

**Southern California Association of Psychology Training Programs
Minutes for June 5, 2017**

**10:00am – 12:00pm at Tarzana Treatment Center
18646 Oxnard St., Tarzana, California 91356**

Present: Priscilla Barajas, Mimi Curtis, Scott Bledsoe, Jessica Schachter, Sean Love, Juliet Rohde-Brown, Carlos Perez, Paula Strauss, Olga Tuller, Ron Pilato, Wendy Copca, Ken Bachrach, Sarah Schwartz

I – Introductions – Priscilla Barajas asked members to introduce themselves.

II – Approval of Minutes – Those present reviewed minutes from previous meeting. Juliet Rohde-Brown moved to approve the minutes. Mimi Curtis seconded the approval of the minutes. The minutes of the last meeting (3/6/17) were approved without change.

III – Next Meeting – 2 hour CEU: training on 10/2; at The Help Group. The topic will be working with difficult supervisees (e.g., how to work with students who have negative attitudes about delegated supervisors, unresponsiveness to emails, students who are nonresponsive to feedback).

IV – Co-chair Election – Olga Tuller said that she would be willing to step in temporarily as co-chair for a few meetings. Priscilla Barajas said that she would continue to look for co-chairs. Scott Bledsoe accepted the nomination for chair, which was approved by members.

V – Supervision and Ethics Discussion – Priscilla Barajas asked if members would be willing to discuss ways in which interns are being trained in understanding subpoenas and what to do when they are called to testify in court. Sarah Schwartz stated that she uses the TRUST insurance manual to discuss these and other issues such as risk management. Mimi Curtis added that it is important to leave plenty of room when answering questions regarding this issue. Juliet Rohde-Brown asked if anyone knew of interns or practicum students who'd been served subpoenas. Sarah Schwartz said that she knew of a few, and Olga Tuller then discussed the difference between 'expert' and 'factual' witnesses; adding that students are usually part of the latter category and are very seldom asked to be experts. To educate students, Olga continued, role plays are incorporated, and students also practice 2-3 sentences that are helpful to memorize if they need to testify. For professional development, students are also asked to call APA and CPA for additional input. Jessica Schachter added that her EPPP study materials also provided a step-by-step approach to understanding this material. Ron Pilato encouraged students to take advantage of consultation whenever possible and Jessica Schachter shared that she had spent time at the county courts to gain hands-on knowledge about legal and ethical issues. Mimi Curtis noted that interns often don't know what to write in a letter addressing legal issues, such as writing an initial paragraph, including the name of the primary supervisor, etc. This can be a helpful learning process for interns. Olga Tuller agreed and added that it is important that students to understand the rationale for these actions so that they will understand and retain the knowledge they've learned. Scott Bledsoe noted that APA requires units in law & ethics after the first two years of licensure.

VI – Old Business

- a. Outcome of UND – Priscilla Barajas discussed the importance of training sites being captive or following UND. When sites sidestep these guidelines, students get frustrated. Mimi Curtis noted that it's important to let their training director/supervisor know as soon as they've been placed at a practicum site. Sean Love noted that for sites that notify students early, Fuller 'politely' calls them to let them know about the importance of following UND guidelines. He added that when a DCT left, the new DCT did not always know about these guidelines. Priscilla Barajas voiced her appreciation that Fuller was proactive about this issue. Mimi Curtis discussed the importance of differentiating between 'early decision' dates and 'captive' dates. Paula Strauss said that the early dates cause confusion and she has thought about finding a way for sites to use 'captive' rather than 'early' dates. Mimi Curtis added that bigger sites (e.g., UCLA) have many departments and may not be inclined to make a distinction between the two. Paula Strauss asked what graduate programs do to mitigate this issue with students. Sean Love said that at Fuller, students are not allowed to apply to non-captive sites until they've applied to captive sites. Juliet Rohde-Brown noted that she is careful to explain this to students and even provides a special section of training on SCAPTP issues. Ron Pilato added that some sites that are far outside of Los Angeles (e.g., Santa Barbara) may not be following UND and captive protocol and added that there is sometimes a "wild west" feel to these sites, which can be confusing to both students and training directors. Mimi Curtis said that she sometimes gets random notes from students who are interested in applying to specific sites but don't know the correct protocol. Ron Pilato noted that the DCT needs to do her/his best to stay on top of this. Olga Tuller noted that at one time, she received a lot of calls from students so she contacted the DCT and asked them to help disseminate a message to students. This solved the problem and students didn't call back. By doing this, the DCT or chair can intervene to solve the problem.
- b. Overall number of applicants for practicum positions versus available training slots. Priscilla Barajas said that there had been a decrease in overall number of applications to the Help Group- by almost half. She asked why this might be happening. She clarified that internship is not a problem, only with practicum students. Mimi Curtis stated that they had been taking fewer candidates, though Tarzana wanted more. Sean Love noted that Fuller had decreased its cohort size, so this could be impacting student applications at the practicum level. Paula Strauss noted that although their PhD cohort size had been steady, their PsyD size had gradually become smaller over the years. She added that as a new director, she had taken inventory and would work on evaluating student site selection more closely. Ron Pilato stated that some cohorts seem to have their own focus and even training directors don't always know why the emphasis changes. Carlos Perez agreed, noting that every year, students seem to come in with different interests. Jessica Schachter stated that it might be helpful for more professors to understand this process so that faculty and students could work more closely on practicum issues. Faculty advisors have the potential to become mentors, as well. Olga Tuller then asked if any sites were providing stipends to students. Paula Strauss said she knew of stipends being offered for Spanish-speaking students. Mimi

Curtis shared that stipends tended to be very small – like \$500 per quarter. Olga Tuller noted that instead of stipends, St. Johns offered certification in certain areas (e.g., IPT), which can be helpful in attracting students. Priscilla Barajas discussed how DCTs addressed students who worried about getting enough hours. She added that 16 hours is the minimum for students at The Help Group, and Mimi Curtis said the minimum was 20 hours at Tarzana. Juliet Rohde-Brown asked if sites have flexibility in scheduling to help student working full-time jobs. Mimi Curtis stated that Tarzana offered a lot of flexibility and that students could rearrange their schedules in many cases. Priscilla Barajas and Juliet Rohde-Brown agreed that this can be very difficult for students working full-time. Mimi Curtis agreed, but added that patient care needed to always be emphasized. Olga Tuller noted that it's important for DCTs to know their boundaries; this is what I will give and what I won't give. If guidelines are not followed, patients may suffer, and this is actually part of ethical decision-making. Ron Pilato added that this issue makes it important for remediation plans to be in place when students are unable to following appropriate guidelines. Carlos Perez added that his facility is DMH-based and students start in September and end in May; if they need more time and can still complete their work, students can end their practicums in June instead.

VII – New Business

- a. Beginning of the fiscal year; \$25 annual dues for 6/1/17 – 5/31/18. Priscilla Barajas asked that members send checks to LaTonya at Pepperdine. Ron Pilato asked how SCAPTP came up with \$25 for dues. Olga Tuller then offered some historical perspectives that led SCAPTP to set the price at \$25.
- b. Guidelines from graduate programs regarding students missing multiple classes for practicum or internship interviews. Paula Strauss mentioned that some students missed classes due to this issue – even as many as 3-4 classes due to practicum interviews. Sean Love noted that at Fuller, students had completed most of their classes during their internship application year. He added that some practicum students needed to be ‘coached’ on a case-by-case basis so that this did not become a bigger issue in the classroom. Juliet Rohde-Brown noted that at Pacifica, Thursdays are important and highly structured. During the residence times, students are allowed to miss only one class, but if they miss more, they may fail the class. Therefore, they must schedule their interviews around the training program. Jessica Schachter said that at her school, she was encouraged to give as much notice as possible and keep professors informed of potential dates that she would miss class due to internship interviews. She added that it's often nerve-wracking for students to navigate this because internship sites may be offering certain dates that are at the same time as regularly scheduled classes. Priscilla Barajas said that at The Help Group, it was important to be flexible with scheduling, but also that students needed to know which dates/times could be missed and which could not. Carlos Perez agreed, noting that when it comes to DMH, certain trainings are mandatory and cannot be missed, which is part of the challenge. Olga Tuller stated that managing such difficulties and stressors are part of life for students; if we don't teach them now how to manage different demands, this may be a problem for them down the line. This helps them manage their time, and learn to be assertive when needed, professional, and communicate more effectively. Juliet Rohde-Brown added that sometimes students

- needed to take a leave of absence to rectify this issue, and noted the importance of self-care. Priscilla Barajas noted that culture may also be important here. Students may be reacting differently on a cultural level regarding their level of comfort with assertiveness.
- c. Repercussions if training sites are not complying with the SOA. Priscilla Barajas asked if DCTs had come across sites that were not in compliance and, if so, what strategies had been used. Sean Love said that the DCT sent a letter saying that the SOA needed to be done, and they were willing to help in this process. He said this was a part of Fuller's checklist, and noted that with Time 2 Track, one of the first questions is "Did you directly evaluate the student this semester?" Juliet Rohde-Brown said that scheduling may differ depending on if the institution is based on a semester or quarter system. Paula Strauss asked what consequences were in place for sites that did not comply. Sean Love said it was important that the student not be penalized if it's the fault of the site. We tell the site, "If you're having difficulties, let's discuss ways to make this right." If they can't do it, we may need to reevaluate. Olga Tuller stated that the SOA may affect APA accreditation. She noted that some students & clients don't feel comfortable videotaping clients and this may be a cultural issue. Juliet Rohde-Brown noted that for Latinos, coming to psychotherapy is not normal, so they may not be comfortable being filmed. Juliet thus may alter the assignment slightly, and added that with the current immigration issues, this issue may be more relevant today. Priscilla Barajas shared that some clients may not want to be videotaped, but there are usually some clients who would be willing. Mimi Curtis pointed out that videotaping can be very beneficial for the client and that patients usually understand this. Olga Tuller added that although clients have the right to refuse to be videotaped, students need to know that this is now an expectation, and she actually expects her trainees to record every session. Once she has established these guidelines, this is not usually a problem in the supervisory process.
 - d. Goodbye and thank you to Jessica Schachter, student rep! Also, thanks to Priscilla Barajas and LaTonya Wood for their excellent work as co-chairs for SCAPTP over the past two years!

Next meeting: 10/2/17 from 10 am – 12 pm at The Help Group.