

APA Guidelines on Equitable and Respectful Treatment of Students in Graduate Psychology Programs: **Support for Graduate Students**

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Disclosures

No conflicts of interest to declare.

The information provided in this presentation does not represent the views of the Department of Veterans Affairs or the United States Government.

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Poll #1: What setting do you work in?

- University/College
- Medical School/other Academic
- Private Practice
- Hospital/Community Health Organization
- Government/VA Medical Center
- Business/Industry
- School/Educational setting
- Other

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Poll #2: How are you involved in Psychology Training?

Undergraduate Student
Graduate Student
Postdoctoral Fellow
Graduate Program Faculty
Research Advisor
Clinical Supervisor
Training Director
Administration

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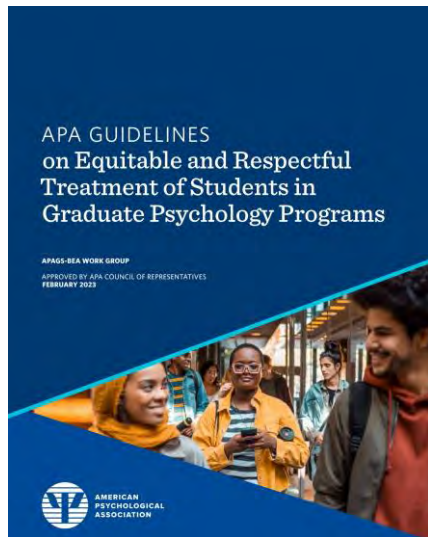


Webinar Roadmap

- Brief Overview of the Guidelines
- Support for Graduate Students
- Q&A

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<https://www.apa.org/about/policy/guidelines-equitable-treatment-students.pdf>

APA MISSION STATEMENT

“Our mission is to promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives.”

“We do this by:

- Utilizing psychological science and knowledge to make a positive impact on critical societal issues.
- ***Preparing the field of psychology for current and future opportunities and challenges.***
- Elevating the public’s understanding, appreciation, and utilization of psychology.
- Strengthening APA’s role as a leading voice for psychology.”

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APAGS-BEA Work Group 2019-2023



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WORK GROUP STATEMENT

“Promoting an equitable and respectful academic learning context for the next generation of psychologists is essential to the ongoing health of our discipline and profession.

The *APA Guidelines on Equitable and Respectful Treatment of Students in Graduate Psychology Programs* represent a critical next step in articulating psychology’s commitment to the well-being of graduate students who are the future of psychology.”

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WORK GROUP CONTEXT AND SCOPE



“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.”

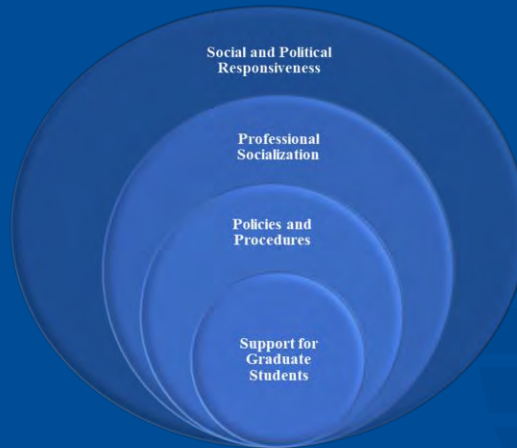
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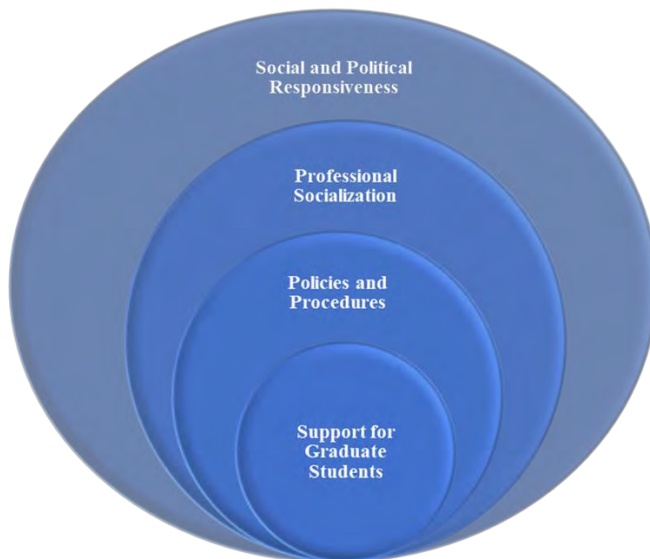
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Guidelines Sections



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4. Social and Political Responsiveness

4.1 Cultural Competence and Humility

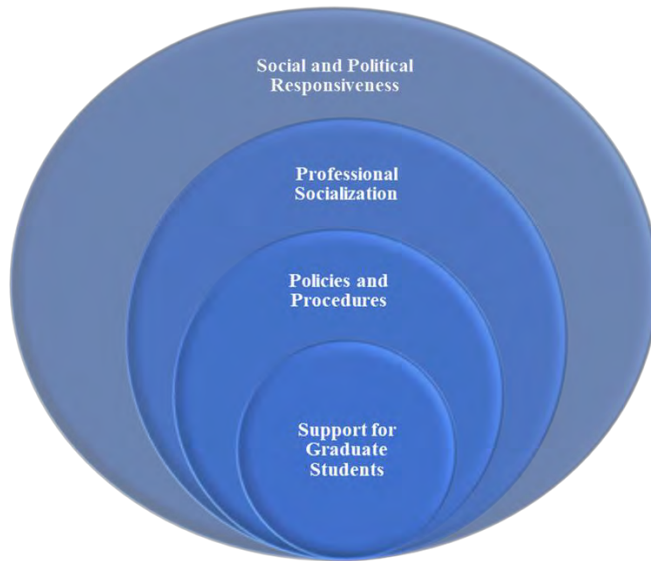
4.2 Cultural Context and Embeddedness

4.3 Fostering Critical Consciousness

4.4 Responsiveness to Sociopolitical Events

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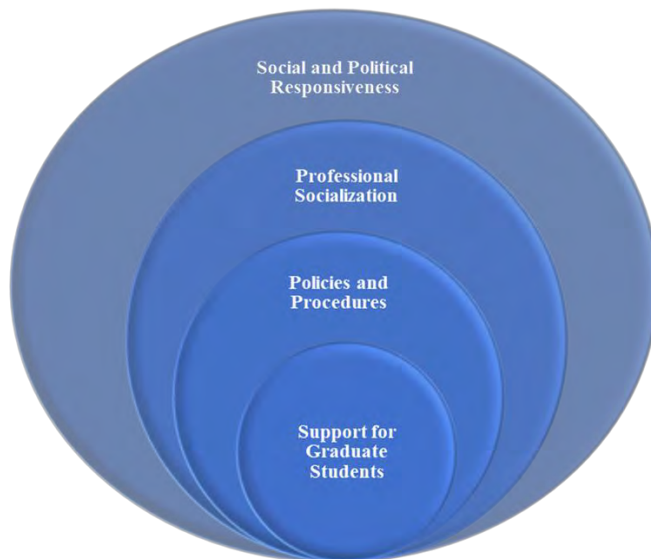
3. Professional Socialization

3.1 Professionalism

3.2 Mentorship and Supervision

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2. Policies and Procedures

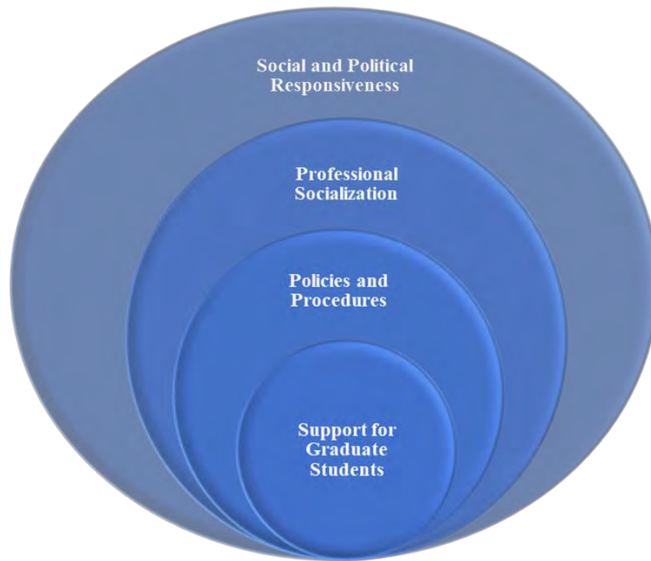
2.1 Transparency and Fairness in the Creation, Communication, and Implementation of Policies and Procedures

2.2 Privacy

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

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1. Support for Graduate Students

1.1 Physical and Psychological Wellness

1.2 Financial Wellness and Support

1.3 Professional Resources and Support

1.4 Interpersonal Safety and Respect

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Physical and Psychological Wellness



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

Ayala, (2017); El-Ghoroury et al., (2012); Evans et al., (2015); Rummel, (2015); Sosoo & Wise, (2022)

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Self-care OUR Responsibility

Miller, (2022); Sosoo & Wise, (2022); Wolff et al., (2020)

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Financial Wellness and Support



- Transparency regarding the financial commitments associated with graduate training.
- Enhance financial literacy.
- Addressing the contemporary context of financial stress that may be experienced by many graduate students.

Angyal et al., (2023); Bleemer et al., (2017); Wilcox et al., (2022); Wolff et al., (2020)

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- APAGS: [American Psychological Association of Graduate Students \(apa.org\)](https://www.apa.org/graduate)



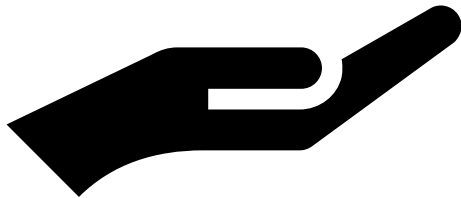
Financial Expenditure Evaluation for Students (FEES)

APA, (2021)

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Professional Resources and Support



- Adequate, clean, and physically safe workplaces and spaces.
- Access to technology necessary to complete coursework and training.
- Mentorship in enhancing professional development.
- Identify “hidden costs.”

Goncher et al., (2013); Hargons et al., (2017); Kois et al., (2016);
Zahniser et al., (2017)

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Interpersonal Safety and Respect



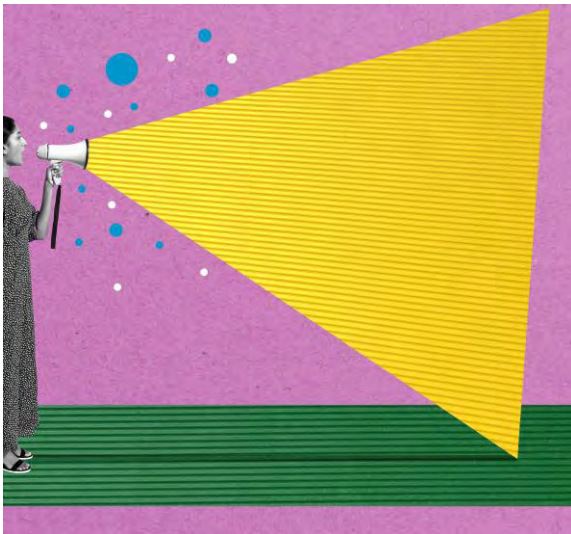
- Model ethical behavior.
- Foster mutual trust, transparency, and acceptance in mentoring relationships.
- Share power in teaching, mentoring, research, and supervisory relationships.

"Because dispositions leading to virtuous activities are not easily modified, and are lifetime habits of character, we suggest that training programs address their 'character building' function with much intentionality if they are to enhance their students' virtuous qualities."

Council of Counseling Psychology Training Programs, (2009)

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Advocacy Self-care Community Leadership

Angyal et al., (2022); Burney et al. (2009); Cohen et al. (2012); Garrison et al. (2017); Koils et al., (2016); Singh et al. (2023); Wolf et al., (2020)

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Connect & Advocate!

Beyond

- Council of Chairs of Training Councils
- Association of Psychology Postdoctoral and Internship Boards
- Centers Council of University Directors of Clinical Psychology
- The Association of State and Provincial Psychology Boards
- State, Provincial or Territorial Psychological Association
- US Department of Education

APA

- APA, APAGS
- APA Education, Science, Practice, and Public Interest Directorates
- APA Advocacy Committee
- APA Commission on Accreditation
- Divisions

Department & College

- Advisor, Mentor, Professor, Teacher
- Training Director
- Dean
- Graduate Student Council
- Undergraduate Student Government
- University Leadership and Administration

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APA Resources

- Advocacy: [Advocacy \(apaservices.org\)](https://apaservices.org)
- APAGS: [American Psychological Association of Graduate Students \(apa.org\)](https://apa.org)
- BEA: [Board of Educational Affairs \(apa.org\)](https://apa.org)

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Reaching for the Future

Poll #3: *What will you take forward into your work from today?*



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