

LIAISON REPORTS
ACCTA Annual Report 2016-2017
Denver, Colorado
Annual Conference
September 9th – September 14th, 2017



**1. ASSOCIATION FOR THE COORDINATION OF COUNSELING CENTER
CLINICAL SERVICES (ACCCS)**

Submitted by: Cheryl Forster, Ph.D., ACCTA Board Member

May 21-25, 2017
Portland, OR

Description and Mission:

- The Association of Counseling Center Training Agencies (ACCTA) is an organization of 175 internship programs in college and university counseling centers across the United States and in Canada.
- The mission of ACCTA is to promote excellence in doctoral psychology internship training within university and college counseling centers. Fundamental to our values is appreciation of and support for diversity and the enrichment that an inclusive multicultural community brings to the organization and to training generally.
- ACCTA membership has steadily grown to its present level, adding 5-10 new member programs annually in recent years.
- ACCTA data points of interest:
 - According to the 2016 ACCTA membership survey:
 - 75 % of survey participants indicated their programs are APA/CPA accredited
 - 87 % are APPIC members
 - On average, there are 3 full-time interns per program
 - ACCTA has been supporting members toward accreditation and compliance with the new Standards of Accreditation (SoA), providing updates on the Fair Labor Standards Act (FLSA) and the EPPP Pt. 2, continuing to attend to the internship match issues, supporting international interns and providing membership with information about work and visa issues, and increasing awareness of conscience clause legislation and implications for training in psychology.
 - Please visit our website for more information: <http://www.accta.net/>

Recent Activities and Issues of Importance:

- The 39th Annual ACCTA Conference was held from September 10 – 14th, 2016 at Coconut Point Hotel in Bonita Springs, Florida. This year's theme was *Self-Care as an Ethical Practice*. Our

keynote speaker was Dr. Melba Vasquez, past president of APA. Dr. Vasquez's address was titled, *The Ethic of Self-Care: Enhancing Personal and Professional Lives*.

- Other topics and themes of the conference included:
 - Guidance for new training directors and internship development
 - Supervisor development
 - Training director development
 - Remediation Plans
 - Fair Labor Standards Act
 - A significant portion of the presentations were diversity focused. These presentations related to Multicultural Issues in Internship Training (e.g. multicultural competence, racial and political issues in the U.S., religious and spirituality, supervisor awareness of racial trauma, & deconstructing safety), including those addressed by two aspiring Training Directors selected as Diversity Scholars.
 - One of our Diversity Scholars this year, Dr. Marshall Bewley from Texas Women's University is a new clinical director here this year.

Future Directions:

- ACCTA will continue to support current and incoming members in acquiring and maintaining APA accreditation for internship programs.
- ACCTA continues to support the APA Model Licensure Act and APA's Resolution on Accreditation for Programs that Prepare Psychologists to Provide Health Services.
- ACCTA will continue to take a primary focus on addressing how issues of Diversity and Difference, as well as social justice, impact psychological practice, as well as training in psychology.

Future Conferences:

- The 40th Annual ACCTA Conference will be held in Denver, Colorado from September 9-13, 2017.

The 2016-2017 ACCTA Board:

President	Natasha Maynard-Pemba, Ph.D.	University of Florida
Past-President:	Matt Zimmerman, Psy.D., ABPP	University of Virginia
Secretary:	Ellie Hakim, Ph.D.	University of Texas at Dallas
Treasurer:	Terri Rhodes, Ph.D.	University of North Carolina at Charlotte

Members:

Anita-Yvonne Bryant, Ph.D.	Duke University
Daniela Linnebach Burnworth, Ph.D.	Wright State University
Brigid Cahill, Ph.D.	University of Rochester
Christina Carroll-Pavia, Ph.D.	California State University, Fullerton
Carmen Cruz, Psy.D.	Texas Woman's University
Broderick Leaks, Ph.D.	University of Southern California
Diane Sobel, Ph.D.	University of Kentucky
Jod Taywaditep, Ph.D.	Northwestern University
Sterling Watson, Psy.D.	University of South Carolina
Laura Wright, Ph.D.	Florida Gulf Coast University

Submitted and presented by Cheryl Forster, Psy.D.

Portland State University

ACCTA member

May 24, 2017

2. ASSOCIATION OF PSYCHOLOGY TRAINING CLINICS (APTC)

Submitted by Carmen Cruz, Psy.D., ACCTA Board Member

Making Competencies Work in Your Clinic

March 30-April 2, 2017

Miami, Florida

Organizational Overview:

The Association of Psychology Training Clinics (APTC) is the national organization for directors of psychology training clinics. Its members are directors of clinics that are typically associated with pre-doctoral graduate training programs in professional psychology – clinical, community, counseling, clinical child, and school psychology – at regionally accredited universities.

Mission:

The organization's mission is to support and represent the interests of member directors and their clinics. You may find more details about their organization at their website: <https://www.aptc.org>

Highlights of APTC Conference

APTC has approximately 200 members and 85 attended the conference. Conference began with offering APA Site Visitor Training for members as a pre-conference opportunity. The first program was a panel of Directors to provide membership a chance to ask seasoned Directors questions about running a training clinic. The remainder of the conference programs focused on some aspect of using and understanding competencies in clinical training. Examples include how to measure the competencies, if/how to give feedback to supervisors, and the costs associated with competency training. There was also a program regarding using standardized patients in psychology training as is done in medicine. There was one multiculturally focused session which was a panel of directors discussing diversity related challenges in training named "'I See Me in You:' Looking In and Reaching Out to Address Multicultural Issues in Clinical Training." The presentation's impetus was a student letter to the faculty stating their disappointment with the silence and lack of response from the program given the climate of significant events in our culture including Black Lives Matter, the Orlando massacre, and post-election stress. The group of APTC members

Keynote

"Training Competent Psychologists: From Clinic to Licensing"

Dr. Carol Webb

Dr. Webb has substantial experience in education and training. She was a Director of Training for 30 years at Emory Medical School and is currently employed at the ASPPB. She made two announcements from ASPPB: they are offering a free credentialing storage service for students and now licensed psychologists; and they are working on PSYPACT, a pact that manages mobility

programs and a strategy for the interjurisdictional practice of telepsychology." Her keynote focused on the empirical base of the competencies, expectations at licensure and the creation of the new EPPP 2. The 2017 ASPPB Competencies expected at licensure have 6 areas: Scientific Orientation, Assessment & Intervention, Relational Competence, Professionalism, Ethical Practice, and Collaboration, Consultation & Supervision. Dr. Webb examined the ASPPB's nationwide wide database on disciplinary action for 2015-2016, about 175 cases. The majority were Unprofessional Conduct and the second was Negligence. She believes Medicine has done a better job at defining and teaching this than Psychology. She also strongly recommended the Professionalism chapter by Grus & Kaslow in the 2014 Handbook of Education & Training. Dr. Webb also presented on the EPPP and EPPP 2. A 2015 data analysis demonstrated a higher pass rate if one attended an APPIC site internship and that studying more than 100 hours does not impact score. APTC members had a lot of questions about the EPPP 2 for Dr. Webb. She reported the test is necessary due to testing skills being different than knowledge base tested in EPPP, commonly assessed in state clinical oral exams. She added that there are different types of training models within accreditation so there is no standardized graduate education. In addition, the EPPP pass rates are so variable (13%-100%) and evidence suggests supervisor ratings are not always accurate (all in the top 10%...). She stated the format and items are not yet set but they may use vignettes, videos, review of test protocols, and possible use of avatars. She reported ASPPB is aware of student debt and ASPPB is committed to keeping costs down (fee will not be more than \$600). The EPPP 2 has to be taken after the EPPP and can be same day, but only if the person passes the EPPP. They hope to launch in January 2019.

Issues Especially Relevant to ACCTA Membership

- Members at the APTC conference reflected ongoing challenges to feeling significant enough understanding about the use and implementation of the profession wide competencies.
- APTC had three vendors/sponsors at their conference, which is an issue ACCTA has recently started to consider. The vendors were Titanium Schedule, Point and Click, and CVi Clinic Observation Recording System (CORS). Collectively, they sponsored the Welcome Reception for the conference.
- Titanium software has the ability, via a recent update, to create intern/trainee profiles in order to receive a note prompt to document supervision. This meets the documentation requirement by some states.
- An interesting difference between both organizations, APTC members use the labels faculty and patient, which seem very different than ACCTA. It would be interesting to see what percentage of ACCTA membership use what labels for trainer/trainee.

Liaison Reports

Education Directorate -Catherine Grus

- APA developed the Interprofessional Seminar on Integrated Primary Care (IS-IPC), a curriculum designed to enhance competencies needed for integrated primary care. It is available on the APA website.
- BEA/BPA joint work group developed materials related to education and training focused 'conscience clause' legislation.
cgrus@apa.org

APPIC - Kimberly Hill

- First year implementation of the Universal Psychology Postdoctoral Directory (UPPD). Over 800 programs participated.
- Reviews of the Standardized Reference Form were more positive and people found them easier to use this year.
- Dr. Hill presented internship imbalance updates and data.
- APPIC has recently adopted the Match Deferral Policy which will allow the deferment of the internship match agreement under severe circumstances (3/21/2017).

Future Conferences

President Karen Fondacaro announced APTC 2018 will be in Hawaii.

Organization Leadership:

President: Karen Fondacaro, Ph.D.—University of Vermont

President Elect: Heidi Zetzer, Ph.D.—University of California at Santa Barbara

Past President: Tony Cellucci, Ph.D.—East Carolina University

President Emeritus: Robert Hatcher, Ph.D.—City University of New York

Secretary: Karen Saules, Ph.D.—Eastern Michigan University

Treasurer: Scott Gustafson, Ph.D., ABPP – University of Mississippi

Member at Large: Theresa Kruczek, Ph.D – Ball State University

Member at Large: James Whelan, Ph.D – University of Memphis

Early Career Member at Large: Shannon Couture, Ph.D. – University of Southern California

3. ASSOCIATION OF UNIVERSITY AND COLLEGE COUNSELING CENTER DIRECTORS (AUCCCD)

Submitted by Natasha Maynard-Pemba, Ph.D., ACCTA President

October 22-26, 2016

Tampa, Florida

Collaboration, Visibility, Innovation: Break out of your shell

Organizational Overview:

The Association of College Counseling Center Directors (AUCCCD) was established in 1950 by a group of mid-western college and university counseling directors. Dr. Ralph Birdie, director of the Student Counseling Bureau at the University of Minnesota, Twin Cities hosted the first conference on the UM campus. Annual meetings were hosted throughout the 1950's by several universities including the University of Illinois, Michigan State, The Ohio State University, State University of Iowa, University of Missouri, and the University of Minnesota. In the early days, the organization was referred to as the Annual Conference of College and University Counseling Directors. Initially membership was primarily drawn from mid-western institutions, but eventually the annual conference became a national affiliation of directors. AUCCCD has a membership of 825 universities and colleges throughout the United States, Canada, Europe, and Asia. (Source: Conference Program).

Mission:

We are a professional community that fosters director development and success. To advance the mission of higher education, we innovate, educate and advocate for collegiate mental health. We are committed to inclusive excellence and the promotion of social justice.

Conference Highlights:

There were 2 keynote addresses highlighting the conference theme of *Collaboration, Visibility, Innovation: Break out of your shell*.

[Peter Lake](#)

Director of the Center for Excellence in Higher Education Law & Policy, Stetson University School of Law

Compliance Comes to Campus: Title IX and University Counseling

[Eric Deggans](#)

NPR

Building Bridges Not Walls: Decoding the Media's Confusing coverage of Gender, Race and Culture for the Modern College

The AUCCCD Diversity Inclusion Committee worked with the Conference Committee to make sure diversity was represented in programming. There were approximately 50 programs and events addressing multiculturalism and diversity inclusion.

Relevant Programming descriptions:

The conference also had several presentations sponsored by the Elements of Excellence programs.

The Elements of Excellence Task Force is comprised of members of the Association for College and University Counseling Center Directors. The mission of the task force is to provide impetus and structure for the organization to address the following in a coordinated, consistent and collaborative fashion: leadership development, management skill development, and creative thinking about current and future issues effecting counseling centers in a coordinated, consistent and collaborative fashion.

Some of the programs listed included:

Could it be me? Managing challenging staff dynamics while looking in the mirror

Wanda Collins, Steve Sprinkle, Lauren Weitzman, Juanita K. Martin

Creating A Continuous Circle of Leadership: Helping Counseling Center Staff "Learn" To Be Counseling Center Administrators

Todd Sevig, Emilia K. Petrillo, Monroe Rayburn, Cory Wallack,

Seizing the Moment: Protests, Activism, Agitation, and Unrest – Examining Our Roles and Ethical Responsibilities as CC Directors

Wanda Collins, Cory Wallack, Kristen Gray, David Wallace, Sharon Kirkland-Gordon

Issues Especially Relevant to ACCTA Membership:

775 paid members

123 emeritus members

898 total membership

(I encouraged members to consider starting an internship program or getting their program accredited to help with the internship imbalance considering how many Centers are represented through AUCCCD).

58% psychologists

23% Counselors

10% Social Workers

70% Doctorate

28% Masters

The majority (21%) of directors have been directors 1-3 years and identify as White/Caucasian female.

Harriett Copher Haynes Diversity Leadership Mentoring Program Awardees

- Erica Lennon – University of North Carolina at Charlotte
- Jonathan Pastor – Princeton University
- Shonali Raney – The Ohio State University

CCMH Data –

- Membership increased from 36 to 406 in 11 years. Over the course of that time the number of students in the database increased from 28,000 to 250,000 students
- The data continues to show that more students are reporting suicidal ideation, but suicidal attempts have not increased.
- Increase in students saying that they have not been binge drinking in the last 2 weeks.
- Now tracking “Rapid Access” appointments – appointments that are available within a short period of time. Vs “Routine” – without guaranteed access.

Other information from Business Meetings:

Treasurer’s Report: Total Income – 437, 879.17; Total expenditures – 414, 902.23, Total Assets – 309, 347.10. Conference expenses make up over half of expenditures.

Future Conferences:

2017 Conference will be held in Denver, CO – October 14-18

2018 Conference will be held in New Orleans, LA, October 13 – 17

2019 Conference will be held in

Organization Leadership:

Micky M. Sharma, Psy.D.

President, 2015 - 2017

Counseling and Consultation Service

The Ohio State University

614.292.5766

sharma.369@osu.edu

Dan Jones, Ph.D.

Past President, 2015 - 2016

Counseling Center

East Tennessee State University

423.439.4811

jonesdl4@mail.etsu.edu

Monica L. Whitlock, Ph.D., LMFT
Treasurer (2016 - 2019)
Counseling Services
Whitworth University
509.777.4216
mwhitlock@whitworth.edu

Charles Davidshofer, Ph.D.
Past Treasurer, 2016 - 2017
Department of Psychology
Colorado State University
970.980.8779
charles.davidshofer@colostate.edu

Danielle R. Oakley, Ph.D.
Secretary, 2015 - 2017
Counseling and Psychological Services
Duke University
919-660-1001
danielle.oakley@duke.edu

Victor Chang, MA LPC
Board Member, 2015 - 2018
Student Health and Wellness Center
Southern Oregon University
541-552-6813
changv@sou.edu

Mary Chandler Bolin, Ph.D.
Board Member, 2014 - 2017
Consultation and Psychological Services
University of Kentucky Counseling Center
859-257-8701
marychandler.bolin@uky.edu

John H. Dunkle, Ph.D.
Board Member, 2015 - 2018
Counseling and Psychological Services
Northwestern University
847-491-2151
j-dunkle@northwestern.edu

Reina Juárez, Ph.D.
Board Member, 2014 - 2016
Counseling and Psychological Services (CAPS)
University of California, San Diego
858-534-3758
rjuarez@ucsd.edu

Patti J. Fleck, Ph.D.
Board Member, 2013-2016

Counseling, Disability Support & Student Wellness
Missouri University of Science and Technology
573.341.4211
pfleck@mst.edu

David R. Reetz, Ph.D.
Board Member, 2013-2016
Counseling and Psychological Services
Rochester Institute of Technology
585.475.7108
david.reetz@mail.rit.edu

David Spano, Ph.D.
Board Member, 2014 - 2017
Counseling Center
University of North Carolina at Charlotte
704.687.0311
David.Spano@uncc.edu

Sue Stock, Ph.D.
Board Member, 2015-2018
Student Health and Counseling Services
Northeastern Illinois University
773-442-4650
s-stock1@neiu.edu

David L. Wallace, Ph.D.
Board Member, 2014 - 2017
Counseling Center
University of Missouri - Columbia
573-882-6601
wallaced@missouri.edu

4. ASSOCIATION OF UNIVERSITY AND COLLEGE COUNSELING CENTER OUTREACH (AUCCCO)

Submitted by Karen M. Taylor, Ph.D.

Spice of Life: Celebrating Diversity Through Outreach
Columbus, Ohio
June 8-10, 2016

Organizational Overview:

Description provided on the AUCCCO's website:

The Association for University and College Counseling Center Outreach (AUCCCO), is a national organization of counseling center professionals who are passionate about outreach. We are akin to the counseling center associations for Directors, Training Directors and Clinical Directors. We officially announced the establishment of our organization on June 5, 2009 at the

University of Michigan during the closing ceremonies of our 2nd National Outreach Conference for Counseling Centers.

Mission:

Description provided on the AUCCCO's website:

The mission of the AUCCCO is to assist professionals involved in the leadership of outreach, consultation, and campus community interventions. AUCCCO provides opportunities for networking, professional identity development, idea exchange and creating standards for quality outreach services. AUCCCO promotes a broad understanding of outreach, prevention and education services based on the assumption that outreach must extend the expertise of counseling centers to the larger campus community. AUCCCO recognizes that, as the campus climate has a profound influence on students' lives, outreach services must be informed by perspectives that address the intersection of multiple social identities, promote social justice, and celebrate diversity in all its forms.

Conference Theme / Highlights:

The 9th annual conference of The Association for University and College Counseling Center Outreach (AUCCCO) was held at The Ohio State University in June, 2016. 144 total attendees from 53 member institutions and 30+ non-member institutions participated in the conference. The conference theme: Spice of Life: Celebrating Diversity Through Outreach was reflected in the two days of programming.

The conference began with a moving and inspiring performance/speech by Ayanna Gregory. Her message of social justice and inclusion provided a perfect launch for the 2 day conference. As the liaison from ACCTA, I presented to the group during the conference business meeting. The business meeting summarized the organizations activities, fiscal budget, conference planning, and election of board members and officers.

Relevant Programming descriptions:

The conference was well attended, sessions were well-prepared and presented, and the excitement and energy for outreach work was palpable. A program I found particularly interesting, possibly due to my long standing role as a counseling center administrator, focused on the rank and status of the Outreach Coordinator; whether the Coordinator was an Assistant Director and was part of the leadership team. A related issue discussed during this session regarded compensation for the abundant amount of hours outreach coordinators spend to do their jobs and whether or not there was acknowledgement of such and a reduction in other clinical duties.

Other programs of interest: Outreach in motion: Using yoga to reach a diverse population; Assisting intern diversity development through social justice outreach; Innovative approaches to outreach to African American campus communities; Cultural cross campus connections: The four C's at the University of New Hampshire; Tea Time: Bridging in the queer community via narrative outreach; Surveying the landscape: A national review of assessing and evaluating outreach.

Issues Especially Relevant to ACCTA Membership:

An item of interest to both of our organizations that was noted concerned whether or not outreach programming is considered a direct clinical service activity.

A relevant item of potential collaboration between our two organizations suggested by the AUCCCO Board of Directors was to create guidelines for training competencies for outreach activity. The AUCCCO chair, Dr. Thomas Golightly, stated that the AUCCCO board and membership would be highly interested in working in conjunction with ACCTA to create the competencies and to make these helpful to Counseling Center Training Director and their training programs.

Future Conferences:

The 10th annual conference will be held at the University of Michigan, June 7-9, 2016.

Organization Leadership:

The organization is led by a Board of Directors (formerly known as the Steering Committee). The past president, Dr. Thomas Golightly officiated the conference and passed the baton of leadership to Dr. Kelly Thorne, the incoming president at the end of the conference. Members of the Board are:

Erica Lennon, Psy.D
University of North Carolina at Charlotte

Kelly Greco, Psy.D.
University of Southern California

Forrest Seymour LICSW (Secretary)
Keene State College

Jane Y. Yang, Ph.D.
Emory University

Kelly Thorne Psy.D. (President)
University of Vermont

Tom Golightly, Ph.D. (Past-President)
Brigham Young University

Junichi Shimaoka, Psy.D.
University of California Santa Barbara

Teresa Michaelson-Chmelir, Ph.D, LMHC (Treasurer)
Treasurer
University of Central Florida

Harry Warner, MA LPCC-S
Ohio State University

5. COUNCIL OF CHAIRS OF TRAINING COUNCILS (CCTC) and the BOARD OF EDUCATIONAL AFFAIRS (BEA) Fall Meeting

Submitted by: Natasha Maynard-Pemba., Ph.D. ACCTA President

November 3, 2016

Washington, DC

Organizational Overview:

CCTC meets bi-annually, typically the day prior to the American Psychological Association's Board of Educational Affairs (BEA) meetings in March and October of each year. CCTC has no specific bylaws or attendance procedures. Meetings occur under the auspices of, and with funding from APA's Education Directorate. Attendees have consisted of the chair, president or designated representative (chair-elect, past-chair) of each member council, and terms of membership range from one to three years, typically in accordance with each training council's leadership terms. CCTC has tended to function by consensus, and members determine whether and to what degree they wish to participate in various CCTC initiatives.

Mission:

The mission of Council of Chairs of Training Councils (CCTC) is to provide a forum for communication among doctoral, internship, and postdoctoral training associations in psychology. CCTC promotes discussion of professional education of psychologists, develops recommendations to be reviewed and possibly implemented by member organizations, encourages communication between CCTC members and associated organizations and provides comment to the Board of Education Affairs (BEA), the Committee on Accreditation (CoA), and other APA Boards and Committees on relevant issues.

Issues Relevant to ACCTA Membership (Respectfully adapted from CCTC Minutes):

Match Imbalance Update and match deferrals (APPIC)

In the 2016 Match, there were 2,981 accredited positions for 3,814 participating applicants (there were enough accredited positions for 78% of participating applicants).

At the end of Phase II, there were 219 unmatched students and 147 unfilled positions (including accredited and non-accredited). When the Post Match Vacancy Service (PMVS) closed on 10/31/16, there were still 44 programs listed, including 7 that are accredited. While we don't know the exact number of positions that were still available, it's important to note that in 2015, there were only nine programs (one accredited) posted on the day PMVS closed. A survey of the programs in PMVS is being considered - this might help elucidate the reasons those programs still had positions available.

The APPIC Board is considering a draft proposal to a Match deferral policy that would allow for a one-year deferral for students who have an unanticipated, serious, extreme situation that would cause significant hardship were the student held to the start date. The Board has not yet approved this proposal, but there is general support for the policy.

There has been additional funding of GPE slots. Some GPE grantees did not fill their positions likely due to timing of the GPE funds anecdotal information was discussed that some psychology doctoral students are being required by their doctoral programs to apply for 25 internships, perhaps in an effort to increase the program acceptance statistics. This is a significant burden both to the students and to the internship sites. It is possible that this issue could be included in the APAGS *Students' Bill of Rights*, that is under development.

SARA Update (State Authorization Reciprocity Agreements)

States regulate education. Six years ago, the US Dept. of Education got involved at the state level, mostly as related to distance learning, due to students taking Federal loans but then not graduating. The National Council for State Authorization Reciprocity Agreements (<http://nc-sara.org/>) develops agreement among member states, districts and territories that establishes comparable standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. The issue remains that field placements such as practicum and internship are also considered distance learning. States that have not joined the SARA compact may place restrictions on students from other states seeking to obtain practicum or internship training. This has come up recently in North Carolina, fortunately, advocacy efforts at the state level were successful. The US Dept. of Education has put out a new rule regarding state authorization and is in the process of finalizing the rule. It is speculated the new rule will go into effect July 1, 2017 and that it will contain language that supports the efforts associated with the SARA compact. This does not address international students or the relevant Visa programs.

CCTC Joint Conference

Due to APA budget difficulties, there will be face-to-face consolidated meetings in the spring but not fall. There will not be an Education Leadership Conference this next year. Funding to support the fall 2017 CCTC meeting is available. CCTC discussed holding a face-to-face meeting not connected to a second meeting and agreed it would be worthwhile. The CCTC face-to-face meetings will occur both in the spring and the fall of 2017. CCTC has had 2 joint conferences. The initial one was in 2000, and just got groups talking. The second one was in 2010, with 700 attendees, including training council boards and members.

The discussion today was about having a third joint conference, to build on the first two and on the APPIC and CoS summits, the APPIC Competency Conference (2002), and the Blueprint for Health Service Psychology Education and Training (2012). Possible goals:

- profession-wide competencies
- measuring training outcomes (overall and discipline-specific)
- profession-wide sequencing of training
- implications of changes in the health care system
- communication with legislators and constituents

We discussed that it would be essential to have specified goals and objectives for such a meeting. This would be a working meeting, not a listening-to-presentations meeting. We proposed that this would occur in 2020. We will discuss whether this would be best done with training council boards, or also with members. ACCTC Steering Committee will meet to flesh-out the goals/themes for a 2020 summit and from there propose the infra-structure, attendees, and cost for further CCTC discussion. Volunteers include:

Update from the Executive Director of the Education Directorate

APA budget challenges have resulted in a need to trim \$4 million in costs for 2017:

- There has been a reduction in force (30 empty positions eliminated, 10 filled positions eliminated)
- there will be spring but not fall 2017 consolidated meetings (although the work will continue electronically)
- there will be no leadership conferences (e.g., Education Leadership Conference) except for the Practice Leadership Conference (State Conference), and moving forward rather than the leadership conferences and the associated advocacy activities there will be a focus on invited summits (e.g., Summit on Workforce involving Federal agencies and Federal data bases) and focused advocacy (e.g., targeted meetings with key legislators and selected constituents).

There is a new APA Center for Learning and Career Development (Greg Neimeyer) within the Education Directorate, in collaboration with the membership office. This will focus on workforce pipeline (students, postdocs, early/mid/late career). It would include leadership training. Contact Greg Neimeyer regarding “What needs in our communities can be addressed?”

There is a plan to work with ASPPB regarding psychology workforce data base. There is a contract with HIS Global (does the AAMC workforce projection analyses) for psychology workforce projection.

Education Directorate/BEA updates

The internship stimulus provided \$3 million. There were 138 grants at \$20,000 each. Since the start of the grants program, 49 grantee programs have become accredited and 35 are under review by CoA. The 49 programs offer a total of 245 positions. . There is a request for an additional \$500,000 to fund additional grants in 2017 at \$18,000 each and to provide consultation to grantees to help them move forward. This request is in congruence with the APA BOD and COR priority of promoting quality education and training in psychology. Under development is a report addressing one of the recommendations in the Blueprint for the Future of Health Service Psychology focused on the integration of science and practice, and specification of resources and goals consistent with the science competencies. APA is taking a historic step in developing a training resource for master’s level trained individuals in all psychology subfields. A BEA task force is proposing a set of learning outcomes for master’s psychology programs (knowledge base, scientific mindedness, diversity, others). This is a focus on learning outcomes and behavioral indicators. This is currently open for comments (until mid-November) – “Core Learning Goals for Master’s Degree Graduates in Psychology.” The Council for Accreditation of Counseling and Related Education Programs (CACREP) accredits master’s level programs, and is working to exclude psychologists from teaching in those accredited programs unless they are graduates of CACREP-accredited programs.

Impact of Fair Labor Standards Act

This requires that “employees” either be paid overtime for time over 40 hours per week, or receive a minimum of about \$47,000 in annual salary. The decision of whether interns are employees or not varies by site as does whether they are exempt from the overtime requirement or not. APA is working with APPIC to survey training programs, and has provided information resources regarding this (http://www.appic.org/Portals/0/downloads/FLSA_Statment_7-9_16.pdf, and <http://www.apa.org/ed/resources/fair-labor-standards.pdf>). This could result in having to double intern salaries, and could have a significant negative impact on programs and positions.. Postdocs will also be affected, but the increase for those using NIH postdoc salary guidelines would only be about 11%.

Outcomes monitoring

We discussed that profession-wide competencies call for profession-wide measures. We should use psychology expertise in measurement to measure ourselves. There was a discussion about EPPP I and II, and how, if EPPP II exists as a requirement for licensure, then EPPP I could be used during training, perhaps even replacing prelims/comps.

EPPP I is a knowledge-based exam, “knows how.” EPPP II is proposed as a skills exam, “shows how.” <http://www.asppb.net/page/EPPPStep2>

EPPP II may allow modifications of the sequence of training. For example, EPPP I could be taken at end of courses, pre-internship, and might be considered as a substitute for prelims/comps. The EPPP II could be taken at graduation from a doctoral program.

APAGS discussed 4 concerns:

- Cost – This is another burden that students/ECPs will have to pay to pursue licensure. APAGS requested the cost be as low as possible.
- Sequence of Training – if a second exam is being added to assess competency (with the current EPPP being renamed EPPP Step 1 and assessing knowledge), APAGS argues that this is the time to move the EPPP Step 1 before receipt of the doctorate and before internship. This would improve the pass rate of the exam, and potentially save students money because they might not need to purchase test preparation materials if the assessment is closer in time to coursework.
- Test Development – APAGS is concerned about validity and would like to see the results of the test development when available.
- Test Preparation – it would be unfair to licensure applicants to have to take a test without appropriate materials for practice. These types of sample questions/tests need to be made available to training programs to allow students to prepare for this exam.

There is a specific “ask” from APAGS to the CCTC doctoral program councils:

- APAGS would like doctoral programs to consider using the EPPP Step 1 as a replacement for all or part of the comprehensive examinations/doctoral examinations, and to cover the cost of that exam for graduate students who take the test. This request is about the training community sharing the responsibility of developing competent psychologists.

ASPPB noted that this request would require action on the part of state licensing boards as well. CCTC commits to continued dialog with ASPPB and stakeholders regarding these issues.

Standardized Letter of Reference

Ayşe Çiftç is Chair of the Task Force focused on improving the quality of letters of reference. They have completed a survey of letter writers about their experience with the APPIC Standardized Letter of Reference, and are considering making revisions to add rating-based questions. The Task Force will do a follow-up survey with letter readers as well.

Writers of letters are often constrained by their wish to provide the strongest possible reference, and this constrains the information that is provided to internship programs about students’ areas for improvement. We discussed the possibility of a handoff from doctoral programs to internship programs **after** students have been selected for internship that would focus on a comprehensive developmental trajectory of students: what has been accomplished during doctoral training, and what should be areas of focus (by competency area) during internship training. The Task Force will consider work on developing a collaborative tool/contract/plan involving the

student, doctoral program, and internship regarding competency development that can help bridge stages of training and promote comprehensive competency development. There will need to be discussion regarding what criteria could be used for competency measurement. This type of information sharing can enhance the gate-keeping functions of doctoral and internship training programs by providing developmental competency data that can be used for summative evaluations.

There was discussion about:

- Expanding such a cross-program information sharing tool to also improve communication between doctoral programs and externship/practicum sites, thus better tying training together across the continuum
- Asking internship programs what information would be useful to them
- How these survey data and internship recommendations can be made available to the training communities
- Developing educational materials, perhaps a webinar, for letter writers to improve the quality of letters

Commission on Accreditation Update

Commission on Accreditation – outgoing Chair is Kathy Bieschke, incoming Chair is Steve McCutcheon

<u>CoA accredited programs:</u>	1,062
Doctoral Programs	392
Internship Programs	549
Postdoctoral Programs	121

The new Standards of Accreditation will be implemented 1/1/17. Implementing regulations are still being finalized. There will be options for programs having difficulties with the transition. The implementing regulation referring to the assessment of discipline-specific knowledge is being developed.

Building mutual trust with licensing boards

There was a discussion about the relationships between the state licensing boards and the training community:

- Could there be a standardized form to document specific classes taken?
- Could there be a standardized form to document specific externship and internship training experiences?
- Could there be a standardized form to document specific competencies?
- Could there be a way to document discipline-specific knowledge?

Visa concerns and International interns and staff

Three issues were discussed:

- Canadian students
- Other international students
- International early career psychologists

Different universities have different criteria for considering and managing international study. In addition, there are complex Federal rules involving *Curriculum Practical Training* (CPT) and *Optional Practical Training* (OPT). OPT can be used only once, and so is usually reserved for postdoctoral training. CPT can be used for externship/practicum and for internship.

There is an APPIC Task Force and an APA Division 17 Task Force focused on international students and early career psychologists.

APAGS has data from an international ECP survey. The APA ECP Committee (Eddy Ameen)

also has data on students' and ECPs' experiences with coming to the U.S. for psychology training and early careers.

The APA International Office has developed Memorandums of Understanding with a number of countries allowing cross-fertilization, but it is not clear if these address mobility issues. CCTC established a working group on international affairs that consists of:

This Working Group will:

- Determine what information would be helpful to the training community
- Compile existing information from other groups (see above – APPIC, Division 17, APAGS, APA ECP Committee, APA International Office)
- Structure and organize a document providing this collated information

Dissemination of CCTC resources

There was discussion about how to make the CCTC and its activities better known to the Council member's council membership, and to students and training faculty. The following ideas were discussed:

- List the Council member's councils on the CCTC website, and list CCTC on the Council member's council websites.
- List the CoS on the CCTC website, and list CCTC on the CoS website.
- Have the CCTC Chair provide an annual written summary of CCTC members and activities to the Council member's councils and their council memberships.
- Consider an article about CCTC in the *APA Monitor* or in *Training and Education in Psychology*

The CCTC spring meeting will be 3/23/17.

CCTC Attendees:

Members

Jason Williams, PsyD, MS, ED (Chair)
Natasha Maynard-Pemba, PhD (ACCTA)
Robert Collins, PhD, ABPP-CN (APPCN)
Allison Ponce, PhD (APPIC)
Karen Fondacaro, PhD (APTC)
Arlene Young, PhD, CPsych (CCPPP)
Casey Shannon, PhD (CCIDPIP)
Justin Nash, PhD (CCHPTP)
Ayşe Çiftçi, PhD (CCPTP)
Ara Schmitt, PhD (CDSPP)
Merilee McCurdy, PhD (CDSPP)
Rebecca Allen, PhD, ABPP (CoPGPT)
Timothy Cavell, PhD, ABPP (CUDCP)
Lavita Nadkarni, PhD (NCSPP)
Bernadette Pasquale, PhD (VAPTC)

Liaisons, Observers, Alternates, and Guests

Sharon L. Berry, PhD (BEA) (also alternate for CCHPTP)

David R. Cox, PhD, ABPP (ABPP)
Kathleen J. Bieschke, PhD (APA CoA)
Blair C. Schembari, MA (APAGS)
Steve DeMers, PhD (ASPPB)
Casey Shannon (CCIDPIP)
Ashley Maynard, PhD (COGDOP)
Marshall A. Hill, PhD (NC-SARA)
Stewart Madon, PhD (CPA)
Morgan T. Sammons, PhD, ABPP (NRHSPP)
Dennis F. Mohatt, MA (WICHE)

APA Staff

Catherine Grus, PhD (Deputy Executive Director, Education Directorate)
Ashima Kapur Lavelle (Assistant Director, Professional Psychology Programs)
Jacqueline Wall (Staff Liaison, Office of Program Consultation and Accreditation)

Board of Educational Affairs Fall Meeting Highlights November 4 - 6, 2016

Mission and Purpose

- Recommend educational policy for APA to the Board of Directors and Council of Representatives.
- Recommend to the Board of Directors and Council of Representatives changes to its programs and operational priorities which would allow APA to take a leadership role for the nation in the educational arena.
- Serve consultative and advisory role with respect to ongoing planning and operations of the Education Directorate, in consultation with its executive director.
- Ensure importance and commitment to diversity in education and training in all of its activities and initiatives.

Issues Relevant to ACCTA Membership (Respectfully adapted from BEA Highlights)

Renewal of Funding for the APA Internship Stimulus Grant Program

BEA approved a request to the APA Board of Directors for \$500,000 to continue funding for the APA Internship Stimulus Grant Program for one year. If approved, a working group, consisting of BEA and APPIC members will award seed funds to internship programs based upon a criteria-based review. Funds will be used to assist programs in the application process for APA accreditation, including application and site visit fees, program consultation, administrative and supervisor support, intern stipends/benefits, and other direct costs in seeking accreditation. As of July 2016, 138 grants have been awarded and 49 programs have obtained accreditation. These newly accredited programs have added 245 placements to the pool of accredited internships. Thirty-five programs are currently under review by the Commission on Accreditation.

APA Summit on High School Psychology Education

BEA recommended that the APA Board of Directors approve a request for funding to support the APA Summit on High School Psychology Education in 2017. The summit, which will be held at Weber State University in Ogden, Utah, July 9-14, 2017, will bring together high school psychology teachers, undergraduate faculty, and other stakeholders to discuss important issues

relevant to the teaching of high school psychology and plan for the best possible future for high school psychology education. Outcomes will include tangible projects as well as aspirational action plans related to eight summit strands. An overarching publication is planned to capture summit deliberations and recommendations.

Center for Workforce Studies Update BEA was provided with an update on the activities of the Center for Workforce Studies (CWS), including monthly Datapoints in the *Monitor*, the 2015 Survey of Psychology Health Service Providers, and other activities. CWS is making progress toward a data sharing agreement with ASPPB, modeling supply and demand projections for psychologists with IHS Inc., and a project on minorities in doctoral psychology programs in collaboration with the Behavioral Health Workforce Research Center at the University of Michigan.

Commission on Accreditation (CoA) Update BEA was provided with an update on the number of programs that have been awarded an accredited status, which is now 1,062. Also, the development and implementation of procedures to transition to the new accreditation standards was presented. The new Standards of Accreditation for Health Service Psychology will go into effect on January 1, 2017.

Panel Discussions

Graduate and Postdoctoral Education in Psychology

The panel discussed the APA resources related to student debt with the liaison members and how to recruit representatives from training committees that are not HSP related, to attend the APA Consolidated Meetings. The group also discussed training and licensure issues for health service psychology at the master's level.

Continuing Education and Life-Long Learning

The Continuing Education (CE) and Life-Long Learning panel discussed the proposed CE Summit 2017. The summit will promote excellence in the development, delivery and mechanisms of accountability associated with continuing professional development of psychologists by bringing together organizations with vested interests in assuring professional competence in support of consumer protections.

6. COUNCIL OF CHAIRS OF TRAINING COUNCILS (CCTC) and the BOARD OF EDUCATIONAL AFFAIRS (BEA) Spring Meeting

Submitted by: Natasha Maynard-Pemba, Ph.D. ACCTA President

**March 23-25, 2017
Washington, DC**

Organizational Overview:

CCTC meets bi-annually, typically the day prior to the American Psychological Association's Board of Educational Affairs (BEA) meetings in March and October of each year. CCTC has no specific bylaws or attendance procedures. Meetings occur under the auspices of, and with funding from APA's Education Directorate. Attendees have consisted of the chair, president or designated representative (chair-elect, past-chair) of each member council, and terms of membership range

from one to three years, typically in accordance with each training council's leadership terms. CCTC has tended to function by consensus, and members determine whether and to what degree they wish to participate in various CCTC initiatives.

Mission:

The mission of Council of Chairs of Training Councils (CCTC) is to provide a forum for communication among doctoral, internship, and postdoctoral training associations in psychology. CCTC promotes discussion of professional education of psychologists, develops recommendations to be reviewed and possibly implemented by member organizations, encourages communication between CCTC members and associated organizations and provides comment to the Board of Education Affairs (BEA), the Committee on Accreditation (CoA), and other APA Boards and Committees on relevant issues.

Issues Relevant to ACCTA Membership (Respectfully adapted from CCTC Minutes)

SARA Update (State Authorization Reciprocity Agreements)

Background:

States have enacted laws for distance education

Institutions offering degrees in other states must be licensed in that state

SARA has 4 regions of the country, and members of each region are licensed in other regions

SARA has been ratified by 47 states

1,450 higher educational institutions are members

Not ratified in California, Florida, Massachusetts, although these efforts are progressing

Update from the Executive Director of the Education Directorate

- Dr. Arthur Evans is the new APA CEO
- Dr. Tony Puente is the new APA President
 - Priorities
 - Governance – focus on transparency, delegation of authority, nimbleness, as proposed in the APA Good Governance Project, still in progress;
 - International projects – new director of APA International Office, Amanda Clinton, conducted a mini-summit at APA Convention of international leaders;
 - Membership – Ian King is the new director, membership has been declining 5-6% per year, with a 7% drop in member-related revenues, but now holding steady; providing value for members, such as the Center for Learning and Career Development (for all disciplines, including resources for health-care providers, but also laboratory management, health care leadership), and the Center for Workforce Studies (data regarding minority representation, HERSA funding, strategies for recruitment and retention, projection study for psychology supply and demand out to 2030)
- 125th anniversary of APA this year
- \$8 million deficit, now cut in half, continuing to work on expense reduction and income increase

Education Directorate/BEA updates

- Update on the Internship stimulus program

- Most recent RFP for money to help with accreditation and additional \$125,000 will come from Council
- <http://www.apa.org/about/awards/internship-program-grants.aspx>
- 270 new internship slots and 45 sites in the pipeline
- match rates improved – 95% students from accredited programs get internship slots, but only 68-70% get accredited internships
- Graduate student financial and debt literacy
 - Resources for financial and debt literacy, working with APAGS and ECP
 - <http://www.apa.org/apags/resources/affording-repaying.aspx>
 - <http://www.apa.org/pubs/journals/features/tep-tep0000112.pdf>
 - <http://www.apadivisions.org/division-41/education/students/early-career.aspx>
- Medicaid reimbursement project
 - Part of the grants for internship programs
 - Hired attorney to get states to authorize Medicaid payments for interns, working with 20 states, have been able to pass legislation in Texas, Nevada, pending in D.C.
 - APA Practice is also working on related work
- Curriculum for an Interprofessional Seminar on Integrated Primary Care
 - <http://www.apa.org/education/grad/curriculum-seminar.aspx>
 - modular training resources for all health care providers, learning objectives, suggested syllabus, barriers and recommendations for surmounting

Standardized Reference Form Committee report

- Survey conducted, form revised, survey re-done
- Increased positive responses
- Agreed to continue use of form
- Task Force will add student data and provide a written summary

Post-match training plan (based on 9 professional competencies)

- SOA requires communication between doctoral programs and internships
 - <https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>
(pages 22, 34)
- Important to differentiate 3 different purposes for reference letters recommendation:
 - evaluation
 - advocacy
 - communication with doctoral programs and internships regarding Individual Development Plan
- IDPs are not a replacement for letters of recommendation
- Taskforce will Identify and distribute information on post-match training plans/IDPs

2020 Joint Conference

- Conference for all the training councils to come together, planned for 2020
- The last CCTC conference was in 2010 and included members of the specialty councils

- This conference for 2020 will be with the specialty board officers, not the board members., similar to the competency conference in 2002
- Discussed suggestions from member councils regarding the foci of this conference

APPIC Match/Post-doc Uniform Notification Day

- 2017 Match Statistics:
 - <http://appic.org/Match/MatchStatistics/MatchStatistics2017Combined.aspx>
 - applicants 3,921
 - applicants withdrawn 192
 - applicants in match 3,729
 - positions available 3,881
 - Combined Phase I and Phase II:
 - applicants matched 3,560 (95%)
 - applicants unmatched 169 (5%)
 - positions unfilled 284 (7%)
- Since 2012, the number of registered applicants has decreased by 514, while the number of registered positions has increased by 679.
- The proportion of registered applicants placed by the APPIC Match has increased from 71% in 2012 to 91% in 2017.
- There is still a significant shortage of accredited internships. Only 3,160 accredited positions were available to the 3,291 registered applicants. Since 2012, the number of accredited positions has increased by 797. This is significant progress but sustained effort to increase the number of accredited positions is necessary.
- It was noted that school psychology students often don't participate in the match, and if they did the numbers would be different
- APPIC conducted the post-doc training summit in May 2016
- APPIC CAS (Central Application System) is now in its 3rd year.
- The universal postdoc directory now has 900 listings
- There continues to be efforts to have programs use a postdoc uniform notification date. All VA postdoc programs do this.
- APPIC deferral policy allows a 1 year postponement of a match in serious circumstances (same as national medical residency match policy). This is rarely necessary.

Update from the International Taskforce

- 3 sub-committees: Students from US doctoral programs, Students from Canada coming for internships, Staff at counseling centers
- Each sub-committee will develop resources for Students, Internships, Training directors
- Identify the issues, link to resources

APAGS and ECP request

- APAGS and ECP sent a letter to CCTC 3/16/17 requesting that the EPPP-I be moved to doctoral training, prior to internship, when the EPPP-II becomes active, anticipated to be in 2019.
- There was much discussion of the pros, cons, and unintended effects.

Dissemination of CCTC resources

- Episodic dissemination of CCTC resources is good, but there should also be continuing efforts.
- In regard to episodic dissemination, the APA Monitor is not interested in article on CCTC resources (not topical, newsy)
- In regard to continuing dissemination, the councils should provide CCTC link on their sites, and CCTC should provide council links
- The CCTC website is terrific, but can be improved
- An important question is: Who is the audience?

Election of a new Chair

Ayşe Çiftçi

Jason Williams, PsyD, MS, ED will be stepping down as Chair, but continuing as a member. The entire Council enthusiastically thanked Dr. Williams for his service as Chair.

Meeting with the Education Government Relations Office

Karen Studwell and Sheila Forsyth updated CCTC on efforts to advocate for psychology.

<http://www.apa.org/about/gr/education/index.aspx>

- Reauthorization of Graduate Psychology Education - Currently \$8 million, but will ask for \$10 million and ceiling is \$12 million
- Behavioral Health Education and Training, HERSA, SMASA funding announcement - \$50 million, 12 disciplines.
- Department of Labor overtime rule currently under injunction and salary level will likely be decreased
- Higher Education Act up for re-authorization
- Graduate students are targeted for Federal cuts
- Education Advocacy Trust works with political action committee

The CCTC spring meeting will be in November 2017 – date to be determined

CCTC Attendees:

Members

Jason Williams, PsyD, MS, ED (Chair)

Natasha Maynard-Pemba, PhD (ACCTA)

Robert Collins, PhD, ABPP-CN (APPCN)

Allison Ponce, PhD (APPIC)

Karen Fondacaro, PhD (APTC)

Brent Hayman-Abello, PhD, CPsych (CCPPP)

Donald R. Marks, PsyD (CCIDPIP)

Leslie A. Robinson, PhD (CCHPTP)

Ayşe Çiftçi, PhD (CCPTP)

Ara Schmitt, PhD (CDSPP)

Rebecca Allen, PhD, ABPP (CoPGPT)

Timothy Cavell, PhD, ABPP (CUDCP)

Lavita Nadkarni, PhD (NCSPP)

Bernadette Pasquale, PhD (VAPTC)

William Stiers, PhD, ABPP (CRPPTP)

Liaisons, Observers, Alternates, and Guests

Sharon L. Berry, PhD (BEA) (also alternate for CCHPTP)

David R. Cox, PhD, ABPP (ABPP)
Steve McCutcheon, PhD (APA CoA)
Blair C. Schembari, MA (APAGS)
Jacqueline Horn, PhD (ASPPB)
Morgan T. Sammons, PhD, ABPP (NRHSPP)
Dennis F. Mohatt, MA (WICHE)
Debra J. Bell, PhD (CUDCP)
Crystal Collier Gant, PsyD (NCSPP)
Andrea Zartman, PhD (VAPTC)
Timothy Cavell, PhD, ABPP (BPA)
Jasmin Llamas, PhD (CECP)

APA Staff

Catherine Grus, PhD (Deputy Executive Director, Education Directorate)
Jacqueline Wall (Staff Liaison, Office of Program Consultation and Accreditation)

**Board of Educational Affairs (BEA) Meeting
March 24 – 25, 2017**

Mission and Purpose

- Recommend educational policy for APA to the Board of Directors and Council of Representatives.
- Recommend to the Board of Directors and Council of Representatives changes to its programs and operational priorities which would allow APA to take a leadership role for the nation in the educational arena.
- Serve consultative and advisory role with respect to ongoing planning and operations of the Education Directorate, in consultation with its executive director.
- Ensure importance and commitment to diversity in education and training in all of its activities and initiatives.

Issues Relevant to ACCTA Membership (Respectfully adapted from BEA Highlights)

BEA Guidelines on the Cross-Cutting Agenda

BEA recommended adoption of three education and training guidelines that were on the Cross-Cutting agenda, as APA policy. They are the APA Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology, the Guidelines for Education and Training in Consulting Psychology/Organizational Consulting Psychology, and the Guidelines for Education and Training in Industrial-Organizational Psychology. The APA Council of Representatives will review these guidelines during its meeting in August.

Center for Workforce Studies Update

BEA was provided with an update on the activities of the Center for Workforce Studies (CWS), including monthly Datapoints in the Monitor, modeling demand and supply for the psychology workforce with IHS Inc., and other activities. CWS published the Health Service Provider (HSP) survey report, and another report on master's and doctoral degrees awarded in psychology. CWS is making progress on several special analyses on the HSP survey, and a project on minorities in doctoral psychology programs in collaboration with the Behavioral Health Workforce Research Center at the University of Michigan.

Commission on Accreditation (CoA) Update

BEA was provided with an update on the implementation of the Standards of Accreditation (SoA), which became effective on January 1, 2017. Elements of enactment included revisions to procedural documents (e.g., Implementing Regulations), the preparation of materials for programs transitioning to the SoA (e.g., transition materials), and the delivery of training programs for site visitors and the preparation and submission of self-studies. Lastly, the number of accredited programs was provided; a total of 1,075 programs (391 doctoral, 560 internship and 124 post-doctoral) were listed as holding accredited status as of November 22, 2016.

Panel Discussions

Graduate and Postdoctoral Education in Psychology

The panel discussed the BEA STEM teaching award and nomination process, as well as broadening collaboration with other STEM disciplines. The group discussed approaches to supporting innovative practices in teaching career development and ethics at the program level, and broadening interprofessional education in psychology. Finally the panel shared resources from APA, BEA, APAGS, and the Council of Graduate Schools, regarding graduate student debt and financial education.

Continuing Education and Life-Long Learning

The Continuing Education (CE) and Life-Long Learning panel discussed the major current activities of CEC and CESA. The panel continues to discuss the role of CE and life-long learning in that it applies to all psychologists, but that it is not central to the professional lives of many psychologists. There was excellent discussion with the liaison from ASPPB regarding the role of CE in licensing regulations. There are many important developments in both the offering of direct CE and in the functioning of the CE sponsor approval office that reflect trends in interprofessional practice and CE/life-long learning.

8. COUNCIL OF COUNSELING PSYCHOLOGY TRAINING PROGRAMS (CCPTP)

Submitted by: Natasha Maynard-Pemba, Ph.D., ACCTA President

Council of Counseling Psychology Training Program 2017
Midyear Meeting

March 2-5, 2017
San Juan, Puerto Rico

Organizational Overview and Mission:

Since 1975, the Council of Counseling Psychology Training Programs (CCPTP) has had two important functions. One has been to represent the interests of counseling psychology in virtually any forum that might affect training. The second has been to support its members by disseminating training-relevant information and by providing a vehicle to communicate with one another.

Qualified counseling psychology programs have institutional membership in CCPTP and are represented by Training Directors, who hold voting privileges. But individual faculty members also may join CCPTP as nonvoting members. In so doing, they have access to CCPTP services and activities. Membership information can be found in the Manual of Policies and Procedures.

Conference Highlights:

The conference was divided into daily themes.

Expanding our Circle, Being More Inclusive, and Planning for the Future
Expanding Our International Perspectives and New Practices
Critical Reflections on Our Cultural Competencies

The Keynote Address:

Cultural Adaptations in the Context of a Treatment Research Program for Puerto Rican Adolescents
Guillermo Bernal

Relevant Programming descriptions:

The 2017 Counseling Psychology Model Training Program

Michael Scheel and Sally Stabb

- This is a document that is being used to help define and distinguish who counseling psychologists are and how they define themselves, and thus what is taught to students in graduate programs.
- Members provided feedback to the presenters about their thoughts for improving this 3rd edition of the document.
 - Examples of feedback included more emphasis on the social justice and strengths-based identities that counseling psychologists hold.

Tracking Student Outcome Data

Eve Adams and Lydia Buki

- Presenters described two online systems for tracking student data (such as data collected for the ARO) in their academic programs. Lydia Buki worked with a company that helped design an online management system to track yearly student outcome data including evaluations from practicum sites, completion of curricular requirements, etc. The program was created through FEGO.

CCPTP members participated in Community Engagement Projects at Politecnico Amigo & YMCA

Round Tables

1. Evaluation of Student Competencies: Eve Adams
 2. Recruitment and Retention of Diverse Students and Faculty: Kathie Chwalisz and Alex Petierse
 3. Program Faculty Concerns: Amy Reynolds
 4. Mentoring Challenges: Aaron Rochlen
 5. Cross-cultural Immersion Programs: Julie Koch
 6. Student Handbooks - Roberta Nutt and Stephen Wester
 7. Negotiating Skills for Underrepresented TDs: Barry Chung and Mindi Thompson
 - 8. Internship Concerns: Julia Phillips**
 9. Adapting for the SOA: Jill Cyranowski
 10. Admissions & International Students in the Current Era: Annette Kluck
- Participants in the discussion at the Internship Concerns roundtable talked about how both the site and academic program may provide feedback to those students who do not match. In addition, the discussion included how to make the feedback more formalized and thus possibly less personal.

International Panel with Facilitated Breakout Sessions

International Education and Training: Implications for Counseling Psychology Programs in the US
Kerry Gibson, Karen Ripoll Núñez, Hsiu-Lan Shelley Tien, Brigitte Khoury, and Ayse Ciftci

ASPPB Liaison Report EPPP Step 2

- Concerns from CCPTP members centered around cost and the seeming lack of trust that the state boards and ASPPB may have for the training and testing for competence that they are already doing. ASPPB has voted that the cost not be more than \$600 for the EPPP 2.

Social Media Usage in Training Programs: Ethical Considerations & Guidelines

Aaron Rochlen, Salina Renninger, and Annette Kluck

- It may be helpful for programs to have a policy in their handbook for social media usage. Many CCPTP members agreed that use of social media in the selection process is not appropriate. For example, it could be seen as discriminatory to those who have social media accounts vs those who do not. There is also no rubric for the use of social media as a selection tool. Many applicants have been on social media since they were children and have developed into different people over time. It may be unfair to judge them for all of the content on their media pages. In addition, anyone can create a false account of another person.
- Licensure boards are getting complaints now from clients about inappropriate social media usage by their therapist.
- We often focus on the behaviors that students engage in. However, faculty can be a target of one's social media content being scrutinized by students (e.g. in a legal case).

Faculty Multicultural Competence

Amy Reynolds, Salina Renninger, and Ayse Ciftci

- Themes were generated from members regarding issues they face in this area. Group discussion followed with potential solutions:

Problem	Potential Solution
Faculty who have no interest in MC competency	Provide feedback in multiple ways and frequently
Supervisors in the community that programs have no say over	Offer free CEs that helps to increase competency
Overreliance on PoC faculty	Faculty engage in more intentional checking in with each other about what they are doing; thus, making it known. Pairing with faculty who are different from each other. Create policy that falls on multiple vs 1 person
	Read articles as a faculty group and discuss during faculty meetings.

Social Justice Advocacy and Responses to Campus Racism: Roles, Challenges, & Opportunities

Rachel Navarro, Lisa Flores, and Belle Liang

- DCT presenters spoke about their experiences with major racial incidents on campus. They described the challenges of addressing the racial climate, how they partnered with other agencies/departments/students to intervene, how they dealt with ethical issues, and shared personal impact and self-care responses.

Issues Especially Relevant to ACCTA Membership:

Amy Reynolds, who serves on the CCPTP board, indicated that after attending the ACCTA conference this year as a liaison from CCPTP, she was impressed by ACCTA’s formalized approach to addressing diversity. She asked the CCPTP board to consider formalizing their diversity efforts by creating an SCD for CCPTP and this was well received by the board and membership.

Future Conferences:

2018 early March - San Antonio, TX

Organization Leadership:

President Ayşe Çiftçi, Ph.D. Purdue University Department of Educational Studies West Lafayette, IN 47907-2098 ayse@purdue.edu	President-Elect Y. Barry Chung, Ph.D. Indiana University Bloomington Professor and Program Director of Counseling Psychology W.W. Wright Education Building, Room 4056 201 N. Rose Avenue Bloomington, IN 47405-1005 chungyb@indiana.edu
Past-President Rachel Navarro, Ph.D. University of North Dakota Counseling Psychology & Community Services 231 Centennial Drive, Stop 8255 Grand Forks, ND 58202-8255 rachel.navarro@und.edu	Secretary Amy L. Reynolds, Ph.D. University at Buffalo Director of Training, Combined Doctoral Program in Counseling Psychology and School Psychology 408 Baldy Hall University at Buffalo Buffalo, NY 14260 alr24@buffalo.edu
Treasurer Salina Renninger, Ph.D. University of St. Thomas Graduate School of Professional Psychology 1000 LaSalle Avenue / Mail #217 Minneapolis, MN 55403 renn8979@stthomas.edu	Past-Treasurer Jacob Levy, Ph.D. University of Tennessee Department of Psychology 1404 Circle Dr., Rm 410E Knoxville, TN 37996 jlevy4@utk.edu
President-Elect-Designate Julia Phillips, Ph.D. Cleveland State Universtiy	Member-at-Large Annette Kluck, Ph.D. Auburn University

Counseling, Administration, Supervision and Adult Learning 2121 Eclid Ave. Cleveland, OH 44115 j.c.phillips6@csuohio.edu	College of Education 2084 Haley Center Auburn, AL 36849 ask0002@auburn.edu
Member-at-Large Aaron B. Rochlen, Ph.D. The University of Texas at Austin Professor, Counseling Psychology (Program Director) & Counselor Education College of Education - Department of Educational Psychology 1 University Station: D5800 Austin, TX 78712 arochlen@austin.utexas.edu	Member-at-Large Sharon Rostosky, Ph.D. University of Kentucky Educational, School, and Counseling Psychology 231 Dickey Hall Lexington, KY 40506 s.rostosky@uky.edu
Communications Chair Aaron B. Rochlen, Ph.D. The University of Texas at Austin Professor, Counseling Psychology (Program Director) & Counselor Education College of Education - Department of Educational Psychology 1 University Station: D5800 Austin, TX 78712 arochlen@austin.utexas.edu	Special Appointment to the Board (non-voting) Arpana G. Inman, Ph.D. Lehigh University Department of Education 111 Research Dr. Bethlehem, PA 18015 arpana.inman@lehigh.edu

9. NATIONAL COUNCIL OF SCHOOLS AND PROGRAMS OF PROFESSIONAL PSYCHOLOGY (NCSPP)

Submitted by Christina Carroll-Pavia, Ph.D., ACCTA Board Member

NCSPP Liaison Report
2017 Mid-Winter Conference
January, 17-20 2017

(Re)claiming our Identity: Rediscovering our Social Relevance as NCSPP and Psychologists

Longbeach, CA

Organizational Overview:

Founded in 1976, NCSPP is an organization composed of delegates from programs and schools of professional psychology. NCSPP’s goal is to advance the development of the highest quality of graduate training in professional psychology. NCSPP supports excellence in graduate training by:

1. Developing standards for the education and training of professional psychologists.
2. Monitoring and providing input into public policy with regard to the education and training of professional psychologists.

3. Providing a forum for the exchange of information about the functioning of schools and programs of professional psychology.
4. Providing liaison with others involved in the education and training of professional psychologists.
5. Providing consultation on the development and maintenance of schools and programs of professional psychology.
6. Fostering research, development and application in appropriate areas of psychology and to the solution of significant problems of human welfare.
7. Developing quality assurance methods based on empirical evaluation.
8. Gathering and disseminating information regarding schools and programs of professional psychology.

NCSPP holds two meetings each year. One is scheduled just before the American Psychological Association (APA) convention in August and the other is held in January. The NCSPP meetings provide a forum for the exchange of information about the functioning of schools and programs. These meetings help those running new and developing programs become more aware of current education, training, and practice issues and ensure that established programs keep up with new developments and standards. Information exchange can take the form of papers, publications, poster sessions, speakers, and other formats. To keep Members and Associate Members informed, minutes of these meetings are provided. The midwinter meeting also includes a conference, usually two days of focused training or activities on a topic selected by the President.

The three committees represented on the Executive Committee are standing committees of the organization, and have specific missions: the Ethnic and Racial Diversity Committee (ERDC), the Women’s Issues Committee (WIC), and the Sexual Orientation & Gender Diversity Committee (SOGDC). In addition to these standing committees, the Executive Committee designates other committees to take on various tasks over specific periods of time. These currently include:

Membership Committee
 Accreditation Committee
 Advocacy for Professional Training Issues Committee
 Clinical Training Committee
 Education and Pedagogy
 Research and Evaluation Committee

Mission:

The National Council of Schools and Programs of Professional Psychology (NCSPP) is committed to developing psychology as a socially responsible science that has “central role in improving our society.”

Conference Theme / Highlights:

Liaison Panel, *Moderated by Torrey Wilson, PhD, ISPP at Argosy University, Chicago*

ACCTA was one of 12 organizations represented in the Liaison Panel, which took the place of Liaison Reports. Panelists were asked to respond to the following questions:

1. How can we continue to offer socially relevant training and practice
2. What can your training council/directorate do to further this aim?
3. What challenges do you face in doing so?
4. How can your training council/directorate partner with NCSPP on this common mission?

Themes arising in the discussion included increased collaboration amongst training councils, increasing communication amongst councils, the need for ongoing advocacy and action, particularly in light of the current political environment—for clients, educators, and the field of psychology. There was much discussion about the need for psychologists to be more active in promoting the skills, expertise, and benefits that psychologists can add to healthcare, social justice efforts, and social climate. The APA representative reminded the audience that APA has resources specifically for political advocacy, and is active in lobbying for the interests of psychologists. This writer encouraged academic trainers to work toward experiential and/or personalized learning as it relates to diversity training so that incoming interns have multicultural knowledge, awareness, and skills that go beyond text or classroom/didactic learning. Writer also shared that the ACCTA Board has begun discussing the potential impact of waiving conference registration fees for liaisons who are attending our conference as a means of reducing barriers to communications between councils. The CUDCUP representative indicated that other councils have been discussing this as well, and that this specific topic is currently on the agenda for the next CCTC meeting. Finally, there was also discussion about finding places at national tables and being creative and diverse about how we teach competencies, especially in light of the new SoAs.

Relevant Programming descriptions:

There were a number of concurrent and keynote programs that are relevant to ACCTA members. The most relevant have been listed here:

- **MLK Day of Service Benefitting Long Beach Rescue Mission (organized by ERDC).**
- **CoA Site Visitor and Self-Study Workshops**
- **Keynote Panel: The History of NCSPP: Multiple Perspectives**, Roger L. Peterson, PhD, ABPP, Antioch University, New England; James E Dobbins, PhD, ABPP, Wright State University; LaPearl Logan Winfrey, PhD, Wright State University
- **Improving disability competency in ourselves, our training programs, and our students: A call to action**, Megan Carlos, PhD, ASPP at Argosy University San Francisco Bay Area; Alette Coble-Temple, PsyD, John F. Kennedy University; Eileen Cronin, PhD, Private Practice; Craig Kramer, PsyD, Palm Beach County Youth Services Department
- **Promoting diversity, social justice, and community in professional programs**, Michael Y. Lau, PhD, The Chicago School of Professional Psychology, DC Campus; Ana Chapman, PhD, The Chicago School of Professional Psychology, DC Campus
- **Consulting to our communities: Preparing our graduates for success and competence as consultants in an expanding practice landscape**, Kim Dell'Angela, PhD, The Chicago School of Professional Psychology, Chicago Campus; John Shustitzky, PhD, The Chicago School of Professional Psychology, Chicago Campus
- **Identifying best practices in culturally accountable graduate training: A framework for doctoral psychology programs**, Michelle J. Montagno, PsyD, University of San Francisco, PsyD Program; Dellanira Valencia-Garcia, PhD, University of San Francisco, PsyD Program; David A. Martinez, PhD, University of San Francisco, PsyD Program; & Jennifer Ho, MS, University of San Francisco, PsyD Program
- **Discovering one's own leadership potential and encouraging it in colleagues, faculty and students**, Lorraine Mangione, PhD, Antioch University New England; David Cimborra, PhD, Biola University, Rosemead School of Psychology
- **The CoA Update and the Standards of Accreditation and Implementing Regulations for Health Service Psychology**, Bill L. Hathaway, PhD, Regent University; Clark Campbell,

PhD, Biola University, Rosemead School of Psychology; Gilbert Newman, PhD, The Wright Institute

- **Courageous conversations: A pedagogical model for psychologists who care about culture**, Alicia del Prado, PhD, The Wright Institute; Anastasia Kim, PhD, The Wright Institute
- **ASPPB Update on the EPPP-2**, Jacqueline B. Horn, PhD, The Association of State and Provincial Psychology Boards
- **In ally-ance with women across identities: Teaching, mentoring, and modeling intersectional ally competency development towards social action**, Megan O'Banion, PsyD, ASPP at Argosy University, San Francisco Bay Area; Crystal S. Collier, PsyD, FSPP at Argosy University; Megan Carlos, PhD, ASPP at Argosy University, San Francisco Bay Area; Gary Howell, PsyD, FSPP at Argosy University; Robert Perl, PsyD, ASPP at Argosy University, San Francisco Bay Area
- **Interprofessional education and practice: Preparing future psychologists for integrated healthcare**, Alvin McLean, Jr., PhD, John F. Kennedy University; Sukie Magraw, PhD, John F. Kennedy University
- **Integrating "integrated healthcare": Strategies within a clinical psychology program and the university**, Ann Sauer, PhD, ABPP, Midwestern University; Robynne Lute PsyD, Midwestern University
- **Keynote Address: Developing relevant and innovative training opportunities to meet the needs of our communities**, Gilbert Newman, PhD, The Wright Institute, Wendy Paszkiewicz, PsyD, Adler University
- **Preparing professional psychology students for careers in integrated healthcare**, Erin O'Callaghan, PhD, CSPP at Alliant International University, Los Angeles; Stephanie C. Wood, PhD, MHA (Expert Discussant), CSPP at Alliant University
- **Challenges to teaching advocacy in a complex political climate**, Kathi A. Borden, PhD, Antioch University, New England; Gilbert Newman, PhD, The Wright Institute; Hideko Sera, PsyD, University of Redlands; Alexandra M. Ginsberg, APA Education Government Relations Office
- **Accommodations for trainees with disabilities in psychological testing and assessment**, Megan Carlos, PhD, ASPP at Argosy University, San Francisco Bay Area; Christy Hobza, PsyD, ASPP at Argosy University, San Francisco Bay Area; Hadas Pade, PsyD, CSPP at Alliant International University, San Francisco; & Lisa Whipple Drozdick, PhD, Pearson Clinical Assessment
- **Midcareer transitions: Reflections, renewal, and re-engagement with ourselves, our core values, and our work**, Penelope A. Asay, PhD, ABPP, ISPP at Argosy University, Chicago; Nicole E. Taylor, PhD, University of Denver, GSPP
- **Smarter through laughter: Using humor and science to promote success and improve your life**, Isaac Prilleltensky, PhD, University of Miami School of Education
- **Presidential Invited Symposium: Mattering - The heart of wellness and fairness**, Isaac Prilleltensky, PhD, University of Miami School of Education

Issues Especially Relevant to ACCTA Membership:

Based on descriptions of conference programming, discussions at the liaison panel, and the limited attendance at the conference by this ACCTA liaison, the following themes seemed to be robustly represented throughout the conference. It is worth noting that the final day of the conference coincided with the 2017 Inauguration Day of President Donald Trump, an event which seemed to be on the mind of many conference attendees.

Themes:

- The importance of diversity education, multicultural competence, and social justice advocacy within training and practice of professional psychology. Programs were encouraged to be creative in the development of appropriate opportunities for students to learn and engage meaningfully in issues of diversity and social justice.
- The increasing financial/debt burden for students seeking degrees from schools of professional psychology.
- Controversy regarding the implementation of the EPPP-2.
- The need for psychologists to advocate for social justice in healthcare on a national scale.
- Encouragement for psychologists to be active in their communities, whether it be for community service or political advocacy at the local, regional, or national levels.

Future Conferences:

NCSPP 2018 Mid-Winter Conference
January 15-19, 2018
San Juan, Puerto Rico

Organization Leadership:

NCSPP President
LAVITA NADKARNI, Ph.D.
University of Denver – Graduate School of Professional Psychology

NCSPP Past-President
HIDEKO SERA, PSY.D.
Minnesota School of Professional Psychology, Argosy University, Twin Cities

NCSPP President-Elect
CRYSTAL COLLIER, PSY.D.
Florida School of Professional Psychology, Argosy University

NCSPP Secretary-Treasurer
ROBERT PERL, PSY.D.
American School of Professional Psychology, Argosy University, San Francisco Bay Area

Chair, NCSPP Sexual Orientation and Gender Diversity Committee
GARY HOWELL, PSY.D.
Florida School of Professional Psychology, Argosy University

Chair, Ethnic Racial Diversity Committee
KELLI JOHNSON, PH.D.
Illinois School of Professional Psychology, Argosy University, Schaumburg

Chair, Women's Issues Committee
MEGAN O'BANION, PSY.D.
American School of Professional Psychology, Argosy University, San Francisco Bay Area

9. NATIONAL MULTICULTURAL CONFERENCE AND SUMMIT 2017

Submitted by: Carmen Cruz, Psy.D. ACCTA Board Member

10th Biennial NMCS SUMMIT TALKS: LOOKING BACK TO MOVE FORWARD January 4-6, 2017, Portland, Oregon

- ❖ ACCTA was a “Premier” Sponsor of the 2017 National Multicultural Conference and Summit.

Description and Vision

The vision of the National Multicultural Conference and Summit is to convene scientists, practitioners, scholars, and students, in psychology and related fields to inform and inspire multicultural theory, research, and practice. Multiculturalism is envisioned as inclusive of experiences related to age, disability, ethnicity, gender, gender identity and expression, indigenous heritage, national origin, race, religion, sexual orientation, social class and socioeconomic status, and other social identities.

The NMCS is hosted every two years by four divisions of the American Psychological Association, Division 17 (Society of Counseling Psychology), Division 35 (Society for the Psychology of Women), Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues), and Division 45 (Society for the Psychological Study of Ethnic Minority Issues). This Summit was of note as it was the 10th biennial.

The Multicultural Summit has occurred in the month of January every two years:

1999-- Newport Beach, CA	2001-- Santa Barbara, CA
2003-- Los Angeles, CA	2005-- Los Angeles, CA
2007-- Seattle, WA	2009-- New Orleans, LA
2011-- Seattle, WA	2013-- Houston, TX
2015-- Atlanta, GA	2017-- Portland, OR

Conference Information

The primary objectives of NMCS 2017 were:

1. To create a welcoming forum for the exchange of ideas regarding multiculturalism and disparities reduction between psychologists, trainees and related health professionals.
2. To prepare psychologists, trainees, educators and related health professionals to address the needs of diverse people worldwide through multicultural education, health, well-being, policy and advocacy.
3. To disseminate knowledge by experts in multicultural psychology to professionals, trainees and organizations invested in multicultural concerns.
4. To apply multicultural psychology to the daily functioning of individuals, groups, organizations and educational institutions.
5. To understand the impact of social media (or technology), including its roles in promoting social justice and expanding access.

6. To move beyond the binaries of our understandings of identities and experiences and to promote an intersectionality perspective to our work.

Conference Content

The conference programming was robust and comprehensive regarding the diversity and multiculturalism spectrum. Material was presented in a variety of formats including Skill-Building Workshops, Film Screenings, Symposia, Roundtable Conversations, Difficult Dialogues, Student Poster Session, and Professional Poster Session.

Keynotes:

The keynote addresses at this summit were unique in that instead of having individual speakers, there were two collective keynotes: A conversation with the NMCS founders and a conversation with early career psychologists. The first one, with the founders, was a historical treat! The founders of the Summit are Dr. Lisa Porche-Burke, Dr. Rosie Bingham, Dr. Derald Wing Sue, Dr. Melba Vasquez. Dr. Porche-Burke was not able to travel to attend in person. They discussed how they were presidents of the sponsoring divisions and they wanted to make an impact regarding multiculturalism. They each shared the history and their processes within the struggle to be heard as a minority. The founders reflected on how they believed the summit would be a one-time conference and here they were 20 years later. They also discussed how multicultural theory and counseling has broadened from race & gender to include many social identities and locations. Lastly, a powerful aspect of the conversation was the founders' reflections on the emotional and personal toll the U.S. Presidential election results impacted them and our field. A primary shared reaction included continuing to hold our power as marginalized communities.

The second keynote, the panel of early career psychologists (ECP's) was well attended and evident of the value to include all voices at the table. The panelists discussed their perspectives, growth and particularly imposter syndrome. They also shared stories about the impact of using their voices as ECP's as well as their process to recognize they have something to offer. The psychologists also highlighted the importance of admitting our own biases and not thinking that since we are multiculturally focused psychologists, we don't have the biases. Of particular interest to ACCTA members is that Dr. Carlton Green was one of the ECP panelists, who was one of the ACCTA 2016 Diversity Scholars. During his talk, he noted one of his best professional memories as being ACCTA Diversity Scholar.

There were three preconference workshops:

- Gender diverse clients: Understanding the history and moving forward
 - Presenters: lore m. dickey, Anneliese A. Singh, & Michael L. Hendricks
- Reaching Higher: Enhancing Quality Care with Multicultural Supervision
 - Presenters: Jeanne Manese & Theo Burns
- Culturally adapting psychotherapy: An evidence-based approach with practical clinical utility
 - Presenter: Wei-Chin Hwang

Apology to American Indian communities

The Full Letter of Apology to Native American, Native Hawaiian, and Alaska Native Peoples was presented to The Society of Indian Psychologists. The effort, led by Division 39's Section IX, Psychoanalysis for Social Responsibility, was also signed by an additional five divisions of APA (24, 26, 27, 35, 45). However, it was not signed by the APA. The new President, Dr. Tony Puente, met with the group and promised to discuss at their first board meeting. You can read a

full report from Division 39 (Psychoanalysis) Section IX here:
<https://theactivistblog2.files.wordpress.com/2017/04/apology-letter-report.pdf>

If you would like to read more about the NMCS 2017, you can go to the [NMCS website](#).
The [full conference program](#) is also available.

The next Summit is January 2019.

Respectfully submitted by:

Carmen Cruz, Psy.D.
ACCTA Board Member / SCD Board Liaison