



American  
Psychological  
Association of  
Graduate  
Students

To: Council of Chairs of Training Councils  
Date: October 28, 2016  
From: Nabil El-Ghoroury, PhD, Associate Executive Director, APAGS  
CC: Blaire C. Schembari, MA, APAGS Liaison to CCTC; Ian Gutierrez, MA, APAGS Chair;  
Re: APAGS October 2016 Report to CCTC

APAGS appreciates its strong relationship with CCTC. As you know, APAGS represents over 20,000 students in psychology. Of these members, approximately 80% are studying areas of psychology in the health service professions (including clinical, counseling, school, combined/integrated psychology), based on membership reports from March 2014. APAGS is very concerned about the internship crisis, and is continuing to work on efforts to reduce the crisis. The following key actions have been taken since our last liaison report:

1. *EPPP Step 2*

Since the last CCTC meeting, ASPPB announced that they are developing a second examination, called the EPPP Step 2, to assess skills. APAGS has concerns about the implications of this for current students. In Summer 2016, then APAGS Chair Christine Jehu, PhD, wrote a [blog post](#) about this. Concerns about this exam include the following:

- 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 taking 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 license 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 to the 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.

2. *Medicaid reimbursement for interns' services –*

- Our collaboration with the APA Board of Educational Affairs and the APAPO helped support an law fellow to work full time at APA to address this issue.
- We developed a survey about trainee mobility, to understand the prevalence of ECPs remaining in the same geographic area and/or employment setting where they interned. We received more than 2,000 responses. See a summary of responses at <http://tinyurl.com/apagsmobility>.
- APAGS and the Education Directorate have collaborated on a toolkit for members to use to advocate for Medicaid reimbursement for interns' services, which is here: <http://www.apa.org/ed/graduate/about/reimbursement/index.aspx>. The toolkit includes Q&A's

and videos from psychologists who have successfully advocated for Medicaid reimbursement in their states as well as other relevant information.

- o APAGS has presented or worked on presentation materials on Medicaid reimbursement for meetings with Division 31 and CESPPA, and presentations at State Leadership Conference, Education Leadership Conference, and at the upcoming APPIC conference.

3. *Internship development* – APAGS has reached out to more training councils in the past year, including ACCTA and APTC. We have also been working with the Council of Directors of School Psychology Programs (CDSPP) to discuss how to create school psychology internships that could meet APA-accreditation requirements.

Following the 2016 Match, we were pleased to see a marked increase in the overall match rates. However, we continue to observe a large number of students from APA accredited programs failing to match. According to data we've requested from CoA:

Internship year	Match rate of students from APA accredited doc programs to <b>any</b> internship	Match rate of students from APA-accredited doc programs to <b>APA accredited</b> internships
2011-2012	83.1%	51.9%
2012-2013	88.8%	54.6
2013-2014	90.1%	57.7%
2014-2015	93.0%	60.1%
2015-2016	95.3%	68.4%

According to 2016 APPIC Match Statistics, in Phase I, 419 (11.5%) students from accredited doctoral programs did not match. 3,725 applicants participated in the match (i.e., submitted final rankings). 3,648 of these students were from accredited doctoral programs. At the end of Phase I, 490 applicants remained unmatched, 565 internship positions remain unfilled, and 263 of those are accredited. The reported Match Statistics for Phase II yielded an overall 19% increase in number of applicants matched compared to last year: 487 applicants participated in the match (i.e., submitted final rankings), 361 applicants matched in Phase II; a 74% overall match rate, and 45.8% of positions were accredited in Phase II; an overall 15.7% increase from last year. Despite these advances, we continue to observe a significant portion of students (219) remaining unmatched during both Phase I and Phase II.

APAGS will continue to focus its efforts on addressing the internship crisis by advocating for the development of more internship positions.

4. *Student Health Insurance* – Universities have often provided graduate students with a low or no cost health insurance as part of their registration fee/graduate package. Typically these insurance are through the university health center and may not provide great coverage. In February 2016, the IRS, HHS, and Department of Labor ruled that these insurance programs were not permitted under the Affordable Care Act. This subsidized health insurance was not an acceptable way to reduce premiums. They provided a delay allowing current programs to exist through the 2016-2017 academic year; after that, universities would be fined up to \$36,500 per year per student if they provided this type of coverage. While the agencies have provided another delay in the fines through the 2017-2018

academic year, this remains a possibility. APAGS has concerns that universities may end this insurance and not offer employee level health insurance, leaving students with the burden of obtaining more expensive health insurance. APAGS wants to keep this on the advocacy radar screen and encourage APA to support efforts to allow this type of health insurance to continue.

5. *International students* – CPA has expressed some concerns about border crossings and visa issues for students in Canadian citizens in CPA accredited programs attending internships in the US. APAGS has had concerns about US citizens in Canadian programs being able to obtain internships, and other issues affecting international students in general (not just HSP students). CPA shared a survey they sent to DCTs and internship TDs in Canadian programs. APAGS staff met with other APA staff and are considering a similar survey to US programs.
6. *Informing HSP students* – An article on the APPIC Match was in the April 2016 *Monitor*. Our chair wrote a blog post at [gradpsychblog.org](http://gradpsychblog.org) on the internship crisis on Match Day this year. Videos by Mitch Prinstein and Greg Keilin about preparing for internship are (<http://www.apa.org/apags/resources/internship-webisodes.aspx>) have received hundreds of views. Also, at Convention we continue to host a 2-hour session on applying to internship, a meet-and-greet with internship training directors, and a conversation hour with the APPIC Chair and ED.
7. *Assessing LGBT climate and training opportunities for trainees* – Students leaders from the APAGS Committee on Sexual Orientation and Gender Identity and APA Division 44 sent a survey to all APPIC-registered internship and postdoc training directors this summer to assess their LGBT climate as well as LGBT-specific training opportunities. APAGS presented this information at the recent APPIC conference. The published results allow applicants to find sites that best meet their needs. See <http://www.gradpsychblog.org/internship-and-postdoc-sites-share-lgbtq-climate-and-training-data/>.
8. *Advocacy related to student debt* – We remain very concerned about the issue of student loans and impact of debt on students and ECPs. APAGS staff regularly meet with Education Government Relations Office to address issues related to student loans. APAGS conducted a study on debt with over 1200 students and ECPs in December 2014; the data was published in the February 2016 issue of TEPP and debt also took the cover story of the April 2016 *Monitor on Psychology*. Some of the information from the debt study is provided in an infographic available at [www.apa.org/apags/resources/debt.pdf](http://www.apa.org/apags/resources/debt.pdf).
9. *Translational Issues in Psychological Science* – APAGS is proud of this first journal of its kind published by APA that involves students in reviewing and editorial processes. 2015 was the journal's inaugural year. As of this year, all APAGS members receive print copies.
10. *Family Leave Working Group* – Members/staff of APAGS, CDIP, CECP, CWP, and Divisions 31 and 35 worked together on a memo that it presented in late September 2015 to the APA Commission on Accreditation concerning requested changes to the Standards of Accreditation and Implementing Regulations around family, medicals, disability and other types of leave. This cross-sectional coalition is advocating that CoA require doctoral, internship, and postdoctoral sites to develop policies around leave and to publicly disclose those policies to all applicants and enrolled trainees. See the memo at [www.tinyurl.com/coaleaveletter](http://www.tinyurl.com/coaleaveletter).

APAGS continues to have a positive relationship with CCTC. We look forward to our future work together to promote high quality graduate training experiences and ending the internship crisis! Have a great meeting.