked for input about how they see social responsiveness. Attention is presently focused on finances for the conference. Goal is to have registration free for all attendees due to the variation in financial resources across training councils. Format of the conference will be a working meeting with some outcome goals. Envisioning each council can bring 10-15 individuals, with individuals identified at the council's discretion.

Ayse also discussed the potential for development of a new division at APA related to Training – a task force is working on defining scope and mission. Allison Ponce chairs the steering committee, which has some members but with also room for additional participation. Recent

effort is identifying who the division would be for (i.e., broader than education and training in HSP but graduate training in psychology as a discipline).

3:45pm – 4:00pm APPIC Discussion about Provisional Membership & Potential to Require Accreditation for Internships (Mariella Self, PhD, APPIC Chair)

Provided an update about two current deliberations and summary of a recent stakeholder comment period:

- 1) Developing a provisional membership category for internship programs that meet all APPIC membership criteria but who do not yet have 2 interns on site. This is expected to offer a pathway for developing programs and to assist with a “catch 22” that new or non-member programs have difficulty matching with 2 students but then cannot apply for membership without these 2 interns. Results of the stakeholder comment period were overwhelmingly in favor of this, with only a handful of those who were unfavorable or mixed (primarily related to concern about cost). The APPIC Board is now further discussing logistics of implementation and drafting specific policy language, with the expectation of providing that information again for stakeholder comment.
- 2) Potential to require accreditation for internships to participate in the APPIC Match. Feedback from the stakeholder comment period was more mixed than for provisional membership, with many clear expressions of support, other expressions of opposition, and a number who were ambivalent. Multiple training councils submitted clear support for the idea, and there were repeated expressions of support for this contingent upon the provisional membership pathway. Expressions of concern often centered around the perceived burden/cost of accreditation and concern about limiting options for students/developing programs. The APPIC Board will be continuing to advance this discussion by further reviewing the feedback, considering consequences and impacts of implementation, etc.

4:00pm – 4:30pm Parking lot items

A summary of the lunchtime conversation between training council CCTC members and ASPPB (Jacque Horn & Tomas Granados) was offered.

Volunteers were requested to discuss a few items that CCTC can ask training councils to include in their individual council surveys – Renee Hawkins, Sara Hagstrom, and Debbi Bell

VAPTC – raised perception of increased need for remediation plans by students on internships. Per survey data, professionalism was the primary reason. A variety of comments about the challenges of this were shared.

Welcome new CCTC chair – Debi Bell, PhD

Next CCTC meeting: Date TBD