



# **COUNCIL OF CHAIRS OF TRAINING COUNCILS**

## **Agenda Book**

Spring 2022 Meeting  
Thursday, March 17, 2022

## **Council of Chairs of Training Councils (CCTC) Spring 2022**

**March 17, 2022**

**Virtual Meeting**

**11am – 5pm ET**

### **AGENDA**

<b>11:00am – 11:20am</b>	<b>Introductions and Housekeeping</b> Brief introductions of CCTC members and guests Housekeeping Items Approve Minutes from Fall 2021 Meeting
<b>11:20am – 1:00pm</b>	<b>CCTC Workgroups</b> CCTC Assessment Training Standardized Reference Form Membership Criteria Social Responsiveness PSYCPACT
<b>1:00pm – 1:30pm</b>	<b>Lunch Break</b>
<b>1:30pm – 2:15pm</b>	<b>BEA/BPA Doctoral Competencies Task Force</b> Stakeholder Feedback
<b>2:15pm – 3:05pm</b>	<b>On-going Training Issues, Parking Lot, &amp; New Business Items</b> Admissions Practices On-going COVID related issues Other continuing/new issues affecting education and training
<b>3:05 – 3:20pm</b>	<b>Break</b>
<b>3:20pm – 4:00pm</b>	<b>Accreditation &amp; Regulatory Issues</b> CoA Updates ASPPB Updates
<b>4:00pm – 4:30pm</b>	<b>APA Advocacy Office Updates</b>
<b>4:30pm – 4:45pm</b>	<b>Paul Nelson Award Discussion</b>
<b>5:00pm</b>	<b>Meeting Adjourns</b>

**Topic: CCTC Spring Meeting**

**Time: Mar 17, 2022 11:00 AM Eastern Time (US and Canada)**

**Join Zoom Meeting**

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## COUNCIL OF CHAIRS OF TRAINING COUNCILS (CCTC)

Spring 2022

CCTC Members	
<b>Council of Chairs of Training Councils (CCTC)</b> <b>Andrea Zartman, PhD, ABPP/cn<sup>Δ</sup></b> Chair External Liaison/Secretary, VAPTC Co-Director, Neuropsychology Residency VA North Texas Health Care System Dallas, TX 75216 (214) 857-0534   <a href="mailto:andrea.zartman@va.gov">andrea.zartman@va.gov</a>  <b>Sharon Berry, PhD, LP, ABPP<sup>Δ</sup></b> Associate Chair Board Certified in Clinical Child/Adolescent Psychology Private Practice, Professional Staff Children's MN (612) 916-5605   <a href="mailto:sharonberryphd@gmail.com">sharonberryphd@gmail.com</a>	<b>Academy of Psychological Clinical Science (APCS)</b> <b>Cindy Yee-Bradbury<sup>Δ</sup></b> President Department of Psychology UCLA Los Angeles, CA 90095-1563 (310) 206-2572   <a href="mailto:yee@psych.ucla.edu">yee@psych.ucla.edu</a>  <b>Association of Counseling Center Training Agencies (ACCTA)</b> <b>Cecilia Sun, PhD<sup>Δ</sup></b> President Assistant Director for Training Counseling & Psychological Services University of Houston Houston, Texas 77204 713-743-5454   <a href="mailto:csun@central.uh.edu">csun@central.uh.edu</a>  <b>Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN)</b> <b>Beth S. Slomine, PhD<sup>Δ</sup></b> Co-Director, Center for Brain Injury Recovery Director, Training and Neuropsychological Rehabilitation Services Kennedy Krieger Institute Baltimore, MD 21205 (443) 923-2725   <a href="mailto:slomine@kennedykrieger.org">slomine@kennedykrieger.org</a>  <b>Doug Whiteside, PhD, ABPP/CN</b> President Professor, Department of Rehabilitation Medicine University of Minnesota 612-624-1412   <a href="mailto:whit3055@umn.edu">whit3055@umn.edu</a>  <b>Association of Psychology Postdoctoral and Internship Centers (APPIC)</b> <b>Shona N. Vas, PhD, ABPP<sup>Δ</sup></b> Chair Associate Professor, Psychiatry & Behavioral Neuroscience Director, Clinical Psychology Training & Cognitive-Behavior Therapy Program
	<b>Association of Psychology Training Clinics (APTC)</b> <b>Leticia Flores, PhD<sup>Δ</sup></b> President Director of UT Psychological Clinic The University of Tennessee, Knoxville Knoxville, Tennessee 37996 (865) 974-2161   <a href="mailto:lflores3@utk.edu">lflores3@utk.edu</a>

<sup>Δ</sup> Representing member of council

\* Not in attendance

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Spring 2022

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<p><b>Consortium of Combined-Integrated (C-I) Doctoral Programs in Psychology (CCIDPIP)</b></p>	<p><b>Canadian Council of Professional Psychology Programs (CCPPP)</b></p>
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<p><b>Chiachih DC Wang, PhD<sup>Δ</sup></b> Associate Professor, DCT Counseling University of North Texas Denton, Texas 76203-5017</p>	<p><b>Scott Napolitano, PhD<sup>Δ</sup></b> Chair, CDSPP University of Nebraska – Lincoln Lincoln, NE 68588</p>

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Spring 2022

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## COUNCIL OF CHAIRS OF TRAINING COUNCILS (CCTC)

Spring 2022

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OPEN	OPEN
<b>American Psychological Association, Committee on Early Career Psychologists (CECP)</b>	<b>Canadian Psychological Association (CPA)</b>
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## COUNCIL OF CHAIRS OF TRAINING COUNCILS (CCTC)

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\* Not in attendance



**Council of Chairs of Training Councils (CCTC)  
Thursday, September 23, 2021: Virtual Meeting  
Fall 2021 Meeting Minutes**

**Attendance:**

Chair: Andrea Zartman, PhD, ABPP  
Associate Chair: Sharon Berry, PhD, LP, ABPP  
Secretary: Beth Slomine, PhD, ABPP (APPCN)  
APA: Cathi Grus, PhD; Allison Gillens, MPS; Debra Perry (APA)

CCTC Members:

ACCTA: Cecilia Sun, PhD  
APPIC: Shona Vas, PhD, ABPP  
APCS: Cindy Yee-Bradbury, PhD  
APPCN: Beth Slomine, PhD, ABPP  
APTC: Leticia Flores, PhD  
CCHPTP: Sharon Berry, PhD, ABPP  
CCPPP: Lesley Lutes, PhD  
CCTPTP: Chiachih DC Wang, PhD  
CoPGTP: Michelle Mlinac, PhD  
CRPPTP: Quinn Kellerman, PhD  
CUDCP: Jason Washburn, PhD  
NCSPP: Gilbert Newman, PhD  
VAPTC: Kristin Rodzinka, PhD, ABPP

CCTC Liaisons, Guests and Alternates:

ABPP: David Cox, PhD, ABPP  
APAGS: Nadika Paranamana, MA  
APTC: Saneya Tawfik, PhD  
ASPPB: Jacqueline Horn, PhD & Michelle Paul, PhD  
BEA: A. Jordan Wright, PhD  
CoA: Jacqueline Wall, PhD  
CPA: Stewart Madon, PhD, CPsych  
National Register: Morgan Sammons, PhD, ABPP

**AM SESSION**

**Introductions and CCTC Presentation overview** (Andrea Zartman: See slides for more details)

- Presentation focused on what CCTC is, who we are, CCTC goals of exchanging information between training councils
- CCTC comprised of 16 member groups and liaisons
- CCTC historical projects listed
- What have we been doing recently?
  - CCTC guidance around COVID related issues for training
  - CCTC 2020: social responsiveness conference and toolkit
  - Beginning recruitment for 2020 social responsiveness advisory/steering committees
- 2 Major Themes from CCTC projects – maximize quality of education and training, addressing Equity, Diversity, Inclusion EDI
- Major themes from Spring 2021 meeting – stress, intersectionality, how to be useful, lessons learned
- Minutes from CCTC Spring 2021:
  - Jacquie Wall had one correction (will send via email; Accreditation site visits are up to 2 site visits a day)
  - Motion to approve the Spring 2021 minutes by Sharon Berry, Quinn Kellerman seconded

### **APA Guidelines for Psychological Practice with Sexual Minority Persons**

- Presentation by Franco Dispenza, PhD and Nadine Nakamura, PhD
  - Co-chairs APA's Committee on Sexual Orientation and Gender Diversity
- Presentation regarding revisions to the APA Guidelines for Psychological Practice with Sexual Minority Persons
- APA Committee on Sexual Orientation and Gender Diversity & Society for Psychology of Sexual Orientation and Gender Diversity (Div 44) created 8-person taskforce who worked together from 2019-2021 to update/revise the guidelines (last updated 2012)
- Terminology has changed over time – not all terms universally acknowledged
- 16 guidelines covering foundational knowledge/awareness, impact of stigma/discrimination/sexual minority stress, relationships/family, educational/vocational issues and professional education/training/research.
- Updates include re-organization to prioritize foundational knowledge, challenge to reduce monosexism bias, more in-depth information regarding forms of discrimination experienced by sexual minority persons, new guidelines re: resilience and sexual health
- <https://www.apa.org/about/policy/psychological-sexual-minority-persons.pdf>
- CCTC members asked to share these updated guidelines with their respective councils

### **Review of Membership Criteria** (All Members)

- Questions regarding CCTC membership criteria were discussed during the Spring 21 CCTC meeting with questions if need to revamp criteria.
- The group reviewed criteria to determine if still consistent with current member councils
- Current criteria:
  - Organized group of programs who primary purpose is to provide psychology training
  - Nationally-based recognized council
  - Represents a “substantial number” of programs which represents a significant voice in training and education
    - Discussion had regarding whether a number should be placed on the minimum number for member programs within an organization – this was discouraged by members.
    - If the council represents the majority proportion of the training programs in that field does that count or does this need to reflect a bigger representation for the field of psychology as a whole?
- Question arose re: APA accrediting master's programs. CCTC will need to make decision about these programs related to membership qualifications/fit.
- Discussion regarding inclusivity and embracing all training councils
- Action Item: Andrea suggested a separate meeting to review the Membership Criteria – Jason Washburn, Kristin Rodzinka, and Quinn Kellerman volunteered to look at the criteria; Andrea will monitor progress of the group and add to Spring 2022 agenda.

### **Improving Quality of Assessment at All Training Levels** (All Members)

- Councils discussed the concern regarding the level/quality of assessment training. There has been a notable decline by internship and postdoctoral programs related to the number of

assessments completed and the lack of generalized assessment knowledge of graduate students. This started prior to COVID-19. This is particularly concerning as assessment is one key area which sets psychologists apart from other disciplines and master's level vs doctoral level providers. Another key area of decline noted from councils was the ability for differential diagnosis.

- APPIC representative stated over time practicum training has focused more on intervention, students generally come into the match with less assessment hours
- Hours listed on AAPI do not really represent quality of assessment training. Concern that graduate students are functional more as technicians vs obtaining true conceptualization abilities. As such, discussed moving away from quantity and focus more on quality.
  - Group discussed establishing a minimum threshold re: hours but also developing some form of documentation regarding context of assessment/diagnosis
  - Anything that needs to go into AAPI would need to happen a year ahead of time
- APA Guidelines for Education and Training in Psychological Assessment published in March of 2020: <https://www.apa.org/about/policy/guidelines-assessment-health-service.pdf>
  - Training councils need to push out these APA guidelines
- Group was in agreement that we need to focus on competency, but how do we do that and how does that look at different levels of training:
  - CoPGTP – project to develop vignette style trainings for assessment
  - There are ways to verify competency at the doctoral program.
    - Lesley Lutes – don't have writing comp, students have to write up an assessment case, students have to present 3 times, will be shared with other programs in Canada.
    - Jason Washburn commented on competency profile for student
- How can we ensure that professionals are maintaining knowledge of assessment?
  - Section 9 of the assessment division of APA (Division 12) put together a series of CE credits, otherwise not a lot of assessments on assessment training and supervision: <https://div12.org/partnership-with-assessment-psychology/>
- ACTION ITEM: CCTC Workgroup will be formed to further examine this concern and collect resources. Volunteers: Shona Vas, Michelle Minac, Jason Washburn, Kristen Rodzinka. This group will present findings at CCTC Spring Meeting.

### **On-going Training Issues with COVID-19** (All Members)

- Informal poll was completed with meeting attendees regarding how councils have been handling COVID-19 training issues:
  - 13 % still primarily teleworking, 13% onsite, 73% hybrid
  - All training councils stated COVID has limited training experiences in some significant manner (i.e. loss of rotations for internship/postdoc, loss of practicums)
  - Majority of institutions require immunization but councils stated that they do not have specific statements related to this. No major issues were noted in this regard.
    - APPIC guidance to training directors encourages programs to make vaccination requirements very clear to trainees and that public materials provide clear information about vaccinations

- Telesupervision:
  - Licensing boards are looking at the issue of tele-supervision right now and some are allowing face-to-face video (e.g., IL confirmed video face-to-face supervision)
  - More regulatory bodies are allowing video supervision and tele practice within their jurisdiction, even for trainees
  - Regulations can take one to three years to change
- CCPPP – created forms on COVID interruptions
- ASPPB has created forms for practicum through postdoc trainees to document their experiences and how they were altered during COVID
  - <https://www.asppb.net/page/COVID19ModificationForms>
- Documentation of Impact of COVID 19 on training in Canada, see CCPPP resources below.
  - [https://ccppp.ca/resources/Documents/Documentation%20of%20Impact%20of%20COVID%2019%20on%20Internship%20Training%20\(Academic\).pdf](https://ccppp.ca/resources/Documents/Documentation%20of%20Impact%20of%20COVID%2019%20on%20Internship%20Training%20(Academic).pdf)
  - [https://ccppp.ca/resources/Documents/Documentation%20of%20Impact%20of%20COVID%2019%20on%20Internship%20Training%20\(Internship\).pdf](https://ccppp.ca/resources/Documents/Documentation%20of%20Impact%20of%20COVID%2019%20on%20Internship%20Training%20(Internship).pdf)
  - <https://ccppp.ca/resources/Documents/Documentation%20of%20Impact%20of%20COVID%2019%20on%20Practicum%20Training.pdf>

## PM Session

### **Collaboration Opportunities: Interviewing/Selection Process – Discussion of Best Practices** (All Members)

- Informal poll was completed with meeting attendees regarding 2020/2021 applicant interviews:
  - 69% virtual, 23% hybrid, 8% in person
  - 50/50 received guidance for expectations from council organization for interview format
  - Most attendees felt neutral about quality of trainees obtained through virtual format but with the disclaimer that it is early in the training year
- Future Interviews:
  - All Canadian intern sites will do virtual interviews moving forward. Sections of the country are given interview dates. From an EDI standpoint, huge support for this model.
  - APCS – goal to continue with virtual interviews. Were able to interview people they would typically not be able to.
  - ACCTA – 82% member programs plan for virtual interviews for 2022, 8% want to offer a choice.
  - APPIC guidance document suggested offering virtual tours
- Concern with the concept of “option” of virtual vs in-person format as this may influence rankings for some.
  - Recommendation from CUDCP is to choose in person **or** remote ahead of time.
  - Consensus from group is that interviews need to be one or other (in-person or virtual), but not optional.
  - Discussed idea that If programs have in-person option, applicants should not come on-site until they have submitted rankings or have an offer.
  - Doctoral programs might offer open house to those with offers or who are ranked
- CCPPP has resources for what worked well with virtual interviews

- No specific concerns related to recruitment were identified by councils
  - Overall increase in applicants at the doctoral program level
  - No increase in other councils
- Discussion about GREs and admission criteria in place of GREs
  - Jason Washburn provided survey results for CUDCP's admissions survey:
    - Many programs are dropping the GREs however students are still submitting their GRE scores
    - There are still concerns surrounding bias and GREs

**Standardized Reference Form:** (All Members)

- Group discussed need for revision of form. While this served as an improvement in general structure from previous manner (no structure/free form), attendees felt the form is not as useful as it could be.
  - From the Spring CCTC meeting: APPIC has received feedback about guidance for letter writers on the PWC of professional attitudes values and behaviors and especially how writers may address "professionalism" in a manner which could disadvantage/marginalize underrepresented groups, infusing further the EDI framework was also shared as an important idea. Another discussion point was to consider language choice for inclusivity.
- Possible improvements discussed including:
  - A profile rating for students based on CoA competencies
  - Behavioral anchors for competencies
  - Compared to open narrative letters, don't like comparisons to other students, it helps to know what to work on with a specific student.
  - Example of what worked well or what is something you can work on
- Discussed how to best identify/relay concerns related to trainees
  - Internship/postdoc want these issues known prior to ranking to the program is equipped to address but concern related to impact to trainee and there is pressure for doctoral programs to push students through.
  - Need to think about goodness of fit, being good gatekeepers and not harming public
  - How do we help smooth out the issues at the lowest possible level that is kind and appropriate?
  - Developing a solid sense of collaboration is key, programs saying the trainee is ready for internship is the gatekeeping.
  - We need to do better about not passing the buck and pushing students along if they are not ready
  - APPIC policies are changing to address concern that students are being sent on to internship that should not be there
  - Discussed some concerns with professionalism around trainees. We need to define professionalism.
- ACTION ITEM: CCTC has 9 months to make changes to the standardized reference form. Andrea will follow up with an email to see if there is interest in a workgroup.

## **Accreditation and Regulatory Issues**

**CPA update:** Stewart Madon, PhD, CPsych

- Standards revision started in 2017
- Conducted surveys and are very close to providing a document that will be shared for comment
- Due to Canada's Truth and Reconciliation report, Black Lives Matter movement and other social justice issues, all standards have incorporated diversity
- The organization is also dealing with COVID issues and virtual site visits.

**CoA Update:** Georita Frierson, PhD

- Conducted webinar to help individuals understand what CoA is responsible for and what are considerations for other groups
- CoA has 9 "IRs" out for public comment: <http://apps.apa.org/accredcomment>
- Severe Mental Illness is now a new area for accreditation.
- CoA is in need of generalists for site visits
  - Site visitors given option of 25 CEUs or subscription to APA journal after completion of visit.
  - CoA looking for other perks for site visitors in place of travel until this can resume.
  - <https://www.accreditation.apa.org/become-site-visitor>
  - There may potentially be site visit training prior to the APPIC conference in 2022
- Site visits are still virtual due to travel restrictions
  - After virtual site visits, there is an in-person verification process (since that is written into US law). In person verifications have not begun yet. Accreditation decisions are not dependent on the in-person visits. Using the last date of the site visit is the date of the accreditation decision. Once travel guidelines are available then one of the site visitors who did the site visit will visit the site (e.g., short visits that are very focused on records and physical plans).
  - In person verifications will resume when CoA resumes normal operations.
- Questions were asked about the 5 year interim report. The intent was to minimize amount of work that was required. By and large it is just tables that programs must populate.

**BEA Update:** Cathi Grus, PhD and Jordan Wright, PhD

- APA will be hosting a Summit on the Future of Education and Practice
  - Focused on 5 key areas: role of technology, future of independent practice, workforce development, educational competencies, and licensure/regulations
  - Specifically, education pillar will focus on APA's competency model at the doctoral level in health service psychology. Ultimately the competencies will be aligned with the master's levels competencies. This will help the profession understand differences and similarities between the degrees. Recommendations for APA model act for scope of practice of master's level clinicians are being obtained.
  - Anticipates that many items will come back to this group
- Master's training is a big focus
  - APA CoA will be accrediting Master's level program, tons of decisions to be made
  - Working on competencies for Master's level; what makes master's level psychology different than doctoral level
  - Providing public comment on IRs

- <https://www.accreditation.apa.org/public-comment>
- Diversity hiring initiatives – will be looking across disciplines to see what has been done
- Commenting on formal apology from APA for marginalizing certain populations

**ASPBB Update:** Michelle Paul, PhD

- Continuation of PSYCPACT
- Consumer disclosure requirements
- EPPP practice exam fees have been reduced
- Epassport provider asked about offering low cost services to student, PSYCPACT may be a way to organize support for students
  - There is a large proportion of doctoral students who can't find services or pay for them. Developing a network of providers willing to offer low cost services across states may help access for students in need

**APA Advocacy Office Updates:** Karen Studwell, JD; Kenneth Polishchuk, Alix Ginsberg, MPH

- Advocacy Priorities: <https://www.apaservices.org/advoacy/actions/advoacy-priorities>
- Advocacy projects: loan repayment, loan forgiveness, minority fellowship programs, telehealth access
- Big year with mental health funding:
  - COVID-19 is having a significant impact on the mental health services
  - Large COVID-19 packages – 4 billion for mental health, HRSA training programs – train spectrum of behavioral health
  - Funding opportunity for Graduate Psychology Education Program (GPE) – asked group to circulate this widely; helps to show HRSA that dedicated funding to train doctoral level psychologist is important.
  - APPIC will be helping accredited programs apply for the GPE grant program (25 million in funding)
  - During webinar with HRSA questions were asked about sample grants. They do not provide sample grants. The webinar was not recorded.
- Student debt initiatives
  - Multi-pronged approach to minimize loan default
  - Forgiveness of debts for multiple paths (including healthcare providers, those with disabilities)
  - APA partnered with American Bar Association's week of action on student debt

**2020 CCTC Conference Follow-Up**

- Overview of CCTC Social Responsiveness Conference (see slides)
  - 150 individuals participated in the conference
  - Developed a toolkit that was meaningful for the field – see Social Responsiveness Toolkit  
[https://www.appic.org/Portals/0/downloads/TrainingDocs/CCTC\\_Socially-Responsive-HSP-Ed-Training.pdf](https://www.appic.org/Portals/0/downloads/TrainingDocs/CCTC_Socially-Responsive-HSP-Ed-Training.pdf)
  - Toolkit was distributed to councils and training programs
- Next Steps for Implementation:

- The toolkit will hopefully be translated to other languages (French and Spanish). Translation services have been identified.
- A new advisory group will be developed that will represent each area of emphasis during the conference. Each member of the advisory group will then lead a steering committee focused on one particular emphasis area.
  - Recruitment email was sent out to field but did not get a large response. Another recruitment email will be sent out to the field.
  - Hope to start Advisory Committee in January 2022.
  - The group should keep in consideration both the macro and micro impacts of the toolkit
- Council Specific Implementation:
  - CCPPP conference next year will focus on the social responsiveness toolkit
  - CUDCP will also be doing training on the toolkit, in collaboration with APCS
  - CoPGTP board members are each taking a section and pulling together a summary with a geropsychology lens
- It was suggested that each council should upload the toolkit to their website

#### **Paul Nelson Award Recipients**

- Debbie Bell, PhD and Ayşe Çiftçi, PhD were both awarded the Paul Nelson Award

#### **2022 Spring CCTC**

- APA board expecting hybrid meeting in the spring
- Tradition has been for CCTC to meet the day before BEA, that meeting is March 18<sup>th</sup>-19<sup>th</sup>, so CCTC will be meeting March 17, 2022



## ACADEMY OF PSYCHOLOGICAL CLINICAL SCIENCE Annual Report (March 2022)

### The Academy of Psychological Clinical Science

(APCS, or the Academy; <https://www.acadpsychclinicalscience.org/>)

**Description of organization:** The Academy is an alliance of leading, scientifically oriented, doctoral and internship training programs in clinical and health psychology in the United States and Canada. Academy membership is open to doctoral and internship programs with strong commitments to, and established records of, successful clinical science training.

**History:** The Academy grew out of an organizational meeting held in Bloomington, Indiana in 1994, and the first formal meeting of the Academy was held in New York City in 1995 with 21 of the original 26 member programs. In 1996, the Academy membership was expanded to including research-oriented internship program. In 2006, the Academy hosted a meeting in Tucson, Arizona to discuss “developing a positive vision for the future of doctoral training in psychological clinical science and identifying the best way to realize this vision.” This meeting paved the way for the development of an independent accreditation system, and on December 26, 2007, the Psychological Clinical Science Accreditation System (PCSAS) was incorporated. A detailed history of the Academy is available on its website: <https://www.acadpsychclinicalscience.org/history.html>

**Ongoing activities:** The Academy's main activities center on: (1) responding to the needs of our member programs, including discussing new topics as they arise (e.g., open science, undergraduate opportunities in clinical science, diverse career paths for clinical scientists), (2) supporting PCSAS and its ascendance, including assisting the in grass-roots coordination of licensing parity initiatives in individual states, (3) response to the needs of students in member program (via our Student Engagement Committee and student representative on our Executive Committee) and providing clinical science training opportunities for students in our programs, including the Clinical Science Student Training Fund (formerly called the “Flexibility Fund”); (4) recruiting new internship member programs and working with our internship member programs to enhance and provide for the continuity of clinical science training from students' doctoral training through internship completion; and, (5) promoting high-quality clinical science training by participating in profession-wide service activities, including, for example, joining collaborative writing projects on the future of training in clinical psychology, representing clinical science at national professional organization meetings, and, across the board, engaging in activities that increase awareness about the role of clinical science in easing the burden of mental illness in the US.

### Activities March 2021 to March 2022:

- Awarded nine Clinical Science Student Training Awards (totaling \$6715).
- Formed workgroups to implement recommendations by our Task Force to Center Racial and Social Justice Within Clinical Science
  - Workgroup #1 – Survey Development: Generating a survey, to be distributed to APCS member programs, to assess plans, practices, and resources for centering diversity, equity, inclusion and anti-racism within clinical science training
  - Workgroup #2 – Website: Creating a collaborative toolkit and resource repository for the APCS website
  - Workgroup #3 - Public-Facing Commitment: Systematically evaluating and learning from a compilation of publicly available statements on diversity, equity, inclusion and anti-

racism from member program (and their respective department) websites by coding the information

- Offered a 2-hour symposium ("Celebrating 25 years of the Academy of Psychological Clinical Science (APCS): Our Past, Present, and Future") at the annual convention of the Association for Psychological Science (APS). Speakers included Dick McFall, Dolores Albarracín, Ryan Bogdan, BJ Casey, Joanne Davila, Nick Eaton, Bob Levenson, Juliette McClendon, Daisy Singla, and Virginia Sturm. A video of the symposium will be shared on our website.
- Continued with the activities of the Workgroup on Reducing Barriers to Clinical Science Education:
  - Conducted focus groups with clinical science program applicants and summarized their experiences with the virtual interview process
  - Created a document to assist future applicants who do not have reliable internet access
- Continued planning a clinical science training conference/summit that will be offered in conjunction with other relevant organizations
- Actively recruiting new internship member programs
- Actively encouraging members of Academy programs to run for key offices on relevant boards (e.g., CUDCP, SSCP)
- Tim Strauman continues to represent APCS and CUDCP on ASPPB's Examination Stakeholder Advisory Group (ESTAG), which was formed to help identify concerns and potential solutions regarding the EPPP-2



# Association of Postdoctoral Programs in Clinical Neuropsychology

## OFFICERS:

### President:

Douglas Whiteside, Ph.D.

### President-Elect:

Lisa Stanford, Ph.D.

### Past President:

Robert Collins, Ph.D.

### Secretary:

Brenna McDonald, Psy.D.

### Treasurer:

Suzanne Penna, Ph.D.

## BOARD OF DIRECTORS:

### Member Directors:

Sakina Butt, Psy.D.

Michael Greher, Ph.D.

Lana Harder, Ph.D.

Joel Kamper, Ph.D.

Laura Kenealy, Ph.D.

Lauren Krivitzky, Ph.D.

Danielle Shapiro, Ph.D.

Amelia Nelson Sheese, Ph.D.

Bonnie Sachs, Ph.D.

Beth Slomine, Ph.D.

Douglas Whiteside, Ph.D.

### Community Directors:

Celia Heppner, Psy.D.

Michael Jaffee, M.D.

### Resident Member

## APPCN Report to the Council of Chairs of Training Councils (CCTC)

February 2022

### Background

The Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN) is an organization composed of programs offering postdoctoral training in clinical neuropsychology. The purpose of the organization, which was founded in 1992, is to propose and promote the minimal standards for postgraduate training and education in the field of clinical neuropsychology. The guidelines for such training were established by a representative group of training directors from across the United States and Canada at a conference in Houston in 1997. The guidelines approved at that time were later endorsed by all of the major specialty organizations in the field. Although not all postdoctoral programs that offer training in the specialty are members of APPCN, many support the training principles of the APPCN membership and participate in the annual match for recruitment of residents. The American Board of Clinical Neuropsychology (ABCN), the ABPP credentialing organization, requires applicants for certification to have completed a postdoctoral residency that offers two years of training.

APPCN has been focused on several initiatives to expand membership, develop training resources for member programs, educate students about professional training standards in clinical neuropsychology, and promote and enhance the postdoctoral residency match. APPCN provides member programs with a practice written exam that reflects the content of the ABCN written exam. The written exam is administered at the end of the first year of training and summary statistics are gathered and distributed to programs. APPCN has also developed fact-finding and ethics vignettes for conducting mock oral ABCN exams. The organization has also supported efforts to dialogue with other training organizations on matters of mutual interest, including representation of postdoctoral training on the Commission on Accreditation, coordinated postdoctoral recruiting, funding for training, and specialty training.

### Update on APPCN activities

**Membership:** APPCN now has 111 member programs and continues to demonstrate strong growth over the last 5 years, with 3 new programs added in the past 6 months since the previous report.

**Outreach:** APPCN is a member of CCTC and sends representatives to the Interorganizational Steering Committee on Education and Training (ISET) and the Clinical Neuropsychology Synarchy (CNS) as related to training in clinical neuropsychology.

**General training issues:**

1. APPCN has developed competency-based curriculum guidelines for member programs that continues to be updated by the committee working on this.
2. APPCN is also involved with the Planning Commission for the updated Houston Conference Guidelines, which is now called the Minnesota Update Conference (MUC). The president, Douglas Whiteside, PhD, ABPP, will be serving as a Steering Committee Member and the APPCN treasurer, Suzanne Penna, PhD, ABPP, is also the treasurer for this conference. Several APPCN members are serving as experts for this conference. The goal of this conference is to revise and update the original neuropsychology training guidelines with particular emphasis on diversity/equity/inclusion, technology, and updated comprehensive competencies.
3. APPCN will continue to work with VAPTC and APPIC regarding deadlines and notification dates to minimize overlap with the APPIC UND.
4. APPCN is also spearheading other training initiatives to benefit trainees, programs, and the field generally. For example, the Multisite Didactic Initiative (MDI), which was started in 2020, continues to expand this next year.
5. APPCN has also facilitated the revision of a mock board certification examination and mock fact-finding cases to assist trainees and member programs.
6. APPCN has partnered with AITCN (Association of Internship Training in Clinical Neuropsychology) and developed a webinar series aimed at supervision issues in both adult and pediatric neuropsychological training which was well received by the neuropsychology community.
7. APPCN also began other initiatives this year, including an advisory Ethics Committee to assist programs and postdoctoral fellows with difficult situations.
8. APPCN initiated a scholarship program for alumni of APPCN Member programs to financially support them through the ABPP examination process if they do not have other means of support.
9. APPCN also provides an annual webinar for applicants who will enter the match for neuropsychology residency. This webinar covers the match process as well as orienting trainees to important training documents in neuropsychology, including the Houston Conference Guidelines and the Taxonomy for Training in Clinical Neuropsychology.

**Matching Program for Clinical Neuropsychology Postdoctoral Residencies:** The APPCN Board of Directors continues to consider ways to make the matching program for neuropsychology residencies more effective. For 2022, APPCN continued the policy adopted for the 2021 match of strongly encouraging all applicant interviews to be conducted virtually, due to pandemic-related restrictions, and programs generally followed this guidance again this year.

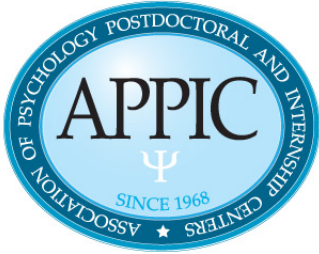
Douglas Whiteside, Ph.D., ABPP/CN  
President, APPCN  
[whit3055@umn.edu](mailto:whit3055@umn.edu)

Submitted On behalf of the APPCN Board of Directors



## **APPIC Mission**

To facilitate access, foster development, and support implementation of quality education and training in Health Service Psychology



# **Association of Psychology Postdoctoral & Internship Centers**

**CCTC Fall Meeting, March 17, 2022**

## **APPIC Board Contact/Liaison (to CCTC), Contact Information**

Shona N. Vas, Ph.D., ABPP

The University of Chicago; [svas@bsd.uchicago.edu](mailto:svas@bsd.uchicago.edu)

Chair, APPIC Board of Directors

Kimberly Hill, Ph.D.

Stanford University; [hillk@stanford.edu](mailto:hillk@stanford.edu)

Vice Chair, APPIC Board of Directors

APPIC Central Office

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Email: Central Office - [appic@appic.org](mailto:appic@appic.org)

Telephone: Central Office - (832) 284-4080; Liaison – (773) 702-1517

Fax: Central Office - (832) 284-4079

## **APPIC Board Members and Leadership**

- a. Shona N. Vas, Ph.D., ABPP; Chair, APPIC Board of Directors
- b. Allison Aosved, Ph.D., ABPP; Past Chair, APPIC Board of Directors
- c. Kimberly Hill, Ph.D.; Vice Chair, APPIC Board of Directors
- d. Amy Silberbogen, Ph.D., ABPP; Secretary, APPIC Board of Directors
- e. Daniel Hurley, Ph.D.; Treasurer APPIC Board of Directors
- f. Mary Mendoza-Newman, Ph.D.; APPIC Board Member
- g. Miguel Ybarra, Ph.D.; APPIC Board Member
- h. Matthew Zimmerman, Psy.D., ABPP; APPIC Board Member
- i. H. Garland Hershey, DDS, ABO, FACD, FICD; APPIC Board Public Member
- j. Jeff Baker, Ph.D., ABPP; APPIC Executive Director

## **Summary of Key APPIC activities since September, 2021 (of relevance to CCTC)**

### Current APPIC Member Composition (1062 APPIC Member Programs)

- 804 internship programs – 645 APA accredited; 41 CPA accredited
- 258 postdoctoral programs – 112 APA accredited
- 440 doctoral program associates – 409 APA accredited; 31 CPA accredited

## APPIC Mission

To facilitate access, foster development, and support implementation of quality education and training in Health Service Psychology

### Key Issues and Relevant Initiatives

**2022-23 Recruitment:** We are just wrapping up the 2022-23 recruitment cycle. The APPIC Board recommended the use of virtual interviews for both internship and postdoctoral selection.

- 2022 Internship Match: Phase II of the Match will conclude on 3/22/22. Phase I Match statistics are available on the APPIC [website](#). The number of registered applicants decreased by 3.8%, with an increase of 2.7% in the number of positions. Overall, the number of applicants exceeded the number of positions by 104. It is expected that there may be unfilled positions after the Phase II Match.
- 2022 Postdoctoral Recruitment: Uniform Notification Day (UND) for postdoctoral programs following APPIC's selection guidelines was on 2/22/22. Over 1500 sites with 2167 positions were listed in APPIC's Universal Psychology Postdoctoral Directory (UPPD). According to the UPPD, 312 positions remained unfilled (although this number is likely an underestimate). Data from previous years indicate that over 90% of applicants get their first or second choice positions.

**APPIC's Community Initiatives:** APPIC continues to closely collaborate with other councils involved in training and has responded to the needs of our members in various ways:

1. Informal Problem Consultation (IPC): The APPIC ED, Match Coordinator, and Board Members provide informal, confidential problem consultation to students, interns, postdoctoral fellows, graduate faculty, DCTs, and internship and program TDs. An IPC request may be filed via our [website](#). 295 IPCs were provided in 2021 and 357 in 2020. As of 2022, 60 IPC requests have been filed.
2. Monthly APPIC Community Call for members are offered each month. Topics vary depending on the training cycle (e.g., assessment of baseline competencies, recruitment, etc.) and needs of APPIC members on the call (e.g., addressing morale and burnout). Based on feedback from membership, the calls are offered on different days and at different times, rather than in a specific time slot. The calendar for upcoming community calls can be found on the APPIC [website](#).
3. Mentorship Program: APPIC offers a Mentorship Program for internship and postdoctoral Training Directors (TDs). Experienced TDs serve in mentor roles for newer training directors. APPIC will offer a new TD workshop on May 12, 2022 at the Membership conference in San Diego.

**Utilization of APPIC's Financial Resources:** APPIC has numerous ongoing and new initiatives underway to support members of our training community. Some of these projects include:

1. Calls to action: APPIC awarded \$100,000 towards proposals offering content addressing (a) equity, inclusion, diversity, justice and social responsiveness and (b) tele-supervision

## **APPIC Mission**

To facilitate access, foster development, and support implementation of quality education and training in Health Service Psychology

and tele-training. These projects are available for review on our [website](#) and will also be disseminated in monthly Community Calls over the next several months.

2. Cynthia Belar scholarships for students who experience financial hardship (\$20,000).
3. Accreditation Readiness Project (ARP; Phase V) and Accreditation Readiness Project for Canadian programs (ARP-C; new in 2020). Full Member APPIC Programs will need to be accredited by July 1, 2023 in order to access the match.
4. Postdoctoral Membership Readiness Project (PMRP) for postdoc programs pursuing APPIC membership (Round 3).
5. Ongoing enhancement for the APPIC Directory, the Universal Postdoctoral Program Directory, e-Membership, the AAPI, and the Match.
6. Training Director scholarships for ABPP Certification. 15 scholarships were offered in 2021 in partnership with the ABPP foundation.
7. Training and Education in Professional Psychology (TEPP): APPIC commits an annual investment of \$50,000 and the Board recently approved additional pages.

### **AAPI Update and Enhancements:**

APPIC's common internship application form, the AAPI continued to be offered in the Admissions platform for the 2022-23 recruitment cycle. Several enhancements were implemented and based on feedback from our community, additional changes were implemented for next year. Please feel free to email the AAPI Coordinator, Dr. Kimberly Hill ([hillk@stanford.edu](mailto:hillk@stanford.edu)) with questions and concerns about the AAPI.

### **APPIC's Postdoctoral Committee:**

Our Postdoctoral Committee continues to engage in multi-pronged efforts to foster community among the heterogeneous postdoctoral training community and to offer a range of resources to facilitate effective postdoctoral selection and training. Key ongoing initiatives include refinement of the APPIC Postdoctoral Selection Guidelines, the Universal Psychology Postdoctoral Directory (UPPD), the APPA CAS Online application, and a range of tools and resources to educate applicants and programs on the application and selection process ([www.appic.org/Postdocs](http://www.appic.org/Postdocs)). The APPIC Board is aware that the UND system is frustrating for Training Directors as many positions go unfilled. Surveys for applicants and Training Directors will be launched shortly. The Postdoctoral Committee and the Board will seek public comment as we consider revision of the selection guidelines.

### **APPIC 2022 Membership Conference:**

The 2022 [APPIC Membership Conference](#) will be held May 12-14, 2022 in San Diego, CA with the theme of *Social Responsiveness in Health Service Psychology Training: Embracing Transformational Change*. We look forward to reconnecting with many members of our community! The APPIC Liaison lunch meeting is scheduled for 11:30 am CST on 5/12/22.



### **APPIC Mission**

To facilitate access, foster development, and support implementation of quality education and training in Health Service Psychology

#### **APPIC's "New Business" for CCTC:**

1. APPIC will offer a webinar on preparation for internship intended for academic Directors of Clinical Training. This webinar will be held on April 27, 2022 from 10 am to 1 pm CST. An announcement will be posted to our DCT mailing list.
2. APPIC has been collaborating with other training councils to revise the Standardized Reference Form (SRF) for internship applications.
3. APPIC solicits feedback from other councils on the issue of counting practicum hours through 10/1 instead of 11/1 when estimating hours on the AAPI for internship applications.

Respectfully submitted:

Shona Vas, Ph.D., ABPP  
Chair, APPIC Board of Directors



**ASSOCIATION OF PSYCHOLOGY TRAINING CLINICS (APTC)**  
**Report to Association of Council of Chairs of Training Councils (CCTC)**  
**Submitted by Leticia Y. Flores, Ph.D., President, APTC**  
**March 17, 2022**

**The Association of Psychology Training Clinics (APTC)** represents nearly 200 psychology training clinics providing practicum/pre-internship training to clinical, counseling, and school psychology doctoral students. Participating clinics are university-based facilities that provide behavioral/mental health services to the community. In these clinics, licensed faculty and doctoral level psychologists supervise services provided by graduate students. APTC has approximately 185 clinic members and 20 associate members. APTC conducts an annual meeting, maintains an active listserv where training and clinic management issues are discussed, publishes an e-newsletter, and provides an organizational website ([www.aptc.org](http://www.aptc.org)) with many resources for clinic directors.

**The Mission of APTC** is to: (a) promote high standards of professional psychology training and practice in psychology training clinics; (b) facilitate exchange of information and resources among psychology training clinics that provide pre-doctoral practicum training in professional psychology; and (c) interface with related professional groups and organizations to further the goals of APTC, including influencing the establishment of standards and guidelines on service delivery and training of future psychologists. Our expanded global mission is to extend our membership to include international training clinics from around the world.

**Current Members of the Executive Committee:**

**President** - Scott Gustafson (Florida Institute of Technology)  
**Immediate Past President** - Leticia Y. Flores (University of Tennessee)  
**President-Elect** – Jennifer Schwartz (Drexel University)  
**Treasurer** - Risa Broudy (The George Washington University)  
**Secretary** - Danielle Keenan-Miller (UCLA)  
**Member-At-Large** - Timothy Fowles (University of Delaware)  
**Member-At-Large** - William Salton (Yeshiva University)  
**Early Career Member at Large** - Jacqueline Hersh (Appalachian State University)  
**President-Emeritus** - Robert Hatcher (City University of New York)  
**Council of Past Presidents** - Leticia Flores, Heidi Zetzer, Karen Fondacaro, Tony Celluci, Colleen M. Byrne, Lee Cooper, Phyllis Terry Friedman, Brian Lewis, Bob Hatcher, Rob Heffer, Eric Sauer and Erica Wise.

- Much of APTC's activity continues to be supporting its members as they continue completely online or hybrid online/F2F teaching and service provision.
- The different statuses of Covid transmission across the country has left clinics scrambling to establish ongoing therapy and testing protocols in line with their state's unique circumstances.
- We are in the midst of determining how to proceed with the new federal "No Surprises" Act.
- Listserv conversations are ongoing about how and whether PSYPACT might influence supervision for clinics.
- We again postponed the March annual conference. The next conference appears to be on target for occurring in 2023, still in Albuquerque.
- The new Executive Committee is working on finding ways to both formally and informally connect online throughout the year.
- We also continue to see clinic directors retiring and changing jobs.

Respectfully Submitted,

A handwritten signature in black ink, appearing to be 'Leticia Y. Flores', written on a light-colored background.

Leticia Y. Flores, Ph.D.  
President, Association of Psychology Training Clinics



**Association of State and Provincial Psychology Boards**  
**January 2022 Report**

The Association of State and Provincial Psychology Boards (ASPPB) represents the psychology regulatory bodies throughout Canada and the United States. ASPPB's mission is: Serving member jurisdictions by promoting excellence in regulation and advancing public protection in psychology. Association membership is comprised of state, provincial, and territorial jurisdiction member boards as well as individual members who are former board members or staff of psychology regulatory bodies. Any organization involved in the regulation of the practice of psychology outside the United States and Canada shall be entitled to apply for affiliate membership in the Association.

ASPPB works to meet the needs of its members through the provision of services such as the EPPP, model legislation, mobility programs, consultation, and topics related to psychology regulation such as graduate training, supervised experience, telepsychology and continuing professional development. Further, ASPPB serves its member jurisdictions through collaboration with the education and training communities, professional psychology organizations, in efforts to demystify the licensure process for applicants, promotion of common standards and processes for licensure, and development of model programs that promote public protection. For 61 years ASPPB has been providing these essential services to licensing boards throughout the United States and Canada in 2020.

**ASPPB 2022 Board of Directors:** President: Alan B. Slusky, PhD, CPsych (MB); President-Elect: Herbert L. Stewart, PhD (VA); Past-President: Tomas R. Granados, PsyD (NM); Secretary-Treasurer: Cindy Olvey, PsyD (AZ); Members-At-Large; Michelle G. Paul, PhD (NV), Hugh D. Moore, PhD, MBA (TN) and Jennifer C. Laforce, PhD, CPsych (MB).

**Chief Executive Officer:** Mariann Burnetti-Atwell, PsyD

**Advocacy for Best Practices in Psychology Regulation:** Member boards, with increasing frequency, have faced board consolidation, Sunset Review, and new legislative initiatives that present challenges to best practices in psychology regulation. ASPPB offers advocacy services to assist member boards as they respond to regulatory challenges. ASPPB is committed to increasing the regulatory literacy of key constituents as they make impactful decisions regarding the licensing of psychologists and investing in initiatives that advance best practices.

**HRSA Grants Support ASPPB Programs and Services:** Since 2012, ASPPB has received grant funding from HRSA's Office for the Advancement of Telemedicine to support the implementation of ASPPB's universal application and credentials verification service called PLUS as well as the development and implementation of the telepsychology compact called PSYPACT. In May 2019, ASPPB was notified that it had been awarded a new HRSA federal grant to address the regulatory research needs of the profession of psychology. This grant provides assistance over the next five years with federal funding for the establishment of a psychology licensure focused research center, The Centre for Data and Analysis on Psychology Licensure ([www.asppbcentre.org](http://www.asppbcentre.org)). The primary purpose of the Centre is to support psychology licensing boards in making informed licensure decisions through consistent data gathering, analysis and reporting. ASPPB was notified in early May 2020 that it had received an additional one-year HRSA grant for \$2.5 million. The focus of this grant is to address COVID-19 as part of the Coronavirus Aid, Relief, and Economic Security Act (CARES) Act.

Activities tied to this funding must work to prevent, prepare, and respond to COVID-19. To prevent COVID-19, activities should promote the use of telehealth technologies. To prepare, activities should support initiatives to support licensure portability and assist with successful implementation to maximize their impact. To respond, activities must help to provide access to technologies to limit the spread of COVID-19. Our activities have focused on prevention and preparation components of the grant requirements by creating a central hub (Multi-Discipline Licensure Resource Project, MDLR) regarding the licensure application process. The hub, <https://licensureproject.org/>, provides licensure information for several professions: Occupational Therapy, Physical Therapy, Psychology and Social Work. In addition, as part of the 2020 funding, and in hopes of increasing access to mental health care services via telepsychology, ASPPB was able to waive the E. Passport application fee (\$400) through January 31, 2021. Please contact [info@psypact.org](mailto:info@psypact.org) with any questions you have. Additional information about the application process and how to start an application can be found on the PSYPACT website at [www.psypact.org](http://www.psypact.org).

**Liaison Activities.** The ASPPB Board of Directors strongly believes in the importance of communication between ASPPB and other psychology organizations, councils of training directors, and regulatory federations from other professions. ASPPB has endeavored to promote these relationships by attending meetings as liaisons when possible and providing consultation and resources that will help other groups to understand the regulatory process and the common problems that disrupt initial licensure/registration, professional mobility, and regulation of professional conduct in psychology. The ASPPB web site ([www.asppb.net](http://www.asppb.net)) continues to undergo renovation and improvement to provide better licensure information for all interested parties, including faculty, supervisors, and students. Faculty and supervisors can find resources to aid in preparing their students, interns, and trainees for the EPPP, and they can also view the licensure requirements for each ASPPB member jurisdiction.

## EXAMINATION PROGRAM INITIATIVES

**Examination for the Professional Practice in Psychology (EPPP):** After years of exploration and discussion with ASPPB member boards and other psychology stakeholder groups, the ASPPB Board of Directors approved the development and implementation of new content and question types designed to assess foundational professional skills at entry-level licensure along with the foundational knowledge currently assessed by the EPPP. Adding the assessment of professional skills (Part 2-Skills) to the assessment of professional knowledge (Part 1-Knowledge), the EPPP provides member boards a comprehensive examination package by which to assess a licensure candidate's competence to practice

independently.

In November 2020, ASPPB began offering a “rolling adoption” for the two-part EPPP. Member boards currently have two options for licensure examination. One option is the continued use of the standardized assessment of knowledge, the EPPP (Part 1-Knowledge). A second option is the use of both the EPPP (Part 1-Knowledge) and the EPPP (Part 2-Skills). The Skills portion of the exam cannot be taken without passing the Knowledge portion of the exam and is not offered as a stand-alone exam. To date, six jurisdictions have opted to include the skills-based portion of the Examination for their licensure process.

The jurisdictions that have adopted the EPPP (Part 2- Skills) participated in the beta testing phase of the exam. A Standard Setting meeting was conducted in May of 2021 involving participation from licensed psychologists throughout the United States and Canada who evaluated the Exam. Data from their input helped derive an empirically based pass point. Moving forward, the EPPP (Part 2-Skills) is available for continuous testing, and candidates will receive their scores at the test centers as they do with the EPPP (Part1-Knowledge).

**EPPP Scores for Doctoral Programs:** The ASPPB report of EPPP scores for accredited and designated doctoral programs is available on the ASPPB website ([www.asppb.net](http://www.asppb.net)). This report contains rolling, aggregated EPPP pass rates of Doctoral programs to assist them in preparing self-studies and annual reports for accreditation. The data also allow programs to track the pass rates for their graduates in the most recent five-year period. These data are provided to programs, potential students, and the public free of charge. ASPPB is currently working with a new vendor to create additional formats for providing performance data that would allow programs and prospective students to evaluate the EPPP performance of individual programs on an annual or more targeted basis to track the impact of curricular changes or other program developments.

**Psychopharmacology Examination for Psychologists (PEP):** In 2015, ASPPB agreed to take over responsibility for the development and maintenance of the PEP from the American Psychological Association. This exam is used in those jurisdictions that have enacted prescription privileges for psychologists and serves as the exam required for that credential. The PEP launched in January 2018. Since that time, 96 candidates have taken the exam.

**COVID-19 Update and Testing Implications:** Due to the concerns regarding the spread of the COVID-19, accessibility to testing at Person Centers was greatly reduced in March of 2020. ASPPB worked with Pearson centers to establish increased operating hours to alleviate the backlog of available time slots in most locations. We continue to monitor the availability of testing times as some areas limit access during periods of increased COVID infections. At the current time, most centers are operating at full capacity, and availability is now similar to pre-pandemic levels.

**Item Review Panel (IRP):** In an effort to further evaluate potential bias on examination questions, ASPPB has created a nine-person panel of psychologists with expertise in cultural competence and experience working with populations that have historically been underserved and marginalized. The IRP is tasked with evaluating items that have been flagged by a Differential Item Functioning Analysis (DIF) as performing differently across racial/ethnic groups. The IRP reviews such flagged items for wording that might potentially disadvantage culturally or linguistically diverse test takers.

**Examination Stakeholder Advisory Group (ESTAG):** ASPPB has formed a partnership with the training

community to help identify common concerns regarding examination-related matters, to communicate updates, and to serve as a “think tank” for potential research on the EPPP. The ESTAG’s 12 members include representatives from major training communities in the United States and Canada, regulatory members, and experts in measurement and licensure assessment.

## MEMBER SERVICES INITIATIVES

**Mobility Program Initiatives:** ASPPB offers several programs designed to facilitate professional mobility. The Certificate of Professional Qualification (CPQ) attests that the individual holding the certificate meets specific requirements for licensure including acceptable graduate education, examination performance, supervised experience, and has never had disciplinary action taken against his or her license. The CPQ facilitates obtaining a license to practice psychology in another jurisdiction for those licensed psychologists meeting the requirements for the CPQ. There are 43 jurisdictions in Canada and the U.S. that accept the CPQ; 11 other jurisdictions recognize the CPQ, but may have additional requirements, such as a transcript or oral exam; and an additional two jurisdictions are in the process of accepting the CPQ. The benefits of the CPQ include expedited licensure application process, establishment of an account with the ASPPB Credentials Bank to store professional records, free EPPP Score Transfer service, and promotion of greater uniformity in licensure standards.

The Interjurisdictional Practice Certificate (IPC) facilitates temporary practice for psychologists involved in short-term practice (maximum 30 days per year), such as I/O and consulting work, forensic evaluations, or helping with disaster relief. As of July 1, 2020, psychologists can apply for an IPC and practice temporarily under the authority of PSYPACT. The E. Passport is a certificate issued by ASPPB that promotes the standardization of criteria for interjurisdictional telepsychology practice and facilitates the process for licensed psychologists to provide telepsychological services across state lines

**Psychology Interjurisdictional Compact (PSYPACT):** PSYPACT is an interstate compact that facilitates the practice of psychology using telecommunications (telepsychology) and/or temporary in-person, face-to-face psychological practice. What is a compact? Simply stated, a compact is an agreement between two or more states for cooperative effort, mutual assistance, management, or regulation of public policy matters by the states, which transcends the boundaries of one state.

PSYPACT has been enacted in 27 states with all 27 of those being effective. On July 1, 2020, ASPPB began to accept applications from psychologists interested to practice under the authority of PSYPACT. Please check out the PSYPACT website at [www.psypact.org](http://www.psypact.org) for the most up-to-date list of PSYPACT jurisdictions.

**ASPPB Credentials Bank:** The ASPPB Credentials Bank serves as a valuable service to the profession by securely storing valuable licensure-related information for psychologists pertinent to their background and professional careers and serves as an aid to our member jurisdictions should a psychologist seek licensure in another jurisdiction. The Credentials Bank is complementary for students, trainees, and licensed psychologists. Any graduate student, intern, post-doc, or licensed psychologist can open a Credentials Bank record without charge. With this option for individuals, ASPPB hopes to encourage the collection of workforce data and the creation of a comprehensive psychology licensee data base.

The ASPPB Credentials Bank provides primary source verification and electronic storage of licensure-related documents, forms, and materials. The only fee associated with the Credentials Bank will be a nominal service fee charged to release or transmit information to another agency or organization.

**Disciplinary Data System (DDS):** The DDS is a databank developed and maintained by ASPPB to help member boards in their mission to protect the public. It serves as a vital resource to our member jurisdictions and many other credentialing organizations in psychology. Disciplinary actions taken by jurisdictions are reported directly to the DDS and have been since 1985 when the system was created. DDS serves as a resource to all member boards when reviewing applications for licensure and current licensees at renewal. In 2009, ASPPB established the Committee on Disciplinary Issues (CODI) to guide the development and usefulness of this valuable service. ASPPB has agreed to become the reporting agent for several U.S. jurisdictions to the National Practitioner Data Bank.

**ASPPB Resources:** Please introduce yourself to the ASPPB webpage at <https://www.asppb.net/>. The webpage covers a broad range of information for students, exam applicants, early career psychologists, psychologists, training directors, regulatory boards, and the public. Several areas worth spotlighting are Licensure Related Matters and COVID-19; Guidelines for the Practice of Telepsychology; Guidelines for Closing a Psychology Practice; ASPPB Supervision Guidelines; and the Guidelines for the Use of Social Media by Psychologists in Practice and by Psychology Regulatory Bodies.



## **Clinical Child & Pediatric Psychology Training Council (CCaPPTC) Annual Report for the CCTC 2022 Spring Meeting**

The purpose of CCaPPTC is to promote the advancement of graduate and postgraduate education and training within the fields of clinical child and adolescent psychology and pediatric psychology. CCaPPTC was incorporated in 2016.

### **Member Programs**

Current member programs of CCaPPTC include programs from across the United States:

- 29 Doctoral programs
- 10 Internship programs and
- 11 Fellowship programs

### **Board Members**

2021 CCaPPTC Board Members included:

Chair, Kathy Lemanek (Nationwide Children's Hospital/OH)  
Past Chair, Anna Egan (Children's Mercy Hospital Kansas City/MO)  
Secretary, Jennifer Green (Miami University/OH)  
Treasurer, Mariella Self (Baylor College of Medicine/Texas Children's Hospital/TX)  
Member-at-Large, Bonita Klein-Tasman (University of Wisconsin – Milwaukee/WI)  
Member-at-Large, Sara Sherer (Children's Hospital of Los Angeles/CA)

Current 2022 CCaPPTC Board Members include:

Chair, Mariella Self (Baylor College of Medicine/Texas Children's Hospital/TX)  
Past Chair, Kathy Lemanek (Nationwide Children's Hospital/OH)  
Secretary, Jennifer Green (Miami University/OH)  
Treasurer, Heather Yardley (Nationwide Children's Hospital/OH)  
Member-at-Large, Bonita Klein-Tasman (University of Wisconsin – Milwaukee/WI)  
Member-at-Large, Jenna Glover (Children's Hospital of Colorado/CO)

### **CCaPPTC Involvement in APA or Other Councils/Committees**

CCaPPTC continues to represent member programs in the following Councils:

#### Council of Chairs of Training Councils (CCTC)

Sharon Berry represented CCaPPTC at both of CCTC's virtual meetings in 2021. CCaPPTC participated in the Virtual Conference on Social Responsiveness in Health Service Psychology (HSP) Training in 2020 and in the development of the associated toolkit (Bonnie Klein-Tasman, Board member).

#### Clinical Child and Adolescent Psychology Specialty Council (CCAPP)

As part of the CCAPP Specialty Council, the CCaPPTC has been active in completing several projects over the years, including establishing postdoctoral competencies, drafting the Education and Training Taxonomy for our specialty, and drafting the renewal petition for recognition of the specialty by CRSPPP and APA. Michael Roberts ended his second consecutive

term as Chair of the Specialty Council. Anna Egan (Mercy's Children's Hospital and Past Chair of the CCaPPTC) assumed the Chair position in 2022.

CCaPPTC has participated in the following APA Committees over the past 4 years:

- Clinical Child and Adolescent Psychology CRSPPP Petition for Specialty Recognition Task Force (Mariella Self, member). CRSPPP reviewed and approved the petition as of March 30, 2020. APA Council of Representatives approved designation of Clinical Child and Adolescent Psychology as a specialty, notified by letter August 10, 2020
- APPIC Application Revision Workgroup (Jenna Glover). The revision was completed and used this recruitment year.
- Clinical Child and Adolescent Psychology Taxonomy Committee (Cathy Stough, member & Anna Egan). The finalized version of the Clinical Child and Adolescent Psychology Education and Training Taxonomy was approved by the Task Force for Clinical Child and Adolescent Psychology Taxonomy on 10-6-2021. It was then approved by CoS Board of Directors on 10-29-2021 and posted to its website. The CCaPPTC will be disseminating this taxonomy to members and scheduling interactive sessions to discuss its meaning and implementation.

### **CCaPPTC Involvement in National Conferences**

CCaPPTC was a Premier Sponsor for the 2021 virtual Society of Pediatric Psychology Annual Conference (vSPPAC), and a virtual Council meeting was held on Thursday, April 8<sup>th</sup> from 8 to 9 am.

### **CCaPPTC Committees**

Two CCaPPTC committees are active in training and education, and diversity and inclusion initiatives:

- Training and Education Guidelines Committee (Cathy Stough, Chair).
  - This committee disseminated a survey to members to examine training curriculum in clinical child and pediatric psychology. Results of this survey are being prepared for submission to the Journal of Training and Education in Professional Psychology (TEPP).
  - A Steering Committee for the development of Training Guidelines in Clinical Child & Pediatric Psychology (Cathy Stough, Chair) has formed and is meeting monthly to outline a process for development of these training guidelines. The Steering Committee includes representatives from CCaPPTC, Division 54, Division 53, and ABCCAP. The guidelines development work will be conducted by members of the Steering Committee, as well as other to-be-identified individuals in effort to ensure diverse perspectives and identities are represented.
- Diversity, Inclusion and Pathway Committee (Mary Louise Cashel, Chair). In 2020, this committee disseminated a survey on diversity training, recruitment & retention to member programs. A student's sub-committee created a survey to obtain student perspective on diversity training in collaboration with the CCaPPTC Diversity Committee.
  - Preliminary findings from the Student Diversity Survey were presented at the Society for Pediatric Psychology conference in April 2021 by student representatives of Division 54.

A committee composed of student representatives and supervised by Dr. Nori Lim was created to clean the student survey data for analyses and dissemination.

- The Committee has commenced analysis of the Training Director survey data. Two subgroups are concurrently working on the quantitative and qualitative analyses and collaborating on a manuscript of the quantitative data for submission to the Journal of Training and Education in Professional Psychology (TEPP).

### **Recent/Current CCaPPTC Initiatives**

- Postdoctoral selection challenges – the CCaPPTC Board has observed and experienced that the process of postdoctoral selection in our specialty is challenging for both programs and applicants. The Board will undertake a survey of training directors, supervisors, and recent applicants to better understand recent challenges and gather suggestions for change. The CCaPPTC Board intends to collaborate with the APPIC Postdoctoral Work Group to explore options for change, as well as to offer opportunities for meaningful dialogue among clinical child and pediatric psychology fellowship programs.
- CCaPPTC dissemination of the Clinical Child and Adolescent Psychology Education and Training Taxonomy – the CCaPPTC Board plans to disseminate the recently finalized taxonomy, to gather questions from clinical child and pediatric psychology training programs, and to hold an information session to educate our training community on this taxonomy and discuss its application.
- CCaPPTC Membership process – the CCaPPTC Board is examining how our Council membership application may need modification in light of the recently finalized Clinical Child and Adolescent Psychology Education and Training Taxonomy. Additional review of the membership application/membership process is also planned, with anticipation of subsequent efforts to expand membership.
- CCaPPTC Web site development – we have begun a resource collection relevant to training in Clinical Child and Pediatric Psychology that includes links to relevant organizations, councils, and societies; regularly held conferences; board certification information; resources for prospective students; and a partial bibliography of publications describing CCaPPTC competencies and training models.
- To foster improved communication, CCaPPTC liaison positions were created with APPIC (Amy Silberbogen), Division 54 (Rachel Moore), Division 53 (Mary Louise Cashel & Sunny Bai) and ABCCAP (Adam Lewin).



## **CCHPTP** **Council of Clinical Health** **Psychology Training Programs**

**The Council of Clinical Health Psychology Training Programs (CCHPTP) represents doctoral, internship, and post-doctoral training programs in Clinical Health Psychology. Initially established at the Arden House National Working Conference on Education and Training in Health Psychology in 1983, CCHPTP became re-commissioned in 2007 with the Tempe Executive Summit on Education and Training in Clinical Health Psychology. CCHPTP has played an active role in defining the professional competencies and addressing training issues in clinical health psychology. Additionally, CCHPTP is an active participant in the Clinical Health Psychology Specialty Council (under the leadership of Lloyd Berg, PhD, ABPP), that defines our profession for the internal purpose of specialty recognition and for the external purpose of educating regulating bodies and the general public.**

### **Current Board of Directors:**

Dwain Fehon, PsyD (Chair, Yale School of Medicine, Internship)

Sharon Berry, PhD, ABPP (Past-Chair)

John Sellinger, PhD (Treasurer, VA Connecticut Healthcare System, Postdoctoral)

Bernadette Heckman, PhD (Secretary, University of GA Counseling, Doctoral)

Nancy Hamilton, PhD (University of Kansas, Doctoral)

Robert “Jodie” Vanecek, PhD, ABPP, Ret. Lt Colonel (Clinical Research Psychologist, Postdoctoral)

Serina A. Neumann, PhD (Hampton VA Medical Center, Internship)

Mark Vogel, PhD, ABPP (Webmaster, Ascension Genesys Regional Medical Center)

### **Trainee Representatives:**

Doctoral: Julia Russell, University of Kansas

Internship: Gabriel Cartagena, MS, Yale University School of Medicine

Postdoctoral: Rosemary Estevez Burns, PhD, Wilford Hall, Lackland Air Force Base

**2021 Revised Mission Statement:** The Council of Clinical Health Psychology Training Programs (CCHPTP) promotes the advancement of graduate and post-graduate training in clinical health psychology with a commitment to multiculturalism, social justice, and integrated-care training that prepares health psychologists to deliver state-of-the-science and culturally-responsive services in a variety of research and clinical health care settings to meet the needs of diverse cultural and linguistic communities across the nation.

### **Recent History of Midwinter Meetings:**

- New Orleans, LA (January 20-21, 2019): “Clinical Health Psychology: Best Practices in Competency Assessment” (43 attendees)
- Austin, TX (January 19-20, 2020): “Future Opportunities in Education & Research in Clinical Health Psychology” (38 attendees)
- Virtual Meeting (February 11-12, 2021): “Training for Doctoral Practice at the High End” (90 attendees)
- Virtual (February 2022): “Training for the Future: From Clinic to Community via Population Health” (52 attendees)

### **Selected Activities:**

- Participation in Clinical Health Psychology Specialty Council (Lloyd Berg, PhD, Chair), member along with Division 38, ABCHP, APAHC, and ACHP.

- Developed a competency model for clinical health psychology and extended the model to life-long competency development.
- Participation in Chairs of Clinical Training Council meetings and Education Leadership Conference and APPIC
- Liaison relationships with Division 38, ABCHP, APPIC, APAHC, SBM, COS.
- In collaboration with Division 38, responded to CoA's request for comments to Standards of Accreditation.
- Participated in the Inter-Organizational Work Group on Competencies in Primary Care Psychology.
- Identified clinical health training activities as part of the Taxonomy for Education and Training in Psychology.
- Programming at APA Annual Meeting in collaboration with Division 38, sponsored preconference seminar at Society of Behavioral Medicine, & programming at Society of Teachers of Family Medicine.
- Revised CCHPTP Bylaws to restructure Board and develop new membership category.
- Participated in CCTC 2020 Conference on Social Responsiveness.
- CCHPTP Connects Networking Event: September 2021: "Clinical Health Psychology Training During the Transition From COVID: What Are You Doing Now?"
- CCHPTP Connects Networking Event: November 2021: "Code Blue for Health Care Professionals."

Future Directions:

- Strategic Planning Process – connect to APA Strategic Plan regarding inclusion and health across all education levels
- Continued operationalizing clinical health psychology competencies, and movement toward evidence-based practice; address how competencies relate across the training spectrum; How to stay ahead in the field to keep Clinical Health Psychology relevant.
- Membership Recruitment – growing our council membership.
- Continue with CCHPTP Connects networking events.

***Sharon Berry, PhD, LP, ABPP***  
***CCHPTP Past-Chair***

***Dwain Fehon, PsyD***  
***CCHPTP Chair***

***March 2022 Report to CCTC***

## **APA Committee on Early Career Psychologists 2021 Annual Report**

**Board/Committee Members:** Scott Sperling, PsyD (2021 Chair/Practice Representative); Rebecca Richey, PsyD (2021 Vice-chair/SPTA Representative); Joshua G. Kellison, PhD (Education Representative); Laura Dryjanska, PhD (Divisions Representative); Dante D. Dixon, PhD (Science Representative); Sade Soares, PhD (Governance and Membership Representative); Jacks Cheng, PhD (Public Interest Representative).

**Staff Liaison(s):** Catherine Grus, PhD; Toni Minniti, PhD; Allison Gillens, MPS

### **Priority Setting**

CECP engaged in a series of strategic conversations to establish priorities and actions that will foster desired outcomes. CECP's current priorities are to promote the development of ECP's leadership skills and knowledge as well as increase ECP representation in governance and leadership positions. Additional priorities include prioritizing equity, diversity, and inclusion in every aspect of their activities, engaging in anti-racism projects, and elevating the visibility of ECPs and their work.

Ongoing CECP projects that are supporting these priorities include the committee developing a network that will connect ECP leaders across the organization, enhancing training opportunities for ECPs, and recognizing ECPs who are actively engaging in anti-racism/anti-prejudice activities. Moreover, the committee is focusing on promoting the processes that will improve equitable and beneficial access to psychological science across communities and plan to work collaboratively with other APA groups to increase their impact on the organization. Furthermore, CECP has been restructuring their strategic priorities to engage with and deliver value to members, build a foundation of science, and be a champion for diversity and inclusion.

### **Leadership and Professional Development Support**

CECP has been involved in numerous leadership and professional development activities which help prepare the discipline and profession of psychology for the future. In July, CECP hosted a leadership development workshop for ECPs who serve on APA boards and committees as well as SPTAs and Divisions. CECP recently hosted the webinar, "A Conversation with the Committee on Early Career Psychologists", to help provide further information about their priorities and projects to the public and emphasize ways ECPs can get more involved in APA volunteer leadership. During the webinar, the committee received further feedback from attendees on the current trends they could further support. The webinar obtained over 250 registrants.

Moreover, CECP sponsored six ECP focused programs at APA Convention. Programming themes included how to fund research, engagement in advocacy and social justice, and ECP career development advice.

### **Awards and Grants**

At the beginning of 2021, the committee worked on reevaluating their awards and grants to better align with their priorities. This summer, CECP launched their new Early Career International Psychology Grant

which will help fund the work of international psychologists/psychology. CECP also updated the criteria for the APA Early Career Achievement Award which now awards individuals who are a part of an under-represented minority and whose professional work involves anti-racism efforts. Three distinguished ECPs were awarded, Tiffany Brannon, PhD; Jason A. Cantone, JD, PhD; and Alfonso Mercado, PhD.

To advocate for psychology and psychologists, CECP in conjunction with the National Register of Health Service Psychologists' sponsorship was able to support the attendance of 20 ECPs at APA Convention through their Early Career Convention Grant.

### **Collaboration Efforts**

To enhance relations with other APA groups, the committee has taken the time to strategically discuss how they can improve their communications with the groups with which they liaise. For example, to improve networks among ECP leaders, the committee has launched a survey to collect information about ECP leaders who serve on SPTAs, Divisions, and APA boards and committee. The goal of the survey is to build a formal sustainable database for ECP leaders to network and efficiently exchange knowledge between one another.

The committee has re-launched their CECP listserv to update their liaisons on CECP activities to enhance potential collaboration opportunities between the groups. To promote CECP's goal of recognizing the work of ECPs, the committee is coordinating with APA's Communications office to develop mechanisms of identifying ECPs to promote through APA media platforms.



Council of Professional Geropsychology Training Programs

**Council of Professional Geropsychology Training Programs (CoPGTP)**

Website: [www.copgtp.org](http://www.copgtp.org)

CCTC Meeting

Spring 2022

The **Council of Professional Geropsychology Training Programs** promotes state-of-the-art education and training in geropsychology among its members, provide a forum for sharing resources and advancements in and among training programs, and support activities that prepare psychologists for competent and ethical geropsychology practice. CoPGTP was established in 2007 following the 2006 Pikes Peak National Conference on Training in Professional Geropsychology. CoPGTP has over 46 national and international member programs.

We seek to assist and recognize academic institutions, internship and fellowship programs, and continuing education providers dedicated to the principles and practice of professional geropsychology. Each member of the Council is committed to providing training consistent with the Pikes Peak Model for Training in Professional Geropsychology. This model specifies attitudes, knowledge, and skill competencies and core features of training for professional geropsychology practice.

**The CoPGTP Officers for 2022 are:**

- Allison Jahn, Ph.D., Chair, Milwaukee VA Medical Center
- Michelle Mlinac, Psy.D. ABPP, Past Chair, V.A. Boston Healthcare System
- Veronica Shead, Ph.D., Chair Elect, V.A. St. Louis Healthcare System
- Rachel Weiskittle, Ph.D. Secretary, University of Colorado at Colorado Springs
- Jay Gregg, Ph.D., ABPP, Treasurer, Durham V.A. Health Care System
- Nicole Torrence, Ph.D., Diversity, Equity, and Inclusion Member-at-Large, San Francisco VA Healthcare System
- Katherine King, Psy.D., Graduate Program Member-at-Large, William James College
- Lindsey Slaughter, Psy.D., ABPP, Internship Program Member-at-Large, Richmond V.A. Medical Center
- Kimberly Hiroto, Ph.D., Postdoctoral Program Member-at-Large, V.A. Palo Alto Health Care System
- Erin Emery-Tiburcio, Ph.D., ABPP, Post-Licensure Training Member-at-Large, Rush University Medical Center

**Liaisons:**

- Grant Harris, Ph.D., ABPP, Newsletter Editor, VA St. Louis Healthcare System
- Kyle Page, Ph.D., ABPP, Media Manager, Hines VA Medical Center



### Student Representatives

- Jennifer Daks, M.A., VA Boston Healthcare System & University of Rochester
- Selmi Kallmi, M.A., VA Boston Healthcare System & University of Missouri, St. Louis
- Diana Hedrick, M.A. Bedford VA Medical Center & University of Louisville
- Candice Reel, M.A., University of Alabama
- Ali Molaie, M.A., West Los Angeles VA & University of Nevada, Reno
- Katie Granier, M.A., University of Colorado at Colorado Springs
- Erika Fenstermacher, M.A., West Virginia University
- Rachel Spalding, M.S., Milwaukee VA & West Virginia University

### **Organizational structure**

CoPGTP holds monthly executive board meetings that address its ongoing activities, which have included reports on budget, membership, newsletters, the annual meeting, website administration and the expansion of our online resources, survey of APPIC members regarding careers in geropsychology, core competencies initiative, support and promotion of [www.gerocentral.org](http://www.gerocentral.org), program and award applications, and ways to promote the Pikes Peak model of geropsychology training. Twice a year the monthly conference calls are conducted as “town hall” meetings, open to any CoPGTP members for their input and general participation.

### **Resources**

The CoPGTP website includes these resources devoted to training issues in professional geropsychology:

- List of member organizations who provide geropsychology training at the doctoral, internship, post-doctoral, and post-licensure levels
- The Pikes Peak Geropsychology Knowledge and Skill Assessment Tool (competencies evaluation tool for supervisory or self-rating purposes)
- 2021 Revision of the Geropsychology Training Taxonomy, with consultation available to member programs on its use
- APA’s revised “Guidelines for Psychological Practice with Older Adults”
- Recommended resources associated with the Pikes Peak Model attitude, knowledge, and skill competencies in geropsychology (books, articles, websites, APA videos, web-based training, etc.)
- Geropsychology course descriptions and syllabi (for doctoral as well as internship/post-doctoral courses)
- List of CoPGTP members available to consult regarding development of geropsychology training programs
- Newsletter archive (published twice annually)
- Links to other resources and organizations

Member organizations can access the website ([www.copgtp.org](http://www.copgtp.org)) to update their program information, keeping the resources on the website timely and relevant.

### **Programs/Meetings**

- The 2021 annual meeting/town hall was held virtually in November 2021.

- As we were unable to host our annual dinner meeting at the November Gerontological Society meeting, CoPGTP again held a virtual student social which we co-hosted with the Society of Clinical Geropsychology. Our mutual student representatives took the lead on this offering which offered the opportunity for undergraduates and graduate students to ask questions about graduate admissions, internship applications, and fellowship availability.
- As part of the broader geropsychology community, we also co-sponsored a follow-up conference in September to provide workgroup updates on training projects emerging from the March 2021 Building Bridges conference.

### **Grants/Awards**

- The 2021 Excellence in Geropsychology Training was awarded to: the West Los Angeles VA - Geropsychology Internship: (Drs. Kevin Booker, Paul Cernin, Megan Johnson, Fred Kornfeind, Rebecca Melrose, Anna Okonek, Sheryl Osato, & Stacy Wilkins)
- The 2021 Research Grant Award went to “Program Evaluation of an Interdisciplinary Primary Care Team on Prince Edward Island,” (Dr. Jessica Strong, UPEI)
- Grants also were funded for:
  - “Use of Capacity Instruments for Older Adults in Psychology,” Hines VA (Drs Anne Day & Kyle Page) & Milwaukee VA (Dr. Heather Smith)
  - “Increasing Trainees' Understanding of Academic Career Options and Professional Pathways in Clinical Geropsychology,” Washington University in St. Louis (Meghan McDarby & Dr. Brian Carpenter) & VA Boston (Dr. Jennifer Moyer)

### **Updates**

*New:*

- CoPGTP is a proud sponsor of the international webinar series, “Career Opportunities in Adult Development and Aging”, aimed at strengthening the pipeline in geropsychology, including in academic careers. Information on the series and archives are available at <https://sites.wustl.edu/geropsychology/careers/>
- Building Bridges Post-Licensure Training Workgroup – Following from our successful geropsychology community training conference last year, this workgroup has surveyed generalist psychologists’ interest in obtaining specialty consultation in geropsychology, and are creating a road-map and structure for this to be available to practicing psychologists.
- Building Bridges Graduate/Practicum Workgroup – Another workgroup that spun off from the Bridges conference is creating a survey about the unique aspects of the pandemic on geropsychology training. The workgroup aims for survey distribution in the Spring.

*Ongoing:*

- Performance-based capacity project: Work continues on developing of rubric to allow performance-based assessment of capacity utilizing input from various experts in different areas of capacity assessment.
- Case-based assessment in geropsychology: Workgroup continues to develop a supplement to the Pikes Peak self-assessment of foundational and functional competencies in geropsychology.

Submitted by Michelle Mlinac, Psy.D. ABPP

2022, Past Chair, Council of Professional Geropsychology Training Programs



## **ACCREDITATION PANEL FOR DOCTORAL PROGRAMMES AND INTERNSHIPS IN PROFESSIONAL PSYCHOLOGY**

CPA Accreditation Observer Report for CCTC  
March 7, 2022

### **CPA Accreditation Panel:**

- Dr. Deborah Dobson, University of Calgary and Private Practice, Calgary, AB (Chair)
- Dr. Douglas Cane, Nova Scotia Health Authority, Halifax, NS (Chair-elect)
- Dr. Niki Fitzgerald, Centre for Addiction and Mental Health (CAMH), Toronto, ON
- Dr. Anusha Kassan, University of British Columbia, Vancouver, BC
- Dr. Jose Domene, University of Calgary, Calgary, AB
- Dr. Monnica Williams, University of Ottawa, Ottawa, ON
- Dr. Virginia Tze, University of Manitoba, Winnipeg, MB
- Ms. Lauren Matheson, University of Victoria, Victoria, BC (Student Member)
- Dr. Stewart Madon, Registrar, Accreditation, Canadian Psychological Association (ex officio)

### **Description and Mission**

Education, practice, and research directs CPA's mandate. CPA promotes excellence and innovation in psychological education through its accreditation standards and procedures for doctoral and internship programmes in professional psychology.

### **Current Statistics**

The Canadian Psychological Association currently accredits 41 Doctoral Programmes and 42 Internship Programmes in Clinical, Counselling, and School psychology and Neuropsychology. We continue to receive new applications from doctoral and internship programmes on a yearly basis.

### **Recent Developments and Priorities**

1. The Accreditation Panel's revision process for their accreditation Standards is ongoing. The Standards Review Committee, formed in 2019, has completed the internal and external consultation phases of the revision, and is currently synthesizing the results of that consultation. The SRC and Accreditation Panel plan to submit the final draft of the new Accreditation Standards to the CPA's Board of Directors for approval in 2022.

2. The CPA Accreditation Panel and Accreditation Office have been working with their training partners in the Canadian Council of Professional Psychology Programs (CCPPP) and the Association of Canadian Psychology Regulatory Organizations (ACPRO) to manage the ongoing effects the COVID-19 pandemic on psychology training. The CPA Accreditation Panel has been continuing its reaccreditation processes through the use of virtual site visits. Due to the ongoing delays associated with pandemic-related travel restrictions, the CPA's Board of Directors approved an amendment to their Virtual Site Visit procedures allowing programs applying for initial accreditation to undergo a virtual site visit.
3. **Online submission system for self-studies and annual reports.** The CPA's Accreditation Panel have approved the purchase of an online accreditation document "portal" system. The new system is currently being reviewed by CPA head office staff and legal counsel, and implementation is planned for the 2022-2023 accreditation year.
4. **CPA Convention 2022.** The CPA's 83<sup>rd</sup> Annual Convention is planned to be an in-person event in Calgary, AB. Dr. Madon will be providing an update on the Standards Revision process, and the Panel will also host its regular sessions during the convention, including a site visitor workshop, site visitor appreciation reception, and accreditation update presentation.

Respectfully submitted,



Stewart Madon, Ph.D., C. Psych.

Website: [www.cpa.ca/accreditation](http://www.cpa.ca/accreditation)

Council of

# CRPPTP

Rehabilitation Psychology

Postdoctoral Training Programs

Report to CCTC  
Spring 2022

## **Purpose**

The purpose of the Council of Rehabilitation Psychology Postdoctoral Training Programs (CRPPTP) is to promote postgraduate psychology training that results in the production of competent Rehabilitation Psychologists who are able to assist individuals with disabilities and chronic health conditions, their families, and rehabilitation teams to maximize health and welfare, independence and choice, functional abilities, and social role participation, and to minimize secondary health complications.

## **Objectives**

The objectives of the Council are to:

- (1) Develop and communicate coherent and consistent policies and procedures that promote quality, consistency, and excellence in the education and training of Rehabilitation Psychology practitioners, and to promote competence in their practice
- (2) Review and recognize postdoctoral training programs in compliance with the *Guidelines for Postdoctoral Training in Rehabilitation Psychology* developed at the Baltimore Conference on Post-Doctoral Training in Rehabilitation Psychology (April, 2011), hereinafter referred to as the *Guidelines* and the *Baltimore Conference*.
- (3) Offer assistance to postdoctoral training programs that are not in compliance with the *Guidelines* to meet the *Guidelines*, if they so desire.
- (4) Develop a set of general conceptual and operational documents which can assist Rehabilitation Psychology postdoctoral training programs in their organization and management.
- (5) Provide a forum for consultation and discussion of common issues among postdoctoral training programs in Rehabilitation Psychology to enhance collaboration and cooperation.
- (6) Disseminate information about postdoctoral training in Rehabilitation Psychology to other organizations within psychology, to potential trainees, and to the general public
- (7) Develop a partnership with other professional organizations involved in policy formation, planning and coordination of education and training standards relevant to accreditation and certification procedures for postdoctoral training programs in Rehabilitation Psychology.

## **Officers**

Chair	Quinn Kellerman, Ph.D. (2021-2023)
Vice-Chair	M. Jan Tackett, Ph.D. ABPP (RP) (2022-2024)
Secretary/Treasurer	Jennifer Duchnick, Ph.D., ABPP (RP) (2022-2024)
Member-at-Large	Abbey Hughes, Ph.D. ABPP (RP) (2022-2024)
Member-at-Large	Marlene Vega, Psy.D. (2021-2023)
Student Representative	Brandi Seaman, Ph.D. (2021-2023)

## **Member Programs**

1. Hurley Medical Center  
Kirk Stucky, Psy.D., ABPP (RP, CN)
2. Jackson Health System/University of Miami  
Mario Olavarria, Psy.D. (with ABRP consultant)
3. Johns Hopkins University School of Medicine  
Abbey Hughes, Ph.D., ABPP (RP)
4. Ohio State University  
Wanda McEntyre, PhD, ABPP (RP)
5. University of Texas Southwestern  
Marlene Vega, Psy.D.
6. University of Washington  
Jeffrey Sherman, Ph.D. (with ABRP faculty)
7. VA Cleveland  
Thomas Dixon, Ph.D., ABPP (RP)
8. VA Long Beach  
Elizabeth Horin, Ph.D., ABPP (RP)
9. VA Minneapolis  
Quinn Kellerman, Ph.D. (with ABRP faculty)
10. VA Palo Alto  
Alexandra (Sasha) Jouk, Ph.D.
11. VA Puget Sound  
Aaron Turner, Ph.D., ABPP (RP)
12. VA Richmond  
Suzzette Chopin, Ph.D., ABPP (RP)
13. VA Tampa  
Jennifer Duchnick, Ph.D., ABPP (RP)
14. Rancho Los Amigos National Rehabilitation Center  
Aida Saldivar, Ph.D., ABPP (RP)
15. Gundersen Health System  
Bryan Kolberg, Psy.D., ABPP
16. University of Utah  
Christina Derbidge, Ph.D. (with ABRP consultation)

## **Activities**

We continue to maintain a national centralized list and description of Rehabilitation Psychology postdoctoral training programs (<http://www.div22.org/fellowship>)

***New or Ongoing Since Fall 2021:***

Along with other Rehabilitation Psychology Specialty Council members and stakeholders, CRPPTP member programs helped to submit the CRSSPP petition for renewal of recognition of our specialty.

CRPPTP developed 8 introductory didactic presentations to share with member programs.

CRPPTP created a resource file with member information to distribute to new and existing RP postdoc programs.

CRPPTP members presented at the Division 22 Annual Meeting: *The Past, Present, and Future of Education and Training in Rehabilitation Psychology*.

CRPPTP elected two new board officers.

CRPPTP proposed the revision of our (Baltimore Conference) Guidelines for Education and Training, with plans to convene the *Rehabilitation Psychology Training Update Conference* during the pre-conference day at the 2023 Division 22 annual meeting, along with the Steering Committee, Advisory Board, invited participants, and other interested stakeholders.

Member programs and observers (developing programs) met bi-monthly via Zoom and communicated over email this last year to continue developing process and outcome evaluation resources for Rehabilitation Psychology postdoctoral training programs, including:

- Discussions about impact of COVID pandemic + diversity and inclusion issues on trainees
- A training manual for new and existing programs
- Recommended reading list
- Guidelines and resources for supervision and mentoring
- Performance evaluation and feedback instruments (with behavioral anchors consistent with updated specialty competencies, once approved by COA)
- ABPP oral exam demonstration vignettes
- APA self-study templates

Respectfully submitted,

*Quinn D. Kellerman, PhD*

Quinn Kellerman, PhD

Chair, Council of Rehabilitation Psychology Postdoctoral Training Programs (CRPPTP)



**Council of Chairs of Training Councils (CCTC):**  
**A Statement of History, Purpose, and Structure**

**I. Purpose and Goals:**

The purpose of the Council of Chairs of Training Councils (CCTC) is to develop, maintain and strengthen the quality of scientific and professional education of those involved in the practice, teaching, and research of professional psychology. The goals of the Council of Chairs of Training Councils are:

1. To exchange information among member councils and liaisons concerning:
  - a. education and training issues
  - b. individual council's plans, activities, and accomplishments
2. To gather information about, discuss, formulate and advocate for policies that will improve training and education in professional psychology
3. To coordinate the activities of member organizations for maximum effect, joining forces in collaborative fashion to effect greater influence on areas of import
4. To be proactive in efforts to impact educational and training systems to improve overall quality

**II. History**

The Council of Chairs of Training Councils (CCTC) was established in the mid-1980s as an umbrella forum through which all of the education and training groups within professional psychology could meet, communicate, and take action on areas of common interest. Overall, there has been good support for the general concept of and rationale for CCTC by its member councils (i.e., the education and training councils have recognized the need for such a system). Historically, however, attendance by member councils at CCTC meetings was sporadic and participation uneven. For example, in the late 1990s, it was the case that annual meetings might occur with only a few of the training councils represented. Complicating matters, even with larger attendance, meetings tended to consist primarily of lengthy reports by member councils of their respective plans and activities. Although useful at the level of information-sharing and relationship-building across the training councils, relatively little emphasis or effort was placed on either identifying areas of common interest or translating such interests into actionable plans or activities.

In the late 1990s, two events occurred which suggested that CCTC might be ready and able to assume a more deliberative and action-oriented approach. First, the following mission statement was developed and approved:

*The mission of the Council of Chairs of Training Councils (CCTC) is to provide a forum for communication among the doctoral, internship, and postdoctoral training associations in psychology. CCTC promotes discussion of professional education of psychologists, develops*

*recommendations to be reviewed and possibly implemented by member organizations, encourages communication between CCTC members and associated organizations, and provides comment to the Board of Educational Affairs (BEA), the Committee on Accreditation (CoA), and other APA Boards and Committees on relevant issues.*

As may be evident, this statement emphasized that the purpose and role of CCTC included, but was not limited to, establishing a forum through which the training councils could communicate with one another. In addition to this crucial function, CCTC was also to *promote discussion* of professional education, *develop recommendations* to be reviewed and implemented, and *encourage communication* and *provide comments* to and from key organizations, groups, and systems throughout the larger education and training community. This declaration of intent appears to recognize that without a system like CCTC, there is no clear mechanism through which the perspectives of all training councils could be heard and reflected in the various policies and processes that affected them.

Second, beginning in 1999, a series of “action-oriented” chairs assumed the helm of CCTC (Drs. Emil Rodolfa, Beverly Thorn, and Nadine Kaslow). With considerable support from the APA’s Education Directorate (which has funded CCTC from its inception), and Dr. Paul Nelson, Deputy Executive Director of the Education Directorate, and a primary initiator of the CCTC in the mid-1980s (along with Dr. Nathan Perry and others on the Board of Educational Affairs), these CCTC chairs took three substantive steps: 1) expanded the membership of CCTC to include representative “members” of all relevant education and training groups as well as “liaisons” who might have a vested interest in the deliberations and activities of CCTC; 2) encouraged attendance at annual meetings by all member councils; and 3) began considering a range of issues of relevance to professional education and training in psychology that could and should be addressed by CCTC and its members. As a result of these efforts, the CCTC currently consists of 16 members (i.e., representatives of various education and training councils) and 8 liaisons (i.e., representatives of various groups and systems within and external to APA that would have an interest in CCTC activities).

Although communication remains core to CCTC’s mission and purpose, the organization has begun to assume a much more proactive presence within the larger education and training community. Examples include assisting in developing professional competencies for the field of psychology, developing and implementing strategies to address the internship imbalance, and advocating for greater quality in education and training with various organizations and groups. Other examples of work product include development of practicum guidelines, enhancement of diversity training, surveys addressing various impacts of the internship imbalance on students, surveys examining post-doctoral training and funding, and cross-council collaboration on a large number of tasks related to education and training.

A more detailed description of CCTC can be found on its website:

<https://www.cctcpsychology.org/>

### **III. Structure**

Regarding the structure of CCTC, there are no bylaws or other guidelines specifying issues of governance or attendant procedures. This statement serves as a foundation and guiding document.

Meetings. Meetings of the CCTC occur biannually under the auspices of, and with funding from, the Education Directorate. They tend to precede large-scale meetings of the APA, termed “Consolidated Meetings.”

Attendees. There are four types of attendees at typical CCTC meetings.

#### *Members (Member Councils):*

Definition of membership: Member councils of the CCTC are organizations involved in the education and training of professional psychology at the doctoral, internship and postdoctoral level. Member attendees to the meetings of the CCTC are typically the chair or designated representative (chair-elect or past-chair) of each member council. Only the chair or designated representative from each member training council is typically funded by the Education Directorate to attend meetings. Only the chair or designated representative has full voting privileges and the ability to propose resolutions at meetings of the CCTC. Chairs of member training councils will be identified biannually for the purposes of attendance at meetings of the CCTC. The current member organizations of the CCTC are listed on the CCTC website. A more thorough definition of membership requirements can be found on the membership application document.

Other organizations that are interested in obtaining CCTC membership must apply using the newly approved qualifying criteria and application process. All application requests that are completed will be considered; acceptance is determined by a majority vote of member representatives at CCTC meetings.

#### *Observer Status:*

Observer status is a privilege granted to a non-chair (non-voting representative) of member councils of CCTC. This status was developed in response to the fairly fast turnover rate of chairs of some councils. To help with continuity at CCTC meetings, CCTC agreed in 2013 to allow for a second person (an observer) from the member councils to attend the Spring CCTC meeting, under the assumption that the observer would take over the responsibilities of the chair in subsequent meetings. The presence of a second person is up to the discretion of each member council. The role of the observer is to witness and to a lesser extent, participate in the activities of CCTC. Observers do not have voting privileges or the ability to propose resolutions. Observers are not funded by the Education Directorate to attend meetings of the CCTC.

#### *Liaison Status:*

Liaisons are representatives of various groups and systems within and external to APA that have an interest in CCTC but do not qualify for member status. All current Liaison members/groups are posted on the CCTC website. Similar to the application process for new members, future liaison requests must go through the newly approved liaison application process. Liaisons to CCTC do not have voting privileges. A more thorough description of liaison requirements can be found on the liaison application document.

#### *Guest Status:*

On occasion, guests make a request to attend or are invited to meeting(s) of the CCTC for a specific purpose(s) (e.g., to share information about activities which may affect or be of interest to all member organizations). Guests do not have voting privileges at CCTC meetings. Typical guests include representatives from the APA Board of Educational Affairs and the APA Commission on Accreditation.

Governance. CCTC has two elected positions: Chair and Secretary.

#### *Chair:*

1. The typical term of the CCTC Chair is two years, although Chairs have served shorter or longer terms at the discretion of the Chair and CCTC.
2. The Chair in collaboration with the Education Directorate staff and the Secretary will manage the CCTC website. Working with the Education Directorate and on behalf of CCTC, the Chair will work to expand the number and type of resources available to members on the CCTC website. Ideally, the CCTC website should become a valued resource for all CCTC members, so that policies, documents, and other materials as well as links to various education and training events and initiatives could be accessed. Such content should emerge from and be directly relevant to the needs, interests, and activities of CCTC member organizations and constituents. Management of the website also involves administration of the fees. CCTC agreed in 2012 to have a rotating system (a different member council every year) of payment for the website fees.
3. In collaboration with Education Directorate Staff, the Chair will maintain the CCTC Roster and the Association Acronym list. Old CCTC rosters could be retained on the list to describe the former membership of CCTC.
4. The Chair will bring requests for new membership and liaison applications to CCTC for review.
5. With collaboration from CCTC, the Chair will help to set the agenda for each CCTC meeting.

*Secretary:*

1. It is expected that the secretary would serve a minimum of one year. Shorter or longer terms are at the discretion of the Secretary and CCTC.
2. The secretary's primary responsibilities are the taking of minutes during CCTC meeting, sending minutes out for review to the membership, and ultimately posting them on the CCTC website.

Process. The overall relevance and importance of CCTC was strongly affirmed by a 2003 workgroup examining the mission of CCTC. Of particular note, the fact that CCTC is a place where chairs of diverse associations can come together and "network" seemed to be of great significance. At the same time, as CCTC has developed the meetings have become more efficient, where less time is spent on oral reports of council activities (these reports were presented in written form and briefly overviewed orally) and more time spent on updating members on the progress of shared projects and/or deliberations about other activities in which CCTC might engage.

One key goal of the CCTC meetings and contact over the listserv is to determining the common issues among the members of CCTC. Along these lines, the notion that members have much more in common as training councils than originally thought has emerged. That is, although individual representatives might initially approach CCTC from a specific vantage point, and be sensitive to whether or not "their perspective" would be heard and welcomed, ultimately it seemed clear that the issues discussed converged around a number of themes that were of relevance to a majority of members, if not everyone; the concomitant idea that members had much to gain by speaking with a "common voice" has been a consistent theme as is the notion that what CCTC said was important to the psychological community (i.e., because of its broad and inclusive representation across the spectrum of education and training in professional psychology, CCTC had the potential for considerable influence regarding relevant actions, guidelines, recommendations, policies, and practices).

Over the years, the "voluntary" nature of CCTC has had substantial appeal to all members. That is, one of the benefits of CCTC is that it does not impose or mandate particular policies. Along these same lines, the idea that not all groups would be equivalently interested in the same topics was noted (i.e., this is the free market point that it was acceptable for different councils to gravitate toward issues of greatest concern). At the same time, CCTC members typically find a way to talk honestly and openly about all issues that are before CCTC (rather than avoiding them), but do so in a respectful manner. Ultimately, the advantages of coming together and speaking with a "common voice," while also respecting and accommodating differences insofar as possible, is a consensus view regarding the ideal balance between these fundamental CCTC goals.

Leadership for CCTC is important. Energetic and conscientious individuals who are able to keep members on track and hold the group accountable (during and between meetings) but also respond skillfully to process issues (e.g., listening to and integrating a range of perspectives), appears to be particularly salient attributes of good CCTC leadership.

During recent years, CCTC has developed a strategy of having specific projects or tasks that could be addressed over a period of time (e.g., through committees). In this way, chairs who have finished their term would continue to join CCTC for a period of time, while working committees representative of CCTC membership would have the time and continuity necessary to complete various tasks.

Ultimately, CCTC has enormous potential to influence activity within the broader education and training community. In this regard, while CCTC should continue to "break bread" together, this Council has the ability to do much more to fulfill our potential as an organization.

#### **IV. List of CCTC Chairs/Secretaries**

<b><u>Date</u></b>	<b><u>Chair</u></b>	<b><u>Secretary</u></b>
	Nate Perry, CUDCP	
1994-96	Sandy Pedersen, APPIC	
1996-98	Emil Rodolfa, ACCTA	
1998-2000	Bev Thorn, CUDCP	
2000-03	Nadine Kaslow, APPIC	
2003	Cynthia Baum, NCSPP	Jenny Cornish
2003-05	Emil Rodolfa, APPIC	Craig Shealy, CIDPIP
2005-07	Ray Crossman, NCSPP	Barry Schreier, ACCTA Sue Crowley, CIDPIP
2007-09	Steve McCutcheon, APPIC	Celiane Rey-Casserly, APPCN
2009-13	Steve McCutcheon, VAPTC	2009-10: ? 2010-11: ? 2011-12: Wendy Paszkiewicz, NCSPP 2012-13: David Cimbora, NCSPP
2013-15	David Cimbora, NCSPP	Jason Williams, APPIC
2015-17	Jason Williams, APPIC	Jenny Cornish, APPIC
2017-19	Ayşe Çiftçi, CCPTP	Bill Stiers, CRPPTP
2019-21	Deborah Bell, CUDCP	2019-20: Francine Conway, NCSPP 2020-21: Allison Aosved, APPIC
2021-23	Andrea Zartman, VAPTC Vice Chair: Sharon Berry, CCHPTP	2021: Beth Slomine, APPCN



**Council of Chairs of Training Councils (CCTC)**  
**Application for Membership to CCTC**

The purpose of CCTC is to develop, maintain and strengthen the quality of Health Service Psychology (HSP) education and training. HSP is defined by the APA Commission on Accreditation, as the integration of psychological science and practice to facilitate human development and functioning. HSP includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders.

The goals of CCTC are to:

- 1) Exchange information among member organizations concerning:
  - a. Education and training issues in HSP
  - b. Their plans, activities, and accomplishments
- 2) Gather information about, discuss, formulate, and advocate for policies that will improve education and training in the practice of HSP.
- 3) To coordinate the activities of member organizations for maximum training effectiveness.

Training councils that represent recognized groups devoted to education and training in HSP are eligible to seek membership in CCTC. Training councils that apply for membership should meet the following criteria:

- 1) Shall be an organized group of programs whose primary purpose is to provide education and training in HSP.
- 2) Shall be a nationally-based council, as opposed to a regional or state-level council.
- 3) Shall represent a significant voice in training and education in the area represented by the council. For example a council may be a significant voice if it represents the vast majority of (~75%) of programs providing education and training in that HSP area or is an educational and training member of a recognized specialty council within HSP.

**Please Complete the Following:**

Name of your Training Council: \_\_\_\_\_

Year that your Training Council was formed: \_\_\_\_\_

Number of MEMBER programs represented by your training council: \_\_\_\_\_

Is your training council nationally-based? \_\_\_\_\_

What is the process to become a member of your council?

What is the purpose of your Training Council?

How would membership in CCTC benefit the education and training of Health Service Psychology as a field?



How would membership in CCTC benefit your council?

Describe how your council is a significant voice in training and education in the area represented by your council.

Additional Comments:

Councils seeking membership in CCTC should submit a request in writing to the Chair, CCTC, with supporting documentation of the council's organization (e.g., by-laws, mission statement, composition of Board or Executive Committee), at least 30 days prior to the next scheduled meeting of CCTC (meetings held in March and October). The request for membership will be reviewed by CCTC at its next regular meeting for correspondence with eligibility requirements. Membership will be granted upon approval by two-thirds of the member organizations present and voting.

**Council of Chairs of Training Councils (CCTC)**  
**Application for Membership to ~~the Council~~ CCTC**

The purpose of CCTC is to develop, maintain and strengthen the quality of Health Service Psychology (HSP) ~~professional psychological training and education and training. For the purposes of accreditation HSP is defined by the APA Commission on Accreditation (CoA), "health service psychology" is defined as the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology HSP includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders.~~

The goals of ~~the Council of Chairs of Training Councils CCTC~~ are to:

- 1) ~~To~~ Exchange information among member organizations concerning:
  - a. Education and training issues in HSP;
  - b. Their plans, activities, and accomplishments;
- 2) ~~To~~ Gather information about, discuss, formulate, and advocate for policies that will improve ~~scientific and professional~~ education and training in the practice of psychology ~~Health Service Psychology HSP~~.
- 3) To coordinate the activities of member organizations for maximum training effectiveness.

Training councils that represent recognized groups devoted to ~~the~~ education and training ~~of professional psychologists in health service domains in HSP~~ are eligible to seek membership in CCTC. Training councils ~~who that~~ apply for membership should meet the following criteria:

- 1) Shall be an organized group of programs whose primary purpose is to provide education and training in the practice and the teaching of practice in psychology ~~Health Service Psychology HSP~~.
- 2) Shall be a nationally-based council, as opposed to a regional or state-level council.
- 3) Shall represent a substantial number of programs, and thus represent a significant voice in training and education in the area represented by the Council. For example a council may be a significant voice if it represents the vast majority of (~75%) of programs providing education and training in that HSP area or is an educational and training member of the associated a recognized specialty training council within HSP. ~~training in a specialty recognized by the Commission on Accreditation CoA or the Committee of Specialties CoS, member of the specialty council, etc. While no set number is specified for membership, councils who apply should be informed that the range of programs of current councils is typically between 35 and 185.~~

**Please Complete the Following:**

Name of your Training Council: \_\_\_\_\_

Year that your Training Council was formed: \_\_\_\_\_

Number of MEMBER programs represented by your training council: \_\_\_\_\_

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Is your training council nationally-based? \_\_\_\_\_

What is the process to become a member of your council?

What is the purpose of your Training Council?

How would membership in CCTC benefit the education and training of Health Service Psychology as a field?

How would membership in CCTC benefit your council?

Describe how your council is a significant voice in training and education in the area represented by your council.

Additional Comments:

Councils seeking membership in CCTC should submit a request in writing to the Chair, CCTC, with supporting documentation of the council's organization (e.g., by-laws, mission statement, composition of Board or Executive Committee), at least 30 days prior to the next scheduled meeting of CCTC (meetings held in March and October). The request for membership will be reviewed by CCTC at its next regular meeting for correspondence with eligibility requirements. Membership will be granted upon approval by two-thirds of the member organizations present and voting.

## **CCTC Proposal: Increasing Access to Psychological Services for Doctoral Students/Interns**

### **Proposal**

Health Service Psychology (HSP) doctoral students/interns experience concerning rates of mental health conditions. A recent study indicates that nearly a quarter of HSP students report moderate to severe symptoms of anxiety, one-fifth report moderate to severe symptoms of depression or suicidal intent (SI), and more than 10% report a high risk of alcohol abuse or moderate to severe drug use during graduate school (Hobaica et al., 2021). Despite a clear need for mental health services, HSP doctoral students/interns face numerous barriers to obtaining services locally. For example, HSP students/trainees are often in clinical training within the very agencies and institutions where they would normally seek help. In addition to concerns with privacy and confidentiality, a substantial proportion of HSP students/trainees report financial barriers, a lack of time for in-person therapy, and additional difficulties in accessing treatment.

CCTC (see Appendix I for key organizations/terms) proposes to build a registry of licensed providers willing to give back to the profession by providing pro bono or low-cost (<\$25/session) psychological services via telepsychology to doctoral students/interns in Health Service Psychology (HSP) programs. The registry will facilitate connections between licensed psychologists willing to provide these services and HSP students seeking such services. Currently, psychologists can provide telepsychological services to students living within the state in which they are licensed. The establishment of PSYPACT, through a collaboration between ASPPB and State Boards of Psychology, allows for a significant expansion of services to HSP doctoral students/interns. Indeed, if the psychologist has an APIT, which includes the E.Passport, the psychologist can also provide telepsychological services to doctoral students/interns residing in any PSYPACT state.

To build the registry, CCTC will collaborate with the PSYPACT Commission and State Psychological Associations to inform licensed psychologists of this initiative and how to join the registry. A website will house the registry, providing a searchable database of psychologists willing to provide services to doctoral students/interns in HSP. Psychologists interested in joining the registry will register on the website, providing basic information about the services they are willing to provide, therapeutic approaches, areas of specialty/focus, where they are licensed, and if they have an E.Passport. Psychologists will be asked to update their information annually, as well as update their availability at any time. Directors of HSP doctoral and internship programs will be asked to register for the database, at which time the Directors will be provided a password to distribute to their students or interns. Students/interns will be responsible for reviewing, selecting, and contacting registered psychologists to participate in telepsychological services. Please see Appendix II for proposed terms of service for the registry.

## **Appendix I**

### **Key Organizations and Terminology**

**CCTC:** The Council of Chairs of Training Councils is an umbrella organization that promotes the professional education and training of Health Service Psychologists. CCTC is composed of 13 members who represent their education or training councils, 10 liaisons who have a vested interest in CCTC activities, and guests who are typically APA-affiliated and similarly have a marked interest in training and education in psychology. (See <https://www.cctcpsychology.org/>)

**PSYPACT:** The Psychology Interjurisdictional Compact is an interstate compact designed to facilitate the practice of telepsychology and the temporary in-person, face-to-face practice of health service psychology across state boundaries. This process reduces regulatory barriers and increases access to mental health care. (See <https://psypact.site-ym.com/>)

**PSYPACT Commission:** The Commission is the governing body of PSYPACT and is responsible for creating and finalizing the Bylaws and Rules and Regulations for PSYPACT. The Commission is also responsible for granting licensed psychologists the authority to practice telepsychology and temporary in-person, face-to-face practice of psychology across state boundaries. (See <https://psypact.site-ym.com/page/Commission>)

**ASPPB:** The Association of State & Provincial Psychology Boards is an alliance of state, provincial, and territorial agencies responsible for the licensure and certification of Health Service Psychologists throughout the United States and Canada. The mission of ASPPB is to support member jurisdictions in fulfilling their responsibility of public protection. (See <https://www.asppb.net/>)

**Telepsychology:** The provision of psychological services using telecommunication technologies (e.g., telephone, mobile devices, interactive videoconferencing, email, chat, text, and Internet).

**Authority to Practice Interjurisdictional Telepsychology (APIT):** The APIT provides a licensed psychologist's authority to practice telepsychology within the limits authorized under the Psychology Interjurisdictional Compact in another Compact State.

**E.Passport:** A certificate issued by ASPPB to individual psychologists that promotes standardization in the criteria required to practice interjurisdictional telepsychology and facilitates the process for licensed psychologists to provide telepsychological services across state lines.

## **Appendix II**

### **PROPOSED TERMS AND CONDITIONS**

To use the registry, please review the following information and indicate that you have read, understood, and agree to the terms for usage of this site. You will then be directed to the search page.

#### **STUDENTS/INTERNS:**

By using this site:

- I attest that I am a doctoral student or intern in a clinical, counseling, or school psychology program accredited by the American Psychological Association or Canadian Psychological Association.
- Confidentiality statement: No data about graduate students or interns will be collected or monitored using the registry. Any utilization information will be collected by providers in the network disclosing the number of students accessing low cost/pro bono services and number of sessions provided. No protected health information or any personally identifying information will be collected from users of the registry.
- I understand that the registry is provided as a free service to HSP doctoral students/interns and serves only to facilitate connecting clinical psychologists willing to provide pro-bono or low cost (<\$25) psychological services to HSP doctoral students/interns seeking such services. Inclusion in the registry does not represent endorsement of a psychologist by CCTC or PSYPACT.
- I understand CCTC is not responsible for and cannot guarantee the competencies of psychologists who participate in the registry. CCTC also is not responsible for the quality of the services provided by the psychologists who participate in the registry. CCTC is also not responsible for and cannot guarantee any specific outcome of the services provided by the psychologists who participate in the registry.
- I understand that all agreements and assumed responsibilities are between the psychologist and doctoral student/doctoral intern.
- I understand that CCTC does not verify or monitor the licensing status of psychologists who registry to provide pro-bono or low-cost services to HSP doctoral students/interns. Students/interns are responsible for verifying the licensing status and qualifications of the providers that they engage in for services.
- Use of this registry to locate a psychologist is voluntary and will not result in any liability against CCTC or PSYPACT. Both entities cannot and do not provide any warranties related to the information contained in, or resulting services from, a psychologist listed in this registry.

#### **LICENSED PSYCHOLOGISTS:**

- All psychologists participating in this registry affirm that they are doctoral level Health Service Psychologists licensed within the state within which they provide psychological services. If willing to provide telepsychological services through APIT, psychologists verify that they are licensed within a PSYPACT state and that they hold an E.Passport

that allows cross state provision of services. It is the psychologist's responsibility to maintain accurate information about their licensure and E.Passport (if applicable) status on the registry.

- All psychologists participating in this register further affirm that they comply with all federal, state and local regulations in their provision of psychological services. All psychologists participating in this registry affirm that the information about their provision of psychological services are accurate representations of their competencies.
- All psychologists participating in this registry affirm that they will provide HSP doctoral students/interns with pro-bono or low cost (<\$25) psychological services.
- Participation in this registry is voluntary and will not result in any liability against CCTC or PSYPACT. Both entities cannot and do not provide any warranties related to the information contained in, or resulting services from, a psychologist listed in this registry.

**Commented [JJW1]:** I don't think we need this. It isn't our job to verify malpractice and such... Instead, I recommend a broad statement. Also, we need to not identify this as a "referral" service or registrants as "members"... that can get us into hot water!

### **BEA/BPA Doctoral Competencies Task Force Questions**

1. We will be grounding the competencies in Equity, Diversity, & Inclusion (EDI) principles. How would you suggest we might best do that?
2. What makes the doctoral degree in HSP distinctive from master's degree in HSP and other mental health service fields?
3. Thinking about the future of HSP, what should we be preparing psychologists to be able to do?