APA GUIDELINES
on Equitable and Respectful Treatment of Students in Graduate Psychology Programs

APAGS-BEA WORK GROUP

APPROVED BY APA COUNCIL OF REPRESENTATIVES
FEBRUARY 2023

AMERICAN PSYCHOLOGICAL ASSOCIATION

Note: THESE EDUCATIONAL GUIDELINES WERE PREPARED as an educative summary of relevant pedagogical principles applicable to graduate education and training of psychologists. The guidelines seek to support and be consistent with both the APA Ethics Code (as amended in 2017) and the Standards for Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (2017). The guidelines are not intended to, nor do they, supersede either of these documents. Only the APA's Ethics Committee and the Commission on Accreditation have the authority to interpret their respective standards.

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ABOUT THE APAGS-BEA WORK GROUP

Work Group Purpose

The intent of this document is to encourage graduate psychology programs to promote the equitable and respectful treatment of graduate students throughout their education and training so that graduate students may fully benefit from their graduate education and maximize their potential within and beyond their graduate programs. Our hope is that departments, administrators, faculty, and graduate students will actively use this document to inform and review program policies and practices to foster equitable and respectful treatment of graduate students. We also hope that it will provide prospective graduate students with a resource to guide the questions that they ask programs as they consider where to go for graduate education and training in psychology.

Background and History of the Workgroup

The APAGS-BEA Work Group was convened by the American Psychological Association of Graduate Students (APAGS) and the Board of Educational Affairs (BEA) in late 2018 to identify policies and practices for graduate programs that promote equitable and respectful treatment of graduate students. The Work Group generated considerations as well as pragmatic action steps for use by program directors, department chairs, current and prospective graduate students, and others when reviewing or developing policies that impact the treatment of graduate students.

The current document follows on the heels of the Principles on the Fair, Equitable, and Respectful Treatment of Psychology Graduate Students: A Student Bill of Rights, that APAGS proposed, and which was tabled after discussion with BEA. Inspired by this earlier APAGS initiative, the current project shares the vision of the APAGS undertaking, the primary goal of which was to "...promote the fair, equitable, and respectful treatment of every psychology graduate student throughout their education and training... [by providing] a basis for psychology graduate students, student organizations, and graduate programs and training sites to engage in dialogue about the rights of student trainees within our field (APAGS, 2017)." As APA policy, this document is intended to serve as a resource that will earn broad acceptance by graduate departments and programs and give current and prospective students guidance to independently evaluate programs based on identified program qualities. Charged by APAGS and BEA, the Work Group cochairs finalized the membership of the work group in January 2019.

Our work spanned the darkest days of the pandemic against the backdrop of compounding race- and class-related disparities further intensified in the summer of 2020 by the murder of George Floyd and violence against the Black Lives Matter (BLM) protestors across the United States. We are aware of the growing consciousness of what it means to enact meaningful change in well-established systems of privilege and power (e.g., APA Racism Resolution; Equity, Diversity, and Inclusion Framework). The Work Group hopes this document will contribute to the well-being of all graduate students while acknowledging that the education and training community in psychology will need the flexibility to contextualize and operationalize the below four dimensions in the rapidly and continuously evolving social and professional context. The Work Group understands that the guidelines may not be applicable in all situations faced by the education and training community in psychology.

Process

The Work Group reviewed current APA accreditation and ethical standards and other relevant documents to serve as primary resources for its work. Over a series of virtual meetings during 2019 and 2020, the Work Group identified key principles and practices related to the equitable and respectful treatment of graduate students and developed suggestions to promote graduate student development, active participation, and productivity in graduate programs in psychology.

Equitable and Respectful Treatment of Students in Graduate Psychology Programs

INTRODUCTION

The APAGS-BEA Work Group developed this document to provide considerations for graduate programs, faculty members, and students seeking to promote equitable, respectful, and ethical treatment of students in graduate psychology programs. This document recommends program processes, policies, and practices that promote such graduate education and training. They are aspirational and not intended to be mandatory, and they may not be applicable to every situation. In no instance are they intended to take precedence over the professional judgment of faculty responsible for specific education and training programs or others of academic authority responsible for education and training institutions. The vision is to provide programs guidance such that graduate students can fully benefit from their psychology education and maximize their potential within and beyond their graduate programs. To that end, the program policies and practices articulated in this document seek to protect graduate students and create the opportunity for their empowerment, participation, and affirmation in graduate psychology programs.

The areas of graduate student support and protection covered in the guidelines supplement, rather than supplant, the essential mandates to which programs must adhere, including regional and/or programmatic accreditation, as well as ethical and legal standards applicable to the education, training, and practice of psychology. The Work Group identified four dimensions of equitable and respectful treatment (Figure 1):

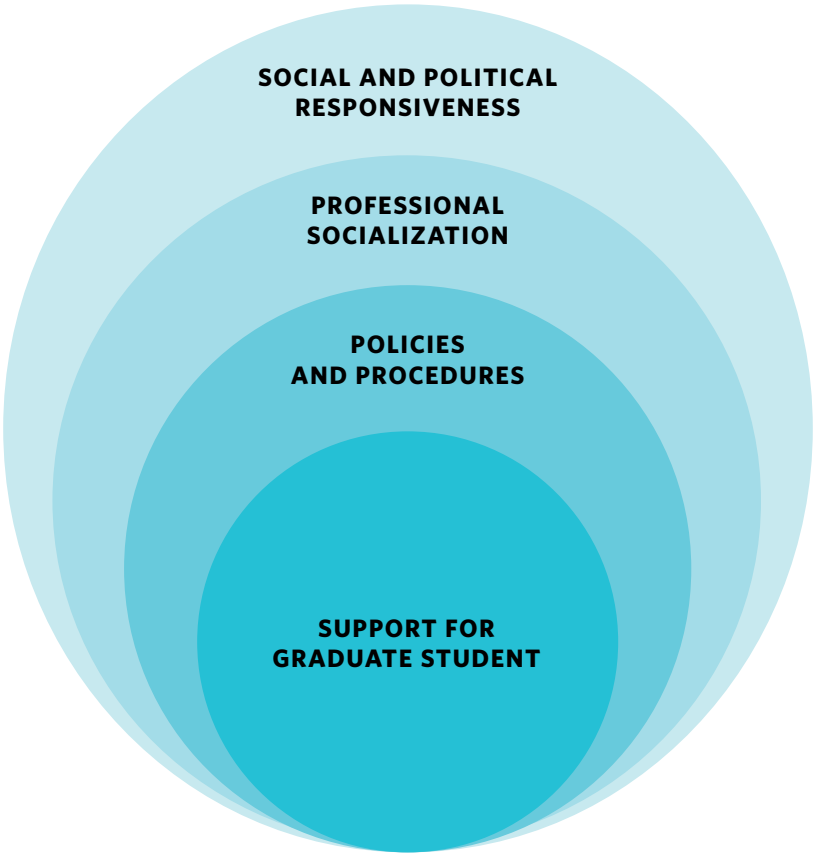
1. support for graduate students,
2. policies and procedures,
3. professional socialization, and
4. social and political responsiveness.

The Work Group primarily focused on the aspirational elements of equitable and respectful practices rather than the basic or minimal expectations that programs must meet in relation to the law and applicable accreditation standards. The practices and considerations articulated in the document suggest ways programs may consider promoting and protecting values of equity and respect. There also may be additional practices not included in the guidelines that are worthy of programs' consideration.

Graduate psychology programs are encouraged to consider the following practices across the four dimensions identified above to promote and protect equitable and respectful policies and procedures:

- Critically examine and engage with the ethical and legal standards that inform graduate education and training in psychology.
- Stay informed and critically examine the literature on best practices in education, research, and training of graduate students and how they impact the experiences of the increasingly diverse graduate student population.
- Actively engage all stakeholders in developing and implementing innovative strategies to meet curricular and student development goals.
- Seek consultation when administrative or training tasks are outside of faculty, administrators, and staff expertise.
- Provide safe opportunities for students to provide feedback to the program on practices that impact their well-being, education, and training. Educate faculty and stakeholders to consider the power differentials that may preclude students from providing feedback.
- Consider student representation on committees that impact their well-being, education, and training.
- Modify or advocate for organizational and procedural practices to facilitate equity and inclusion for students of all backgrounds and identities, recognizing that doing so may entail advocacy with institutional financial decision-makers (e.g., dean, provost, VP of academic affairs, president) when such resources are not within the scope of the program.
- Extend the program's commitment to equity and inclusion to broader stakeholders beyond graduate students, faculty, and staff (e.g., community partners, lab managers).
- Engage the program leadership and faculty in systemic intervention and advocacy beyond the program, including at the institutional, state, and national levels.

FIGURE 1. ***Dimensions of Equitable and Respectful Practices***



The four dimensions of equitable and respectful program practices are presented in Figure 1 and described in detail in the sections below.

1. SUPPORT FOR GRADUATE STUDENTS

GUIDELINE 1

Equitable and respectful graduate psychology programs aspire to support—as resources allow—the physical, psychological, and financial wellness of graduate students. Such programs also strive to provide professional resources and support and to promote and protect the personal and interpersonal safety of graduate students within their program.

1.1 Physical and Psychological Wellness

Graduate programs may consider enacting values of equity and respect by:

1.1.1. Prioritizing the overall wellness of all graduate students, including physical, emotional, and behavioral health.

1.1.1.1. Providing graduate students with access to affordable insurance options that may include quality health, vision, dental, reproductive, and mental health care coverage or information about sliding-scale or affordable options outside the institution for any services the program is unable to provide because of financial constraints, while working towards full provision of benefits in the future.

1.1.1.2. Providing graduate students, in advance of applying, specific information and resources at the program and institutional levels related to predictable stressors pertaining to graduate study.

1.1.1.3. Proactively providing graduate students with resources and/or referral information for mental health treatment at matriculation and throughout their time in the program.

1.1.1.4. Informing graduate students about how to obtain accessibility resources for individuals with a disability through the program, department, university, and/or training sites.

1.1.2. Promoting self-care and well-being as foundational aspects of psychology education, with the recognition that program faculty often serve as role models for graduate students.

1.1.2.1. Considering sharing any of their own positive self-care and well-being practices, when applicable.

1.1.2.2. Considering that when they advocate for self-care, self-reflection, and communitarian care, faculty are promoting beneficial lifelong practices.

1.1.2.3. Exemplifying a commitment to cultivating a graduate education experience that is positive and enriching.

1.1.2.4. Acknowledging and respecting the challenges associated with graduate education in psychology.

1.1.2.5. Supporting students in navigating challenges in graduate education, self-care, and well-being.

1.2 Financial Wellness and Support

Graduate programs may consider enacting values of equity and respect by:

1.2.1. Promoting and protecting transparency regarding the financial commitments associated with graduate training.

1.2.1.1. Providing accurate and current descriptions of financial costs and support within their program that are available in multiple locations (e.g., program website, student handbook, flyers).

1.2.1.2. Disseminating information about financial support opportunities to all students in their program.

1.2.1.3. Maintaining a transparent and equitable application process for assigning research and teaching assistants.

1.2.1.4. Engaging in a transparent and equitable admissions, grant programs, and award application review processes.

1.2.1.5. Paying (when feasible), rather than reimbursing, costs for graduate students to avoid assumptions of liquidity and financial resources that graduate students may not have.

1.2.1.6. Providing emergency funds, if available, or referring graduate students to larger institutional or community resources, when student needs exceed standard program resources (e.g., food, housing, medical).

1.2.1.7. Sharing information about accessing emergency funds during program orientation and throughout graduate students' time in the program.

1.2.2. Offering education, training, and faculty mentorship to enhance the financial literacy of incoming graduate students.

1.2.3. Addressing the contemporary context of financial stress that may be experienced by many graduate students.

1.2.3.1. Educating themselves about the differential impact of debt on students with marginalized identities.

1.2.3.2. Acknowledging and addressing faculty and staff biases about social class by openly discussing financial inequities and their intra- and interpersonal impact.

1.2.3.3. Advocating for expanded resources in the program, the larger campus community, and beyond to address inequities and the financial burden of graduate study.

1.3 Professional Resources and Support

Graduate programs may consider enacting values of equity and respect by:

1.3.1. Providing graduate students with adequate, clean, and physically safe workplaces and spaces.

1.3.2. Providing graduate students with access to technology necessary to complete their education and training.

1.3.3. Offering sufficient and appropriately sequenced required courses and training opportunities on a predictable academic schedule with adequate notice of changes in the availability of classes (APA, 2017, Standard 7.01).

1.3.4. Mentoring graduate students to enhance their professional development via extracurricular activities (e.g., conferences, specialty training, and leadership development).

1.3.5. Providing institutional support to graduate students to access professional development opportunities.

1.3.6. Identifying publicly any "hidden costs" and advocating to reduce those expenses to improve equitable access to graduate training (e.g., conducting virtual admissions, internship, and practicum interviews).

1.3.7. Providing accurate and relevant information about professional opportunities postgraduation.

1.4 Interpersonal Safety and Respect

Graduate programs may consider enacting values of equity and respect by:

1.4.1. Modeling ethical and legal behavior for the protection of all parties, including colleagues, graduate students, research participants, and clients.

1.4.2. Fostering mutual trust, transparency, and acceptance in mentoring relationships.

1.4.3. Respecting professional and personal boundaries and sharing power in teaching, mentoring, research, and supervisory relationships.

1.4.4. Demonstrating honesty, integrity, and compassion in interactions among students, staff, and each other.

2. POLICIES AND PROCEDURES

GUIDELINE 2

Programs strive to be transparent, fair, and consistent in developing, implementing, and enforcing policies and procedures. Programs are encouraged to consider actively recruiting students to participate in the process of creating and revising policies.

2.1 Transparency and Fairness in the Creation, Communication, and Implementation of Policies and Proceduress

Graduate programs may consider enacting values of equity and respect by:

2.1.1. Promoting and preserving procedures and policies that are fair and equitable.

- 2.1.1.1. Committing to the enactment of equitable and inclusive policies that actively address social, cultural, and/or economic contexts that unfairly marginalize or reward students differently based on their identities and circumstances (e.g., race, gender, sexual orientation, gender identity, socioeconomic status, religion, disability, immigration status).
- 2.1.1.2. Addressing problematic policies when they become evident or are brought to their attention.
- 2.1.1.3. Creating and enforcing policies that promote reasonable compensation for service, teaching, and research responsibilities and time expectations for degree advancement and completion for graduate students.

2.1.2. Providing complete information about program requirements, policies, and procedures.

- 2.1.2.1. Disseminating accurate information about program costs, program requirements, and application procedures publicly available (APA, 2017, Standard 7.02).
- 2.1.2.2. Communicating program expectations to all applicants before admission.
- 2.1.2.3. Communicating evaluation criteria and deadlines to graduate students with sufficient time for students to raise questions and comply.
- 2.1.2.4. Engaging in regularly scheduled reviews of program culture and seeking input from students in this process with specific attention to instances when program culture and expectations translate into informal rules and policies.
- 2.1.2.5. Writing rules and policies to avoid unspoken, informal and inconsistent expectations of graduate students.
- 2.1.2.6. Informing graduate students, where applicable, about their professional, ethical, and legal obligations when assigned to an external site.

2.1.3. Recognizing in writing students' general and educational rights in a publicly available document.

- 2.1.3.1. Promoting and protecting the right to freedom of speech and independent thought to the extent not limited by institutional policies and/or applicable law.
- 2.1.3.2. Organizing to support causes to the extent not limited by institutional policies and/or applicable law.
- 2.1.3.3. Safeguarding and advancing students' rights, consistent with their institutional missions, when federal or state laws unfairly or unreasonably impede a student's ability to continue their education based on their identities and circumstances (e.g., race, gender, sexual orientation, gender identity, socioeconomic status, religion, disability, immigration status).

2.1.4. Recognizing and promoting students' educational rights.

- 2.1.4.1. Promoting and protecting graduate students' freedom of inquiry and dissemination of findings, within the bounds of their ethical and legal obligations.
- 2.1.4.2. Advocating for institutional policies and procedures that are equitable, ethical, and fair by providing graduate students due process rights, including the right to appeal unfair grades and evaluations.
- 2.1.4.3. Seeking to protect graduate students from exploitation, including being forced or coerced to perform tasks unrelated to the scope of their graduate and professional education.
- 2.1.4.4. Discussing APA's Ethics Standards, before working together, to review students' receipt of appropriate publication credit based on their relative contribution, including receiving first authorship on articles based on their theses/dissertations (APA, 2017, Standard 8.12).

2.1.5. Establishing and providing graduate students clear internal procedures for reporting grievances to program, department, and/or university officials and appealing decisions involving student treatment.

- 2.1.5.1. Enforcing established procedures and applying due process fairly and consistently when allegations exist that graduate students may have violated institutional policies or the law.
- 2.1.5.2. Providing alternative recourses in policies for instances when conflicts of interest exist between or among graduate students and faculty, program coordinators,

training directors, supervisors, and/or other stakeholders.

2.1.5.3. Prohibiting retaliation against graduate students, as well as faculty and staff who advocate for graduate students, for filing grievances, appealing decisions, or participating in grievance investigations.

2.2 Privacy

Graduate programs may consider enacting values of equity and respect by:

2.2.1. Safeguarding the privacy of all graduate students academic, personal, and program performance information.

2.2.1.1. Informing graduate students during their orientation and as relevant during their graduate education about the legal limitations related to the confidentiality of their academic, personal, or program performance records, including information about mandatory or permissible exceptions (e.g., deidentified or hypothetical vignettes of common situations).

2.2.1.2. Providing graduate students with the policies and procedures that govern allegations against a student's judgment, competence, or character during orientation.

2.2.1.3. Maintaining the confidentiality of students' self-disclosure of views or beliefs except when they relate to professional competence, are legally required, or necessary to protect the public.

2.2.2. Avoiding the disclosure of personal information related to sexual history, abuse, treatment, or personal relationships, unless such information is clearly listed in publicly available information as part of the graduate program requirements, is necessary to ensure the safety of the graduate student or another person, or is legally required (APA, 2017, Standard 7).

2.2.2.1. Educating graduate students so they understand their right to refrain from personal disclosures, unless otherwise required (APA, 2017, Standard 7.04).

2.2.2.2. Providing publicly available information outlining these nondisclosure protections and identifying a neutral third party who does not evaluate graduate students and is trained to handle questions or concerns in the program about personal boundaries and disclosures.

2.3 Inclusion of Graduate Students in Creating and Evaluating Policies and Procedures Related to Their Treatment

Graduate programs may consider enacting values of equity and respect by:

2.3.1. Facilitating graduate student involvement in establishing and revising policies and procedures affecting their graduate experience.

2.3.2. Seeking representation and participation of graduate students from minoritized groups in writing, reviewing, and modifying program policies, as well as on task forces/committees/groups that pertain to graduate students, while not shifting the burden of correcting systemic inequities to the minoritized students themselves.

2.3.3. Providing opportunities for graduate students to provide input and feedback on institutional and program practices that may impact graduate student well-being, education, and training. Protecting graduate students who provide feedback from retaliation.

2.3.4. Acknowledging and managing power differentials that may preclude students from providing authentic input and feedback.

3. PROFESSIONAL SOCIALIZATION

GUIDELINE 3

The establishment of a professional identity is an integral aspect of the development of psychologists. Equity and respect involve explicitly acknowledging the importance of socialization to the profession of psychology and actively engaging in education, training, and mentorship related to professionalism.

3.1 Professionalism

Graduate programs may consider enacting values of equity and respect by:

3.1.1. Facilitating the socialization of graduate students to the profession for which they are being trained by modeling professional involvement, direct training in professional engagement, and support of graduate student professional involvement.

3.1.2. Providing advocacy training and actively engaging graduate students as professionals in advocacy efforts across multiple systemic levels.

3.1.3. Ensuring professionalism that is responsive to contextual and cultural differences.

- 3.1.3.1. Collaboratively identifying each graduate student's individual professional goals.
- 3.1.3.2. Facilitating and supporting progress towards individualized graduate student goals with integrity and accountability as it relates to comportment, concern for the welfare of others, and professional identity.
- 3.1.3.3. Establishing regular intervals to provide graduate students feedback on their progress towards achieving their professional goals.
- 3.1.3.4. Creating procedures for graduate students that address potential challenges in goal progress, so they are first addressed between a graduate student and their program, faculty advisor, or department chair through conversation and then, second, a remediation plan, if needed.

3.2 Mentorship and Supervision

Graduate programs may consider enacting values of equity and respect by:

3.2.1. Providing mentorship and supervision that facilitates the personal and professional development of graduate students.

- 3.2.1.1. Establishing and maintaining productive mentoring relationships that include encouragement, affirmation, constructive feedback, discussion of important matters to the discipline of psychology, appropriate self-disclosure, academic and professional counseling, avoidance of relational issues that may negatively affect the graduate student, and increasing collegiality as the student/mentee develops as a professional.
- 3.2.1.2. Holding accountable mentors and supervisors for their behavior in supervisory and mentoring relationships. Establishing an institutional process where serious and/or persistent supervisor and mentor deficiencies may be addressed.

3.2.2. Promoting and encouraging peer mentorship among current graduate students across all levels of training, and current graduate students and alumni to strengthen interpersonal support and enhance networking opportunities.

3.2.3. Providing clinical, research, teaching, and/or professional supervision to graduate students consistent with current best practices in the field (or subfield) of psychology.

- 3.2.3.1. Defining educational and training expectations in programs that must be met by faculty and supervisors who teach and train graduate students.
- 3.2.3.2. Engaging (program faculty and supervisors) in continuing education to maintain competence in the area(s) for which they provide mentoring and supervision (e.g., clinical practice, research).

4. SOCIAL AND POLITICAL RESPONSIVENESS

GUIDELINE 4

Equitable and respectful program practices involve making visible the sociopolitical context that informs education and training. This involves fostering critical awareness, action and modeling a commitment to social justice through the culturally responsive practice of psychology.

4.1 Cultural Competence and Humility

Graduate programs may consider enacting values of equity and respect by:

4.1.1. Committing to diversity, equity, inclusion, and social justice.

4.1.1.1. Demonstrating diversity and equity values in their endeavors.

4.1.1.2. Prioritizing the broad goal of social justice in our profession and adhering to applicable professional codes when observing, interacting with, and evaluating graduate students' professional behavior.

4.1.1.3. Modeling critical thinking and humility, educating, and training all graduate students to develop the capacity for critical thinking and to apply this capacity in multiple contexts.

4.1.1.4. Expanding equitable and affirming practices and policies to create inclusive spaces for individuals of diverse backgrounds and identities within the academic community.

4.1.2. Expecting interpersonal interactions to be informed by sociocultural awareness, cultural humility, and shared accountability to engage in self-reflection.

4.1.2.1. Deliberately and intentionally engaging in their own axiological analysis and modeling this behavior to graduate students they teach, mentor, and/or supervise.

4.1.2.2. Demonstrating, educating, and training all graduate students in the process of reconciling conflicting values from a position of respect.

4.2 Cultural Context and Embeddedness

Graduate programs may consider enacting values of equity and respect by:

4.2.1. Emphasizing the importance of sociocultural and ecological contexts, as articulated publicly and demonstrated through action.

4.2.1.1. Making clear that programs' public value statements are consistent with the APA Multicultural Guidelines (2017). Featuring and making value statements available to the public, the program, and/or the university.

4.2.1.2. Creating a culture of understanding and accountability for personal participation in, and responsibility to, address systems of oppression in all professional endeavors.

4.2.1.3. Demonstrating and providing opportunities for engagement in social and professional advocacy as psychologists.

4.2.2. Fostering a program-level understanding that personal and professional identities, structures, and endeavors are culturally informed and positioned.

4.2.2.1. Incorporating into curriculum a multidisciplinary historical, cultural, philosophical, and political critical analysis of the ways in which science is constructed and used.

4.2.2.2. Recognizing that professional endeavors of both faculty and students are informed by the sociocultural embeddedness of the person, with regard to their intersecting privileged and marginalized identities.

4.2.2.3. Continuously evaluating program practices and policies, recognizing that they carry and reflect cultural values.

4.3 Fostering Critical Consciousness

Graduate programs may consider enacting values of equity and respect by:

4.3.1. Exploring and addressing in all aspects of graduate education (e.g., curriculum, program processes and procedures, program culture) the systematic ways that dominant powers (whiteness, patriarchy, affluence, and other factors) impact identity, and underpin daily psychological practice, training, research, and education.

4.3.2. Including in program curricula relevant science and literature from across disciplines for a complex understanding of the personal and professional self within the sociopolitical context.

4.3.3. Fostering through education and training an understanding of the inextricable relationship between personal and professional values.

4.3.4. Actively working to make graduate study in psychology more accessible in diversifying the pathway to psychology graduate programs.

4.4 Responsiveness to Sociopolitical Events

Graduate programs may consider enacting values of equity and respect by:

4.4.1. Being thoughtful and timely in responding to sociopolitical issues and events.

4.4.1.1. Making clear value statements and articulating action plans, when appropriate, in response to such events. When needed, programs should consider consulting with multicultural and diversity experts about developing value statements and action plans.

4.4.1.2. Supporting students in meeting educational expectations and exercising flexibility during crises or sociopolitical events that may cause distress to students, staff, and faculty.

4.4.1.3. Supplementing existing curricula with literature and resources, reflecting diverse worldviews, relevant to psychology's role in addressing such sociopolitical event(s).

4.4.1.4. Incorporating materials into curricula that emphasize psychology's role in challenging oppressive systems and theories that reflect the dominant discourse and underpin the daily practice of psychology.

REFERENCES

American Psychological Association (2017). Ethical Principles of Psychologists and Code of Conduct. https://www.apa.org/ethics/code/ethics-code-2017.pdf

APPENDIX A

APAGS-BEA Work Group Member Brief Biographies

BLANKA ANGYAL (she/her) earned her PhD in counseling psychology at the University of Kentucky. Blanka served as the 2020 Chair of the American Psychological Association of Graduate Students (APAGS) and as the APAGS member on the Council Leadership Team (2020) and the APA Board of Directors (2021). She was also a member of APA's Equity, Diversity, and Inclusion (EDI) Collaborative and a board member of the North Carolina Psychological Association (NCPA) Board of Directors as the Sandhill regional representative. Her research interests are diversity training, positional practice of psychology, whiteness and cultural competence in counseling psychology programs and organizations, social justice, and advocacy. She is passionate about advocating for debt forgiveness, quality graduate training, and promoting psychology's role in policy addressing social ills and health care reform.

ERICA H. WISE has spent her career in academic and practice settings. As a clinical professor and director of the academic training clinic at UNC-Chapel Hill for 20 years, she taught core clinical courses, supervised and mentored graduate students, and successfully chaired a campuswide mental health task force that created an evidence-based blueprint for positive change. She has served in diverse leadership roles at APA including the Ethics Committee, Council, the Ethics Commission, the Board of Educational Affairs (BEA), and the BEA conscience clause work group that developed a proactive approach to trainee values conflicts. She was a recipient of the APA Ethics Committee Award for Outstanding Contributions to Ethics Education, and she was awarded an APA presidential citation for her work in social justice advocacy and for promoting high quality education, training, and self-care for psychologists. She has been president of her state association (NCPA) and the Association of Psychology Training Clinics (APTC), as well as chair of the North Carolina Psychology Board. Her professional interests include professional education and training; multicultural supervision; continuing education for psychologists; and the integration of ethics, diversity, and self-care into academic and professional practice settings.

REBECCA GROSSMAN is an associate professor of industrial-organizational psychology and internship director at Hofstra University. Her research focuses on teams (team processes and emergent states, measurement of team constructs, team diversity), training (individual and team training, training transfer), and complex settings (multicultural teams, virtual teams, multiple team memberships). She was the recipient of both the Society for Industrial & Organizational Psychology (SIOP) Leslie W. Joyce & Paul W. Thayer Fellowship in I-O Psychology and the Fred Lewis Interservice/Industry Training, Simulation and Education Conference (I/ITSEC) Scholarship for excellence in research on teams and training.

TRAVIS LOUGHRAN earned his PhD in clinical psychology from the University of Nevada, Las Vegas in 2018. He completed an APA accredited predoctoral psychology internship at the Durham VA Medical Center and an APA accredited postdoctoral fellowship with the VA Center for Integrated Healthcare at the VA Western New York Healthcare System. As a graduate student and postdoctoral fellow, Dr. Loughran served on the APAGS Advocacy Coordinating Team, including two years as committee chair. He is currently a primary care psychologist with the Orlando VA Healthcare System engaging in clinical practice, research, and training.

MEGAN O'BANION (she/her) is a clinical psychologist, the associate dean for health professions, and an associate professor in the School of Nursing and Health Professions at the University of San Francisco. She has served in elected leadership positions for the California Psychology Internship Council (CAPIC), California Schools and Programs of Public Health Association (CSPPHA), and the National Council of Schools and Programs of Professional Psychology (NCSPP). In her NCSPP leadership service, from committee chairperson to recent past president, she has also held liaison terms on the Association of Psychology Postdoctoral and Internship Council (APPIC) as well as on the APA Board for the Advancement of Psychology in the Public Interest (BAPPI), Board of Educational Affairs, Council of Chairs of Training Councils (CCTC), Committee for Early Career Psychologists (CECP), and the Committee on Women in Psychology (CWP). Her previous positions have included serving as a program dean, chair, and director of clinical training for an APA-accredited Clinical Psychology PsyD program, and as a clinical program director for comprehensive treatment programs for youth and families. Her scholarship includes clinical training and education (including consultation), assessment and treatment of diverse populations, interprofessional curriculum development, leadership, and faculty development.

MARSHA WEINRAUB is a developmental psychologist and the Laura H. Carnell professor of psychology at Temple University. She has received university awards for her service and for her undergraduate and graduate teaching. From 2007 to 2016, she was chair of the Psychology Department in the College of Liberal Arts at Temple University. She was recommended for this task force because of her board service in the Council of Graduate Departments of Psychology (COGDOP), an organization that supports and represents the chairs of psychology departments with graduate programs.

MELANIE M. WILCOX is a counseling psychologist and assistant professor in the Department of Psychological Sciences and Institute of Public and Preventive Health at Augusta University. She is currently serving her second term on the APA Board of Educational Affairs and was chair of the board in 2020. Her previous positions have included serving as a director of doctoral training for an APA-accredited counseling psychology PhD program and as a training clinic director affiliated with an APA-accredited counseling psychology PhD program. Her research foci include multicultural training and education (including clinical supervision) as well as racial and socioeconomic inequity in higher education. Her recent publication on racial and socioeconomic disparities in student loan debt and financial stressors in graduate psychology education earned her the 2020 Outstanding Publication of the Year Award from the Society of Counseling Psychology Supervision and Training Section. She was additionally awarded the Board of Educational Affairs Cynthia D. Belar Education Advocacy Distinguished Service Award.

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