Building collaborations Scribe document

Please note and remind yourself frequently: The intent of this document is for it to lead to a public-facing record of your workgroup's activity. By the day of the Summit it will be accessible to anyone at the Summit, and after the Summit it will be turned into a fully public-facing document. This means that although you should take notes however makes sense for you, it will be important to refine the notes to be comprehensible to others.

Guiding Committee: None before Summit
Moderator: Cindy Yee-Bradbury / Ann Kring
Scribe: Justin Lavner

Describe intended product of the workgroup:

Creating a platform(s) to serve as a "living library" for information

Who is willing to lead on this topic (future efforts at the Summit and beyond):

Lorenzo Lorenzo-Luaces, Ann Haynos, Katie Dixon-Gordon

Main Notes Area

- Must find out what the community (students and faculty) wants before creating new things that might not actually be desired
    - What are the platforms (e.g., Wikipedia page, YouTube channel) that would be useful?
    - What content for these platforms would be useful?
- How can we learn about programs that are successful?
    - Survey on student satisfaction – what are the features in common that those programs have?
    - Triangulate data collection across programs.
    - Spotlighting programs that do different domains well (e.g., supervision, mentorship, DEIJ), or a forum to highlight certain things that are going well. Could be information from self-studies.
    - Review committees could share information about elements of programs that seem innovative or successful (e.g., holistic admissions rubrics, syllabi, integration of research and application). Could there be a mechanism for organizations like the PCSAS review board to flag certain things?
- How can we get access to sample syllabi?
    - Living library for exemplary course syllabi. Avoids problems of reinventing the wheel. Academy should figure out how to best do this. Curating is a challenge.
    - Wikipedia can be used as a platform to disseminate (e.g., Eric Youngstrom has disseminated evidence-based assessment information this way). Github is another way. Requires less maintenance.

- How can we connect students across programs?
  - Peer-to-peer mentoring across programs. Early career near-peer mentorship program (e.g., Eating Disorders society has a successful one) – people apply and chairs of committee make matches.
  - Conferences (SPR, APS, APCS hosting something for students?).
  - Discussion board on website.
  - Ask students how they would like to connect.
- How can we share resources for recruitment?
  - Common recruitment workshop that programs take turns hosting
- How can we increase access to knowledge? Using recorded talks
  - Examples focused on methods: How to do specific analyses, coding
  - Either classes or single talks (could be part of proseminar)
  - Uploaded to YouTube
  - Could also curate existing resources in addition to creating new content
  - Society for Clinical Child and Adolescent Psychology has this; what did they learn about what to do / not do?
- How can we foster collaborations with communities / outreach?
  - High-school students
  - Community organizations
  - Regionally
- How can we share resources for research?
  - Student exchange spending time in labs at other universities.
  - This is another benefit of the near-peer exchanges.
  - Harmonizing data collection across studies (e.g., common measures, common data elements)
- How can we be more creative about course assignments to increase dissemination?
  - Examples: Creating curated lists on different topics; YouTube videos for dissemination
- How can we support work on these initiatives? Positions should be funded/incentivized to avoid the service trap
  - Annual funded position a student could apply for
  - Faculty could also be compensated
  - Titled position (e.g., Dissemination Fellowship)
- How can we ask questions about training to inform training?
  - Data can inform what programs look like.
  - Is there a correlation between research output and clinical hours?
  - Re-aligning benchmarks (what does it take to get a faculty position, get an internship, etc.).

Parking Lot
The parking lot is for anything that was noted during the group that does not fit well on the topic. You may wish to refer this information to other groups after your group meets.