

American Psychological Association of Graduate Students (APAGS)
2025 End-of-Year Report
January 2025 – December 2025

Overview

APAGS builds a better future for psychology by serving as a united voice to enrich and advocate for graduate student development. APAGS is guided by the following strategic goals: (1) Address the financial burden of graduate psychology training and its impact on the lives of students, (2) Support graduate students in developing their roles as leaders in psychology, and (3) Advocate for high quality training opportunities in science and practice.

The full APAGS committee consists of three groups of leaders. The Chair, Chair-elect, and Past-Chair comprise the Executive Committee (EC) who lead the APAGS full committee. In addition, the Chair has a voting seat on the Council of Representatives and the Council Leadership Team, while the Past-Chair has a voting seat on the Board of Directors. The full committee also includes six Members-at-Large elected from the APAGS membership, and the Chairs of five subcommittees (ACT, CARED, Convention, CSOGD, and Science) who are appointed by the Elections subcommittee, which is made up of the Past-Chair and the Members-at-Large.

Full Committee Work

Student Voice/Student Seats on Boards and Committees. In January, APAGS continued to encourage students to apply for seats on selected Boards and Committees through the application portal. The slating for these seats occurred in early 2025, and official terms begin in 2026. This is the second year that students can apply for positions on selected Boards and Committees. This exciting and important change continues to increase the inclusion of graduate student perspectives at some of the highest levels of APA and to grant students a seat at the table to increase student voices across APA. To support students moving into these new roles, APAGS connected with students on APA Boards and Committees three times in 2025: in-person at the Spring Consolidated Meeting (SCM) and virtually at meetings in June and September for the Fall Consolidated Meeting (FCM). APAGS will continue to look for ways to support students in these positions moving forward. In December, APAGS again disseminated the call for the next round of student seats to begin in 2027.

President-Elect Q&A. APAGS hosted its second APA President-Elect Q&A on in July 2025. APAGS worked with the APAGS community to gather questions that they most wanted to hear about the candidates' positions.

Graduate School Affordability. APAGS received briefings from the Advocacy Office at both SCM and FCM related to current policy landscape. APAGS also asked all leaders to engage in an advocacy call to action in March.

APAGS Student Diversity Initiative Award: Institutional Excellence in Graduate Training. Three APAGS members (Devon Kardel, Whitney Skippings, and Jasmine Bigelow) served as reviewers for this APAGS award. After a careful and difficult review of an impressive group of submissions, the University of Houston's Clinical Psychology Program was selected as the 2025 recipient of this award.

Calls for Comments on APA Business. A variety of groups across APA seek comments from APAGS on the work that they are conducting. In 2025, APAGS provided comments on twenty items: APA’s Commission for the Recognition of Specialties and Subs specialties in Professional Psychology’s (CRSSPP) specialty petitions: (1) *Addiction Psychology*, (2) *Clinical Health Psychology*, and (3) *Group Psychology and Group Psychotherapy*, as well as (4) APA’s Revised *Ethical Principles of Psychologists and Code of Conduct*, (5) the revised *APA Guidelines for Clinical Supervision in Health Service Psychology*, (6) the revised *Resolution on Promoting Global Perspectives in U.S. Psychology*, (7) the *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017*, (8) the *Guidelines for Psychology’s Role in Pediatric to Adult Health Care Transition*, (9) the *Guidelines for Psychologists’ Involvement in Pharmacological Issues*, (10) the *Professional Practice Guideline for Diagnosis of Intellectual Disability in Forensic Settings*, (11) the *Professional Practice Guideline for Psychologists in the Assessment of Psychological Trauma in Adults*, (12) the *Resolution on Palliative Care and End-of-Life Issues*, (13) the *Policy Statement for Disability Inclusion: Combating Stigma and Discrimination of Ableism*, and (14) the *Policy Statement for Mental Health Impacts of Stigma and Discrimination for Transgender and Gender Diverse Children and Adolescents*. Additionally, APAGS commented on APA’s Commission on Accreditation’s call for public comment for (15) IRs C-10M, C-11 D, C-29 I, and C-25 P, (16) IRs D.2-4, and (17) IRs D.4-8 (a), (18) APA’s Position Statement on Seclusion and Restraint, (19) APA’s Resolution on Family Caregivers, and (20) the proposed revisions to Implementing Regulation (IR) Section D.5-3 (Accreditation Appeal Panel Pool Composition). Finally, where appropriate, APAGS also disseminates public calls for comment (e.g., CoA calls for public comment) to their constituents for individuals to share their thoughts on these items.

Graduate Student Spotlight Newsletter. In 2022, APAGS launched the quarterly “Graduate Student Spotlight” newsletter. The four issues sent out in 2025, which highlighted APAGS initiatives and products as well as opportunities inside and outside of APA, continue to have strong open and click-through rates compared to other APA newsletters. Individuals can sign up to receive it or explore past issues at: <https://www.apa.org/news/graduate-student-spotlight>

Subcommittee Work (Committees listed in alphabetical order)

Advocacy Coordinating Team (ACT). ACT had four initiatives this year. The first was to lead APAGS in encouraging and submitting comments during a public comment period identified by the Advocacy Office. The second, also a partnership with the Advocacy Office, as well as the Committee for Early Career Psychologists (CECP), was an in-person convention advocacy training session for which ACT solicited submissions, chose candidates, and supported those in attendance. Third, the committee finalized, relaunched, and disseminated the revised Directory of Student Leadership Positions to better meet its stated goals of supporting and highlighting leaders in more impactful ways (<https://www.apa.org/apags/resources/student-leadership-directory>). Fourth, ACT began work on a Student Advocacy Toolkit which aims to bring together existing resources for students interested in engaging in advocacy at a variety of levels (i.e., on campus, in their state, and at the federal level).

Committee for the Advancement of Racial and Ethnic Diversity (CARED). APAGS-CARED spent a considerable amount of time in 2025 assessing and reflecting on the changing higher education landscape. Additionally, several members of the committee decided to resign because

of limited bandwidth. As a result, the committee decided to give themselves plenty of lead time and to focus on plans for early 2026, including a Peer Collaboration Program event in January, developing and submitting Convention proposals for APA2026, and begin reviewing the APAGS-CARED resource guide for graduate students for possible updates.

Convention. The Convention Committee successfully executed graduate student programming for students attending the APA 2025 Annual Convention in Denver, CO with program content including foci on leadership, internship, advocacy, and more. Activities included a social for graduate students with more than 100 attendees, informal programming hosted in collaboration with the Committee for Early Career Psychologists (CECP), a scavenger hunt bingo activity for student attendees, an APAGS Ambassador program for student volunteers to help get the word out about APAGS programs and events, and staffed the Emerging Leaders Network located in the Solutions Center in collaboration with CECP.

Committee on Sexual Orientation and Gender Diversity (CSOGD). APAGS-CSOGD ran their year-long LGBTQIA+ Mentoring Program and are in the process of matching pairs for the 2026 year. In June, APAGS-CSOGD highlighted on social media LGBTQ+ psychologists who have made or are making an impact on psychology. They spotlighted a present-day psychologist for a “Modern Monday” post and an older psychologist for a “Flashback Friday” post. APAGS-CSOGD also worked to revise one of their existing resources that is outdated, the *APAGS Climate Guide for LGBTQ+ and Allied Students and Professionals*.

Science. In the summer/fall, the Science subcommittee reviewed and scored applicants for the *APAGS/Psi Chi Junior Scientist Fellowship (JSF)*. This year, 21 fellowships were awarded. The Science subcommittee also developed special issue topics for the 2027 issue of the *Translational Issues in Psychological Science (TPS) Journal* and distributed Call for papers, Calls for General Topics, and Calls for Reviewers. Additionally, the Science Committee revised the TPS reviewer training. Finally, the Science Committee began brainstorming ideas for Convention 2026 proposals.

Elections. Over the course of the year, the APAGS Elections committee formulated a timeline and action plan for the APAGS elections. The Elections committee began by advertising open positions for the APAGS committee and subcommittees through a “Meet Your Leaders” event at convention, APAGS social media, APAGS listservs, and various other outlets (i.e., APAGS newsletter, Divisions, SPTAs). Next, the Elections committee reviewed applications and slated candidates for the APAGS chair-elect and members-at-large positions. The voting period for these positions ran from October 1-30. Ty Robinson was elected by the membership as the 2026 Chair-elect. Additionally, three new members-at-large were elected: Vardha Kharbanda, Maya Hubbard, and Samira Sainsurin. Finally, the Election committee oversaw the appointments to the five subcommittees including the following appointments: Dionne Regis (ACT vice chair) Frances Eby (ACT), Kasey Harry (ACT), Jaya Mallela (ACT), Yoscaira Gomez (CARED vice chair), Mona Karimzadeh (CARED), Josue Martinez (CARED), Miah Robertson (CARED), Kaveri Sehgal (CARED), Karla Giron (Convention vice-chair), Paige Byrns (Convention), Kristina Hall (Convention), Chandler Golden (CSOGD vice chair), Riley Russell (CSOGD), Shane Trujillo (CSOGD), Roxy Dobrin-De Grace (Science vice-chair), Zoe Bair (Science), Abigail Bergey (Science), and Samuel Turecki (Science).

APAGS Committee, Subcommittee, and Staff Rosters

APAGS Executive Committee. Lamia Bagasrawala (Chair-Elect), Aldo Barrita (Past Chair), and Ana Urena Rosario (Chair)

Members-at-Large. Jenee Edgerton, Brianna Baker, Dan OConnell, Jasmine Bigelow, Yly Morales, and Vanessa Anyanso.

Advocacy Coordinating Team (ACT). Megha Nagaswami (Chair), Adlyn Perez-Figueroa, Dylanne Twitty, Devon Kardel, Robin Denler, Erin McConocha, and Brianna Davis.

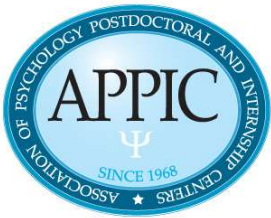
Committee for the Advancement of Racial and Ethnic Diversity (CARED). Whitney Skippings (Chair), Mallory Cotton, Yoscaira Gomez, Tianxin (Isobel) Wang, Arthi Vasudevan (resigned prior to end of term), Pooja Mamidanna (resigned prior to end of term), and Hao (Peter) Xu (resigned prior to end of term).

Convention. Vardha Kharbanda (Chair), Marisa Moorhouse (Vice Chair), Karla Giron, Savannah Fissenden, Nerissa Germain-Cronister, and Samantha Stageman

Committee for Sexual Orientation and Gender Diversity (CSOGD). Tom Schlechter (Chair), Taylor Michl, Jordan Bernard, Swathi Prabhu, Elena Schiavone, Nicholas Powers, and Nina Dours.

Science. Kaley Davis (Chair), Marianne Chirica (Vice-chair), Matthew Hutnyan, Lydia Rader, Randi Spiker, Kasey Vigil, Kayla Lacey, Jingwen Zhou, Roksana Dobrin-De Grace, and Yexinyu “Yolanda” Yang.

APAGS Staff. Wendy R. Williams, Heather Dade, and Ritu Kapur.



Association of Psychology Postdoctoral & Internship Centers

APPIC Central Office
 17225 El Camino Real, Suite #170
 Houston TX 77058-2748
 P: 832.284.4080
 E: appic@appic.org

Executive Director

Mariella Self, PhD, ABPP
mariellaself@appic.org

APPIC Board of Directors

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H. Garland Hershey, DDS, MS,
 ABO

CCTC Fall Meeting, 2025

Contact Information

APPIC Board Contact/Liaison (to CCTC)

Amy K. Silberbogen, Ph.D., ABPP
 Chair, APPIC Board of Directors
Amysilberbogen@appic.org

APPIC Central Office

Mariella M. Self, Ph.D., ABPP
 APPIC Executive Director; mariellaself@appic.org
 APPIC Central Office
 17225 El Camino Real, Onyx One - Suite #170, Houston, TX 77058-2748
 Email: Central Office - appic@appic.org
 Telephone: Central Office - (832) 284-4080; Liaison – (773) 702-1517
 Fax: Central Office - (832) 284-4079

Summary of Relevant APPIC Activities

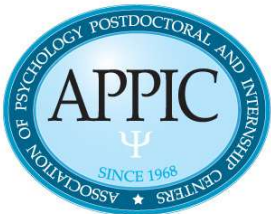
(of relevance to CCTC)

APPIC Central Office

Current APPIC Member Composition

N=1583	US		Canada	
	Accredited	Unaccredited	Accredited	Unaccredited
Internships N=844	679	106	48	11
Postdocs N=257	104	153	N/A	N/A
DPA's N=482	427	12	43	N/A

Key Issues and Relevant Initiatives



Association of Psychology Postdoctoral & Internship Centers

2026-2027 Recruitment

Internship

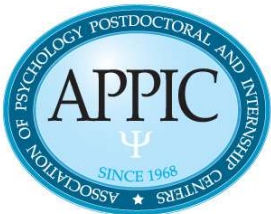
- Match Update:
 - Phase I:
 - Statistics for the 2026-2027 intern selection cycle is posted on the APPIC website: [Match Statistics \(appic.org\)](https://www.appic.org/match-statistics)
 - Compared to the 2025 Match, the number of registered applicants this year increased by 289 (+7%). Over the past three years, the number of registered applicants *increased* by 690 (+17%) while the number of available positions *decreased* by 36 (-1%). APPIC is engaging training councils/partners to collaborate on addressing this imbalance for future Matches.
 - Phase II:
 - Ranks are due on March 18, 2026; APPIC Phase II Match Day is March 25, 2026
 - Post Match Vacancy Service (PMVS) will open on March 25, 2026 and remain open through early fall.
 - NMS Interview was available for all internship TDs via the Match portal
- AAPI initiatives (please email the AAPI Coordinator, Dr. Kimberly Hill, with any questions).
 - Mobile UX design is optimized for mobile devices
 - Professional Conduct Item Revision
 - SRF Enhancements
 - Auto-Archiving of applications from prior cycles based on feedback from TD Survey
 - AAPI Hour/Categorization codebook is in process.

Postdoctoral Issues

- New APPIC Postdoctoral Committee Leadership – Katherine Meyers, Ph.D. (katherinemeyers@appic.org) and Samuel Wan, Ph.D. (samuelwan@appic.org) have taken on the roles of Co-Chairs.
 - There will be at least one opening on this committee starting in 2027
- Common Hold Date is February 23, 2026.
- Universal Psychology Postdoctoral Directory (UPPD)
 - 1946 total listings – 773 (39.7%) identify as being part of APPIC member programs
- [APPA CAS](https://www.appic.org/cas) is free to applicants in addition to being free for TDs
- No significant changes were made to Selection Standards: [Postdoctoral Selection Standards \(appic.org\)](https://www.appic.org/postdoctoral-selection-standards)

APPIC's Recent Organizational Strategic Priorities

- Planning and executing strategic financial adjustments
 - 2026 dues and fees for DPAs, internships programs, postdoc programs, and students have been adjusted to address rising operational costs, technology modernization and strengthening the infrastructure of the organization: [Dues & Fees](https://www.appic.org/dues-fees)



Association of Psychology Postdoctoral & Internship Centers

- Technology assessment and planning for modernization of website, Directory, and UPPD, as well as eMembership.
- Evaluating personnel needs and business partnerships to better serve the organization and consider future expansion

APPIC's Community Initiatives and Investment in the Training Community

We continue to closely collaborate with other councils involved in training, respond to the needs of our members, and invest in the growth and development of the training community in HSP:

1. 2025 Virtual Business Meeting in Denver, Colorado: [2025 APPIC Business Meeting](#)
2. Informal Problem Consultation (IPC): The APPIC ED, Match Coordinator, professional staff, 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](#). IPC requests increase annually (~ 260 requests in 2025).
3. Ongoing enhancements for the APPIC Directory, the Universal Postdoctoral Program Directory, e-Membership, the AAPI, the APPA, and the Match.
4. Training and Education in Professional Psychology (TEPP): APPIC commits an annual investment of \$50,000.
5. APPIC committed \$5K toward Training Director scholarships for ABPP Certification in partnership with the ABPP foundation.
6. Accreditation Readiness Project (ARP) and Accreditation Readiness Project for Canadian programs (ARP-C)
7. Postdoctoral Membership Readiness Project (PMRP) for postdoc programs pursuing APPIC membership: [Postdoctoral Membership Readiness Project \(P-MRP\)](#)
8. Mentorship and Community Circles: APPIC will be offering several Community initiatives in the coming year, including monthly Community Calls, and New Training Director Mentorship Drop In calls.
9. [APPIC Membership Conference](#) will be held on May 6 – 8 in 2026 in New Orleans, Louisiana with the theme, “Navigating Change: Reimagining Psychology Training.”

Respectfully submitted:

Amy Silberbogen, Ph.D., ABPP
Chair, APPIC Board of Directors



Association of State and Provincial Psychology Boards

January 2026 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 Examination for Professional Practice in Psychology (EPPP), the Psychopharmacology Examination for Psychologists (PEP), 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, and professional psychology organizations, in efforts to demystify the licensure process for applicants, by promotion of common standards and processes for licensure, and through the development of model programs that promote public protection. For 65 years ASPPB has been providing these essential services to licensing boards throughout the United States and Canada.

ASPPB 2026 Board of Directors: President: Jennifer C. Laforce, PhD, CPsych (MB) ; President-Elect: Ramona N. Mellott, PhD (AZ) ; Past-President: Hugh D. Moore, PhD, MBA (TN); Secretary-Treasurer: Cindy Olvey, PsyD (AZ); Directors-At-Large: Stacy Waldron, PhD (NE), Whitney Koch Owens, PsyD (NV) and Gabriel Cline, PhD (MO).

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 support 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.

ASPPB 2023-2028 Strategic Plan: In January 2023, a new Strategic Plan for the Association was implemented. This plan incorporates the findings from ASPPB’s two-year, seven-stage diagnostic process that was undertaken with members, liaisons, as well as ASPBB’s Board of Directors and staff. Since the diagnostic launched in 2020, the distillation of the project’s hundreds of hours, dozens of engagements, and 355 pages of feedback have been shared at each step, and has morphed into the ASPPB 2023-2028 Strategic comprised of four themes and their mandates, as well as the 25 total initiatives. The aim of these initiatives is to address a range of areas where participants argued for either remedy or innovation. Those areas include communications, structures of stewardship for major initiatives, ASPPB’s governance, internal dynamics, the ASPPB brand, uniformity, the relationship with the guild, legislative affairs and engagement in antiregulation/anti-licensure arenas, meetings, and more. You can find the strategic plan — including context on those 25 initiatives and the associated tactics that will guide their successful implementation — on ASPPB’s website at <https://asppb.net/about/strategic-plan>.

The Health Resources and Services Administration (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 awarded a HRSA federal grant to address the regulatory research needs of the profession of psychology. This grant provided five years of federal funding for the establishment of a psychology licensure-focused research center, The Centre for Data and Analysis on Psychology Licensure (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. A major product of the Centre is the *ASPPB InFocus*. This publication captures a big-picture view of psychology licensure in the United States and Canada with a spotlight on the number of licensees, requirements for education, supervised experience, and exams, licensure fees, continuing education/continuing professional development, and other requirements for licensure renewal, and other pertinent information about psychology licensure. The *ASPPB InFocus 2024* is now available on the Centre’s [website](#).

In June 2024, ASPPB was notified that it had been awarded a new HRSA federal grant to continue to advance the regulatory research needs of the profession of psychology. The new grant provides over five years of federal funding for the continuation and expansion of The Centre.

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 understand the regulatory process and the common problems that disrupt initial licensure/registration, professional mobility, and regulation of professional conduct in psychology.

EXAMINATION PROGRAM INITIATIVES

Examination for the Professional Practice in Psychology (EPPP): Important directions have been taken regarding the EPPP since the fall of 2024. On October 22, 2024, after two years of close collaboration and extensive communications with member jurisdictions for implementing the two-part competency-

based EPPP, the ASPPB Board of Directors decided to take a new path forward. Steps are under way to reimagine the EPPP as a single-session competency-based examination that integrates both knowledge and skills assessment.

Starting in 2025, a three-year timeline has been established for the technical development of the EPPP in its new phase, and for extensive communication and engagement with member jurisdictions and all stakeholders along this process to seek feedback and collaboration for successful implementation. The EPPP Collaborative Implementation Task Force (EPPP CITF) was formed in January 2025. The EPPP CITF is composed of member Board chairs, member Board administrators, Liaison representatives and Exam Committee members, and meets monthly through virtual meetings and an in-person meeting in October 2025. CITF conducted a series of four virtual town halls to share information and gather input from regulatory boards, the education and training community, students/candidates for the EPPP, and practicing psychologists.

On the technical development side, the Job Task Analysis Task Force (JTATF) held its initial meeting during June, 2025 in the ASPPB offices. Facilitated by the Pearson VUE psychometric consultants, the JTATF together with the JTA Advisory Committee reviewed the education, training, accreditation standards, competency framework, and current EPPP Part 1 and Part 2 blueprints and developed a three-tier structure to fully integrate assessment of knowledge and skills on a single-session competency-based exam. Possible content on the integrated exam were converted into survey questions. The survey was conducted in August and September to all licensed psychologists in the United States and Canada to adequately reflect the practices of psychology, reached to close to 5,000 licensed or registered psychologists. Results from 2950 completed survey responses were used to develop and validate the test specifications for the integrated single session competency-based EPPP. The integrated EPPP content outline will be published on the ASPPB website soon. The implementation of JTA work will continue on through 2026.

EPPP Scores for Doctoral Programs: The *EPPP Scores for Doctoral Programs Report 2025*, summarizing 2020 through 2024 data, is available on the ASPPB [website](#). This report contains aggregated EPPP pass rates for Doctoral programs accredited by the American Psychology Association and Canadian Psychological Association to assist them in preparing self-studies and annual reports for accreditation. The data also allows programs to track the pass rates for their graduates in the most recent years. ASPPB is working with educational and training programs 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. The *EPPP Scores for Doctoral Programs Report* is published annually every Spring with the most current five-year period included on the ASPPB website.

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. ASPPB launched the PEP in January 2018. From the launch date through December 2025, 217 exams have been administered. The current states that have enacted prescription privileges for psychologists include New Mexico, Louisiana, Illinois, Iowa, Idaho, Colorado, and Utah as well as in the Public Health Service, the Indian Health Service, the U.S. Military, and the U.S. Territory of Guam. Additionally, Indiana has a statute that permits military psychologists who graduated from the original Department of Defense (DoD) RxP

program to prescribe in Indiana. A Sample Exam for the PEP will be available to the PEP candidates in February. A Job Task Analysis to review and update the content of PEP is planned to start in Summer 2026.

Item Review Committee (IRC): In an effort to further evaluate and prevent 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 IRC is tasked with evaluating items that have been flagged by a Differential Item Functioning Analysis (DIF) as performing differently across racial/ethnic or other demographic groups. The IRC reviews such flagged items for wording that might potentially advantage or disadvantage test takers from different backgrounds. Since the Fall of 2024, the IRC has also been regularly reviewing exam items before they are included on exam forms. Positive feedback was received from the Item Development and Examination Committees for IRC's involvement in the pretest item review.

MOBILITY SERVICES INITIATIVES

Psychology Licensure Universal System (PLUS): The Psychology Licensure Universal System (PLUS) is a tool within the ASPPB Credentials Bank that enables an individual to apply for licensure, certification, or registration in any participating state, province, or territory of the United States and Canada.

Jurisdictions currently participating in PLUS through ASPPB include:

- Georgia
- Mississippi
- Nevada
- North Dakota
- Oklahoma
- U.S. Virgin Islands

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 their 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 39 jurisdictions in Canada and the U.S. that accept the CPQ; 14 other jurisdictions recognize the CPQ, but may have additional requirements, such as a transcript or oral exam. The benefits of the CPQ include an 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) issued by ASPPB is one of the requirements for obtaining the Psychology Interjurisdictional Compact (PSYPACT) Temporary Authorization to Practice (TAP). The TAP, issued by the PSYPACT Commission, allows an authorization holder to practice in person for up to 30 days in another PSYPACT member jurisdiction.

The E. Passport certificate issued by ASPPB is one of the requirements for obtaining the PSYPACT Authorization to Practice Interjurisdictional Telepsychology (APIT). The APIT, issued by the PSYPACT

Commission, allows for telepsychology practice into other PSYPACT member jurisdictions.

For more information about PSYPACT, please check out the PSYPACT [website](#).

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 complimentary 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 database.

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 Website: Please introduce yourself to the ASPPB at <https://asppb.net/>, to learn more about ASPPB and to access a broad range of information beneficial for students, exam applicants, early career psychologists, psychologists, training directors, regulatory boards, and the public.

Clinical Child & Pediatric Psychology Training Council (CCaPPTC)
Annual CCTC Report (Spring 2026)

Purpose & Membership

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. Current member programs include doctoral programs, internship programs, and postdoctoral fellowship programs from across the United States who are involved in the education and training of psychologists to work with children, adolescents, and families.

Board Members & Council Liaisons

Current 2026 CCaPPTC Board Members:

- Kevin Tsang, Psy.D., Chair
- Tina Drossos, Ph.D., Treasurer
- Rachel Schein, Psy.D., Secretary
- Kelly Walker Lowry, Ph.D. – Member-at-Large
- Amy Lang, Ph.D. – Member-at-Large

Current CCaPPTC Liaisons:

- APPIC – Heather Yardley, Ph.D.
- Division 54 - Jeannette Iskander, Ph.D.
- Division 53 – Updating with Adam Lewin, Ph.D.
- ABCCAP – Updating with Anne Egan, Ph.D.

Selected 2026 CCaPPTC Activities & Initiatives

- **CCaPPTC Executive Board Elections 2025** — CCaPPTC recently completed their 2025 board member elections. Heather Jones, PhD completed her term as board co-chair and Cynthia Call, PsyD completed her term as board secretary. The board is grateful for their service and dedication over the past three years. The board is pleased to have Kelly Walker Lowry, PhD and Amy Lang, PhD join the CCaPPTC board this year. Kevin Tsang, PsyD was reelected for a second three-year term. Board officer positions were reviewed and voted on by the board with Rachel Schein, PsyD stepping into the board secretary role. Kevin Tsang, PsyD shifts from co-chair to chair role while Tina Drossos, PhD continues her term as board treasurer.
- **Steering Committee & Task Force for the Development of Training Guidelines in Clinical Child & Adolescent Psychology** (Cathy Stough, Ph.D., Chair) — A Steering Committee and Task Force under the direction of CCaPPTC continues to work toward the development of training guidelines in our specialty. The Steering Committee includes representatives from CCaPPTC, Division 54, Division 53, and ABCCAP and meets monthly to guide the vision and process of guidelines development work. The Task Force is composed of members of the Steering Committee and other individuals selected in effort to ensure diverse perspectives and identities are represented. The Task Force completed a draft of the Guidelines and submitted them to APA in 2025 for content and legal reviews. Suggested edits were provided back to the Task Force and revisions are back with APA awaiting comment. During this phase the Task Force chair communicates regularly with the CCaPPTC board to provide Task Force updates and obtain CCaPPTC guidance. CCaPPTC remains involved in providing feedback to the Task Force.

- **Ongoing CCaPPTC website development** — The CCaPPTC Board continues to refine and develop the CCaPPTC website (www.ccapptc.org) for the facilitation of membership applications, payment, and access to information.
- **CCaPPTC Annual Meeting** — CCaPPTC will hold its annual members meeting this year at the Society of Pediatric Psychology Annual Conference in Las Vegas, NV, April 30 – May 2. This annual in-person meeting will be an opportunity for member programs to review Council initiatives and current issues in education/training.
- **Expansion and Continuation of CCaPPTC Awards** - Following the establishment of trainee- and program-level awards for contributions to training in 2025, the Board is proceeding with the next round of awards, including a trainee-, program-, and faculty/staff award, designed to recognize contributions to training and curricular innovation. The Board is looking forward to soliciting nominations for this award within the month.
- **Efforts to Expand CCaPPTC Membership & Value-Added of Membership** – As an ongoing goal, the Board continues to discuss and consider options to further develop the value of Council membership for training programs, with ongoing efforts to expand Council membership across doctoral, internship and postdoctoral programs.
- **Standardization of Policies and Procedures** - The Board continues to work to standardize and document procedures (e.g., filing meeting minutes in a shared folder; keeping documentation of invoices sent to member programs) to facilitate the efficiency of board activities and to aid in the on-boarding of new members. The Board also moved CCaPPTC's bank account from a local mid-west banking system to a national bank, Chase Bank, with controls in place for Treasurer and Chair access and shared monitoring of funds.



COUNCIL OF COUNSELING PSYCHOLOGY TRAINING PROGRAMS

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Tennessee State University
Department of Psychological Services and
Counseling
330 10th Ave. North
Nashville, TN 37203
roatisballew@tnstate.edu

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Texas A&M University
Dept of Educational Psychology
College Station, TX 77843
kellylee@exchange.tamu.edu

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dmollen@twu.edu

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University of Missouri - Columbia
Department of Educational, School, and
Counseling Psychology
keelyalexander@missouri.edu

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New Mexico State University
Department of Counseling & Educational
Psychology
Las Cruces, NM 88003
sramos90@nmsu.edu

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Wheelock College of Education & Human
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Two Silber Way
Boston, MA 02215
khoward@bu.edu

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Nouriman Ghahary, Ph.D.
Felician University
School of Arts & Sciences
Rutherford, NJ 07070-1612
GhaharyN@felician.edu

SCAID Chair

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Auburn University
Department of Special Education,
Rehabilitation, and Counseling
2084 Haley Center
Auburn University, AL 36849
mac0084@auburn.edu

Student Member

Kasey Vigil, M.A.
Ph.D. Candidate
University of Kentucky
Department of Educational, School, and
Counseling Psychology 243
Dickey Hall Lexington, KY 40506
kasey.morey@uky.edu

Report to CCTC Spring 2024

The Council of Counseling Psychology Training Programs (CCTPT) has been providing resources, information, and advocacy for counseling psychology training programs since 1975. The purpose of the Council is to foster the advancement of education in counseling psychology, in all its aspects. This purpose encompasses, but is not limited by, the following specific objectives:

1. To represent the interests of counseling psychology training programs in functions of the American Psychological Association and other organizations which are relevant to graduate and continuing education in counseling psychology.
2. To disseminate information on the training, roles, and concerns of counseling psychologists.
3. To provide liaison between the Council and other professional groups with similar interests.
4. To participate in the formulation of policies concerning education in counseling psychology.
5. To provide consultative resources regarding education in counseling psychology.

Highlights from August 2023-March 2024

- CCPTP is celebrating 50 years of history. The keynote address at the 2026 Midwinter Conference and the 50th Anniversary Luncheon will honor this history.
- The 2026 Midwinter Conference will include the following presentations:
 - ✚ Cultivating a Culture of Care: Relational, Multicultural, and Communitarian Approaches to Supervision by Dr. Mary Mendoza-Newman.
 - ✚ Ideas on How to Integrate a Strengths Focus into the Training of Counseling Psychologists by Dr. Don Emerson.
 - ✚ 50 Years of CCPTP History by Dr. James Lichtenberg
 - ✚ AI, Ethics, and Practice by Dr. Mehak Kapoor & Trevor Hulan.
 - ✚ A New Framework for Understanding Competency in HSP by Dr. Andres Perez-Rojas.

- The CCPTP conference will also include Roundtable Discussions that cover a variety of training relevant topics including: Preparing and Supporting Students for a Successful Internship Experience led by Joe Hammer (**1 CE credit**); Remediations Planning and Strengths Based Language led by Keely Alexander (**1 CE credit**); Innovative Strategies for Teaching Health Services Psychology led by Christina Liparini (**1 CE credit**); Ethical Considerations for Teaching Gender Affirming Care led by Douglas Knutson & Carol Broughton (**1 CE credit**); Many Truths in the Room: When Lived Experiences Collide and Comparison Gets in the Way led by Deb Mollen; Developing the Assessment Competency in Doctoral Programs led by Kelly Lee; Ethical Facilitation of Training Programs in Challenging Times led by Julie Koch & Maria Teresa Coutinho (**1 CE credit**); Managing Dual Relationships in Supervision led by Marilyn Cornish (**1 CE Credit**); Admissions and Collaboration: Best Practices and Learning from One Another led by Christina Liparini; Supporting Students Given the Changes in Federal Funding led by Sean DeMartino (**1 CE credit**); Healing the Ourselves and One Another: Wellness in Times of Stress led by Robin Oatis-Ballew & Sarah Ramos (**1 CE credit**); How Do We Avoid Burnout and Other Perils of Middle Management? led by Don Emerson (**1 CE credit**); and APA and the 5 Year Report led by Patrick Rottinghaus.
- The CCPTP Business Meeting in August 2025 was held during the APA Convention in Denver, CO. The CCPTP Board and Awards Committee recognized the following winners for the three CCPTP annual awards: Dasha Carver won the *2025 Outstanding Graduate Student Award*; Dr. Maria Riva won the award for *Lifetime Contributions to Education and Training in Counseling Psychology*; The Counseling Psychology PhD Program at the Universidad Ana G. Mendez, Gurabo Campus won the *Outstanding Training Program in Advocacy, Inclusion, and Diversity*.
- There are approximately 70 CCPTP institutional members. Regarding the CCPTP Executive Board, 3 members completed their terms of service on the Board (Drs. Joe Hammer, Mike Parent, and Stephen Wright). Additionally, 3 new Board members were elected by the general CCPTP membership in Summer 2025 and joined the CCPTP Board (Drs. Keely Alexander, Don Emerson, Debra Mollen).
- The 2025-26 CCPTP Executive Board has been busy and rewarding. The Board and members continue to invest strong efforts to support and help each other while providing a high quality of training and education to our students.

Respectfully submitted by Robin Oatis-Ballew, CCPTP 2025-2025 President.

Council of Chairs of Training Councils (CCTC) 2025 Annual Report

Chair: Shona N. Vas, PhD, ABPP (Fall 2023-Spring 2025); Colleen Bryne, PhD (Fall 2025-Spring 2027)

Secretary: Alexandra (Sasha) Jouk, PhD, ABPP

APA Staff: Sue Orsillo, PhD; Wendy R. Williams, PhD; Allison Gillens, MPS

CCTC Training Councils and Liaisons:

Academy of Psychological Clinical Science (APCS); Association of Counseling Center Training Agencies (ACCTA); Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN); Association of Psychology Postdoctoral and Internship Centers (APPIC); Association of Psychology Training Clinics (APTC); Clinical Child and Pediatric Psychology Training Council (CCaPPTC); Council for Clinical Health Psychology Training Programs (CCHPTP); Consortium of Combined-Integrated (C-I) Doctoral Programs in Psychology (CCIDPIP); Canadian Council of Professional Psychology Programs (CCPPP); Council of Counseling Psychology Training Programs (CCPTP); Council of Directors of School Psychology Programs (CDSPP); Council of Professional Geropsychology Training Programs (CoPGTP); Council of Rehabilitation Psychology Postdoctoral Training Programs (CRPPTP); Council of University Directors of Clinical Psychology (CUDCP); National Council of Schools and Programs of Professional Psychology (NCSPP); VA Psychology Training Council (VAPTC); American Board of Professional Psychology (ABPP); American Psychological Association of Graduate Students (APAGS); Association of State and Provincial Psychology Boards (ASPPB); American Psychological Association Board of Educational Affairs (BEA); American Psychological Association, Committee on Early Career Psychologists (CECP); Canadian Psychological Association (CPA); American Psychological Association Commission on Accreditation (CoA); Council of Graduate Departments of Psychology (COGDOP); National Register of Health Service Psychologists (National Register); Western Interstate Commission for Higher Education (WICHE)

Vision of CCTC

- Throughout the year, CCTC continued to evaluate and refine its meeting structure and engagement strategies. Members emphasized the importance of strengthening cross-council collaboration, enhancing the efficiency of information sharing, and ensuring meetings remain purpose-driven, inclusive, and aligned with the long-term goals of the training community.

APA Education Advocacy Updates

- CCTC received ongoing updates from APA's Advocacy Office regarding their key education initiatives. Major efforts include expanding the loan eligibility for Health Service Psychology (HSP) programs within the One Big Beautiful Bill Act, navigating the

impacts of federal funding freezes during government shutdowns, and monitoring proposed regulatory changes related to international student visa requirements. CCTC was also informed of the reintroduction of the ADAPT Act, aimed at establishing Medicare reimbursement for trainees operating under appropriate supervision. CCTC members expressed interest in participating in advocacy training for their directors, faculty, and students in the upcoming year.

General Education and Training Issues Discussion

Transforming the Health Service Psychology (HSP) Workforce to Address Unmet Needs

- CCTC received updates about APA's ongoing efforts to strengthen the HSP workforce through examining current competency frameworks, continued implementation of accreditation standards, and revising the Model Licensure Act. Members raised concerns regarding resource constraints faced by master's programs and the implications for meeting evolving training expectations.

Cultivating AI Literacy in Students & Trainees

- Furthermore, CCTC was presented with information about APA's increasing focus on artificial intelligence and its potential to impact education, clinical training, and professional practice. APA presented updates on newly released ethical guidance, AI tool evaluation checklist, and emerging considerations related to generative AI in areas such as assessment, documentation, and evidence-based practice evaluation. Members emphasized the importance of developing robust AI literacy frameworks to support responsible, ethical, and effective use of AI tools in training environments.
- Resource Links:
 - [New Ethical Guidance for AI](#)
 - [Link to presentation slides](#)
 - [AI tool evaluation and companion checklist](#)

Navigating the Changing Educational Landscape

- CCTC discussed a range of issues shaping the psychology educational landscape, including student recruitment and funding challenges, increased threats to DEI-related efforts, the rapid acceleration of AI in training and practice, as well as concerns regarding the emotional well-being of both trainees and faculty.

Workgroups: Updates and Next Steps

- Standard Reference Form Workgroup
 - The Standard Reference Form workgroup expanded their group to include an Industrial-Organizational Psychologist to support the refinement of the competency model form. The workgroup is also aiming to include a new feature for joint letter writers within the Liaison platform.
- Internship Development Toolkit Workgroup

- CCTC members conducted a comprehensive review of the existing internship development toolkit and identified areas within the document that need further revisions.

APA/OPCA Update – September 2025

**Prepared by:
Naomi O'Connor
Accreditation Management Specialist**

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2024-2025 CoA Meetings

Between Summer 2024 and Summer 2025 the Commission on Accreditation (CoA) met on the following dates: July 17-20 (program review and policy); October 16-19 (program review and policy); January 30-February 1 (policy development); April 2-5 (program review and policy); and July 16-19 (program review and policy). Commissioners are responsible for conducting program reviews and participating in both a “policy panel” and a “work group”; these groups serve to work on policy and procedural issues that the CoA has determined warrant examination. All meetings were held in a remote or hybrid fashion.

2025 CoA Program Review Summary

In the CoA’s review of programs during their Summer 2024 – Summer 2025 meetings, decisions were made on more than 368 programs. In addition to 456 program decisions, reviews included 59 applicant programs that were awarded an initial accredited status.

The most recent commission meeting was held in July 2025, where 88 programs were reviewed. This included 14 applicant programs that were awarded an initial accredited status.

Decisions from the [Summer 2024 through Summer 2025 program review meetings](#) are available on the OPCA's website. Please see the following table for the number of accredited programs by educational level and area of study as of July 19, 2025:

Table 1. Number and Type of APA Accredited Programs*

Programs (Level and Area)			Number of Accredited Programs		
Master's programs	Area	MS	MA		
	Clinical	1	2		
	Counseling	0	1		
	Total master's programs	4			
Doctoral programs	Area	PhD		PsyD	
		Full	Cont.	Full	Cont.
	Clinical	178	4	71	12
	Counseling	63	0	10	3
	School	57	4	11	0
	Combined	7	0	7	1
Total doctoral programs	428				
Internship programs		Full	Contingent		
		664	30		
	Total internship programs	694			
Postdoctoral residency programs	Area	Full	Contingent		
	Traditional - Clinical	93	3		
	Specialty - Clinical Child Psychology	10	0		
	Specialty - Clinical Health Psychology	10	0		
	Specialty - Clinical Neuropsychology	38	5		
	Specialty – Forensic Psychology	1	0		
	Specialty - Geropsychology	3	0		
	Specialty – Rehabilitation Psychology	9	1		
	Total postdoctoral programs	173			
Total	1,299				

Note. Cont. = Contingent.

*As of July 19, 2025

The Department of Education (ED) Update

The APA-CoA is recognized by the U.S. Department of Education (ED) as a programmatic accrediting body. The CoA's last review was in 2021, in which it received a 5-year recognition of renewal status. The CoA submitted its written petition for continued recognition and expansion of scope to include master's and distance education Health Service Psychology programs in July of 2024. The CoA is scheduled for review by the National Advisory Committee on Institutional Quality and Integrity (NACIQI) meeting in July 2026. Following the NACIQI meeting, ED Department Senior Staff will make a recommendation about the scope and continued recognition of the APA-CoA as an accrediting agency.

Self-Study Workshops and Site Visit Training

Become an APA Site Visitor (Virtual Training via Zoom)

11:00 am–5:00 pm ET

September 8, 2025

This training is designed to provide exposure to the Standards of Accreditation for Health Service Psychology (SoA) and the role and functions of the site visitor. This training is open to those interested in becoming a site visitor, as well as experienced site visitors. Attendees will be required to complete an asynchronous online training prior to the day of the synchronous training. Additional details will be provided at the time of registration. CE credits will be awarded to those that complete both the asynchronous online training AND attend the synchronous training in full. There are no fees to attend.

If you would like to register for this training, please email apasitevisit@apa.org indicating that you would like to register for the Site Visitor Training. For additional information about site visitors and the accreditation process, visit our [APA Site Visitor Webpage](#).

Preparing an APA Accreditation Program Self-Study (Virtual Training Via Zoom)

Trainings regarding preparing a self-study based on the Standards of Accreditation (SoA) and what to expect during a site visit will be posted to this webpage as soon as they are scheduled. Those seeking immediate training on the SoA are encouraged to complete the APA CoA's asynchronous Accreditation Consultation Training Program (<https://accreditation.apa.org/act>).

Reporting Changes in Program Official

Please be sure to update any changes in your program to include all current program officials (i.e., institutional leadership in addition to the program director), titles, and contact information. Even if a substantive change has been submitted, the program official and contact information needs to be updated directly in the [CoA portal](#). This will ensure that your program receives timely communication from the CoA.

Discrete Assessment of DSK Areas

As noted in IR C-18 D, programs must “set a minimum level of achievement for demonstration of student attainment of graduate level discipline-specific knowledge in each area. Programs must provide one or more **discrete** evaluations with associated minimum levels of achievement for each discipline-specific knowledge category.”

A frequent question received by CoA is what constitutes a “discrete evaluation” of an individual DSK area if the DSK is embedded in an evaluated education experience. Examples include, but are not limited to, a DSK (such as Cognitive Aspects of Behavior) embedded in an intervention class, assessment class, a comprehensive examination, or an integrated class (such as social cognition). In these cases, an overall course grade or score would not represent a discrete assessment of the DSK. If a DSK is embedded in an evaluated educational experience, the program should clearly identify the materials or experiences that provide specific exposure to the DSK, the outcome measure used to discretely/independently assess competency in the DSK, and the expected MLA on the outcome measure that demonstrates that the student has achieved competency on the DSK. When examinations, evaluation forms, or surveys are used to evaluate DSK knowledge, programs must identify the specific items/sections of the outcome measure that are relevant to each DSK area being evaluated. We encourage programs to contact the Office of Program Consultation and Accreditation for guidance.

Thank you to 2024 Site Visitors

The Commission on Accreditation and the Office of Program Consultation and Accreditation would like to thank the following individuals who contributed to the Commission's work by serving on site visit teams during the 2024 calendar year. Many of these visitors participated in visits during the COVID-19 pandemic. These visitors are acknowledged for being adaptive and flexible during the pandemic-created emergency mandate:

Adeirdre Riley, PhD	Andrea Zartman, PhD	Bill Hathaway, PhD
Adena Meyers, PhD	Angela Kuemmel, PhD	Bill Ray, PhD
Adu Boateng, PhD	Angelica Diaz-Martinez, PsyD	Bradley Hudson, PsyD
Albert Smith, PhD	Anika Fields, PhD	Brandianne Cook, PsyD
Allison Dempsey, PhD	Ann Sauer, PhD	Brenda Karns, PhD
Allison Ponce, PhD	Antoinette Miranda, PhD	Brenda Nash, PhD
Allyson Ruha, PsyD	April Fugett, PhD	Brian Hunter McIntyre, PhD
Amanda Rapacz, PsyD	Ari Rabkin, PhD	Brianna Grover, PsyD
Amie Paradine, PsyD	Ayse Ciftci, PhD	Britt Nielsen, PsyD
Amy Reschly, PhD	Barbara Winstead, PhD	Brooke Cannon, PhD
Amy Reynolds, PhD	Barry Ardolf, PsyD	Bruce Shore, PhD
Amy Williams, PhD	Belinda Hinojos, PhD	Bruno Broll-Barone, PhD
Ana Fins, PhD	Bernadette Pasquale, PhD	Cami McBride, PhD
Anatolee King, PsyD		Carlen Henington, PhD

Carlos Gonzalez, PhD
Carol Brooks, PhD
Carol Lindsay-Westphal, PhD
Casey O'Neal, PhD
Casey Shannon, PhD
Cathy Mavrolas, PhD
Christopher Correia, PhD
Christopher Martell, PhD
Christopher Watson, PhD
Christy Walcott, PhD
Chun-Chung Choi, PhD
Cindy Bruns, PhD
Cindy Juntunen, PhD
Crystal Lim, PhD
Daisuke Akiba, PhD
Dalia Ducker, PhD
Daniel Hurley, PhD
Daniel McCleary, PhD
Daniel Olympia, PhD
Danielle Jahn, PhD
David Brokaw, PhD
David Curtis, PhD
David Jull-Patterson, PhD
David Lee, PhD
Dawn Vo-Jutabha, PhD
Debora Bell, PhD
Debra Crisp, PhD
Debra Mollen, PhD
Deirdra Frum, PsyD
Denise Mercurio-Riley, PhD
Dennis Galvan, PhD
Dennis McChargue, PhD
Diana Joyce Beaulieu, PhD
Diane Stoebner-May, PhD
Domingo Marques, PsyD
E. Yueh-Ting Lee, PhD
Edwin Cook, PhD
Efrat Eichenbaum, PhD
Elaine Clark, PhD
Elisabeth Ploran, PhD
Elizabeth Dizney, PsyD

Elizabeth Phelps, PsyD
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Greg Lamberty, PhD
Hege Riise, PhD
Heidi Christianson, PhD
Heidi (Van Orden) Kloos, PhD
Ian Lynch, PsyD
Irina Gelman, PsyD
Irma Barron, PhD
Jack Schaffer, PhD
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Jacob Yuichung Chan, PhD
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Jade Logan, PhD

James Maddux, PhD
James Sexton, PhD
James Sisung, PsyD
Jamie Winters, PhD
Jamye Brown, PhD
Janay Sander, PhD
Jason Hindman, PhD
Jason Kaplan, PsyD
Jason Washburn, PhD
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Jeffrey (Jay) Gregg, PhD
Jeffrey Smigielski, PhD
Jennifer Block Lerner, PhD
Jennifer Bolden, PhD
Jennifer Bonds-Raacke, PhD
Jennifer Cheavens, PhD
Jennifer Cornish, PhD
Jennifer Finnerty, PsyD
Jennifer Keller, PsyD
Jennifer Strang, PhD
Jennifer Whitford, PhD
Jeremy Crostley, PhD
Jeremy Schumm, PhD
Jerome Kogan, PsyD
Jerry Kernes, PhD
Jessica Kinkela, PhD
Jessica Wertz, PsyD
Jillian Ballantyne, PhD
Jim Hoelzle, PhD
JoAnn Farver, PhD
Joanna McCormick, PhD
Joaquin Borrego, PhD
Joey Hannah, PhD
John Lewis, PhD
John Linton, PhD
John Neudecker, PhD
John Shelley-Tremblay, PhD
Jolie Bell, PhD
Jon Goodwin, PhD
Jorge Berrios, PsyD
Jorge Gonzalez, PhD

Jorge Varela, PhD
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Joseph Comaty, PhD
Joseph Scardapane, PhD
Joseph Schenkel, PhD
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Lawrence Vitulano, PhD
Lee Cooper, PhD
Leihua Edstrom, PhD
Leslie Martin, PhD
Linda Zyzniewski, PhD
Lisa Spanierman, PhD
Lorna London, PhD
Luli Emmons, PhD
Lynette Livesay, PsyD
Mack Bowers, PhD
Madeleine Goodkind, PhD
Marcia Jensen, PhD
Marcy Adler, PsyD
Mari Clements, PhD
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Marjorie Graham-Howard, PhD
Mark Perez-Lopez, PhD
Mark Sampson, PhD
Mark Sanstead, PhD
Mark Terjesen, PhD
Mary Rourke, PhD
Mary Shea, PhD
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Maureen McCarthy, PhD
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Michael Nadorff, PhD
Michael O'Hara, PhD
Michael Roberts, PhD
Michael Rogers, PhD
Michelle Brown, PhD
Micol Levi-Minzi, PsyD

Mitchell Berman, PhD
Mitchell Gordon, PhD
Morgan Schwartz, PsyD
Natalie Anumba, PhD
Nicole Giordano, PhD
Nicole Lambright, PhD
Nydia Cappas, PsyD
Ozge Akcali, PhD
Patrice Shanahan, PsyD
Patricia Arena, PhD
Patricia Daza, PhD
Patricia Smithmyer, PsyD
Paul Gore, PhD
Paul Kwon, PhD
Peter Battista, PsyD
Peter Ji, PhD
Peter Mezo, PhD
Philip Lanzisera, PhD
Philip Marshall, PhD
Phylissa Kwartner, PhD
Priscilla Dass-Brailsford, EdD
Rachel Johnson, PsyD
Rachel Schein, PsyD
Rafael Javier, PhD
Rafaella Sale, PhD
Ralph Cash, PhD
Rebecca Ready, PhD
Reid Skeel, PhD
Rene Monteagudo, PhD
Renee Hawkins, PhD
Richard Gontang, PhD
Richard McGlynn, PhD
Richard Robinson, PhD
Rita Wood, PsyD
Robert Fallows, PsyD
Robert Gordon, PhD
Robert Kayne, PsyD
Robert Ruchinkas, PsyD
Rodger Bufford, PhD
Rosalie Corona, PhD
Ruth Howard, PhD

Ruth Roa-Navarrete, PsyD
Sage Saxton, PsyD
Sally Stabb, PhD
Sandra Barrueco, PhD
Sandra Whitehouse, PhD
Saneya Tawfik, PhD
Sara Dolan, PhD
Sarah Getch, PhD
Scott Bowen, PhD
Scott Cardin, PhD
Scott Graves, PhD
Scott Napolitano, PhD
Shamaila Khan, PhD
Shannon Fussell, PhD
Shannon Lynch, PhD
Shannon O'Flinn, PhD
Sharon Horne, PhD
Sharon Lee Armstrong, PhD
Sharon Nelson-Le Gall, PhD

Shawn Hirsch, PhD
Sheila Peters, PhD
Sheila Schmitt, PsyD
Sherry Thrasher, PsyD
Shiloh Jordan, PhD
Signe Nestingen, PsyD
Silvia Sara Canetto, PhD
Stephanie Graham, PhD
Stephanie Kendall, PhD
Stephen Bono, PhD
Stephen Owens, PhD
Steve Smith, PhD
Steven Chen, PhD
Steven Toaddy, PhD
Stevie Grassetti, PhD
Summer Scott, PsyD
Susan Kenford, PhD
Suzanne Spinola, PhD
Sylvie Mrug, PhD

Tabatha Blount, PhD
Terri Davis, PhD
Thomas Huberty, PhD
Thomas Martin, PsyD
Thomas Quinlan, PhD
Thor Johansen, PsyD
Tim Arentsen, PhD
Tina Liu-Tom, PhD
Timothy Rogers, PhD
Tymesha Pendleton, PsyD
Vincent Alfonso, PhD
Wallace Dixon, PhD
Wanda McCarthy, PhD
Wayne Siegel, PhD
William Chaplin, PhD
William O'Brien, PhD
Yvonne Wells, PhD

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A Farewell and Welcome to CoA Members

The Office of Program Consultation and Accreditation wishes to offer a huge thank you and “farewell” to six commission members whose terms of service on the Commission on Accreditation (CoA) concluded at the end of 2024. All these commissioners contributed immensely to the work of the CoA by working tirelessly to promote quality in health service psychology education and displaying exceptional flexibility during their time on the Commission.

As they end their tenure, we give a big thank you to the following commissioners for their service and wish them well in their future endeavors:

- **F. Myron Hays, PhD, ABPP**, commission member since 2019, Associate chair – program review in 2024, Associate chair – quality assurance in 2023
- **Ann M. Lagges, PhD, ABPP**, commission member since 2019
- **Hege Riise, PhD**, commission member since 2019
- **Jack B. Schaffer, PhD, ABPP**, commission member since 2023
- **Bek Urban**, commission member since 2024
- **Stephanie Wood, PhD, MHA**, commission member since 2019, CoA chair in 2024, Associate chair – program review in 2023, Associate chair – quality assurance in 2022

We thank each of these commissioners for their hard work and dynamic efforts; we wish them well in their future endeavors.

The Commission on Accreditation (CoA) is also pleased to welcome eight new Commissioners who have joined in 2025:

Patricia Daza, PhD, APPIC, joins the CoA in a seat nominated by the Association of Psychology Postdoctoral and Internship Centers (APPIC). She is currently an associate professor at Baylor College of Medicine. She completed her PhD in Clinical Psychology at the University of Houston.

Sara Dolan, PhD, joins the CoA in a seat nominated by the APA Commission on Accreditation (CoA). She is currently an associate dean for professional development at Baylor University Graduate School. She completed her PhD in Clinical Psychology at the University of Iowa.

Krista Freece, PhD, joins the CoA in a seat nominated by the APPIC-Training Communities CoA Nominations Committee (ATCCNC). She is currently a board-certified neuropsychologist at Kaiser Permanente. She completed her PhD in Clinical Psychology at Fielding Graduate University.

David Klemanski, PsyD, joins the CoA in a seat nominated by APA Board of Professional Affairs (BPA). He is currently the director of training at Yale University. He completed his PsyD in Clinical Psychology at the University of Hartford.

Jessica Lanctot joins the CoA in a seat nominated by the American Psychological Association of Graduate Students (APAGS). She is currently a student completing her PhD at Roosevelt University.

Megan O'Banion, PsyD, joins the CoA in a seat nominated by the National Council of Schools and Programs of Professional Psychology (NCSPP). She is currently the senior associate dean at the University of San Francisco. She completed her PsyD in Clinical Psychology at The Wright Institute.

L. James Smart Jr., PhD, joins the CoA in a seat nominated by the Council of Graduate Departments of Psychology (COGDOP). He is currently an associate professor of psychology at Miami University. He completed his PhD in Experimental Psychology at the University of Cincinnati.

Teri Strong, PhD, joins the CoA in a seat nominated by the APA Board of Professional Affairs (BPA). She is currently the CEO of Strong Partners in Health. She completed her PhD in Counseling Psychology at the University of Oregon.

The CoA is excited to welcome these new members!

The CoA is comprised of at least 32 members and care is taken to maintain a diverse balance between academic institutions and programs, practitioners, and the publics served by accreditation. For more information about the composition of the CoA, please review Implementing Regulation (IR) A-1., [Policies for Accreditation Governance](#). Also, see a [complete listing](#) of all current CoA members on the [accreditation website](#).

Welcoming the New Elected Leadership

Following the 2024 CoA fall meeting, the Commission is happy to announce this year's chairs:

- Chair: Janay Sander, PhD: Dr. Sander joined the CoA in 2020, and was the commission's associate chair of quality assurance in 2024. She is currently a professor and director of the doctoral program in school psychology at Ball State University.
- Associate Chair, Program Review: Nicole Torrence, PhD: Dr. Torrence joined the CoA in 2021. She is currently an internship training director at the San Francisco VA Health Care System, as well as an assistant professor in the Department of Psychiatry and Behavioral Sciences.
- Associate Chair, Quality Assurance: Doug Peterson, PhD: Dr. Peterson joined the CoA in 2021. He is currently an associate professor in the Department of Psychology at the University of South Dakota.

Congratulations to these commissioners! We look forward to seeing what these chairs have in store for the next year.

CoA Chair Spotlight

In this edition of *Commission on Accreditation Update*, we interview Janay Sander, PhD, Educational Psychology (specialization in School Psychology). A licensed psychologist in Indiana, she has been at Ball State University since 2012, serving as a Professor in the Department of Educational Psychology, the director of the Ball State University Internship Consortium in School Psychology, and the director of the School Psychology doctoral program as well as an adjunct research faculty member at the Youth Opportunity Center. Sander currently serves as the chair of the Commission.

What sparked your interest in joining the CoA?

I have always found accreditation very interesting. Before I was a program director, I attended the workshops on self-studies and site visitor training, and wanted to learn more, which was very helpful when I became a doctoral program director. I have always been invested in training and want to ensure training programs are helpful to the public by preparing competent practitioners, and to trainees to ensure that they have access to quality programs. I was excited to get involved as a commissioner when the opportunity came up through the Council of Directors of School Psychology Programs (CDSPP), the group that nominated me to fill a seat on the commission.

What was your path to leadership in the CoA and how would you describe your experience?

When I joined the commission, I was almost immediately invited to leadership roles, which I found both daunting and exciting. First, I was informally asked by my peers to be our new cohort representative on the Executive Committee. I enjoyed that experience and I liked seeing how the between-meetings decisions were made at the Executive Committee level. In each working meeting on the Commission, the process of decision-making was collaborative, yet with room for disagreement and discussion in a highly respectful way, which made it a welcome experience, more than a stressful one. Then, also in my first few months on the commission, I was invited to join the writing group to develop the Master's Standards of Accreditation. The master's accreditation group had several seasoned commissioners, but I was the only new person added in my year on the commission, and I had experience with master's training so it was a good fit for my skills. After a year or so, the other commissioners in that group rotated off the commission, and I ended up chair of the master's policy group. In my fifth year, I was elected Associate Chair of Quality Assurance, then as Chair to finish my sixth and final year on CoA. Overall, the path to leadership was in small, mentored roles that led to bigger roles. The former leaders did a great job preparing me for my future roles, which is an intentional aspect of the Commission in general, and I am grateful for their mentorship along the way.

What would you like people to know about the CoA?

This is a volunteer role and requires a substantial time commitment. Only people who care deeply about training would do this, due to the heavy time commitment. Being a commissioner is one of the most fulfilling and interesting things I have done professionally. The other commissioners are amazing. Staff is outstanding. This is a

unique and diverse group of professionals who are inspiring with their range of expertise, their commitment to training, and their dedication to the accreditation process in health service psychology. Sharing the values of our profession and working with other professionals so generous with their time and talent for a shared purpose has been wonderful. It's a lot of work, but totally worth it.

Is there something that you were involved in during your time on the Commission that you are most proud of?

I joined the Commission in January 2020, when the Master's Standards of Accreditation were being developed. I had the opportunity to help draft those Standards and later the Implementing Regulations, and then to be a part of the Commission when the first master's programs were accredited. Now, the Commission has worked to get approval to expand its scope to the new level of training and is building processes and systems to accept more applicant master's programs. Being a part of history in expanding accreditation in health service psychology at the master's level is something I will always look back on with appreciation. It is not a personal achievement, it is a massive group project, but one I am honored to be part of.

What advice would you give to future CoA members?

What you do for the Commission is important for the field. This is a special role, and your expertise matters. The role is time-limited and the season will pass quickly, so embrace it. While you are on the Commission, do whatever you can to protect your time to allow yourself the necessary bandwidth to focus on program review when the program review meeting cycle arrives. Say no to other professional opportunities that may create time conflicts for you during this commitment, especially for the four weeks prior to program review meetings when you get your assigned programs. Future trainees and programs need your voice and perspective, so remember how important that is. Ask other commissioners lots of questions, they will all be helpful mentors to you.

What will your future hold after your time on the CoA?

At this point, I imagine I will enjoy having a bit of free time when my term ends. I look forward to spending more time oil painting, one of my hobbies. I am open to new leadership or service roles where I can contribute in different ways, but I am not sure what that might look like yet. I will stay connected in new ways to support the Commission. It is helpful for former recent commissioners to return and help with program reviews on a limited basis, so I will offer to return to help the Commission as a program review consultant if needed. I also will return to the site visitor pool because I enjoy doing that, and site visits are an important step in the accreditation process. Beyond that, I look forward to seeing what new opportunities might come next!

Is there anything else you would like to add?

Our profession is experiencing incredible challenges. I thought that the master's accreditation process would be the main event of my time on the commission in leadership. I would never have imagined what we are facing instead. From my perspective, the commission's choices and actions are always thoughtful, and never easy. I have experienced the other commissioners as deeply conscientious individuals who take

the responsibility seriously and do everything possible to make the best choice available that will protect programs, students, the public, and the field, and that is what matters at the end of the day. Although the commission is separate from the other functions of the American Psychological Association, primarily psychologists serve as commissioners. We value the same things, despite many difficult choices in this moment in history, and the field needs us all to support each other and the profession now more than ever. For anyone who cares deeply about training and the values of our field, please consider seeking a nomination to serve as a commissioner.

Commissioner Spotlight

In this edition of *Commission on Accreditation Update*, we interview Sheila Peters, PhD, clinical psychology. A licensed psychologist in Tennessee, she has been at Fisk University since 1997, currently serving as an Associate Professor in the Psychology Department, the Director of the Fisk Counseling Center, and the Discipline Coordinator for Psychology. She also works as the principle psychologist at the Peters Group (private practice) and as a mental health consultant to the Meharry Counseling Center and the Tennessee Titans. As a Commissioner, Dr. Peters currently serves as the chair of the Master's Policy Group.

What sparked your interest in joining the CoA's master's policy group?

As a member of COGDOP, I was proud to have the opportunity to serve the profession. As I reflected on my academic journey and my position within a master's program, I was intrigued and motivated to learn more about the proposed accreditation process for master's programs. I humbly find professional satisfaction in understanding that the Commission is opening up the process to enable so many more clinicians to be available to the public. We live in a traumatizing time with individuals triggered in various ways. We need more practitioners at all levels of training available to support and demystify the stigma regarding mental health and therapy.

What was your path to becoming a psychologist and how did that help inform you about master's accreditation?

I am grateful for my early education in psychology in Davie Hall at the University of North Carolina - Chapel Hill as an undergraduate. I built upon my training at Vanderbilt University within a clinical program known as transactional ecological psychology. I was trained as a clinical/community psychologist. I believe that my training and my personal journey has shaped my advocacy for access and opportunity for all to have mental health resources and support. Today, I find myself at the historic Fisk University and have the awesome opportunity and responsibility to train clinicians to serve various populations and empower others to overcome their challenges and not only survive but thrive. Access to health care including behavioral health is an issue for many underserved communities and I know that former students and hopefully students will continue to contribute to the psychological well-being of many underserved and under-resourced communities.

What would you like people to know about the value of master's accreditation?

The COVID-19 pandemic shifted our society, our world and our communities in significant ways that continue to be revealed to us. I believe that this extraordinary period left many stressed and they continue to struggle even today. Anxiety and depression are prevalent in our communities and on college campuses. Everyone is not going to seek support in the midst of their pain. Master's clinicians can be even more accessible in various settings. More clinicians at all levels of training including master's opens up a greater understanding of the importance of emotional support and opportunities for many more persons to recover from their personal trauma. More master's level clinicians equip our communities with enhanced resources.

Change can be met with resistance; how have you navigated any challenges in furthering master's accreditation?

We have a group of committed commissioners who have championed this journey. They are responsive to the various concerns within our profession and have been thoughtful and supportive in ensuring that the Commission has moved with deliberate speed. We have been open to listening to internal as well as external concerns. I am confident that the Commission's thoughtfulness has made this journey more rewarding as we see programs training future health service psychologists.

Master's accreditation is new to the CoA; what has been your experience leading the way?

I am grateful for all of our commissioners including our chair, Dr. Janay Sander who included me and solicited my input as we strategically moved forward with making master's accreditation a reality rather than merely a promising idea. I joined the process and I remain humbled to serve in this capacity. It is historic and exciting. I am able to lead because of the tireless work of many commissioners who proceeded my service.

What advice would you give to future CoA members or applicants?

To future commissioners, I encourage them to seriously consider serving. I was honestly told about the commitment and can affirm that the service of all commissioners can be time consuming with all of our responsibilities. I have been mentored and encouraged by dynamic psychologists who serve the profession unselfishly. I am happy to serve on my watch and I am surrounded by excellent commissioners and former commissioners have modeled excellence in service to the field and I am grateful for all of our colleagues.

Is there anything else you would like to add?

Lastly, I would like to underscore that none of us, the commissioners, could contribute without the professional, efficient contributions of all of the staff. I have come to know the staff during the COVID-19 pandemic as they have led us in virtual, hybrid and in person formats. We as a commission have a superb foundation and infrastructure that enables us to serve. We can never fully express our appreciation for all of the staff.

Public Comment and Notice of CoA Policies, Procedures, and Processes

The CoA has continued to review Implementing Regulations (IR) for the Standards of Accreditation (SoA) (Section C) and has also reviewed regulations for the Accreditation Operating Procedures (Section D) and those for self-governance (Section E) of the Commission. Updates within the last year at the CoA meetings are as follows:

After reviewing comments received, the Commission has adopted the approved revisions to the following Implementing Regulations (IRs): C-18 D, *Outcome Data for Doctoral Programs*; C-26 D, C-27 I, and C-23 P, Public Disclosure for Doctoral, Internship, and Postdoctoral programs; and D.4-8(a-c), Interim Reporting for Doctoral, Internship, and Postdoctoral programs. The Commission has also adopted the new IR C-9(l) P, *Postdoctoral Residency Level 3 – Specialty Competencies for Psychoanalytic/Psychodynamic Psychology*. The Commission continues to review public comments received regarding revisions to the *Standards of Accreditation* (SoA). The CoA also continues to take into consideration relevant laws, regulations, and higher education policy changes.

Following the Commission’s summer 2024 meeting, the following two items were available for public review:

Intern Sufficiency (Comment)

Per Internship Standard III.A.3 of the *Standards of Accreditation in Health Service Psychology* (SoA), the CoA requires that programs provides interns with opportunities for peer and professional socialization and interaction to promote learning and engagement. IR C-30 I was developed to provide policy and procedures regarding monitoring intern sufficiency. This IR was out for public comment for 45 days and was adopted in fall of 2024.

Public Disclosure for Master’s Programs (Notice)

Per the *Standards of Accreditation for Master’s Programs in Health Service Psychology*, the Commission requires that all master’s graduate programs provide potential students, current students, and the public with accurate information on the program and program expectations. To increase accessibility of information that is disclosed to the public, the CoA has changed the IR related to information disclosure for master’s programs (IR C-26 M). This IR was out for public notice for 60 days and was adopted in fall of 2024.

Following the Commission’s fall 2024 meeting, the following five items were available for public review:

IRs D.4-5 and D.4-11

Section 8.2 at the master’s level of the AOP provides that APA-accredited master’s programs may request “accredited, inactive” status for one year at a time. IR D.4-5 provides details of the inactive process for programs at all levels. Changes to this IR provide clarification to APA-accredited programs at the master’s level that are phasing out.

Section 1.3 at the master's level of the AOP states that an accredited program may request voluntarily withdraw from accredited status at any time by advising the COA in writing in advance of the requested withdrawal date. IR D.4-11 has been updated to provide APA-accredited master's programs with clarification regarding AOP-compliant withdrawal procedures for programs that wish to withdraw from accreditation but continue to operate. These IRs were out for public comment for 30 days until January 2025 and were adopted in winter of 2025.

IR D.4-7(d)

Under Master's Standard II.D.3, the CoA uses its professional judgement to determine if student achievement outcomes of a master's program demonstrate students' successful preparation for entry-level practice in health service psychology at the master's level. The Commission has developed IR D.4-7(d) to outline the thresholds for student achievement outcomes in APA-accredited master's programs. This IR was out for public comment for 90 days until March 2025 and was adopted in spring of 2025.

IRs D.3-3(a) and E.1-7 (Notice)

Site Visitor Training and Re-Training: To decrease the time constraints of being a site visitor or site visit chair, the Commission has decreased the requirement of training frequency to an encouragement.

Use of Quick Reference Guides in Program Review: After merging the information from the "Quick Reference Guide" with other CoA documents, the Commission has decided to delete this IR. These IRs were out for [public notice](#) for 30 days starting December 10, 2024 and were adopted in winter of 2025.

Following the Commission's 2025 winter policy meeting, the following items were available for public comment or notice:

Scheduling Site Visits & Self-Study Expiration

In accordance with Section 8.1 of the AOP at all levels, the CoA reviews a program's most recent self-study report, the most recent site visit report, the program's response to that report, and any other records of relevance that the program has submitted as well as any third-party comments and responses to those comments that have been received before making an accreditation decision. Via IR D.2-4, the Commission has expanded its policy on scheduling site visits to update information about how long a program's self-study would remain valid. The CoA also updated the site visit cycles mentioned in the IR to bring them into compliance with the Commission's current actions. This IR was out for public comment until May 2025.

Distance Education (all levels)

Per Standard II.B.2 of the SoA-M and Doctoral Standard II.B.2 of the SoA, the CoA requires that master's and doctoral programs describe their process that allows students to attain discipline-specific knowledge and each profession-wide competency. IRs C-10 M and C-11 D have been updated with a new requirement on the evaluation of distance

education, elements noted for master's programs, and/or self-study requirements for doctoral programs using distance education.

Per Internship and Postdoctoral Standard II.C of the SoA, the CoA requires that accredited programs provide learning elements or experiences to develop competencies. IRs C-29 I and C-25 P have been updated with the definitions of distance and electronically mediated education as well as a requirement of the evaluation of distance education. These IRs were out for public comment until June 2025.

Program Accreditation Record Maintenance

To align the CoA's policies with its current actions, the Commission has clarified its policy on its maintenance of program accreditation records via IR E.1-1 "Procedure for OPCA Maintenance of Program Accreditation Records" to comply with Department of Education and other legal requirements. This IR was out for public notice for 30 days starting March 24, 2025.

Following the Commission's Spring 2025 meeting, the following two items are currently available for public comment or notice:

Master's Interim Reporting

To demonstrate ongoing consistency with the SoA, the Commission requires programs that receive ten years between periodic reviews to provide an interim report five years after the beginning of the ten-year accreditation term. The CoA currently has three IRs related to interim reporting at the doctoral, doctoral internship, and postdoctoral residency: IRs D.4-8(b-d). The Commission has developed an IR related to interim reporting at the master's level: IR D.4-8(a). This IR is out for public comment for 60 days starting May 29, 2025. Information about the proposed standards and public comment is available on the [CoA website](#).

Commission on Accreditation Meeting Procedures (Notice)

After using a virtual format for some meetings, the CoA has clarified its policy on Commissioner attendance via IR E.2-1(4). The new IR includes attendance guidelines for Commissioners attending a CoA meeting virtually. This IR is out for public notice for 30 days starting May 29, 2025. Information about the proposed standards and public notice is available on the [CoA website](#).

Following the Commission's Summer 2025 meeting, the following three items are available for public notice:

Use of Narrative Annual Reports for Reaffirmation of Accredited Status and Monitoring of Individual Programs

The CoA has updated this policy to include narrative annual reports for master's programs.

Procedures for Notification of CoA Actions in Accordance with the Secretary of Education's Standards for Recognition of Accrediting Agencies

The Commission has clarified this policy to align the CoA's policies with its current action regarding written notice of an initiated adverse action.

Commission on Accreditation Policy on Research Studies

The CoA has updated this policy to include master's cohort groups as well as a new student achievement measure for master's programs.

In accordance with the APA "Policies for Accreditation Governance" and the US Department of Education regulations for notice and comment, the CoA is providing additional information and making the changes available for a thirty (30) day period of public notice starting on **September 8, 2025**. On behalf of the CoA, thank you in advance for your review. Information about the proposed standards and public notice is available on the [CoA website](#).

Master's Accreditation Update

The CoA Master's Accreditation Policy Group has been continuing to make progress on policy documents and developing procedures and processes for the accreditation of master's programs, as well as began to accredit master's programs.

At the summer 2024 program review meeting, the CoA voted to approve initial, full accreditation for the Clinical Psychology MS program at Capella University. At the fall 2024 program review meeting, the CoA voted to approve initial, full accreditation for the Clinical psychology MA program at Fairleigh Dickinson University and the Counseling Psychology MA program at the University of North Dakota. At the spring 2025 program review meeting, the CoA voted to authorize site visits for two additional master's programs: the Clinical Psychology MA at Fairleigh Dickinson University, and the Counseling Psychology MA at the University of North Dakota. The CoA will be reviewing received applications for master's accreditation at the October meeting.

Starting winter 2025, the APA Commission on Accreditation (CoA) began seeking master's degree programs in Health Service Psychology (HSP) practice areas (i.e., clinical, counseling, school, or a combination thereof). Applicant programs seeking APA CoA accreditation must fall under the health service psychology (HSP) practice areas specified in [Implementing Regulation C-2 M](#).

The CoA has taken a phased approach to implementation by allowing a set number of programs to apply by a given deadline. The first six complete applications (i.e., full self-study and application fee) that have submitted by August 1, 2025 will begin the accreditation review process (see [AOP-M](#) Section 6-8) at the fall 2025 CoA meeting. An additional six applications received by **May 1, 2026** will begin the accreditation review process at the summer 2026 CoA meeting. Applicants will enter the queue for CoA review once both the self-study and application fee are submitted. Future submission dates will be announced in 2026. Applicants will be listed on the accreditation website as they are received. Once the cap of programs has been reached, the CoA will not accept additional applications until additional submission dates have been formally announced.

In preparation of seeking accreditation, the CoA offered a few self-study trainings in the spring of 2025 that were designed to provide guidance on preparing a self-study based on the Standards of Accreditation for Master's Programs (SoA-M) and what to expect during a site visit. Specifically, these trainings provided a comprehensive review of Standard II of the SoA-M and address key aspects of the other standards of the SoA-M.

The Master's Policy Group and the Commission on Accreditation are continuing to update the [Master's Accreditation webpage](#) on the Office of Program Consultation and Accreditation website as needed. This page provides access to the *Standards of Accreditation for Master's Programs in Health Service Psychology* and the *Accrediting Operating Procedure and Implementing Regulations* that have been approved for master's programs as well as an overview of the CoA plans to begin to accredit master's programs and provides answers to some frequently asked questions.

Memo from the CoA

MEMO

To: APA Accredited Programs

From: Janay Sander, Ph.D., Chair, APA Commission on Accreditation

Date: March 21, 2025

RE: Addressing Accredited Program Questions about the Enforcement of Diversity Accreditation Standards

Recent executive and legislative actions have implications for accredited master's, doctoral, doctoral internship, and postdoctoral residency programs, as well as programs seeking accreditation and those under accreditation review. In response, the APA Commission on Accreditation (CoA) voted on March 13, 2025, to immediately and temporarily suspend evaluation of programs for compliance with several specific accreditation standards. The suspended standards are those related to faculty and student program actions in the areas of diversity in recruitment, admission/selection, and/or retention efforts.

As the sole APA governance body responsible for making accreditation decisions on professional education and training programs in psychology, the Commission – a U.S. Department of Education recognized accrediting agency of health service psychology programs - is implementing this interim action while awaiting further court guidance on the enforceability of [Ending Illegal Discrimination and Restoring Merit-Based Opportunity](#) Executive Order (EO) (Jan. 21, 2025) (“Ending Illegal Discrimination EO”) (Jan. 21, 2025). Of note, on February 21, 2025, a federal district court enjoined President Trump's Ending Illegal Discrimination EO. The Trump administration challenged the district court's action that had ruled the EO was not be enforced during the litigation. On March 14, 2025, the U.S. Court of Appeals for the Fourth Circuit upheld as legal, at least temporarily, the president's EO seeking to end “illegal DEI.” This means that the Ending Illegal Discrimination EO is currently law while litigation is pending.

Programs will continue to adhere to accreditation standards specific to professional competency and curriculum in psychology where the educational benefit of diversity is a core tenet. These accreditation standards include the obligation for accredited programs to engage in offering teaching that indicates respect for and understanding of cultural and individual differences to promote the provision of quality psychological services to all individuals. Additionally, the accreditation standards mandate that programs avoid any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession of psychology. Accordingly, accredited programs will continue to have the obligation to “engage [] in actions that indicate respect for and understanding of cultural and individual differences and diversity,” Master’s § I.A.1.c; Doctoral § I.A.1.c. Similarly, accredited programs will continue to be required to “document nondiscriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession,” Master’s § I.D.1.g; Doctoral § I.D.1.g; Doctoral Internship § I.C.1.j; and Postdoctoral Residency § 1.C.1.b.x.

No accredited program is required to violate the law to become or to remain an accredited program. The commission’s actions are based on its understanding that the executive order does not prevent state or local governments, federal contractors or federally funded state and local educational agencies or institutions of higher education from engaging in First Amendment-protected speech.

The Standards of Accreditation that the CoA will temporarily not review for compliance, either in part or entirely, under this interim policy are listed below:

Level of Training	Standards Not Reviewed for Compliance
Master’s	<p>I.B.2.: The following statements will not be reviewed for compliance:</p> <p style="padding-left: 40px;">The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.</p>
	<p>I.D.1.a: The following underlined clause from the statement below will not be reviewed for compliance:</p>

	<p>Academic recruitment and admissions, <u>including general recruitment/admissions and recruitment of students who are diverse.</u></p>
	<p>II.A.1.b: Entire Standard</p>
	<p>III.B.3: The following underlined clause from the statement below will not be reviewed for compliance:</p> <p>To ensure a supportive and encouraging learning environment <u>for a diverse student body</u>, the program must avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training.</p>
	<p>III.C.2: Entire Standard</p>
	<p>IV.B.5: Entire Standard</p>
Doctoral	<p>I.B.2: The following statements will not be reviewed for compliance:</p> <p>The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.</p>
	<p>I.D.1.a: The following underlined clause from the statement below will not be reviewed for compliance:</p> <p>Academic recruitment and admissions, <u>including general recruitment/admissions and recruitment of students who are diverse.</u></p>
	<p>III.A.1.b(i)–(ii): Entire Standard</p>
Doctoral (cont.)	<p>III.B.3: The following underlined clause from the statement below will not be reviewed for compliance:</p> <p>To ensure a supportive and encouraging learning environment <u>for a diverse student body</u>, the program must avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training.</p>

	III.C.2: Entire Standard
	IV.B.5: Entire Standard
Doctoral Internship	<p>I.B.3: The following statements will not be reviewed for compliance:</p> <p>The program has made systematic, coherent, and long-term efforts to attract and retain interns and faculty/staff from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.</p>
	I.D.1(a)-(b): Entire Standard
	III.A.2.a-b: Entire Standard
	IV.B: Entire Standard
	V.A.1.c: Entire Standard
Postdoctoral Residency	<p>I.B.3: The following statements will not be reviewed for compliance:</p> <p>The program has made systematic, coherent, and long-term efforts to attract and retain interns and faculty/staff from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.</p>
	I.D.1.a-b: Entire Standard
	III.A.3: Entire Standard
	IV.B.2.a: Entire Standard
	<p>V.A.1.a: The underlined clause will not be reviewed for compliance:</p> <p>The program demonstrates its commitment to public disclosure by providing accurate and complete written</p>

	materials and other communications that appropriately represent it to all relevant publics. At a minimum, this includes general program information pertaining to its aims, recruitment and selection, <u>implementation of strategies to ensure resident cohorts that are diverse</u> , required training experiences, use of distance education technologies for training and supervision, and expected training outcomes.
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Please note that Implementing Regulations (IRs) associated with the Standards listed above will not be used to evaluate a program's compliance with these Standards. In addition, programs should refrain from submitting diversity-related substantive changes until further notice.

Programs are encouraged to contact the Office of Program Consultation and Accreditation at apaaccred@apa.org with any questions.

APA Committee on Early Career Psychologists (CECP) 2025 Annual Report

Board/Committee Members:

Jessica S. Reinhardt, PhD (2025 Chair/Education Representative); Dominique B. Chao, PsyD (Vice Chair/Science Representative); Sarah W. Clark, PhD (Governance and Membership Representative); Ryan E. Flinn, PhD (SPTA Representative); Clifton A. Berwise, PhD (Divisions Representative); Elizabeth M. Stuart, PhD (Practice Representative); Ecclesia Savage, PhD, LPC, CPCS, RPT (Public Interest Representative)

Staff Liaison(s):

Zeljka Macura, PhD; Allison Gillens, MPS

ECP Engagement, Professional, and Leadership Development

In 2025, the APA Committee on Early Career Psychologists (CECP) continued advancing initiatives designed to strengthen leadership development, expand professional resources, and bolster community engagement among early career psychologists (ECPs). These efforts supported APA's ongoing mission to prepare the psychology workforce for future opportunities and challenges while reinforcing the association's leadership within the profession.

At APA Convention, CECP sponsored six ECP focused programs that disseminated information about mentorship, networking, equity, diversity, and inclusion (EDI) initiatives, and career advice. In partnership with various organizations, these programs listed below collectively drew more than 200 attendees.

- American Professional Agency sponsored ECP social hour
- Association of State & Provincial Psychology Boards (ASPPB) sponsored ECP breakfast
- American Board of Professional Psychology (ABPP) coffee break
- National Register sponsored "APA Committee on Early Career Psychologists/National Register of Health Service Psychologists Convention Travel Grant" Award Ceremony & Networking Session
- APA Advocacy training for ECPs and graduate students
- Joint information session about "How to Get Involved with APA Leadership" with the American Psychological Association of Graduate Students (APAGS)
- Collaboration with the American Psychological Foundation (APF) on an ECP breakfast

To expand networking opportunities beyond convention settings, CECP convened ECP leaders across APA Divisions and State, Provincial, and Territorial Psychological Associations (SPTAs). These discussions informed the creation of a new ECP leadership contact directory. CECP's SPTA representative also contributed to planning the ECP affinity group at APA's Practice and State Leadership Conference. These efforts help enhance collaborations, create meaningful partnerships, and increase organizational effectiveness inside and outside of APA.

ECP Recognition

To honor outstanding ECP contributions within the field, CECP awarded its Convention Grant, Early Career Achievement Award, and Early Career Global Psychology Grants to 25 ECPs. The committee also supported the inclusion of ECPs as CE webinar presenters—comprising approximately one-third of all presenters in 2025.

The committee's continued commitment to granting awards and recognizing ECP leaders for the work they do within their communities allows them to engage, connect, and serve members as well as elevate the public's understanding, appreciation, and utilization of psychology.

Graduate Student to ECP Transition

To further address graduate students' interest in nontraditional career paths, CECP collaborated with Division 13 to produce a podcast exploring consulting careers in psychology. In addition, the committee updated the APA ECP website to feature resources on financial wellness and establishing a private practice. These updates were amplified through APA marketing channels, and CECP engaged with students directly by participating in APA's PsycCareers job fairs, where they distributed informational materials on various careers in psychology.

To expand access to funding knowledge, CECP and the APF co-hosted a webinar on grant opportunities, which drew 487 registrants. Together, these efforts strengthen the pipeline from graduate training to early career practice and reinforce APA's commitment to supporting future psychologists.



Council of Professional Geropsychology Training Programs

Council of Professional Geropsychology Training Programs (CoPGTP)

Website: www.copgtp.org

CCTC Meeting
Spring 2026

The **Council of Professional Geropsychology Training Programs** promotes state-of-the-art education and training in geropsychology among its members, provides a forum for sharing resources and advancements in and among training programs, and supports 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 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 2025 are:

- Kristy Shoji, Ph.D., ABPP, Chair, Eastern Colorado Healthcare System
- Rachel Wallace, Ph.D., Past Chair, Richmond VA Medical Center
- Chair Elect-Unfilled
- Rachael Spalding, Ph.D. Secretary, Milwaukee VA Medical Center
- Hannah Bashian, Ph.D., Treasurer, VA Boston Healthcare System
- Diversity, Equity, and Inclusion Member-at-Large-Unfilled
- Jessica Strong, Ph.D., ABPP., Graduate Program Member-at-Large, University of Prince Edward Island
- Nathalie Rieder, Psy.D., Internship Program Member-at-Large, , St. Louis VA Healthcare System
- Amy Houston, Ph.D., Postdoctoral Program Member-at-Large, Milwaukee VA Medical Center
- Candice Daniel, Ph.D., ABPP, Post-Licensure Training Member-at-Large, VA Salt Lake City Health Care System

Liaisons:

- Newsletter Editor-Unfilled
- Kyle Page, Ph.D., ABPP, Media Manager, Hines VA Medical Center

Student Representatives

- Sheila Burgess, IL School of Professional Psychology
- Allegra Opiela, University of Rhode Island

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 <https://gerocentral.org/>, program and award applications, and ways to promote the Pikes Peak model of geropsychology training. In past years, we've offered "town hall" meetings, open to any CoPGTP members for their input and general participation. We've now started more regular panel discussions to highlight members programs, facilitate discussion of DEI initiatives, and promote student engagement.

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).
- 2023 Revision of the Geropsychology Training Taxonomy, with consultation available to member programs on its use.
- The Legacy Project created in 2023 consists of interviews with Geropsychology pioneers where they share about the legacy of their work on the field of Geropsychology. The goal of this project is to empower future generations of geropsychologists through learning from senior geropsychologists, to provide space for senior geropsychologists to share their invaluable wisdom, and to foster connections within the specialty. Through this project we hope to create an oral history of our field.
- 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
- Links to other resources and organizations including GeroCentral (<https://gerocentral.org/>), a collaborative effort that CoPGTP sponsors with other geropsychology organizations. GeroCentral brings together available resources for geropsychology training, service provision, policy, and research, including online assessment of geropsychology competencies, in a central internet location. This includes updated 2025 resources associated with the Pikes Peak Model Competencies.
- Student dissertation spotlight of member programs.

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

Programs/Meetings

- We sponsored a joint SCG-CoPGTP student-staff social at the Gerontological Society of America conference in 2025.

- We supported a student panel in October 2024 for students: Networking in Geropsychology

Grants/Awards

- The Board will be seeking nominations for the Excellence in Geropsychology Training Award and Research Grant Award for 2026. Recipients of our 2025 awards are listed below:

Excellence in Geropsychology Training

- 2025 Assessing Clinical Capacities of Older Adults: Dr. Kyle Page, Edward Hines, Jr. VA Hospital

Research Grant Award

- 2025 Evaluating Behavioral Sleep Medicine Knowledge and Skills in Geropsychologists and Trainees: A Needs Assessment, VA Boston Healthcare System & West Virginia University, Drs. Julia Boyle, Catherine Ju, Michelle Mlinac, Angelica Boeve, and Amy Fiske

Updates:

CoPGTP sponsors geropsychology training programming and project development:

- Geropsychology training sites responded to a survey assessing unfilled internship/fellowship positions, barriers for recruitment, and geropsychology-related didactics offered. 30 training sites responded. One of the main takeaways was the need for assistance in developing programs and help promoting training opportunities. Comments also indicated that educational support was needed, with some respondents suggesting that the CoPGTP could offer continuing education events or free training to better support site development and student recruitment. This has prompted plans for additional projects to identify gaps in training and opportunities for CoPGTP to supplement these gaps
- Post-licensure consultation was developed by a subcommittee created at the Building Bridges Conference: Generating Resources for Geropsychology Education, supported by CoPGTP and SCG, among many other organizations. This program is being offered in partnership with The Optimal Aging Center. Information has been uploaded to the CoPGTP website.

Submitted by Rachel Wallace, PhD

2026, Past Chair, Council of Professional Geropsychology Training Programs

Council of

CRPPTP

Rehabilitation Psychology

Postdoctoral Training Programs

Report to CCTC

Spring 2026

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

<u>Office</u>	<u>Officer</u>	<u>Term of Office</u>
Chair	Alexandra (Sasha) Jouk	2023-2027
Past Chair	Quinn Kellerman	2021-2023
*Incoming Vice Chair	Spring Flores Johnson	2026-2028
*Incoming Secretary	Casey Azuero	2025-2028
*Incoming Treasurer	Willa Vo	2026-2028
Member at Large	Jenna Sarna	2024-2028
Student Member	Hannah Pressley	2025-2027

*Transition of officer

Member Programs

1. Barrow Neurological Institute: [Tiffany Meites, PhD, ABPP \(RP\)](#) and [Krista Hanson, PhD, ABPP \(CN\)](#)
2. Baylor Scott & White Institute for Rehabilitation: [Marlene Vega-Mochoge, PsyD](#)
3. Gundersen Health System: [Bryan Kolberg, PsyD, ABPP \(RP\)](#)
4. Johns Hopkins University School of Medicine: [Abbey Hughes, PhD, ABPP \(RP\)](#)
5. Ohio State University: [Anthea Gray, PhD](#)
6. Rancho Los Amigos: [Sophia Serpa, PsyD, ABPP \(RP\)](#)
7. Rush University: [Abigail Hardin, PhD, ABPP \(RP\)](#)
8. Shepherd Center: [Punam Rahman, PsyD, ABPP \(RP\)](#)
9. Shirey Ryan AbilityLab: [Jennafer Sarna, PsyD](#)
10. University of Alabama at Birmingham Medical Center: [Casey Azuero, PhD, ABPP \(RP\)](#)
11. University of Texas Southwestern: [Helen Chung, PhD](#)
12. University of Utah: [Michelle Accardi-Ravid, PhD](#)
13. University of Washington: [Jeffrey Sherman, PhD](#)
14. VA Cleveland: [Thomas Dixon, PhD, ABPP \(RP\)](#)
15. VA Long Beach: [Spring Flores Johnson, PsyD, ABPP\(RP\)](#)
16. VA Minneapolis: [Quinn Kellerman, PhD](#)
17. VA Palo Alto: [Alexandra \(Sasha\) Jouk, PhD, ABPP \(RP\)](#)
18. VA Puget Sound: [Aaron Turner, PhD, ABPP \(RP\)](#)
19. VA Richmond: [Suzette Chopin, PhD, ABPP \(RP\)](#)
20. VA Tampa: [Jackyn Fishalow, PsyD](#)

CRPPTP Observer Programs and Directors

Courage Kenny Rehabilitation Institute/Allina Health: [Jason Kisser, PhD, ABPP \(RP and CN\)](#)

UnityPoint Health - St. Luke's: [Benjamin Tallman, PhD](#)

Virginia Commonwealth University: [David Rothman, ABPP \(RP\)](#)

New or Ongoing Activities Since 2025:

-The newly elected board will be starting their terms in February 2026. Vice Chair, Secretary, and Treasurer will have new officers (see above). Member at Large re-elected for second term.

- New role of “Business Administrator” created to be a long-term name and address on IRS and other accounts that do not require transition between Treasurers. Alexandra Jouk elected as Business Administrator. First transition to Treasurer occurring with few issues.

-New CRPPTP Members:

- In 2025, one new program joined:
 - Baylor Scott and White Institute of Rehabilitation

-Two Member programs left group: (1) University of Pittsburg and (2) Hurley Medical Center.

-In-person meeting will be held at annual Div 22 Rehabilitation Psychology conference in Charlotte, NC on Saturday, Feb 21, 2026. Exhibition booth will be available to promote CRPPTP to trainees and training sites. CRPPTP brochure created by student rep board member, posterboard depicting map of sites across USA, and individual training site brochures will be available. Pins promoting CRPPTP logo will be worn by members throughout the conference.

-Two new “CRPPTP Observer” member added: (1) Virginia Commonwealth University

-Member programs met bi-monthly via Zoom and communicated over email to discuss various issues like remediation plans, leadership paths/exposure to leadership opportunities for trainees, and collaborative discussions with the Foundation of Rehabilitation Psychology (FRP) on the development of scholarships for board certification (ultimately CRPPTP collab did not work out, but ABRP is moving forward with FRP).

Respectfully submitted,

Alexandra (Sasha) Jouk, Ph.D. ABPP
Chair
Council of Rehabilitation Psychology Postdoctoral Training Programs (CRPPTP)



Liaison Report to CCTC Spring 2026

Status of the Organization

The National Register's strategic plan was updated in 2025 to focus on the themes of community engagement and leadership, clinical education, advocacy, practice and professional issues, credentialing and membership, and charitable impact. Expanding our partnerships and tangible collaborations with other organizations, including CCTC is embedded in the plan. More details are available at [NR three-year strategic plan](#).

SPTA Advocacy Award

The National Register presents two awards annually to state, provincial, and territorial psychological associations (SPTAs) to honor excellence in advocacy. In 2025, the inaugural recipients of the National Register's SPTA Advocacy Award are the Washington State Psychological Association (WSPA) and Utah Psychological Association (UTA). WSPA was recognized for advancing a regulatory framework that allows interns to bill Medicaid and collaborating across organizations to drive meaningful change. UPA was recognized for passing prescriptive authority legislation and championing ethical tech use in behavioral health care. The two selected SPTAs were presented with a \$5,000 prize and recognized at the Division 31 Social Hour at the APA Convention. The application cycle for 2026 will open on March 1st and close on April 1st.

New Psychologists on Staff

In April 2025, Cathi Grus, PhD was hired as the Chief Psychologist Officer (CPO). As CPO, she will be the National Register's primary strategist and spokesperson on professional practice issues. Her key responsibilities include serving as a National Register representative to the practice community and practice-oriented organizations, supporting advocacy efforts, and developing programmatic activities for credentialed HSPs and the broader psychological community. In 2024, Jason Herndon, PhD, MSPH, HSP-P, was hired as the National Register's first Director of Clinical Education. Jason is responsible for shaping the direction of our clinical education offerings and procuring talented mental health providers to present on evidence-based topics.

Professional Development Seminar

The National Register is offering a free, virtual professional development seminar presented by Dr. Grus for graduate students, interns, or postdoctoral fellows. Content includes discussion of current and expected developments in the profession, health care, and society that have implications for the future of practice in health service psychology.

National Practice Conference

The 2025 National Practice Conference was held on October 17-19 in Chicago, IL. Presented in collaboration with our partners at The Trust, the conference is purely practitioner-focused, highlighting complex clinical decision making and risk management strategies. Planning is underway for the 2026 conference. Information will be available at [National Practice Conference](#).

National Register Internship Travel Scholarship

We recently concluded our application cycle for the 2025 Internship Travel Scholarships. Incoming interns are awarded \$1,000 scholarships each to help ease the financial burden associated with relocation to their selected internship site. The 2026 application cycle will open early 2026. More information about the program can be found at: [Internship Travel Scholarship for Doctoral Students - National Register](#)

We are proud of what we have accomplished to date, but we are also aware that this program impacted a fraction of the estimated 2,300 graduate students who will need to move for internship each year. Our fervent wish is to attract sufficient donations to fund more scholarships on a recurring basis, but to do that we will need to raise at least \$100,000 a year. Making graduate education more affordable and accessible is key to the profession's future. Please consider a much-needed donation to our fund, which can be made at <https://www.nationalregister.org/donate/>.

New Committees

Two new committees were established at the National Register in 2025. The Advocacy Committee seeks to identify pertinent professional practice issues and position the National Register as a catalyst for positive change in the profession. The AI and Emerging Technologies Committee seeks to increase awareness, ethical integration and responsible use of AI and emerging technologies into psychological practice. [The National Register's Advocacy Committee](#) has released three new position papers addressing some of the most important issues facing the profession today: advancing health equity through advocacy, interjurisdictional practice using telehealth, and prescriptive authority for psychologists. The [AI and Emerging Technologies Committee](#) has conducted a survey regarding the use of artificial intelligence in psychological practice by health service psychologists and results are available. Read the full reports at: [NR Committee Reports - National Register](#).

Opportunities for Doctoral Students and Postdocs

The National Register's Associate Program continues to grow. This program is free for eligible doctoral students, interns, and postdoctoral trainees to begin their credentialing in health service psychology. The sign-up link is <https://www.nationalregister.org/hsp-credential/doctoral-students-trainees/>.

After joining the Associate Program, doctoral students, interns, and postdoctoral trainees have complimentary access to a variety of benefits including the National Register's Associate Certificate Program. The Associate Certificate Program offers live, webinar-based training experiences that aim to provide knowledge about a specific area of clinical practice and are later available on demand.

Programs are available on topics such as sleep psychology, understanding and addressing racial trauma and suicidology. A new certificate program on LGBTQ+ affirming care for individuals and couples will be released in spring 2026.

Journal of Health Service Psychology

We publish clinically relevant continuing education opportunities in the peer-reviewed *Journal of Health Service Psychology* under the leadership of Editor-in-Chief Dr. Kate Nooner of the University of North Carolina-Wilmington. Dr. Nooner and our editorial team maintain fidelity to our complex clinical problem-solving model, with an expanded focus on the treatment needs of underrepresented communities. We always seek quality submissions using our unique style. Please check out the journal and our submissions guidelines at <https://www.nationalregister.org/jhsp-info/manuscript-submission/>.

Telepsychology Competencies Credential

We collaborated with our partners at The Trust to create the Telepsychology Competencies Credential (TCC), which assists psychologists in the transition to a telepsychology environment. This series contains approximately 50 hours of highly pertinent clinical and risk-management content. We recently launched version 2.0 of the TCC with new training modules. More information on the TCC can be found at <https://thetrusttelepsychology.learnupon.com/store>.

Contact: Cathi Grus, PhD, Chief Psychology Officer, National Register of Health Service Psychologists, cathi@nationalregister.org



NCSPP Annual Report 2024-2025 **August 2025**

NCSPP continues to grow even stronger in membership. Our current membership has now approached over 100 programs, with 81 member programs, 15 associate programs, 2 observer programs, and 3 programs with applications for membership. With the continuing expansion of PsyD programs in universities and schools throughout the United States, we anticipate ever-evolving membership of PsyD programs in NCSPP.

The NCSPP Yearbook. Shortly after assuming the office of NCSPP President, Jude Bergkamp initiated the development of an annual compendium which consists of documents such as the minutes of monthly executive committee meetings, an outline of officers and committee chairs and vice chairs, and the NCSPP bylaws. The NCSPP Yearbook serves as a resource for delegates of NCSPP programs.

The 2025 Mid-winter Conference was held in New Orleans, Louisiana, with the theme *The Lotus & The Sword: Re-imagining Professional Psychology of the Future with Compassion and Insight* as inspiration to psychologists in their endeavor to alleviate human suffering.

- We received generous sponsorship of \$23,150 from The Trust, PSYCAS, the National Register of Health Service Psychologists, Triad, Liaison International, the Wright Institute, Alliant International University, The Chicago School, National Louis University, the American Board of Clinical Psychology, the American Board of Professional Psychology, and Antioch University Seattle.
- A focus of conference planning was accessibility and organizational financial viability.
- The pre-conference event for the Martin Luther King, Jr. Day of Service allowed participants to build bicycles for at risk and less fortunate children in the greater New Orleans and Gulf Coast Mississippi areas. NCSPP also raised \$330 from a small silent auction to support BYOBikes.
- Keynote addresses from Rohan Jowallah, PhD, an internationally recognized educator with the University of Florida, on AI in psychology and A. Jordan Wright, PhD, ABAP, ABPP with the Steinhardt School of Culture, Education and Human Development at New York University, psychological assessment innovation.
- The annual diversity committee award issued at each mid-winter conference was presented to Konjit Page, PhD by the Sexual Orientation and Gender Diversity Committee.
- The conference also compelled a call for revision of the NCSPP training model to address societal issues of today and tomorrow while incorporating scientific-mindedness and research and the integration of rapidly increasing AI technology.
- Finally, while we endured a major snowstorm in New Orleans during the mid-winter conference, it did not deter NCSPP from conducting a very successful event of 139 attendees.

Execution of NCSPP statements. Following the conference and given the vastly changing political and social climate in the United States, NCSPP executed two important statements.

- On January 20, 2025, NCSPP issued the [Statement from the National Council of Schools and Programs of Professional Psychology \(NCSPP\) on Recent Executive Orders Targeting Transgender and Gender Diverse Populations](#).
- In April 2025, NCSPP issued another statement in regard to the American Psychological Association's Commission on Accreditation freezing the diversity policies entitled [NCSPP Position Statement on CoA Changes](#). Both statements are still available for viewing on the NCSPP website. Thanks to Drs. Diane Graves and Robert Pate for their strong work on this document.

In the first quarter of the new year, NCSPP conducted an election to address a number of items. Through the election by voting delegates of member programs, we made a number of revisions to the NCSPP policies and procedures manual to include the change of the fiscal year and revision of the NCSPP mission statement.

The NCSPP Listserv Project. Inherent to communication in the NCSPP community are several lists of the listserv for which delegates and faculty of NCSPP programs are subscribers. A project for developing a digest of the most important topics relative to NCSPP and its mission was managed by NCSPP President Jude Bergkamp, and this digest was made available to NCSPP programs for the benefit of the provision of this vital information to the training and education of graduate students.

The NCSPP Sponsorship Project. With a deep commitment to the highest quality of graduate training in professional psychology, NCSPP endeavors to continue to align itself with those organizations which support this mission. During his term as NCSPP President, Jude Bergkamp launched a campaign for sponsorship opportunities that allow both for-profit and non-profit organizations to access the wide reach of the NCSPP community throughout the year. Please see the attached document.

The Committee on Sexual Orientation and Gender Diversity (CSOGOD) is meeting regularly to address issues relevant to this population under the guidance of Dr. Alette Coble-Temple. The committee provided two CE presentations at the Mid-Winter conference ("Recognizing and Addressing Ableism in the Leaky Pipeline of Disabled Psychologists" and "Reframing Disability in Assessment Curriculum: A Key Step in Shifting the Provider Pipeline"). In a time of urgency in January, immediately after the Executive Order was released during the Mid-Winter conference, the committee responded quickly and with integrity as they drafted the [Statement from the National Council of Schools and Programs of Professional Psychology \(NCSPP\) on Recent Executive Orders Targeting Transgender and Gender Diverse Populations](#). They also serve as our liaison to the APA Committee on Sexual Orientation and Gender Diversity. Please see the CSOGOD report attached.

The Disability Committee - During and after the Mid-Winter conference, our committee workshopped survey questions for faculty and students regarding their experience with accommodations. We spent most of the time since then preparing our presentation that we'll give next week. We have a few ideas percolating for future presentations, and we have some projects to return to after the conference (e.g., collecting stories of licensees' experiences getting/not getting accommodations on the EPPP).

The Ethnic and Racial Diversity Committee (ERDC) organized a successful MLK Day of Service during our Mid-Winter Conference. They have met consistently, specifically focusing on the toll of DEI dismantling efforts on our programs. The committee continues to support our Culture in Action Council, cultivating new student leadership and developing a mentorship program. Please see the ERDC report attached.

The Pedagogy and Education Committee. Drs. Robert Pate and Carilyn Ellis conducted several workshops at the 2024 Summer Meeting and the 2025 Mid-Winter Conference that were focused on risks, potential benefits, and policies regarding artificial intelligence, as well as providing a range of useful artificial intelligence tools in educational and clinical training settings. These trainings were invaluable CE components of our annual offerings. In addition, Dr. Pate attends our monthly Executive Committee meetings.

The Women's Issues Committee (WIC) has been meeting virtually on a regular basis during the 2024-2025 academic year, typically monthly, to discuss concerns for female faculty and students and determine priorities for the committee according to Chair Linda Baum. In the fall of 2024, a faculty survey was created and disseminated to faculty of NCSPP member programs to determine concerns for faculty and challenges that could be addressed through member program initiatives. The committee is currently focused on two projects. First, they are working to disseminate data from a member program student survey - results will be presented at the NCSPP summer meeting as well as through publication. The second project involves the creation of a repository for suggestions for the family leave policy program. The goal is to better support program administration, in their efforts to support students who require family leave time, but desire continued engagement with their program of study. In January 2025 a new committee co-chair was elected, Melissa Kennedy.

2026 will be the 50th Anniversary of NCSPP as an organization. The NCSPP community looks forward to the acknowledgement and celebration of the accomplishments of the last 50 years, and we look forward to the future as we continue the mission of NCSPP. We are in good hands under the guidance of Dr. Kelli Johnson as President!

Respectfully submitted,



Jude Bergkamp, PsyD
President, 2024-2025
National Council of Schools and Programs of Professional Psychology

**DEPARTMENT OF VETERANS AFFAIRS
VA Psychology Training Council (VAPTC)
Spring 2026 Report to CCTC**

Mission

VA has been training future psychologists for 80 years. The VA Psychology Training Council (VAPTC) is the membership group for all psychology internship and postdoctoral training directors in the Department of Veterans Affairs system. Created in 2008, our mission is to promote the development of VA training programs and training directors, facilitate sharing of information and resources among VA training programs, and serve as a voice for psychology training to national groups and organizations that may affect VA psychology training. More broadly, our training council serves to represent VA in matters of training in psychology and hopes to shape the future of VA professional psychology training at all levels from practicum to postdoctoral. The VAPTC Executive Committee also provides consultation to VA's Office of Academic Affiliations and the Office of Mental Health on matters pertaining to training in psychology.

VAPTC Executive Committee

Primary email contact: vhaomhspvaptc@va.gov

Members of our Executive Committee for 2025-2026 are as follows:

Past Chair: Samuel Wan, PhD, San Francisco VA Health Care System

Chair: Micol Levi-Minzi, PsyD, Alaska VA Health Care System

Chair Elect: Moira Dux, PhD, VA Maryland Health Care System

Secretary: Katya Naman, PsyD, Bay Pines VA Health Care System

Member-at-Large: Andrea Burns, PhD, Atlanta VA Health Care System

Member-at-Large: Patrie Williams, PhD, El Paso VA Health Care System

Member-at-Large: Jessica Vassallo, PhD, ABPP-CN, Tampa VA Health Care System

External Liaison: Andrea Zartman, PhD, ABPP-CN, VA North Texas Health Care System

2025-2026 Training Programs

VA provides doctoral practicum training, internships, and postdoctoral fellowships in many sites across the U.S. VHA's support for psychology training through the VA Office of Academic Affiliations (OAA) has increased over the years. In academic year 2025-2026, VA filled 665 of 688 OAA-funded Psychology internship positions (97%) in over 120 internship programs located across all 50 states, the District of Columbia, and Puerto Rico. Similarly, VA filled 308 of the 445 OAA-funded Psychology postdoctoral residency positions (69%) in over 120 programs. In addition, 99 interprofessional Advanced Fellowship positions were awarded to Psychology fellows across 11 focused programs in research and/or specialty clinical care since July 2025. VA offers postdoctoral residency training in clinical psychology (with multiple emphasis areas) and the following specialties: health psychology, geropsychology, neuropsychology, and rehabilitation psychology. In addition to the paid training positions, the VA provided training for over 550 unfunded Psychology practicum students from APA, CPA, and PCSAS-accredited doctoral programs.

2025-2026 Highlights:

1. VAPTC is continuing our efforts to strengthen the pipeline through the Health Professions Scholarship Program. This program provides financial assistance to students receiving education or training in Psychology. For additional information about how students can apply for psychology

scholarships please go to the following site ([HPSP Programs - Veterans Affairs Scholarship Program \(intelliworx.com\)](https://intelliworx.com))

2. VA Training Directors collaborate with the VA Training Recruitment and Hiring Workgroup to facilitate more effective and efficient hiring of current and former psychology trainees. This workgroup holds national VA-Trainee Recruitment Events (VA-TRE) throughout the year.
3. VA is working towards establishing more standardized start dates for Psychology Internship and Postdoctoral Fellowships. Internships are moving to a start date range near July 1-15 and Residencies/Fellowships with a start date range near July 16-August 15.
4. The VAPTC continues to provide training for new training directors and an active mentoring program, helping new training directors navigate all aspects of program management, including obtaining APA accreditation.
5. The VAPTC maintains an up-to-date SharePoint site of resources for VA training programs, including administrative materials for Training Directors, recruitment/selection resources, supervision resources, and model curriculum for training.
6. The Office of Academic Affiliation (OAA) introduced a new Remediation Resources SharePoint in August 2025 which includes a repository of resources to assist with best practices when addressing conduct or performance challenges.
7. VAPTC continues to note trends in reduced levels of assessment competency prior to both internship and postdoctoral residency. Assessment competency has remained a focus for this group. Efforts to develop practical solutions within VA to address administrative barriers, supervisor competency in assessment, and trainee competency in assessment continue. Assessment materials and lectures are available to VA staff and trainees through the VAPTC SharePoint. Assessment seminars are being created to share with VA staff/trainees at a national level for Fall 2026.
8. VAPTC creates and distributes a monthly newsletter for VA Training Directors to provide updates from VA Office of Academic Affiliations, VAPTC subcommittees, and to consolidate updates from affiliated organizations such as APA, APPIC, CCTC.
9. VAPTC continues to support collaborations with APPIC and CCTC, representing VAPTC Executive Council as well as several other training councils.