Academy of Psychological Clinical Science (APCS) – Annual Meeting
Thursday, May 20, 2021

<u>Meeting Information</u>
Time: 10:00 am, PDT (12 pm CDT, 1 pm EDT)
Meeting held on Zoom

Attendance: Cindy Yee-Bradbury, Current President, APCS, UCLA; Atina Manvelian, Student Representative, APCS, Doctoral Student/Intern, University of Arizona/Palo Alto VA; Nick Eaton, Treasurer, APCS, SUNY Stony Brook; Susan South, Member at Large, APCS, Purdue; Chris Larson, Member at Large, APCS, University of Wisconsin-Milwaukee; Jeanette Hsu, Member at Large, APCS, VA Palo Alto Health Care System; Dave Sbarra, University of Arizona; Alan Kraut, PCSAS; Steven Lynn, SUNY Binghamton; Amy Fiske, West Virginia University; Anna Weinberg, McGill; Benjamin Katz, Doctoral Student, University of Wisconsin-Milwaukee; Bethany Teachman, University of Virginia; Brian D'Onofrio, Indiana University; Caroline Boyd-Rogers, Doctoral Student, University of Iowa; Dick McFall, PCSAS; Doug Samuel, Purdue; Edward Selby, Rutgers; Howard Berenbaum, University of Illinois Urbana-Champaign; Anne Zhang, Indiana University; Jane Simoni, University of Washington; Jennifer Cheavens, Ohio State; Jennifer Tackett, Northwestern; Joanne Davila, SUNY Stonybrook; Joel Hughes, Kent State; Lauren McGrath, University of Denver; Lisa Starr, University of Rochester; Mary O'Brien, Yale; Mary-Frances O'Connor, University of Arizona; Michele Levine, Western Psychiatric; Molly Nikolas, University of Iowa; Patricia Kerig, University of Utah; Patricia Llewellyn, University of Virginia; Michael Pogue-Geile, University of Pittsburgh; Rhonda Sena, UCLA, Internship; Shannon O'Flinn, USC; Stacy Frazier, Florida International University; Steve Lee, UCLA; Teresa Treat, University of Iowa; Tim Strauman, Duke; Tom Rodebaugh, Washington University St. Louis; Bob Levenson, UC Berkeley, PCSAS; Annette La Greca, University of Miami; Tara Mehta, University of Illinois at Chicago, Internship; Patricia Deldin, University of Michigan; Stephanie Mullins-Sweatt, Oklahoma State University; Jason Moser, Michigan State University

1. *Welcome*

Cindy Yee-Bradbury: Welcomes all to meeting. Cindy notes that Nick Eaton, Susan South, and Joanne Davila are all ending their terms for APCS this year and thanks them for their service. Cindy notes that the pandemic has made things very challenging and APCS still made progress on many fronts this year.

2. *Reports.*
(a) *Student Engagement Committee (Stephanie Sweatt, Molly Nikolas, Atina Manvelian)*

Stephanie Sweatt: Explains that this committee is a bridge between APCS and students. Activities include developing a clearing house of information for graduate students.

Atina Manvelian: Describes how a key activity of this committee recently has been the development of a mentor-mentee check-in form. The committee created this document to help facilitate conversations between faculty mentors and graduate students. Once the form is finalized, it will be emailed to APCS representatives. The SEC welcomes feedback on ways to improve the document.

(b) *PCSAS (Alan Kraut and Bob Levenson)*

Alan Kraut: Noted that PCSAS had a very good year, despite the challenging circumstances. They received several big donations from individuals and organizations, are deep into renewing PCSAS programs that first

were accredited ten years ago, and continue to move forward with new programs. Forty-four clinical programs are now accredited by PCSAS, with the most recent being the University of New Mexico.

PCSAS accreditation has been recognized by state licensing boards in New Mexico (led by Elizabeth Yeater and Dan Mathews), Michigan (led by Patty Deldin and Jason Moser), Arizona (led by Dave Sbarra and Will Corbin), Missouri (led by Tom Oltmanns and Debi Bell), Delaware (led by Bob Simons), New York (led by Joanne Davila and Dan Klein) and California. In additions, active efforts are being pursued in several additional state, furthest along in Minnesota (led by Angus MacDonald and Monica Luciano), and Pennsylvania (led by Tom Olino, Diane Chambless, Martha Wadsworth, and Michael Pogue-Geile). In addition, PCSAS continues to make strides toward recognition by federal agencies, particularly at the U.S. Dept, of Health and Human Services.

Bob Levenson: This year marked the transition to some programs holding PCSAS accreditation only. UC Berkeley is well into that process having just admitted their second cohort into their program which is only PCSAS accredited. SUNY Stony Brook has announced that they will do the same. Bob highlighted that we are starting to develop a play book for how to make this transition. He also emphasized that we have a critical opportunity to re-imagine clinical training, and that Zoom has opened up new possibilities. For example, Bob described a pooled course on implementation science that could be offered to Academy programs.

Cindy: Thanks Alan and Bob for their continued work.

(c) Anti-racism Task Force and associated Workgroups (Stacy Frazier)

Stacy Frazier: One month after George Floyd's murder last year, APCS issued a statement affirming a commitment to anti-racism that outlined an ambitious set of goals. Stacy posed the question "What if we centered racial and social justice in clinical science training?" What if everyone recognized that anti-racism was central rather than peripheral to training; that responsibility should be carried by everyone, and not only by a few who lean into efforts around diversity, justice and equity.

An APCS anti-racism task force was formed, comprised of a diverse group of scholars at different career stages. Task force members were: Stan Huey, Associate Professor, University of Southern California; Joanne Davila, Professor, Stony Brook; Jaisal Merchant, Doctoral Student, Washington University St. Louis; Lauren Ng, Assistant Professor, UCLA; Edelyn Verona, Professor, University of South Florida; Irene Tung, Post-Doctoral Fellow, University of Pittsburgh; Juliette McClendon, Assistant Professor, Boston University School of Medicine; Jackie Moses, Doctoral Student/Intern, Florida International University/UCSF.

Stacy formally recognized them and thanked them for their work. A number of them will continue to work with APCS moving forward.

The task force met 5 times to develop a roadmap. The result was three action items which became the focus of three work groups:

(1) Survey Development. This group will work to generate a survey, to be distributed to APCS member programs, to assess plans, practices, and resources for centering diversity, equity, inclusion and anti-racism within clinical science training.

(2) Website. This group will create a collaborative toolkit and resource repository for the APCS website where member programs can access and share resources informed by but not limited to what we learn through the survey.

(3) Public Facing Commitments. The EC has compiled the publicly available statements on diversity, equity, inclusion, and anti-racism from member programs' websites. This work group will work on coding these data and possibly writing a manuscript.

An email was sent to the APCS list-serv seeking participation in these work groups. Twenty-nine people have volunteered, including students at all levels of training (1st years through post-docs), faculty at all ranks, and some Task Force and EC members are also participating in these groups. If people are interested, please reach out to Stacy.

Stacy reminded us all of Dr. Martin Luther King's call to action for behavioral scientists (https://www.apa.org/monitor/features/king-challenge), and highlighted the recent calls to action for clinical scientists that have been published in journals (e.g., https://psyarxiv.com/xqwr4/).

Cindy: Thanks Stacy for her work with the task force.

(d) Workgroup on Reducing Barriers to Clinical Science Education (Chris Larson)

Chris Larson: Out of necessity, this work group adapted itself to focus on navigating graduate admission during the pandemic. In the beginning, the focus was best practices for virtual interviews; however, they did not want to limit the scope. Rather, the group proposed considering barriers to clinical science education at all levels. Three work groups were formed.

(1) Doctoral Program Virtual Interviews.

This group conducted surveys and focus groups with current students and disseminated a report summarizing these data. The group also prepared survey questions for programs and applicants to obtain retrospective feedback on the virtual interview process. Data collection is underway

(2) Best Practices in Evaluation and Selection of Internship Applicants.

This group conducted focus groups with current interns and disseminated a report summarizing these data. They are currently working to coordinate post-interview day data from internship applicants and training directors.

Wayne Siegel: Noted that it is likely that APPIC will send out a statement encouraging virtual interviews.

(3) Best Practices in Evaluation and Selection of Doctoral Students. This group conducted a survey of faculty to assess perceptions of important skills of graduate students. Led by Tom Rodebaugh, this group used these data to develop and disseminate a structured interview with a rubric to assess the skills. The interview was rolled out late so it was not widely picked up this year, but they plan to keep assessing the utility of the interview.

Chris: Concludes by saying that they would love to have more people involved and anyone interested should reach out to her.

(e) Workgroup to Increase Internship Representation (Susan South)

Cindy: Reminds the meeting that APCS comprises 66 doctoral programs but only 12 internships. The goal of this workgroup is to increase the number of internships.

Susan South: Wants to focus practically on how to make it easier for internships to become APCS members. This group is proposing a pilot program to recruit 10 new internship programs. They will identify programs that have recently been through the accreditation process. They are requesting funds for two to three graduate students to use these self-study documents and other publicly available material to provide a reasonably comprehensive draft of APCS application documents.

Councils of Chairs of Training Councils (CCTC) Social Responsive Toolkit (Joanne Davila)

Joanne Davila: Many individuals worked very hard to create a social responsive tool kit with 9 modules, each of which has a specific product or tool (https://pr4tb8rrj317wdwt3xlafg2p-wpengine.netdna-ssl.com/wp-content/uploads/2021/05/CCTC_Socially-Responsive-HSP-Ed-Training_v7.pdf).

CCTC is currently focused on dissemination through multiple venues, including direct distribution, publication of academic articles, conference presentations, social media announcements, implementation webinars and consultation services. CCTC will recruit people to engage in a workgroup focused on developing dissemination strategies, and there will be a joint CUDCP and APCS workshop this summer to highlight different aspects of the toolkit.

(f) Goals for Advancing Clinical Science – Breakout Groups (20 min)

Below are summaries of the discussions in each group presented to the full meeting.

(i) Graduate Admissions: 2020-21 in hindsight & planning for 2021-22 (Chris Larson & Nick Eaton)

Nick Eaton: The focus of discussion was on how do we adapt admissions when the GRE is not required and identifying solutions to the challenges associated with dropping the GRE. For example, not requiring the GRE results in an increase in applicants, but not an increase in applicants for underrepresented groups. Also discussed how to do a holistic review of applicants without overburdening faculty.

Chris Larson: Notes that it will be important to collect data on how changes to application processes may be impacting admissions from underrepresented groups. Perhaps this could be coordinated across CUDCP and APCS. For programs who are developing rubrics, it would be great if they could be shared. She will send out an email.

(ii) Applying to Internships: 2020-21 in hindsight & planning for 2021-22 (Susan South & Jeanette Hsu)

Jeanette Hsu: Notes that she has data from a survey of applicants to her internship this year. Interviews were virtual. About 96 students interviewed and about half responded. Respondents preferred virtual interviews as long as there wasn't an in-person option. (There was concern that when there was an in-person option not doing it would reflect poorly on the applicant.) Virtual interviews save students

thousands of dollars. 88% of internship training directors said that they were likely or very likely to offer virtual interviews next year

Patricia Kerig: Noted that graduate students at her program thought virtual interviews were helpful and they appreciated not having to travel both because of cost and stress. Students also hoped for a fully online option so that those who choose not to go in person are not disadvantaged

Others agreed and highlighted other concerns that were addressed by virtual interviews, including reduced illness and the ability to focus on the interview (e.g., students who were pregnant reported that it was helpful not to have to talk about their pregnancy).

There was discussion about whether virtual interviews were disadvantaging any candidates. It was noted that faculty may have been more conservative when evaluating applicants this year. In addition, there were more applicants than is typical and the pool of applicants was very strong.

Bethany Teachman: Asked whether the group discussed whether there will be a consistent policy regarding lowering number of hours for applicants given the amount of time that people have lost this year, noting that students in her program were particularly concerned about having fewer assessment hours.

Jeanette: Noted that Palo Alto VA did not put out an explicit statement about this, but the sites are aware that that this is an issue for students. She will raise this issue with APPIC.

There was also discussion about the possibility of capping the number of hours that students could report on APPIC applications. There was broad support for this idea, and it was noted that this has been raised with APPIC but has not gained traction.

(iii)   *Improving the mentor-mentee relationship to enhance student success (Atina Manvelian & Melanie Dirks)*

Atina Manvelian: During this discussion, she got great feedback on the mentor-mentee check in. She noted that internship programs could also use the check in. She is continuing to collect feedback and invited people to email the Student Engagement Committee with their thoughts.

There was a lot of enthusiasm for the checklist, and discussion focused on ways to facilitate dialogue between students and mentors, including having a secondary mentor. The importance of being able to talk about personal and potentially sensitive issues (e.g., finances) was also discussed.

(iv)   *Transitioning from dual accreditation to PCSAS accreditation only (Bob Levenson & Joanne Davila)*

Joanne: Discussion focused on creation of a roadmap for how programs can move from being dually accredited to being only PCSAS accredited, including putting together materials that faculty could use to present at their programs.

Bob: Notes that the challenge involved in changing training programs should not be underestimated, but we also have a huge opportunity and the responsibility of setting up a framework for clinical science training for the next 70 years.

There was discussion about how to build self-evaluation into the training model, so that we are continually updating. The importance of having goals and being accountable was highlighted.

Howard Berenbaum: Noted that the data we need to consider are the data concerning improving mental health, and so far we have not moved the needle in terms of reducing mental health burden.

Wrap-up and Future Directions (Yee-Bradbury)

Cindy: Thanks EC members and group leaders and notes that the EC will be meeting soon. She also reminded us that to commemorate the 25th anniversary of the APCS, which was in 2020, there will be a special Clinical Science Forum during the virtual meeting of APS next week.

Meeting Adjourned