**Council of Chairs of Training Councils (CCTC) Fall 2023**

**October 19, 2023**

**Virtual Meeting**

**11am – 5:00pm ET**

**Highlights**

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| **General Education and Training Issues**  Virtual Interviews   * Dr. Vas inquired how training councils are addressing virtual interviews and how they are working with Councils/training programs. * In general, the benefits of equity and cost-savings to students were noted, while efforts to help applicants “see” physical space and “get a feel for” the program/site/city (e.g., virtual tours/videos, pairing applicants with current trainees for more informal information about “what it’s really like,”etc.) appear to be important adjustments programs are considering.   Next Steps:   * CCTC will work on gathering data through Councils to identify how programs are addressing virtual interviews. * APPIC survey might also include this again, as the last query was in 2020.   Link:  <https://appic.org/Internships/Match/Match-Statistics/Applicant-Survey-2023>  Postdoc Training   * Dr. Vas summarized the current state of the imbalance in postdoctoral selection, resulting in 40% of positions unfilled in the 2023 selection cycle. * The imbalance issue may not be occurring in neuropsychology since the APPCN Match data has not reflected an increase in unfilled positions; notably, this may be related to clear expectations for postdoctoral training in the neuropsychology specialty. * Unfilled postdocs in the VA were also reported noting a broad VA effort to hire their own trainees after completing internship due to need for increasing VA staff. * Given the strong availability of jobs and the salary differential between jobs and postdocs, it may continue to be difficult to persuade interns to pursue postdocs. * Issues of advising students were discussed (e.g., implications for licensure, mobility, board certification, privileging in medical centers, etc.) * The current availability of jobs with the attendant financial benefits combined with the ability to get “informal postdoc supervised experience” on that job were identified as likely key drivers. * Drive for “work life balance” was also identified as a likely key driver. * APPIC data from internship Match survey and relevant data from APPIC postdoctoral selection surveys were shared   Links:   * <https://www.appic.org/Portals/0/downloads/Surveys/APPICPostdocApplicantSurvey2023Public.pdf?ver=VWb8osPLcz-08TXo_Ufaow%3d%3d> * <https://www.appic.org/Portals/0/downloads/Surveys/APPICPostdocApplicantSurvey2023Public.pdf?ver=VWb8osPLcz-08TXo_Ufaow%3d%3d>   Advocating Living Wage for Interns & Postdoc   * APPIC Board has been talking about approaches to increase salaries to living wage. * CCPPP made effort to set up a task force to look at living wages In Canada, which was initially triggered by trainees upset at an effort to address the topic of work-life balance, with student outrage about attempting to discuss work-life balance given the financial challenges they experience. * This task force then produced a document that illustrated this issue, and programs have taken that to their leadership to advocate for change. * It was indicated that mean internship stipend is currently being calculated, with the rough estimate that it has increased from 31 to 33 K. * Recent increases in VA setting were noted and celebrated. * The issue was raised that interns often have to pay doctoral program tuition while on internship and queried if doctoral programs might be able to address this. * It was also mentioned that interns sometimes need to register for sufficient credits to access loans and some efforts (with mixed success) were described to minimize that need so that students can access financial aid on internship without having to register for lots of credits to do this. * CCTC was queried about what actions might help advance this issue and what role they might play. This was discussed from a social responsiveness lens with the disproportionate impact on historically marginalized populations. Suggestion was made to rediscuss this in the afternoon with our advocacy colleagues.   Link:   * <https://ccppp.ca/news/13017294>   Equitable and Inclusive Student Admissions   * APPIC has been getting a lot of questions about how to address diversity and recruitment and selection in light of the recent Supreme Court ruling. * Participants shared some individual challenges at the local level with this issue. * Dr. Grus shared with the group some USDE resources (Strategies for Increasing Diversity and Opportunity in Higher Education; APA Policy Statement on Equitable and Inclusive Student Admissions in Higher Education). * Participants shared various individual strategies they are using to gather information about the diverse attributes of applicants using an indirect approach (e.g., asking applicants more broadly, tell us about some of the elements that have made you who you are today)   Next Steps:   * CCTC will go back to Councils to ask if they have any statements available regarding how to handle admissions * Once CCTC receive statements, they will compile and build a repository on the CCTC website   Links:   * <https://www.apa.org/about/policy/statement-equitable-inclusive-student-admissions> * <https://sites.ed.gov/ous/files/2023/09/Diversity-and-Opportunity-in-Higher-Education.pdf> * <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-20230824.pdf> * <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-20230814.pdf> * <https://www.apa.org/monitor/2023/03/psychology-graduate-programs-gre>   Assessment Training   * This topic was deferred to later in the meeting.   **Advocacy Updates (Guests: Alexandra Ginsberg & Kenneth Polishchuk)**  Polishchuk updates on APA advocacy efforts:   * Discussed changes to student loan payment and forgiveness programs. * Return to repayment began this month. * Earlier this month there was a webinar about student loan forgiveness and links to the recording and slide deck were provided. * Biden Administration is beginning a new process in effort to support broad-based loan cancellation, which may be less broad in application (e.g., for those under duress, who were misled, etc.). * APA will monitor this and submitted comments on new gainful employment regulations and various proposed rules. * Department of Homeland Security STEM list for international student visa purposes (there are 11 psychology CIP codes on the list). APA is advocating to include Clinical and Counseling as a part of a STEM CIP code extension effort. They will be looking out for any updates in January. The process is lengthy and complicated and it may take years to achieve target outcomes.   Ginsberg updates on appropriations and other funding issues:   * GPE program – last year received a 5 million increase for GPE, a 3-year grant program. This allowed to increase number of GPE grant awardees to 9 programs. Currently there are complex conditions in congress and particularly the House of Representatives and also threat of shutdowns, but there is indication that there will be continued support for the GPE funding without cuts * GME is mandatory funding, GPE falls under discretionary, so psychology has to advocate annually in a way that medicine doesn’t. Have been looking for ways to shift psychology to standing funding. * The ADAPT Act was introduced in July by a couple of senators toward this end and they are currently seeking co-sponsors for this legislation in the senate (have secured 2) and to identify any allies in the house, which is currently a challenge. * Re-initiated discussion of living wage for trainees and mentioned reimbursement for trainees as a potential mechanism for this. Advocacy efforts for this are ongoing. * Efforts to advocate with insurance companies were also described.   Links:   * Student loan forgiveness webinar recording:   [https://zoom.us/rec/share/baLX\_522RPb8nSsfBtbRgZ3queu4bQP9l2QWQuwFwHCqXk4k4YePx-jSQLHzBvrB.ux7vG2Y1ycNFRLEe?startTime=1696356014000](https://urldefense.com/v3/__https:/zoom.us/rec/share/baLX_522RPb8nSsfBtbRgZ3queu4bQP9l2QWQuwFwHCqXk4k4YePx-jSQLHzBvrB.ux7vG2Y1ycNFRLEe?startTime=1696356014000__;!!HgxT5Xd5qx1T!QEyqgFjC94SCX0klbfDaNeJ07S-EaGgMiLwZn3ujTqPn5Q97FRfr7sBNiXkBylK94t9tAYeu9Jw5pYqgig$)  Passcode: GpVu&6wL  Slide presentation:  <https://www.dropbox.com/scl/fi/95yvjw8mtp22dklk0ralz/Webinar_The-Student-Loan-Forgiveness-and-Repayment-Landscape_10.3.23.pdf?rlkey=225rjy4setxegdtfq8kfpjgaq&dl=0>   * ADAPT Act: <https://www.congress.gov/118/bills/s2511/BILLS-118s2511is.pdf>   **The Future of Education and Training (Guest: Jason Washburn & Cathi Grus)**   * Drs. Washburn and Grus followed up on past meeting conversations regarding the future of graduate education and training and engaged the group in additional discussion of the topic * The group discussed ways of how programs can be innovative in training for students and how to help programs feel comfortable doing so and the challenge of making room in the curriculum to do so * Emphasized the importance of the need to teach students how to apply critical thinking noting the complexity may be a differentiator of doctoral trained individuals * May be important to think about competencies as developed differently for different individuals and greater depth will occur specific to the specialty area of focus, * Better training in assessment, leadership, non-specific factors |
| **Workgroup Updates**  Standardized Reference Form   * Dr. Rodzinka provided an update regarding the status of the updated standard reference form * This year, there has been no substantial changes. They may potentially add a drop down for competencies * For future form updates the workgroup is exploring the possible changes of having a larger 3-5 year plan of changing the form, updating inputs into AAPI with an emphasis on addressing level of competencies and alignment of applicant strengths and growth needs with the training, as well as incorporating standardized competency forms for practicum, and standardizing DCT summaries * The workgroup would also like to identify a consultant that is an IO personnel assessment expert. * Workgroup members: Kimberly Hill, Sara Hagstrom, Kristin Rodzinka, Jason Washburn, Stephen Wright, and Andrea Zartman   Social Responsiveness Toolkit   * CCTC discussed what Councils are currently doing to promote the social responsiveness toolkit. * There have been several articles published in special issues of Training and Education in Professional Psychology (TEPP) and Professional Psychology: Research and Practice to promote the toolkit   Next Steps:   * CCTC will follow up with Councils to collect data from programs about how they are utilizing the toolkit * To help promote the toolkit, reminders will be sent out to the listserv for members and liaisons to know about the resource and to pass it along to their networks   Update to the Psychology Internship Development Toolkit   * CCTC was presented with the idea of possibly updating their past psychology internship development toolkit. * Link:   <https://www.cctcpsychology.org/wp-content/uploads/2015/04/internship-toolkit-2.pdf>  Next Steps:   * CCTC asked for volunteers to review the toolkit and flag any information that may be outdated * At the next Spring CCTC meeting, volunteers will present findings and the group will decide if there is a need to update the toolkit * Drs. Riddle and Fehon volunteered to work on this activity   **Accreditation and Regulatory Updates**  ASPPB   * Drs. Ramona Mellott and Jackie Horn provided an update for CCTC * ASPPB’s strategic plan includes knowledge/ideas, stakeholders, public protection, itself as an institution * Working on website design   EPPP   * Bias prevention; providing implicit bias training for all item writers and domain leads * Broad recruitment for item writers/committees * Created Examination stakeholder technical advisory group (ESTAG) – 12 members to look at validity and a research agenda * Item Review Committee   + 9 members whose expertise is in EDI * People who have taken sample exams, pass rate on actual test increases (online or in test center – test center fees) * Doctoral Program Report   + Pass rate document   + Scores impacted by COVID (all programs impacted, non-accredited programs significantly more) * Board voted on policy issues   + EPPP 1 can be taken before degree conferred   + EPPP 2 can only be taken after EPPP 1, degree conferral, and completion of supervised experience as determined by jurisdiction licensing regulations   63rd Annual Meeting   * Application for licensure language regarding Diversity, Equity, Inclusion, and Accessibility (DEI&A) issues * Continuing professional development (unstructured) vs. continue education (structured) models * Regulatory implications of licensing at Master’s level by Task Force * Equivalency Task Force report * Link:   [www.psypact.org](http://www.psypact.org)  CoA   * Drs. Aaron Joyce and Stephanie Wood, who are current CoA chair and co-chair for program review, presented to CCTC * Their report described the CoA's work for the year, including making accreditation decisions on more than 130 programs (Please note that accreditation office staff post notice of all accreditation actions to the APA accreditation website.) * The APA-CoA petitioned for continued recognition by the CHEA; the accrediting group was reviewed by the CHEA Committee on Recognition and received a recommendation of continuation, which was also approved by the CHEA Board of Directors. The announcement of this recognition is available [here](https://irp.cdn-website.com/a14f9462/files/uploaded/2023_5_APA%20CoA_Public%20Statement.pdf). * COVID emergency declaration has been reviewed and was rescinded in accord with guidance published by the US ED. An announcement published for accredited programs and other constituencies is located [here](https://accreditation.apa.org/covid-19). * CoA reviewed requirements and made changes to implementing regulations regarding the use of telesupervision. Please see the[IR documents](https://irp.cdn-website.com/a14f9462/files/uploaded/Section%20C%20091323.pdf) for these requirements. * The CoA continues to develop accreditation practices for Masters degree programs in health service psychology. At present, the CoA is conducting an initial accreditation review for an applicant group comprised of 7 different master's degree programs and is finalizing procedures that will allow more programs to seek this accreditation. Please see the master's accreditation [webpage](https://accreditation.apa.org/about-coa/masters-accreditation) for updates. * The Commission continues to have a need for site visitors, including psychologists who are trained as generalists. The CoA plans to have virtual trainings in Spring 2024.   CPA   * Dr. Stewart Madon provided information for CPA * New accreditation standards approved by board (including stipend standards and diffused EDI into all standards)   + Rolling out in implements   + Conducting town halls with training directors   + Will digitize accreditation information flow – with new portal system   + Exploring increasing data collection around diversity metrics   **On-going Training Issues, Parking Lot, & New Business Items**  Assessment Training   * Recently CCTC has tried to put together a workgroup to help address assessment training issues however creating and maintaining this workgroup has been challenging   Next Steps:   * To help move forward this workgroup, CCTC will be asked to reach out to their Councils to see if anyone would be interested in participating in the workgroup   + Recommendation to have someone who is involved in the graduate school training level (course vs. clinical work – practicum). |