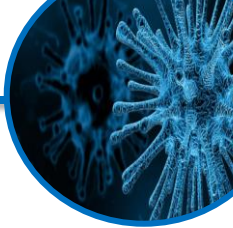# The Impacts of COVID-19 on Psychology Education & Training: Concerns, Disparities & Recommendations

A Report Compiled for the
Psychology Training Community

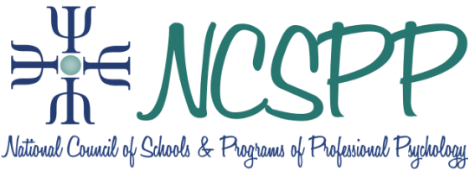Prepared by various APA Divisions & Affiliates

SEPTEMBER 2020

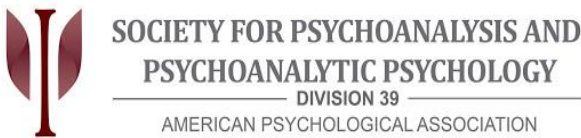**This report was authorized by the Executive Committees of Division 44 & APAGS:**

In partnership and collaboration with:
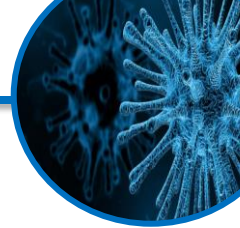
REPORT AUTHORS
Joshua Wolff, PhD (Division 44) ● Blanka Angyal, MA, EdS, EdM (APAGS)
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ABBREVIATIONS USED IN THIS REPORT[1]

Society for General Psychology (Div. 1) ● Society for the Teaching of Psychology (Div. 2/STP) ● Society for the Psychological Study of Social Issues (Div. 9/SPSSI) ● Division of School Psychology (Div. 16) ● Society for Counseling Psychology, Section on LGBT issues (Div. 17/SLGBTi) ● Psychologists in Public Service (Div. 18) ● Society for Community Research & Action (SCRA/Div. 27) ● Division of State, Provincial, & Territorial Psychological Association Affairs (Div. 31) ● Society for Environmental Population & Conservation Psychology (Div. 34) ● Society for Health Psychology (Div. 38/SfHP) ● Society for Psychoanalysis & Psychoanalytic Psychology (Div. 39) ● Society for the Psychology of Sexual Orientation & Gender Diversity (Div. 44) ● American Psychological Association of Graduate Students Committee (APAGS) ● DePaul University Psychology Graduate Student Association (DUPGSA) ● Illinois Psychological Association (IPA) ● National Council of Schools and Programs of Professional Psychology (NCSPP) ● National Latinx Psychological Association/Orgullo Latinx (NLPA) ● Utah Psychological Association (UPA)

***Notes:* The views expressed in this report come from many listed sources. The report as a whole does not serve as the voice or opinion of any particular author, individual, or group contributor, nor the APA and its staff. This report has been created for internal educational and advocacy purposes among people in psychology groups and training entities, including (but not limited to) those that contributed to this report. It may be shared and excerpted at length accordingly within the psychology training community; however, it should not be used for any commercial or financial gain by any party. Questions and/or feedback about this report should be sent to Division 44 via Joshua Wolff (jwolff@adler.edu). Please cite as follows:**

Wolff, J., Angyal, B., Ameen, E. & Stueland Kay, T. (2020, September). *The Impacts of COVID-19 on Psychology Education & Training: Concerns, Disparities & Recommendations* [Unpublished report]. Society for the Psychology of Sexual Orientation & Gender Diversity and American Psychological Association of Graduate Students.

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[1] We reference APA Divisions hereon with either a Division number or abbreviation of their society name, based on the predominant way they self-identify online.

TABLE OF CONTENTS

SECTION	PAGE #

TABLES & FIGURES	PAGE #

FOREWORD

The impact and toll of the COVID-19 pandemic on society is sobering: anxiety about health and safety, fear of losing loved ones, physical distancing and isolation, rising unemployment rates, rising mental health needs, a failing economy, and deadly white supremacy and anti-Blackness that target our Black, Asian, trans, queer, non-binary, international, and immigrant communities. These unprecedente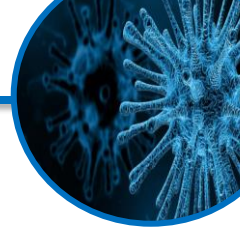d times require us to be nimble, innovative, and expedient in expanding the practice of psychology, whether in research, education, practice, or advocacy.

Graduate students and early career psychologists are in a particularly difficult position, as the pandemic presents added educational, economic, and systemic barriers to entering the field. The pandemic further exacerbates systemic inequities that disproportionately impact graduate students who are people of color, neurodiverse, international, immigrant, trans, queer, non-binary, and/or from disadvantaged socioeconomic backgrounds. This report summarizes the concerns of graduate students, early career psychologists, and the broader training community. These concerns range from knowledge and skills-gaps in the practice of telehealth and distance learning, to worries about meeting educational milestones, financial insecurity, concerns about workforce development, licensure, job security and opportunities, professional advancement, surges in student debt, funding cuts, and increasing demands for mental health services.

A snapshot of current challenges inevitably places us in a reactionary mode. However, my hope is that we can move beyond a reactionary response to a proactive approach that anticipates long-term consequences of the pandemic for the next generation of psychologists and the future of our field and profession. I hope that, as members of our professional and training community, you will engage graduate students and early career psychologists in ongoing discussions and collaborations to address barriers and challenges detailed in this report. We have an opportunity to transform our training, expand our practice, translate our science, and exercise leadership and advocacy within and outside our field. Thus, as you read this report, I ask that you do so with curiosity and openness. Identify at least one concern to which you can lend your talents, expertise, and resources in order to help students and early career psychologists. Together, we can make a difference and work towards a thriving discipline for these and future generations!

Sincerely,

Blanka Angyal

Blanka Angyal, MA, EdM, EdS
Chair, **American Psychological Association of Graduate Students**
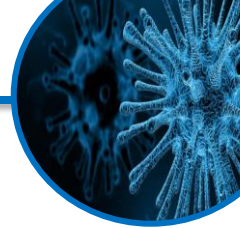
PROJECT OVERVIEW & EXECUTIVE SUMMARY

The COVID-19 pandemic has disrupted the lives of students, trainees, staff, and faculty within psychology higher education and training settings (including undergraduate and graduate school, internships, residencies, and postdoctoral fellowships). While much remains uncertain about the long-term effects of the pandemic on this sector, there are likely to be unprecedented challenges that will require significant changes to the way higher education works, and for whom it works.

In order to better understand the concerns about COVID-19's impact on psychology education and training, we contacted leaders in all the APA Divisions, as well as two authors' state psychological associations and several Committees and affiliates that represent student diversity concerns, via email. In that initial contact, the authors from Division 44 described our concerns about the potential impact the pandemic may have on education and training in psychology, particularly for underrepresented and marginalized groups. We also described the need to gather data and submit a report to APA and other bodies in order to assist with targeted, effective lobbying and advocacy based on expert input. Within that email, we asked that representatives from each organization respond to the following four questions:

1) What concerns do you have about how COVID-19 will (or might) affect higher education?

2) What concerns do you have about how COVID-19 might widen inequalities within higher education?

3) What suggestions do you have about ways to eliminate or minimize these concerns?

4) Who/what (e.g. APA, Congress) should be responsible for implementing these ideas?

We received responses from 18 organizations/divisions, which are summarized in this Report. An overview of the data collection and analyses processes are visualized in **Figure 1** (page 6). Each group determined its own process as to how it answered the questions above. A summary of the process used by each division/group is provided in **Table 1** (page 7).

Regarding concerns about the impact of the pandemic on psychology education and training (Question 1), the most common concern ($n = 15$) was financial difficulties and funding, and how these would decrease the availability of training opportunities and jobs available to trainees and early career psychologists (ECPs). Other concerns included trainee safety, quality of education, psychological stress, barriers to licensure, and several others summarized in **Table 2** (page 8).

When asked about possible disparities that could be created or widened by the pandemic (Question 2), the most common response included negative impacts that graduate students may bear the burden of ($n = 13$). Numerous groups noted how trainees and ECPs from marginalized backgrounds, including Black, Indigenous, People of color (BIPOC) trainees, those with neurodiverse abilities, and those with family caretaking responsibilities may be especially impacted. A full summary of these concerns and categories is listed in **Table 3** (page 16).

The last category focused on recommendations and actions steps that could be taken in response to the pandemic (Questions 3 and 4). The two most common ($n = 12$) recommendations pertained to
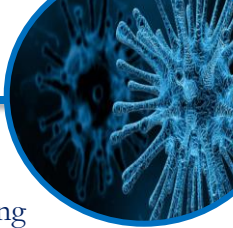
actions that could be taken by APA and various forms of government (e.g., state, federal), including advocacy for higher education funding, student loan forgiveness, flexibility with state licensure requirements, and other steps. Numerous groups noted that effective advocacy for trainees would require cooperation between multiple stakeholders (e.g., university administrators, state regulators, students) and need ongoing assessment to have data-driven, effective responses. A full summary of these recommendations can be found in **Table 4** (page 23).

Figure 1. *Data Collection & Analyses*

Data Collection

Questions developed by the Division 44 Education & Training Committee

Project tentatively approved by Division 44 President

Questions sent to:
(1) All APA Division presidents and/or member of Division leadership;
(2) two State Psychological Associations;
(3) Select APA committees and affiliates representing student, ECP & diversity concerns

Consultation with Div. 44, APAGS and APA Office on Early Career and Graduate Student Affairs; informal agreement to partner

Data Analysis

Responses sent to Division 44 (N = 18 groups)

APAGS Exec. Committee compiles APAGS responses, organizes into preliminary themes

Responses loaded into NVivo 10

Initial word frequency analyses & coding completed by 1st author

Coding system reviewed by 2nd author

Coding discrepancies resolved, final coding approved

Preliminary data analyses & report sent to all respondents for review

Feedback incorporated; final report approved

Table 1. *Processes used to Respond to Inquiry*

Name	Division	Response Process*	N
Society for General Psychology	1	Email request sent to the Division listserv; individual responses submitted	3
Society for the Teaching of Psychology	2	Questions answered by the Chair of Diversity Committee	1
Society for the Psychological Study of Social Issues	9	Questions answered by the EC, staff and other committee chairs	8
Division of School Psychology	16	Questions answered by a member of EC	1
Society for Counseling Psychology	17	Questions answered by the Section on LGBT issues (SLGBTi) EC	3
Psychologists in Public Service	18	Questions answered by Co-Chairs of the Diversity Committee	2
Society for Community Research & Action	27	Questions answered by the Council on Education	4
Division of State, Provincial, & Territorial Psychological Association Affairs	31	Questions answered by members of EC	6
Society for Environmental Population & Conservation Psychology	34	Questions answered by members of EC	5
Society for Health Psychology[2]	38	Prior survey data from SfHP Student Advisory Council (2019-2020 Board)[3]	102
Society for Psychoanalysis & Psychoanalytic Psychology	39	Questions answered by members of the Education Committee	2
Society for the Psychology of Sexual Orientation & Gender Diversity	44	Questions sent to EB; responses received from two committees (Student Representatives & Bisexual Issues)	8
American Psychological Association of Graduate Students	(n/a)	Questions answered by EC	8
DePaul University Psychology Graduate Student Association[2]	(n/a)	Shared previous student report	50
Illinois Psychological Association[2]	(n/a)	(a) Shared IPA letter to IL governor by Academic Section; (b) Survey created for graduate student members (IPAGS)	8
National Council of Schools & Programs of Professional Psychology	(n/a)	Questions answered by EC	6
National Latinx Psychological Association	(n/a)	Questions answered by Orgullo Latinx Leadership Collective	5
Utah Psychological Association	(n/a)	Inquiry sent to UPA Training Directors; individual response shared	1

Note. **EC =** Executive Committee; **EB =** Executive Board

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[2] These groups shared written statements/reports that had been prepared – prior to being contacted about this Report – for other purposes (e.g., internal division policy making, advocacy). These items were coded according to which question the information fit best but may not have applied to or asked about all questions/domains.
[3] Naftaly, J., Konsor, M., Gittleman, J., Ariel-Donges, A., & Olson, K. (2020). Impact of COVID-19 on Interns and Post-doctoral Training [Unpublished Report].

DOMAIN 1: CONCERNS

Question 1:

What concerns do you have about how COVID-19 will (or might) impact higher education? We'd especially be interested in your thoughts about how it will impact students, early career psychologists, and contingent faculty.

OVERVIEW OF Q1 THEMES

Fifteen themes emerged in response to Question 1. A summary of the major themes, along with their frequency and relative proportion among the responding groups, is provided in Table 2 below. Each theme is described in greater detail in the following subsections. The ***most common theme (n = 15) involved concerns about the impact of financial stressors and their immediate/long-term career impacts***. For additional analyses of Question 1 responses, a Word Saturation histogram (*Figure 2*) and Synonym Table (*Table 5*) can be found in **Appendix A.**

Table 2. Concerns about the Impact of COVID-19 on Psychology Education & Training	# of Sources (*n*)	Proportion* (%)
Financial Stressors & Career Impacts	15	83
Psychological Stressors & Workloads	14	78
Barriers Toward Licensure	10	56
Quality of Training	10	56
Educational Access	10	56
Student Safety & Well-Being	10	56
Clinical Care Access & Quality	8	44
Research & Dissertation	8	44
Exploitation & Abuse of Trainees	6	33
Training Supply & Financial Cuts	5	28
Ancillary Support Services	5	28
Future Representation in the Field	3	17
Ethical & Legal Challenges	3	17
Program Accreditation	1	6

*N = 18

FINANCIAL STRESSORS & CAREER IMPACTS

Fifteen of the groups noted that financial strain, whether due to loss of income and/or budget cuts, would likely have a large impact on trainees and faculty. For trainees/students, various groups noted the likelihood of accruing *higher student loan debt* due to limited employment and/or rising tuition, loss of federal work-study income, and exte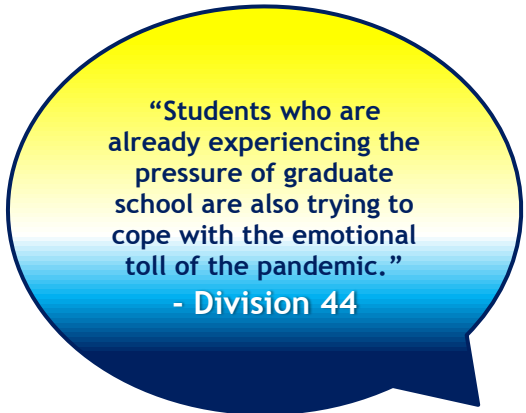nding time in graduate school due to disruptions in training. A member of **UPA** noted that "as money gets tighter, grants, scholarships and awards may be harder to earn, which may have a differential impact on students who have fewer financial resources." **Div. 39** noted the possibility of school closures due to lost tuition and lower admissions from incoming cohorts, or from existing students who decide to defer returning to school. Others specified concerns about the origin of financial disparities, including cuts in state higher education budgets and fewer donations in times of economic uncertainty.

Early career psychologists (ECPs) will likely face delayed workforce entry, and lower starting wages for those who are able to find jobs (due to economic realities of few jobs available, increased competition for these jobs, and reduced salary budgets available through employers). Several groups commented on the financial strain resulting from layoffs, hiring freezes, and furloughs for faculty, particularly among ECPs. Other groups noted how these factors may make student loan repayment more difficult for ECPs, thus having long-term impacts on careers and economic mobility.

Further, several groups raised concerns about trainees and ECPs who have children or family financial responsibilities being placed under much greater strain; this could mean that students might have to drop out of school in order to find immediate employment. **DUPGSA** noted that some people will be adversely impacted financially if their roommates or romantic partners become unemployed. Finally, **Div. 31** noted that some trainees who bill insurance companies for services, such as postdoctoral fellows, may see reimbursement rates decrease for telehealth services, which could reduce stipends and salaries.

PSYCHOLOGICAL STRESSORS & WORKLOADS

Numerous groups (*n* = 14) reported that they are concerned about the psychological stress and negative impact on mental health for trainees, staff, and faculty. The most common reason cited for increased stress was managing the likelihood of heavier workloads and multiple expectations. For example, **APAGS** and **DUPGSA** noted how graduate students are being expected to meet proficiencies for delivering in-person clinical skills *and meet new expectations* related to telehealth service delivery and virtual teaching, often under significant time constraints.

> "Students who are already experiencing the pressure of graduate school are also trying to cope with the emotional toll of the pandemic."
> **- Division 44**

For college/university staff, concerns were raised about having to provide the same quality of services with fewer resources and heavier workloads, especially in university counseling centers. For teaching faculty, concerns were noted about having to devote significant amounts of time to modifying courses to virtual formats, having larger class sizes, and rapid transitions/feeling rushed.

Other sources of stress included difficulties securing housing or having to remain living with parents/families when on-campus start dates are postponed (**Div. 31**), which could create stressful

learning environments due to strained familial relationships (**Div. 17**), distractions, poor Wi-Fi connections, lack of structure, and blurred boundaries between school/personal lives (**DUPGSA**).

Members of **Div. 1** raised concerns about the impact of virtual learning on trainee motivation, but also noted that emerging research suggests there may be nuance in that some groups appear to remain just as motivated and engaged. Thus, they raised the possibility that some groups may benefit from working at home in a virtual space. Several groups noted concerns about having less access to mental health services for trainees due to campus closures, licensure restrictions on whom college counseling staff could treat off campus, and general financial strain.

Across groups, concerns were raised about disproportionate rates of increased stress among marginalized groups (e.g., those with limited financial resources, LGBTQ students living in toxic home environments, etc.)[4]. **STP** noted that "burnout and compassion fatigue have a higher likelihood [of occurring] in psychologists from and serving communities that have already been ravaged by COVID." Finally, several groups commented on the stressors resulting from managing family expectations, such as caring for young children or older parents, as well as social isolation from peers and colleagues contributing to depression and anxiety.

BARRIERS TOWARD LICENSURE

Several groups (*n* = 10) endorsed concerns related to obtaining licensure for trainees in health service psychology training programs. These included the possibility of trainees obtaining insufficient clinical (direct service) hours due to site or rotation closures and gaps in services, difficulty obtaining supervision during the pandemic due to staffing reductions, and the possibility that state licensing boards may not accept some forms of clinical services or supervision that were provided remotely, due to on-site requirements in statute or regulatory guidelines.

> "Will students be able to return to their face-to-face activities? If not, will we ignore the [licensure] requirement to meet practice hours? Will we change the requirement? Will we find a technological solution to it?"
> **- Division 1**

Div. 39 noted that in the case of possible school closures, some trainees may have difficulties transferring credits or having their existing credits recognized by state licensing boards, which could further delay their ability to become licensed; this could be especially relevant to students from the already-shuttered Argosy University.

Students within **IPA** noted they were particularly concerned about obtaining *sufficient hours in psychological assessment* during the pandemic. Leaders of **IPA** expressed concerns about some licensing boards not accepting telephonic clinical service hours, despite some clients not having access to Wi-Fi or preferring telephone services. **Div. 31** raised concerns about whether trainees could take the EPPP in-person. Finally, **NCSPP** noted that government slowdowns and funding cuts could directly impact the speed at which Boards and State regulators process licensure applications and review waivers or variances to existing requirements.

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[4] These disparities are discussed in wider detail in the *Domain 2* section of this report.

QUALITY OF TRAINING

More than half of the responding groups (*n* = 10) shared concerns about changes to education and training that may decrease the overall quality of psychology training and preparedness. Regarding classroom instruction, groups noted concerns about rapid transition to online classes, lack of faculty preparation to teach courses online, and additional faculty workloads (e.g., larger class sizes) which could make them less available to students or lacking the same quality of instruction. Rightly, **NCSPP** raised cautions that virtual instruction *should not be automatically assumed to be of substandard quality*. Further, **SPSSI** noted that on-campus experiences expose students to people from differing backgrounds, and that changes to remote learning could limit such experiences in garnering "cultural capital" (e.g., knowledge, enhanced networks).

> "Administrative decisions may be made for economic or budgetary reasons over pedagogical and health ones. This may result in increased class sizes, reduced personalized opportunities for learning, and ever-more focus on productivity, rankings, and outputs (as compared to the value placed on fostering psychological and physical health and well-being, and nurturing future generations of citizens who are both able and inclined to contribute meaningfully and productively to society)."
> **- SPSSI**

Regarding clinical training opportunities (e.g., practicum, externship, doctoral internship, fellowship), groups expressed concerns about insufficient training in psychological assessment and psychotherapy services (i.e., telehealth) through online platforms, decreased quality of virtual supervision compared to in-person supervision, and limited opportunities for interprofessional (multidisciplinary) collaboration through virtual training. Several interns and postdocs surveyed by **SfHP** noted that they were no longer allowed to participate in rotations that had been advertised to them prior to starting their internships and fellowships.

In both curricular and clinical training, many of the respondents raised concerns about inconsistency across settings (e.g., a virtual internship versus a traditional in-person one), which may be used to perpetuate biases or assumptions toward certain groups of trainees (e.g., assumptions that virtual training experiences were substandard). These inconsistencies were noted as possible sources of reduced educational quality, thus creating new educational disparities and perhaps leading to implicit discrimination against students who complete a sizeable portion of their training virtually or another non-traditional format.

EDUCATIONAL ACCESS

Ten groups raised concerns about access disparities resulting in wide-ranging effects on trainees. A major concern related to the quality and strength of trainee and faculty/staff home *Wi-Fi capabilities*. For example, **APAGS** noted that "students living in rural settings, where Wi-Fi network and connections are limited or low, can be quite impacted. This is true for completing assignments, attending virtual classes, etc." They also noted that the quality of certain technologies, such as laptop computers, could affect access to classes and other virtual resources.

> "People with limited *digital literacy* (this includes both teachers and students) will also struggle. They are having to learn double; both about technology usage and about the topic of their courses."
> **- Division 1**
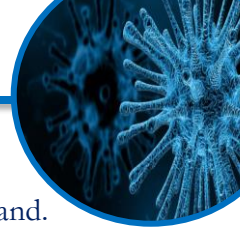
SCRA raised concerns about internet providers raising the costs of Wi-Fi to meet increased demand. They stated "if the internet is going to become the way we have to live in the world today, then access to it should not be based on one's ability to afford it." **Div. 31** raised the possibility of barriers to college and graduate school admission (e.g., testing centers for the GRE being closed).

Additionally, **SPSSI** stated that:

> **Current disparities in accessing faculty will be deepened due to the additional layer of distance that is put on by online learning and lack of in-person contact, compounded by the fact that certain people [with privilege] will advocate for themselves more […].**

STUDENT SAFETY & WELL-BEING

Ten groups expressed concerns related to the safety of students. Examples included concerns about possible exposure and infection risks related to COVID-19, as well as the overall mental health of students as they navigate the pandemic. For health service psychology students, several groups noted that many are required to provide clinical services in-person, which increases their risk of exposure. Other groups noted that these students may also be increasing risks of exposing members of their household and family to COVID-19. Several groups raised questions as to whether trainees would be provided with adequate *personal protective equipmen*t (PPE; e.g., masks, gloves, shield, disinfectants) in clinical settings. Some expressed concerns that students would be expected to assume disproportionate (increased) risks as a result of having fewer privileges within training settings.

> "We are concerned about students having to shoulder the onus of protective gear, and further health precautions which directly correlates with class privileges and access to resources, materially and otherwise."
> **- Division 39**

Multiple groups expressed concerns about the overall impact of COVID-19 affecting the mental well-being of students, thus jeopardizing their emotional safety.

Other related concerns included trainees being exposed to increased risks of domestic violence due to these stressors, being placed in "unacceptable working conditions" (**NLPA**), having to make forced choices for financial stability over safety (**SPSSI**), as well as trainees being casualties to partisan/political divides in U.S. higher education and COVID-19 response policies (**NCSPP**).

CLINICAL SERVICE DELIVERY & QUALITY

Eight groups endorsed concerns about the quality of clinical services that trainees will be able to provide. These concerns were both *client-facing* (i.e., affecting the client's ability to receive care) and *trainee-facing* (i.e., affecting the trainee's ability to provide care). Some noted that many trainees have not received adequate training or supervision in providing telehealth services. Others shared that virtual sessions may not be feasible to clients and/or students with limited Wi-Fi access. **Div. 31** noted that there are many unanswered questions about providing emergency psychiatric services via virtual platforms. They also noted disparities among training sites, in that those without virtual
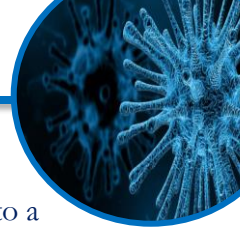
platform access would have to rely on telephone sessions only, which may be of less quality due to a lack of any face-to-face engagement and nonverbal data.

Given that fewer students may decide to pursue higher education in health service psychology, **Div. 39** and **Div. 18** both wondered whether there would be long-term provider shortages in clinical sites that rely on student trainees and postdocs to provide services. Both raised concerns that pipeline shortages could disproportionately affect clinical services in underserved communities. **Div. 39** also raised the possibility of widening disparities in access to psychological testing.

A student in **IPA** described practical barriers to providing effective virtual services to clients:

> **While I am able to see clients through telehealth, there has been difficulty in clients' ability to do therapy at home (e.g. parent with children at home) and technical issues (e.g. client does not have webcam, or phone service is poor).**

Although most respondents focused on detrimental effects, **STP** noted that telemedicine and virtual platforms may reduce barriers to care for some populations (e.g., rural, homebound).

RESEARCH & DISSERTATION

Eight groups noted concerns about the pandemic's impact on research and scholarly production. For graduate students, concerns were indicated about decreased availability of funding support from institutions (e.g., graduate research assistantships), along with barriers to completing certain types of research that rely on in-person completion (e.g., clinical psychotherapy trials that were developed for in-person use, animal research).

According to **SPSSI**, "many graduate students experienced disruptions to their research programs due to restrictions on campus access, inability to travel to research sites, restrictions on work with human subjects, lack of access to quiet space, increased workload in teaching roles due to the move to online instruction, etc." Respondents raised concerns that these obstacles could delay graduation.

Further, respondents noted that delays or barriers to completing research could also have detrimental effects for faculty, particularly ECPs and pre-tenure faculty who may be denied tenure or promotion for not meeting pre-pandemic expectations for research productivity. **Div. 34** stated:

> **[Barriers to in-person research] may be particularly problematic for experimental and field research as well as within certain subdisciplines (e.g., developmental, neuroscience, cognitive) that cannot easily switch to virtual data collection methods.**

EXPLOITATION & ABUSE OF TRAINEES

Six groups reported concerns about practices that may exploit current and prospective students during the pandemic or create difficulties for them. **APAGS** noted that some types of loans (e.g., private) could make repayment near impossible for some students, thus raising the possibility of *financial exploitation*. **Div. 39** alluded to the possibility of

> **"[People] will go to colleges or universities precisely because of the grim economic picture; [some colleges] may begin using predatory practices to recruit students from marginalized communities."**
> **- STP**
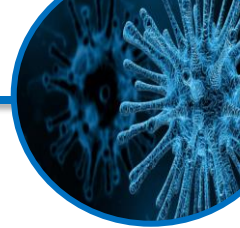
similar situations to the Argosy University closure in 2019, which left many students *academically stranded* and worried about the possibility of being saddled with debt. **Div. 44** raised the possibility that some graduate students will be forced to take an extra 1 to 2 years to complete their degree against their wishes, without being given *additional financial support* from their institutions. Finally, several interns and postdocs surveyed by **SfHP** raised concerns that they might be *ignored, minimized, or retaliated against* by their supervisors for reporting unsafe conditions and/or asking for additional support/flexibility.

TRAINING SUPPLY & FUNDING CUTS

According to five groups, students/trainees may have a more difficult time finding adequate training opportunities. These include a wide range of training types (see **APAGS** quote to the right). Some groups noted that students in existing training spots may lose their positions due to funding cuts or inability to provide virtual services, therefore adding them to the already large applicant pool for the following cycles.

> "With funding cuts, the availability of practicums, APA accredited internships, and postdoctoral training are likely to suffer."
> **- APAGS**

The **IPA** summarized this concern:

> **Internship and post-doctoral training placements could be extended to make up for the decline in direct clinical care; unfortunately,** *not all organizations have sufficient funding, supervisory resources, and/or office space to provide such extensions.* **Indeed, we are starting to see some internships sites closing as a result of the pandemic."**

ANCILLARY SUPPORT SERVICES

Five respondents noted concerns about *ancillary (secondary)* services offered by colleges and universities being negatively affected. These include student organizations that emphasize diversity and community (e.g., Gender/Sexuality Alliances – **Div. 44**), student disability services (**NCSPP**), resources offered by Information Technology (e.g., computer assistance, laptops, statistical software – **SCRA**), and programs sponsored by the Office of Diversity & Inclusion (**SPSSI**).

FUTURE REPRESENTATION IN THE PROFESSION

Three groups identified concerns about how the current impact of COVID-19 would affect diversity and representation within psychology. Specifically, concerns were raised about student attrition, delaying or foregoing graduate school due to financial and family concerns, and delayed entrance into careers due to the current economic situation. **NLPA** noted the following:

> **COVID-19 will likely disrupt college admissions and many people of color may opt to pursue other educational or professional pursuits including educational gap years, community college, or trade school.**
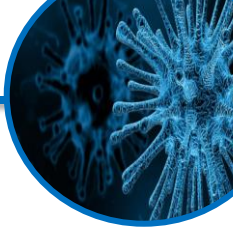
LEGAL & ETHICAL CHALLENGES

Three groups commented on various ethical and legal issues that may arise in response to trainees providing virtual and telehealth services. These include HIPAA concerns due to privacy challenges (e.g., clients or trainees needing to find a quiet, private room from their homes to conduct psychotherapy), as well as licensure and scope of practice concerns related to continuing to see clients who have relocated to other states as a result of the pandemic.

Div. 31 noted that some training sites have not allowed their clinicians and trainees to conduct sessions via telephone due to ethical concerns about substandard care. Finally, **NLPA** reported concerns about discrepancies between states as to whether trainees could provide virtual services, and differing guidelines that could create inconsistencies and complex legal issues in providing care.

> "[Trainees, faculty, and staff] may not have had proper training and considerations for ethical issues and potential for harm when providing services via telehealth or telephone."
> - Division 31

PROGRAM ACCREDITATION

Div. 39 raised important concerns about reaccreditation for health service psychology programs considering moving to virtual classes and service delivery. They also raised concerns about barriers for accredited programs in meeting goals to diversify their student bodies. Both situations could negatively impact a training program's accreditation status.
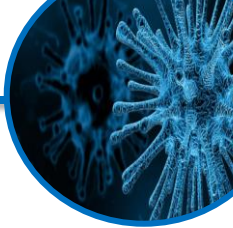
DOMAIN 2: EDUCATIONAL DISPARITIES

Question 2:

What concerns do you have about how COVID-19 may widen inequalities within higher education? Relatedly, what communities might be hardest hit?

OVERVIEW OF Q2 THEMES

Fifteen themes emerged in response to this question. A summary of the major themes, along with their frequency and relative proportions, is provided in Table 3 below. Each theme is described in greater detail in the following subsections. The **most identified group was graduate students (n = 13), followed by racial and ethnic disparities** (e.g., Black, indigenous, and people of color; **n = 11**). For additional analyses of Question 2 responses, a Word Saturation histogram (*Figure 3*) and Synonym Table (*Table 6*) can be found in **Appendix B.**

Table 3. *Educational Disparities*	# of Sources (*n*)	Proportion* (*%*)
Graduate Students	13	72
Racial & Ethnic Disparities	11	61
Socioeconomic Status	9	50
Parents & Family Caretakers	9	50
Neurodiversity, Ability & Health	8	44
Early Career Psychologists	6	33
Lesbian, Gay, Bisexual, Transgender & Queer Students	5	28
Intergroup Faculty Disparities	5	28
Immigrant, Refugee, & Undocumented Students	4	22
International Students	3	17
Women & Gender Roles	3	17
Rural Communities	2	11
Generational Differences	2	11
Varied Academic Disciplines & Settings	2	11
First-Generation Students	1	6

*N = 18

GRADUATE STUDENTS

All respondents touched on issues that could affect graduate students, whether immediately or in the future (e.g., licensure). Thirteen of the 18 groups specifically highlighted concerns, identities, and barriers carried uniquely by *doctoral-level* graduate students, especially those in health service psychology programs. Many of these are highlighted in Domain 1 (e.g., ability to complete dissertation data collection, accruing hours toward licensure) whereas the *collective impact* on graduate students, the community identified as being hardest hit by the pandemic, is highlighted here.

RACIAL & ETHNIC DISPARITIES

Another commonly cited concern (*n* = 11) was the possibility of challenges specific to students, trainees, and faculty from *Black, indigenous, and people of color [BIPOC]* communities. Several groups emphasized that in and after the pandemic, racism and xenophobia on campuses and other training environments may be especially heightened and targeted toward Asian and Asian American students. Several others raised concerns about disparities in infection mortality, including **Div. 39:**
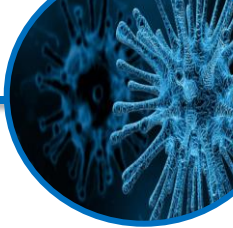
> **Black, indigenous, and people of color [BIPOC] communities have been especially affected by COVID-19 deaths and we are concerned that this will materialize also in a trickle-effect of loss to the communities in an extrapolated manner (i.e., inability to travel, unwillingness to expose families further, etc.). We are evaluating this concern […] with a historical, structural lens […]; we are concerned this will further widen the generational impacts of systemic violence.**

> **"The label of coronavirus as the 'Chinese virus' opened the door for *blatant discrimination and xenophobia* against Asian and Asian American people."**
> **- STP**

As a result of higher mortality rates, **STP** noted that within some BIPOC communities, "students, faculty, and psychologists from those groups will have experienced disproportionate levels of loss and stressors relative to other groups." Additionally, **Div. 17** noted that many BIPOC communities maintain a collectivist family unit, offering strength and resilience, while at the same time meaning these students could be expected to also help with family responsibilities while studying or completing hours from home. Whereas being BIPOC is *not* a risk factor; *structural racism that perpetuates disparities* among BIPOC is.

SOCIOECONOMIC DISPARITIES

Income disparities were identified by nine groups. Broadly, these were tied to difficulties accessing adequate technology, financial urgency resulting in withdrawal from school, food insecurity, housing insecurity, and needing to support other family members. Of note, most respondents cited ways in which income disparities can affect some groups disproportionately, including ECPs, older adults, students with diverse abilities, BIPOC and/or LGBTQ+ students, people in rural communities, and undocumented students. Although they shared these concerns, members of **Div. 1** noted that there may be opportunities to increase access to education among marginalized communities due to reduced transportation and time barriers (e.g., not having to drive to campus) and appropriately emphasized the need to *study these barriers* and draw from existing research, rather than rely on

assumptions about how the pandemic may impact certain groups from socioeconomically disadvantaged backgrounds or other marginalized identities.

Div. 34 noted the following regarding the intersection of socioeconomic disparities, environmental degradation and public health concerns:

> **The most polluted communities are also most at risk for COVID-19. This underscores what we already know about the intersectionality of waste, environmental degradation, poverty, socioeconomic status, and race. The institutions of higher education that are embedded in these communities are the most at-risk for illness along with being the most vulnerable to the economic fallout stemming from the virus.**

PARENTS & FAMILY CARETAKERS

A sizeable number of respondents (*n* = 9) commented on strains related to having family caretaker responsibility, especially with young children, younger siblings, and elderly parents and grandparents. These concerns were multi-layered. **APAGS** noted that these individuals may carry more stress due to worry about passing infection on to others in their family. Nearly all these groups noted that increases in childcare and family caretaking responsibilities may make it difficult to devote the time needed for successful degree completion.

"Students coming from communities that have been particularly hard-hit by the pandemic have needed to, at times, withdraw from their student roles in order to care for themselves (if they become sick), or frequently must care for parents or family members who become sick. During these times, they must assume important family roles that make participation in their academic learning impossible for a time."
- SCRA

A member of **UPA** noted that this challenge may be compounded in school districts that have transitioned exclusively to virtual learning. Finally, three groups commented on additional strains this situation may place on *single parents,* and on two-parent households with one *parent who is incarcerated.* Three groups also commented on how this may disproportionately burden *women* and parents who are BIPOC due to various structural inequalities laid bare by COVID.

NEURODIVERSITY, ABILITY & HEALTH

Nearly half of the respondents (*n* = 8) commented on the potential for the pandemic to exacerbate educational difficulties for people with diverse abilities, defined as psychiatric, neurological, learning, developmental, medical, and cognitive (intellectual) differences. Among *medical* concerns, several groups commented on heightened vulnerabilities among groups with preexisting conditions (e.g., asthma) that may increase their risk of infection, especially if they were to be on campus. Examples of *psychiatric* concerns focused on students with *serious mental illnesses* (SMI), especially trauma.
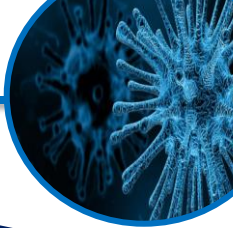
SPSSI (Div. 9) noted that:

> For students on the *autism spectrum*, the impact of sudden changes to routine and isolation from social outlets has been overwhelming. For students with *attention and learning disabilities*, the fast change to remote instruction has impacted their ability to use learning strategies and has caused an inability to manage their learning and testing environments.

Several groups commented on how virtual technologies may not be well suited for people with sensory, auditory, or visual differences or limitations. A member of **Div. 1** lamented that "as we are trying to create whatever infrastructure we can have in the short-term, we are creating it for the masses. We do not have enough time or resources to cater for those with special needs."

> "Individuals with disabilities are likely to be hit hard, particularly those with *intellectual/developmental disabilities* who may need direct one-on-one support in the classroom, navigating the campus, and transportation to school."
> **- Division 18**

EARLY CAREER PSYCHOLOGISTS

Numerous groups commented on job scarcity and employment concerns. Six groups explicitly named *early career psychologists* (ECPs) as being disproportionately burdened as a result of the larger economic downturn and scarcity of jobs. The **IPA** noted that:

> Due to the pandemic, many trainees may be unable to accrue the exact number of clinical hours, along with the proper proportion of specific types of clinical activities, during the internship or postdoctoral years to meet [state] licensing requirements.

Two groups, **APAGS** and **Div. 39,** noted how ECPs from marginalized backgrounds may be disproportionately impacted in obtaining employment, facing even more years of stagnant wages, and encountering barriers to promotion and tenure in higher education.

LGBTQ+ STUDENTS

Five groups noted concerns about individuals within the *lesbian, gay, bisexual, transgender, and queer* spectrum (LGBTQ+) community. Broadly, these included ways LGBTQ+ students could become isolated from various supports of both psychosocial and medical natures.

Members of **Div. 44** stated:

> Regarding students of color, queer and trans students, concerns were noted about these individuals being impacted by class-based inequalities and potentially not having the social supports – or being in dangerous or invalidating living situations.

SPSSI noted potential disparities unique to *transgender and gender diverse* students:

> Lack of access to mental health and medical care may have significant repercussions, including impeding transitions due to current medical requirements.
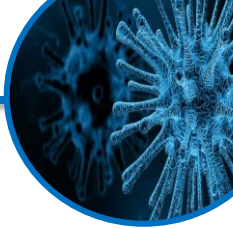
INTERGROUP FACULTY DISPARITIES

Five groups referred to ways in which the pandemic may widen disparities among faculty and staff at colleges and universities. For example, several groups commented on ways in which faculty from marginalized backgrounds, especially of BIPOC and LGBTQ+ identities, would be expected to bear the brunt of the pandemic by working harder with fewer resources, and/or supporting BIPOC and LGBTQ+ students without additional compensation (e.g., performing *invisible labor*).

Several groups commented on the general lack of job protection and transient nature of employment for *contingent faculty* (e.g., adjunct, part-time) and non-tenure track individuals. For instance, **SPSSI** noted how contingent faculty have been expected to transition their classes to virtual formats under greater strain, since they may not have access to campus resources in the same way and may hold other job responsibilities elsewhere. **Div. 34** and **SPSSI** both noted that many contingent faculty are disproportionately female and BIPOC, as compared to tenured faculty who are more likely to be White and male. Further, **Div. 44** noted that these disparities may have long-term downstream effects on mentoring current students and attracting diverse applicants to graduate psychology programs.

Finally, **Div. 1** commented on the lack of job stability for visiting *international* faculty and postdoctoral scholars due to visa and immigration restrictions.

> "We may be finding ourselves with even less academic job opportunities, which in turn can exacerbate the stresses associated with needing contingent faculty work and open doors for *exploitation of non-tenure track labor*."
> **- NLPA**

IMMIGRANT, REFUGEE & UNDOCUMENTED STUDENTS

Four groups raised concerns about the pandemic's impact on students who are immigrants to the U.S., noting particularly heightened vulnerabilities for refugees and undocumented students. These include financial challenges due to socioeconomic barriers that these groups may face, along with current heightened stressors due to the political climate in the U.S.

For example, **SPSSI** raised the following concerns:

> **Undocumented students are suffering from an inability to work or are being laid off. Current federal safety net programs are not available to them. Undocumented individuals are not eligible for unemployment insurance or CARES Act stimulus checks.**

Other concerns included barriers to obtaining adequate health insurance coverage and disparities in COVID-19 infection rates, thus creating barriers to postsecondary degree completion.

INTERNATIONAL STUDENTS

Three groups identified specific pandemic-related concerns relevant to international students. Namely, these barriers were perceived as likely to reduce the number of international students who will choose to, or be able to, study at American universities.

For example, **APAGS** stated the following:

> **Taking the perspective of an international student, the *recruitment and retention* of this population can be seriously impacted. For *recruitment*, [examples include] processing of paperwork, travel regulations, and the availability of funding due to budget cuts. For *retention*, [examples include] the situation of COVID-19 in these students' respective countries (students' families could be affected and this has an impact on students' mental health and financial supports), extension of visas and other authorizations are delayed (which could be another stressor for this population given the current political situation), potential cancellation by [Presidential] Executive Orders, and/or limiting the ability for recent grads to do postdoctoral training.**

"East Asian international students will not study in the U.S. as frequently as before the pandemic due to clear and explicit race-based threats. We will lose their economic and intellectual contributions for decades to come."
- SPSSI

These comments were drafted in the context of the U.S. government threatening to end visas for international students, which has been scuttled (at least for now) at the time of this report.

WOMEN & GENDER ROLES

Three groups noted that gender roles may disproportionately affect women and female-identified students, trainees, and faculty, given that they may be expected to bear more family responsibilities and other caregiver roles as compared to their male-identified colleagues. These groups expressed concerns about how this could impact women's earning potential and promotions due to lost productivity, combined with lack of institutional flexibility or recognition of bias toward women in higher education.

SPSSI noted the following:

> **Whether the issue is increased family/child expectations, or barriers to research productivity, the impact of the pandemic could be extremely detrimental for female pre-tenured faculty.**

RURAL COMMUNITIES

Two groups made specific reference to students and institutions located in primarily rural communities. Concerns were noted about access to technology. **APAGS** noted that "students living in rural settings, where network and connections are limited or low, can be quite impacted. This is true for completing assignments, attending virtual classes, etc."

GENERATIONAL DIFFERENCES

Two groups raised concerns about age/generational gaps which could widen learning disparities. For instance, **STP** expressed concerns that some older Americans would have fewer financial resources and are at greater risk for infection mortality, which could cause them to drop out or delay entrance
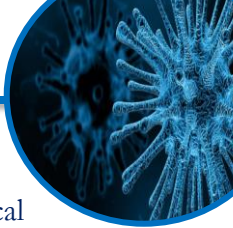
into programs of study. **SCRA** also noted that older generations may not have certain technological familiarity, thus making transitions to virtual learning especially challenging compared to some younger generations. This disparity has the potential to negatively affect admissions, retention, and outcomes at institutions which serve a higher proportion of non-traditional students (e.g., Veterans). Whereas many older Americans are tech-savvy, the possibility of disproportionate impacts require closer attention and research.

VARIED ACADEMIC DISCIPLINES & SETTINGS

Two groups commented on expected differences by institutional and program type. **SPSSI** noted numerous ways in which cuts, reattributions, and other university decisions will not be distributed equally across academic majors, disciplines, programs of study, and type of settings (e.g., community college vs. 4-year university). Concerns were raised that certain areas that intersect with psychology (humanities, ethnic/gender studies, and education) could be deemed of lower value than training in fields such as business and engineering. They also noted how community colleges and traditionally minority-serving institutions (e.g., HBCUs) may see deeper cuts or widening disparities due to the populations they serve being especially hard hit.

> "The pandemic will force almost all of residential higher ed to rethink what a traditional 4-year education is for, what value it conveys to students, and how to adapt to changing needs and desires from students and parents."
> - Division 34

Further, **SPSSI** noted how state funding cuts could create wider gaps between the quality of education offered at public institutions in comparison to wealthy private ones.

Div. 34 also noted larger changes to undergraduate education:

> **The viability of the "old" [traditional 4-year degree] model is now in question, with the pandemic rapidly accelerating pre-existing weakness in the traditional approach to residential 4-year universities.**

FIRST GENERATION STUDENTS

One group commented on unique challenges that first-generation college and graduate students may experience. These include financial and access barriers, but also extends to accumulated, intergenerational knowledge that can privilege some groups while creating obstacles for others. Particularly, **SPSSI** noted the following regarding the type of experiences (e.g., relationships, student organizations) often obtained on campus:

> **Those who are first in their family to go to college access many benefits as a result of being on campus. If they are no longer available, these students may receive a college degree without developing the social and cultural capital expected of a college graduate.**

DOMAIN 3: RECOMMENDATIONS & ACTIONS

Questions 3 & 4:

- **What suggestions do you have about ways to eliminate or minimize these concerns?**
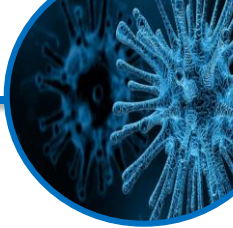- **Who/what (e.g., APA, Congress, etc.) should be responsible for implementing your ideas?**

OVERVIEW OF Q3/Q4 THEMES

Nineteen themes emerged in response to the questions above. Because of significant thematic overlap and linkages, responses to the **questions (3 & 4) were combined**. A summary of the major themes, along with their frequencies and relative proportions, is provided in Table 4 below. Each theme is described in greater detail in the following subsections. The **_most identified actions (n = 12) tasked the APA and government officials (at all levels) to advocate_** on behalf of higher education and psychology trainees. For additional analyses of Question 3 and 4 responses, a Word Saturation histogram (_Figure 4_) and Synonyms table (_Table 7_) can be found in **Appendix C.**

Table 4. _Recommendations & Actions Steps_	# of Sources (_n_)	Proportion* (_%_)
APA	12	67
Government Intervention	12	67
Multi-stakeholder Approaches	10	56
Campus Climate & Safety	9	50
Financial Support	8	44
Access & Literacy Support	6	33
Faculty Supporting Students	6	33
Training Programs & Supervision	6	33
Ongoing Assessment	6	33
Mental Health & Medical services	6	33
University Administrators	5	28
Licensing Boards	5	28
Accountability & Regulatory Oversight	5	28
State & Territorial Psychological Associations	3	17
Public Outreach	3	17
External Resources	3	17
Doctoral Internship & Postdoctoral Fellowship	3	18
Accreditation Standards	3	18
Ecological Sustainability	1	6

_*N = 18_

Twelve respondents specified various steps the APA could take to protect students and assist ECPs. Several groups raised barriers toward licensure as a top concern, and envisioned APA assisting state, provincial, and territorial psychological associations (SPTAs) in lobbying local licensing authorities to grant students more flexibility (e.g., number of clinical service hours). Others commented on the need for APA to exert its influence on doctoral internships and postdoctoral fellowships to also encourage them to apply greater flexibility, leniency, and support for students whose training has been impacted by the pandemic. **Div. 1** noted that APA could produce advocacy-related materials and licensure/training guidelines which could be distributed widely and made freely available. Along these lines, **Div. 44** students urged APA to reduce the costs of journal access and convention fees for students. **SPSSI** also called upon APA to develop resources that *combat structural racism* on campus, promote best practices in virtual teaching environments, develop *domestic violence interventions*, and support graduate student *unionization* efforts.

> "APA should drive and direct initiatives that regulate and protect those most affected by the pandemic and should pressure Congressional representatives [...] to support and implement legislation that protects traditionally *marginalized student populations.*"
> **- NLPA**

Another priority to multiple groups was APA's government advocacy work to Congress, the National Institutes of Health (NIH), the U.S. Department of Education (ED), and other agencies. *Student loan debt relief* was the most cited federal issue. Others included advocacy for robust *research funding* and *emergency relief* funding for students and trainees who lack the adequate housing, healthcare, nutrition, or ability to remain in school due to financial hardships. **Div. 18** urged APA to lobby for additional Wi-Fi and *technological access* to underprivileged students and schools. Across responses, multiple groups noted that top priority should be given to marginalized groups of students and trainees.

GOVERNMENT INTERVENTION

A prominent focus ($n = 12$) involved government intervention at various levels (local, state, and federal). At the national (federal) level, multiple groups called upon Congress and the U.S. Department of Education (ED) to expand eligibility for student loan forgiveness. **Div. 39** noted that current loan repayment programs that incentivize ECPs to work with underserved populations could be expanded (or at least not cut). **Div. 39** also noted that government regulators, such as ED, should proactively contact universities "to warn against eliminating funds and lines that would otherwise ensure the matriculation and/or hire of individuals from underrepresented groups."

At the local level, **SCRA** noted that city councils have a responsibility to "ensure access to the internet is equal for all." **Div. 34** also provided multiple concrete ideas for federal and state government agencies, including: (1) providing tax credits to universities that lower costs to underserved students; (2) lengthening student loan grace periods; (3) expanding criteria for student loan forgiveness, particularly for graduate students whose graduation dates are now substantially delayed; (4) providing more robust loans to graduate students; (5) changing gainful employment rules to ensure universities can continue to qualify for financial aid; and (6) promoting the value of higher education, especially at the state and local level.
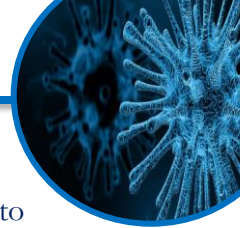
The **IPA** emphasized the role that many *state governors* may have in using their emergency powers to ease licensing restrictions and help ECPs enter the job market.

SPSSI noted that the government must not only support research funding, but also disseminate COVID-19 research findings to policy makers and the public, noting this step is "equally important." **SPSSI** also commented on the importance of recognizing institutions that are classified as primarily minority-serving institutions and community colleges. Finally, **SPSSI** urged ED to drive research and data collection efforts on the pandemic's impact on educational disparities, whereas **Div. 16** urged the National Institute of Mental Health (NIMH) to fund psychological research.

MULTI-STAKEHOLDER APPROACHES

Ten groups asked APA (and its staff and members) to work with other stakeholders on various multidisciplinary approaches, which included: (1) monitor how models of physician and nursing training are changing, and adapt appropriately; (2) produce guidelines and templates on a variety of topics around "what works" especially for universities and training programs; (3) lobby for increased education funding and leverage relationships with Congress to protect marginalized student subpopulations; (4) work directly with other education-related organizations, including labor unions and also with APPIC (to ensure that revised hours expectations result in continued successful rates of internship match); and (5) create coordinated, concerted efforts with Divisions and SPTAs to support members of the psychology community.
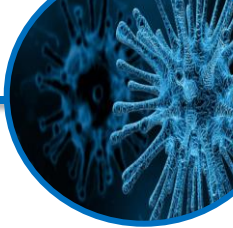
> *"**Everybody** ought to consider themselves to be responsible for doing their part to be flexible, provide support, be creative, and be compassionate as we work together to manage this ongoing crisis."*
> **- UPA**

CAMPUS CLIMATE & SAFETY

Nine groups noted the need to develop strategies that promote *psychological well-being* and *physical safety* on campus, especially if students and faculty return to on-campus learning in the fall of 2020. Regarding psychological well-being, numerous groups noted that training settings will need to actively create *antiracism initiatives* in order to make safe, inclusive environments for BIPOC students. Three groups emphasized paying attention to supporting Asian and Asian American students, who may be especially prone to racism in the pandemic's aftermath. **Div. 18** urged campuses to hold virtual diversity meetings which can provide ongoing training and support. Similarly, **SCRA** recommended that campuses find creative means of building community for BIPOC and other marginalized students, including virtual hangouts and social activities.

Further, two groups commented on steps to protect students and faculty against COVID-19 infection. **Div. 34** noted that recognized that while "there is no one-size-fits-all solution for higher ed […], colleges and universities must think carefully and holistically about re-opening too soon. Many should probably not be bringing students back in the fall of 2020, and perhaps not the spring of 2021 either." Finally, for training programs that require in-person services and learning, students

in **IPA** urged them to reduce the number of students in classes and think carefully about the size and presence of incoming cohorts in order to maximize social distancing.

FINANCIAL SUPPORT

Several (*n* = 8) groups described various ways that universities, organizations, and government entities can support students and institutions financially. Broadly, several groups commented on the need for funding from government entities and grant-making associations. **Div. 17** also urged APA to offer direct assistance, noting "APA should consider offering financial grants and scholarships to students and ECPs who are particularly impacted."

> "This is a time to pursue and push for *all forms of funding*. Despite austerity pressures, public institutions must continue to demand that state and local governments make education support a top priority in their budget proposals."
> **- Division 34**

Regarding teaching/research faculty funding, a member of **Div. 1** emphasized the importance of *compensating faculty for additional workloads*, stating "we need time for these strategies to take place and funding. I have seen some grants, but the funders do not pay for people's time. They pay for equipment and the sort but no salaries." Students from **Div. 44** noted that universities could waive activity fees and increase salaries for graduate teaching assistants and work-studies. Several students from **IPA** felt that training programs should lower tuition, especially if classes were to remain online in the fall.
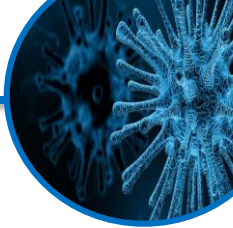
ACCESS & TECHNOLOGY LITERACY SUPPORT

This area speaks to ensuring that COVID-19 does not create or worsen a digital divide for students. Six respondents suggested that municipalities provide quality Wi-Fi, and universities that lend laptops also include a router or wireless access point for students to have access to the internet. It was suggested by **Div. 18** that APA advocate for broader Wi-Fi accessibility. **Div. 1** suggested that it will be important to offer *open-access educational programs* (e.g., MOOCs) in multiple languages, particularly those that teach digital literacy skills.

FACULTY SUPPORTING STUDENTS

Six groups highlighted ways for faculty in psychology education throughout and following the pandemic to provide optimal support to students. Three subthemes emerged related to *flexibility, empathy*, as well as preparing faculty to make use of the *digital learning environment*.

First, on flexibility, **DUPGSA** stated that "students were appreciative of advisors who are flexible and displayed concern about workload expectations," and suggested that faculty can be flexible with milestone projects, assistantship demands, and coursework due dates. Further, faculty can provide time to help students manage increased personal/familial responsibilities and provide room for making up assignments, clinical hours, and so forth.

Second, on empathy, **DUPGSA** also provided a set of ingredients for faculty to convey this emotion: Express concern; hold direct conversations with students about their work/life balance,

stress, health, and well-being; validate and acknowledge what students reveal; establish open and regular communication about these topics; emphasize that health and well-being are priorities; and appropriately self-disclose about their own pandemic-related adjustment and difficulties.

Third, a few groups suggested that faculty would benefit from free training on how to adopt coursework to virtual and hybrid models, so students can learn effectively and graduate on time. **SPSSI** noted that all online learning must be universally accessible.

TRAINING PROGRAMS & SUPERVISION

Various respondents (*n* = 6) offered broad recommendations to psychology departments and programs. **SCRA** captured the burden of programs succinctly:

> **[Programs] should encourage students to engage with their communities fully in their humanity during this challenging time. Taking care of ourselves and each other and reflecting on this experience should be the curriculum right now.**

"Although challenges were common, many interns and postdocs also identified positive ways that their training program was responding to COVID-19 related disruptions."
- SfHP

Members of **Div. 44** suggested accreditation incentives for programs that graduate their students without delay. **SPSSI** suggested better preparing students for non-academic careers.
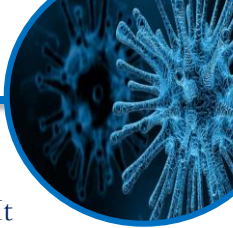
Specific to health service psychology programs, **Div. 18** wanted to see the development or expansion of training in telehealth and reaching and treating individuals effectively with *serious mental illness* (SMI), while **Div. 31** expressed the need for training faculty in (1) providing supervision for virtual care; and (2) thinking about future needs and opportunities to prepare the next generation of practitioners.

ONGOING ASSESSMENT

Six respondents noted that data collection and synthesis is in psychologists' wheelhouse and these skill sets were seen as very important during and after the pandemic. *Themes for research* included: student impacts and concerns; campus readiness for student return; making virtual learning sustainable over several years; graduate competency development in this altered training landscape; how to provide optimal student support services virtually; assessing the digital divide; and collecting data on disproportionate impact of the pandemic by race/ethnicity. **NCSPP** suggested that all parties (including vulnerable students, faculty, and staff) have an opportunity to participate in research design and synthesis. Further, **APAGS** suggested that APA help incentivize research on teletherapy and tele-assessment.

MENTAL HEALTH & MEDICAL SERVICES

Increased access to mental health was endorsed by six groups. This would mean getting more free and/or *low-cost providers* linked to students, *improving student healthcare* plans, and providing *robust online supports* and tools. **SPSSI** noted that students will need proactive "checking in" by their programs

and to ensure that linkages to healthcare are made safely and efficiently. It was also suggested that support plans for students should incorporate therapeutic modalities that produce faster results in reducing anxiety; and that treatments be adapted/selected for diverse cultural, socioeconomic and linguistic backgrounds. **Div. 16** emphasized *mind body health promotion*, which could be emphasized as forms of self-care and incorporated into daily routines, classes, and campus climate (e.g., daily walking routines, guided imagery exercises in virtual classes) in order to reduce stress and enhance well-being for trainees.

> **"In the future, we will need *mind body health services* supported by evidence-based practices and the voices of students."**
> **- Division 16**

UNIVERSITY ADMINISTRATORS

Several (*n* = 5) groups provided suggestions and recommendations that fall in the purview of higher education administrators (e.g., Deans, university Presidents). Most noted that administrators will have to be proactive to ensure that disparities in matriculation and retention of marginalized students and faculty would not become a worsening problem. Functionally, this means careful budgeting and reallocation of funds as well as intentional recruitment.
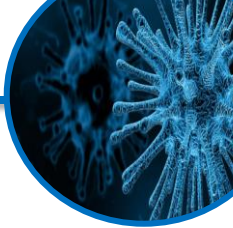
For students, **SCRA** emphasized developing and publicizing policies that are flexible around "allowances for extensions, alternative assignments, and the ability to withdraw/not engage for a time" for affected students, as well as the provision of additional staff to serve "the most vulnerable communities" (e.g., first generation, neurodiverse, BIPOC, and undocumented students).

For faculty, administrators are called upon to adjust evaluation systems and expectations around career advancement. **SPSSI** suggested that administrators "practice affirmative action when it comes to promoting caregivers" such that declines in typical faculty productivity measures do not penalize tenure eligibility, especially for women. **APAGS** suggested that administrators, psychologists, and psychology faculty in particular forge connections to make headway on these issues together.

LICENSING BOARDS

Psychology licensing boards protect the public and provide access to psychological services by evaluating and licensing trained candidates to practice independently. Five groups offered specific recommendations for them. In the time of COVID-19, every psychology and other healthcare board will need to make plans for "how they are going to accommodate the interruptions in people's training caused by the pandemic" (**APAGS**). Further, **IPA** enumerated multiple ways that trainees, particularly doctoral interns, are facing fewer direct service hours due to the pandemic.

APAGS suggested that APA discuss the pending request made by presidents of SPTAs to prioritize advocacy for licensure standards, and work closer with the Association of State and Provincial Psychology Boards (ASPPB) to lobby for temporary flexibility in licensure requirements as well as continued reimbursement for telehealth/telephone services. **NCSPP** suggested that plans for rolling out the EPPP-2 be paused, so as not to delay timelines to licensure or widen the pass-fail gap for less advantaged students.

ACCOUNTABILITY & REGULATORY OVERSIGHT

Five groups emphasized areas which may require *regulations* and *structural oversight*. **Div. 31** and **STP** noted concerns about recruitment practices that may take advantage of already marginalized groups of students. **STP** also noted that prejudice toward people of color and women continue to fuel inequities in higher education and STEM, which demand "systems of organizational accountability" to identify and eliminate these barriers. Some interns and postdocs surveyed by **SfHP** noted that APPIC may be able to monitor compliance with its member training sites, and act as an ombudsperson for students who file complaints. Finally, **Div. 44** echoed these concerns, emphasizing that students deserve *transparency* about decision-making processes, operations, and changing university standards, along with the ability to provide input.

STATE, PROVINCIAL & TERRITORIAL PSYCH. ASSOCIATIONS

Three responses pertained to the important role that state, provincial and territorial psychological associations (SPTAs) in the U.S. and Canada have and should continue to play in protecting the profession. For trainees accruing hours for licensure, SPTAs have the ability to urge jurisdictional licensing boards to amend/waive their laws and regulations temporarily for trainees impacted by COVID-19; this was noted by 2 of the 3 groups responding about SPTA involvement.

Div. 31 comprehensively noted other roles for SPTAs to play, such as advocating for:

> **[…] continued reimbursement for telehealth/telephone services after the public health emergency ends, concerns about delays in taking EPPP, and other national examinations to allow entrance into doctoral programs."**

PUBLIC OUTREACH

Three responses related to a *media-heavy* public health approach to the pandemic. Information would need to be widely accessible not just to people within psychology, but the public at large. Particular attention was drawn to four areas. First, a full acknowledgement of the disproportionate effects of the crisis on historically disenfranchised groups in higher education. Second, a public education campaign related to the effects on BIPOC in and outside of higher education was called for (with specific materials for BIPOC audiences). In particular, this effort would denounce racism and highlight ways that psychological science and practice lead to deeper understanding of and healing from the pandemic. Third, psychology can be helpful in predicting and shaping behaviors post-pandemic; for example, describing ways that we interact with each other in groups, and explaining how certain groups may face residual impact (e.g., children may be impacted developmentally by altered routines and patterns of social interaction). Fourth, **SPSSI** urged the development of more domestic violence interventions due to the likelihood of inflated rates of violence in the current crisis.

"Those in *underrepresented* and historically *disenfranchised groups* deserve to know that we not only recognize the multigenerational effects of systemic violence (perpetuated also in higher ed), but that we are also committed to addressing them as a field, *actively versus reactively*."
- Division 39
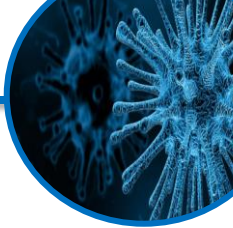
EXTERNAL RESOURCES

Responses (*n* = 3) coded as "external resources" named two groups outside of higher education and psychological associations that may be called on to assist trainees impacted by the pandemic: the *National Alliance on Mental Illness* (NAMI), to assist the transgender community and other marginalized groups (suggested by **Div. 18**) and *labor unions* to assist workers and lobby and educate others (**Div. 34**). Also, **SPSSI** suggested webinars, forums, and other online spaces could connect students and marginalized communities with necessary resources, academic and otherwise.

DOCTORAL INTERNSHIPS & POSTDOCTORAL FELLOWSHIPS

Although clinical training was mentioned broadly by numerous groups, three provided specific recommendations pertaining to doctoral internships and postdoctoral fellowship training. The **IPA** wrote a detailed list of concerns paired with a request for "temporary flexibility" in the IL licensing clinical hour requirements, which it submitted to the IL governor and a licensing board representative. One practical suggestion to reduce costs for internship and fellowship applicants – offered by **Div. 18** and already advocated by **APAGS** to training councils – is to make all interviews virtual, so that trainees do not have to travel for in-person interviews.
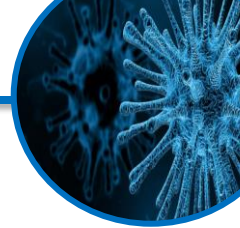
> "Hiring committees and internships/postdocs [should] remain sensitive to the ways in which the virus might have circumvented candidates' ability to attain relevant experiences over the last year."
> **- Division 17**

ACCREDITATION STANDARDS

Three groups referenced the APA *Standards of Accreditation* (SoA), which are operated by the APA Commission on Accreditation (CoA). **Div. 39** emphasized the importance of granting accredited programs increased flexibility in response to the COVID-19 pandemic, while also maintaining "educational integrity." **NCSPP** noted that "most institutions do not have the physical footprint to offer socially distant education at the scale of resuming full-time operation; there just isn't enough space." Thus, there are certain standards which may need to be modified, relaxed, or (at least temporarily) not enforced. **Div. 44** encouraged the CoA to provide incentives to programs that develop flexible, student-centered means of adapting the SoA requirements.

ENVIRONMENTAL SUSTAINABILITY

One group, **Div. 34**, noted that "given the environmental and social nature of the pandemic and its many impacts on our world, we hope the report will integrate an environmental/social justice perspective into the broad framing of the [education] issues raised." Thus, individuals, APA, and members of governments tasked with advocating for the needs of psychology higher education and training further must further integrate issues such as health inequities created by pollution, climate change, and other sustainability concerns that have been compounded and laid bare by the pandemic.
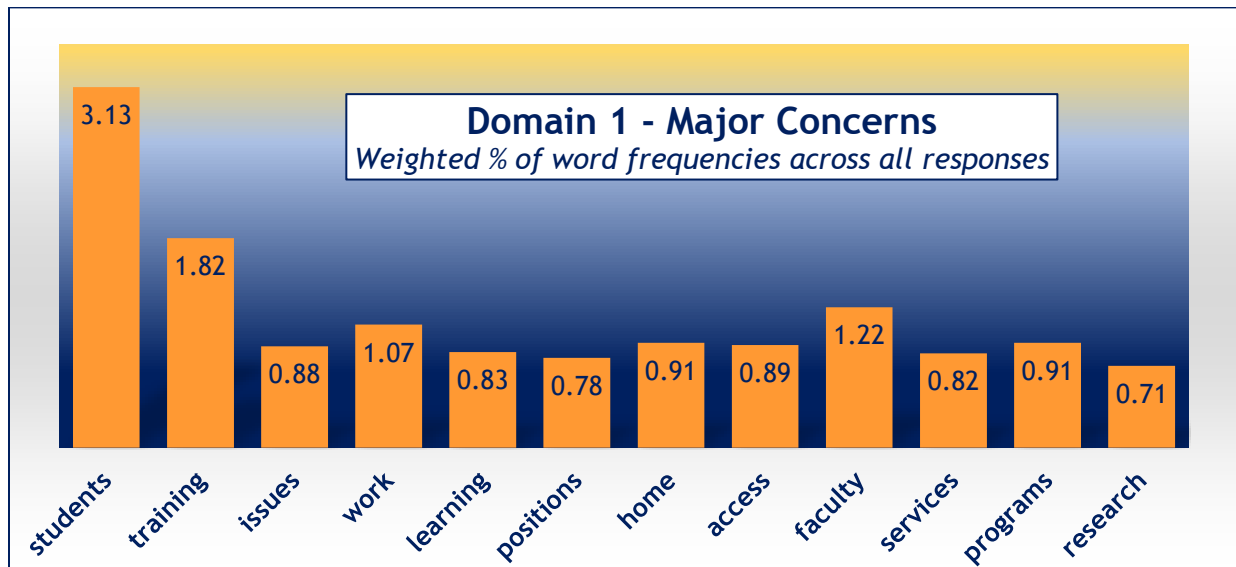
Question 1: What concerns do you have about how COVID-19 will (or might) impact higher education? We'd especially be interested in your thoughts about how it will impact students, early career psychologists, and contingent faculty.
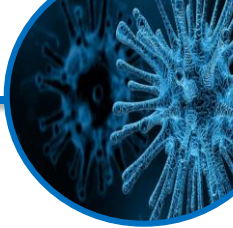
Table 5. *Q1 Most Common Word Frequencies & Synonyms*

Key Word	Count	Similar Words Included
students	144	scholars, student, students', students'
training	124	checks, conditions, develop, developing, direct, directly, discipline, disciplines, education, educational, educators, preparation, prepare, prepared, school, schooling, schools, take, taking, trained
issues	84	cut, cuts, cutting, effect, effects, emergency, emerging, issue, issued, matter, matters, number, numbers, outcome, outcomes, public, publication, result, results, return, returned, subject, subjected, subjective, subjects, supplied, take, taking
work	82	brings, employed, employment, exploitation, forming, functions, going, influences, make, making, operations, process, processes, processing, run, shape, solve, studied, studies, study, turn, working
learning	73	acquire, checks, conditions, hear, instruction, instructional, knowledge, learn, learned, letters, see, seeing, studied, studies, study, take, taking, teaching
positions	71	advantage, attitudes, lay, office, perspective, place, placed, placements, places, pose, posed, poses, position, post, put, puts, setting, settings, side, situation, situations, state, states, status
home	70	base, based, families, family, homes, housing, international, interns, nation, national, place, placed, places
access	57	accessing, addition, additional, additionally, admission, admissions, approach, availability, available
faculty	56	staff
services	49	availability, available, help, helpful, serve, service
programs	43	plan, platforms, program, programming
research	33	search

Figure 2. *Q1 Word Frequency Histogram.*

Domain 1 - Major Concerns
Weighted % of word frequencies across all responses

students 3.13, training 1.82, issues 0.88, work 1.07, learning 0.83, positions 0.78, home 0.91, access 0.89, faculty 1.22, services 0.82, programs 0.91, research 0.71
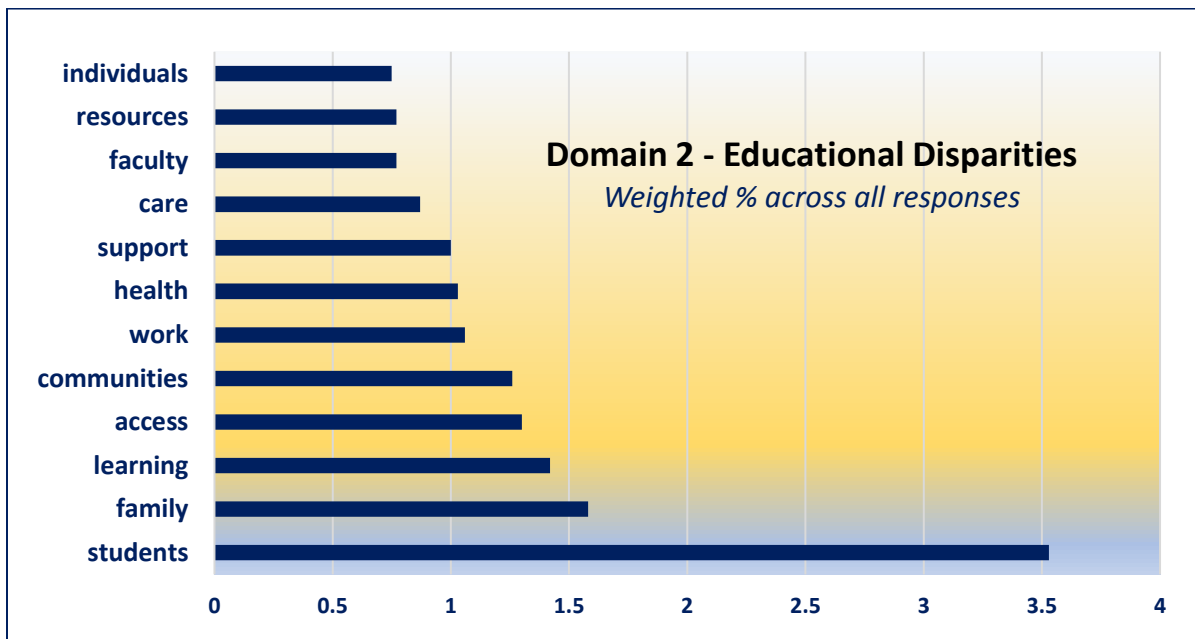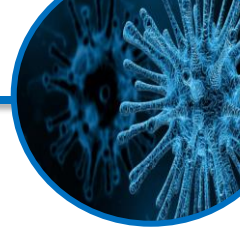
Question 2: What concerns do you have about how COVID-19 may widen inequalities within higher education? Relatedly, what communities might be hardest hit?

Table 6. *Q2 Most Common Word Frequencies & Synonyms*

| Key Word	Count	Similar Words Included
students	106	student
family	61	category, class, classes, families, families', fellowships, home, homes, house, households, housing, transmission
learning	70	checks, conditions, hearing, instruction, instructions, know, learn, scholarship, scholarships, see, studies, study, studying, take, takes, taking, teaching
access	50	accessed, accessibility, accessing, addition, additional, additionally, admissions, approaching, availability, available
communities	40	community, national
work	47	act, bring, bringing, employment, going, influencing, make, making, processes, run, studies, study, studying, working, workplace
health	31	well
support	47	assist, back, bear, bearing, documentation, documented, enduring, funded, funding, help, helping, keeping, live, lives, living, suffer, suffering, supporting, supports, sustain
care	55	aid, attention, cares, charge, concern, concerned, concerns, dealing, fear, fears, handling, manage, managing, measured, precautions, worry
faculty	23	faculty
resources	23	resourced
individuals	32	identity, individual, person, personal, private, separate, separated, separation, severely, single

Figure 3. *Q2 Word Frequency Histogram.*

Question 3: What suggestions do you have about ways to eliminate or minimize these concerns?

Question 4: Who/what (e.g., APA, Congress) should be responsible for implementing your ideas?

Table 7. *Q(3+4) Most Common Word Frequencies & Synonyms*

Key Word	Count	Similar Words Included
education	99	develop, developed, developing, development, educate, educating, educational, educators, prepare, schooling, schools, teach, teaching, train, training, trainings
support	88	accompanied, affirmative, assist, assistance, assistant, assistants, back, documents, encourage, encouraging, endorsed, fund, funding, funds, help, helps, keep, live, standing, suffered, supported, supportive, supports
work	89	act, bring, bringing, employment, exercise, forms, functional, going, influence, make, making, operation, play, process, processes, run, running, solve, studies, study, working, works
need	72	ask, demand, involved, necessarily, needed, needs, required, requirement, requirements, requiring, take, taking
APA	44	American Psychological Association
institutions	38	bring, bringing, establish, initiatives, institute, instituted, institution, institutional, original
programs	30	curriculum, plan, planning, plans, platforms, program, schedules, scheduling
states	32	express, expressed, expressions, formal, national, provinces, state
direct	61	address, addressing, candidates', center, channels, commission, conduct, conducting, directing, direction, directly, focus, focused, guidance, guide, leading, manage, managing, organizations, organizations, organize, organizing, place, places, steering, way, ways
governments	38	administration, administrative, administratively, administrators, establish, governance, governing, government, order, organizations, organizations, organize, organizing, political, regular, regulate, rule, rules
psychology	24	psychological

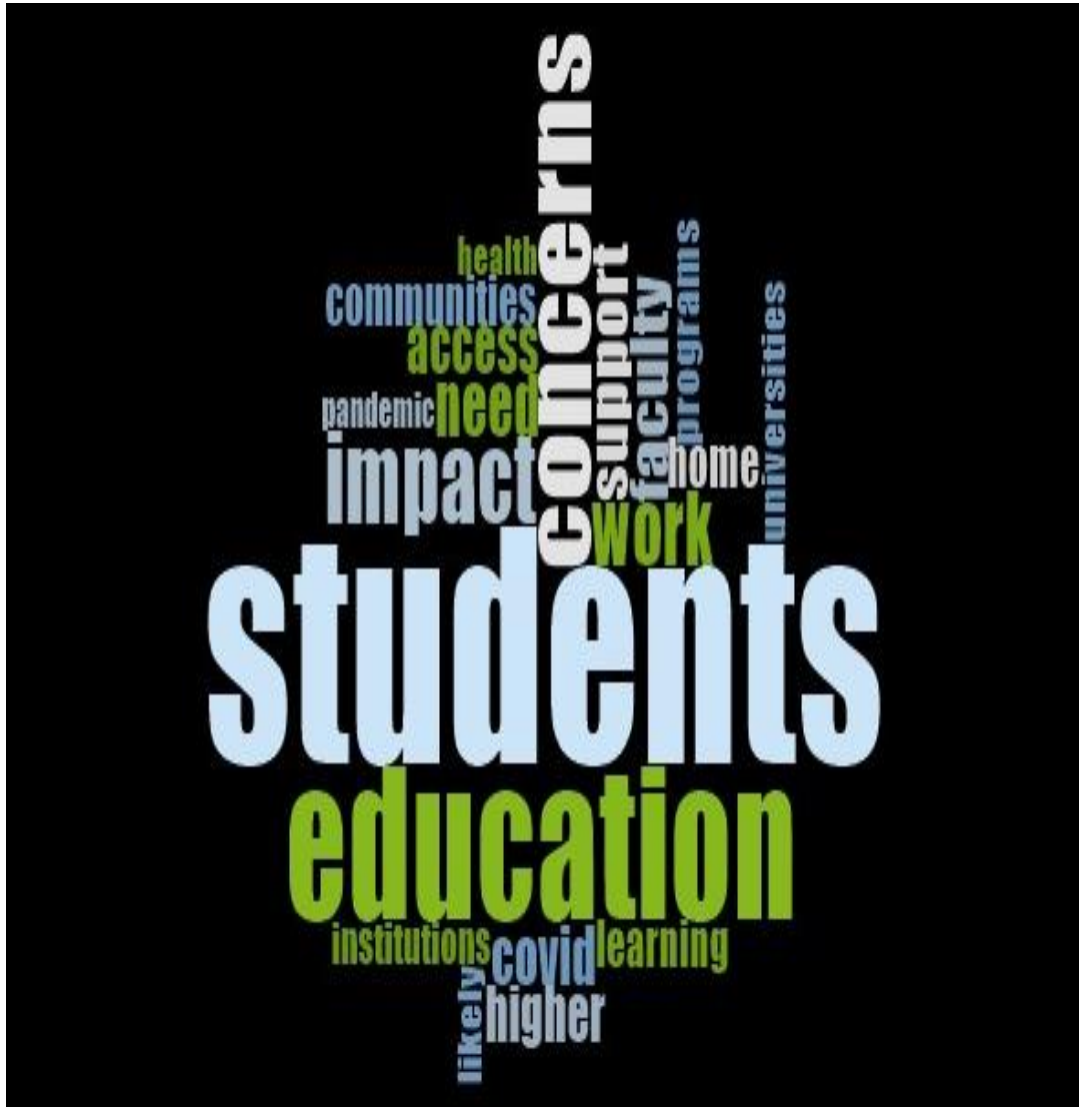**Figure 4. *Q(3 + 4) Word Frequency Histogram.***
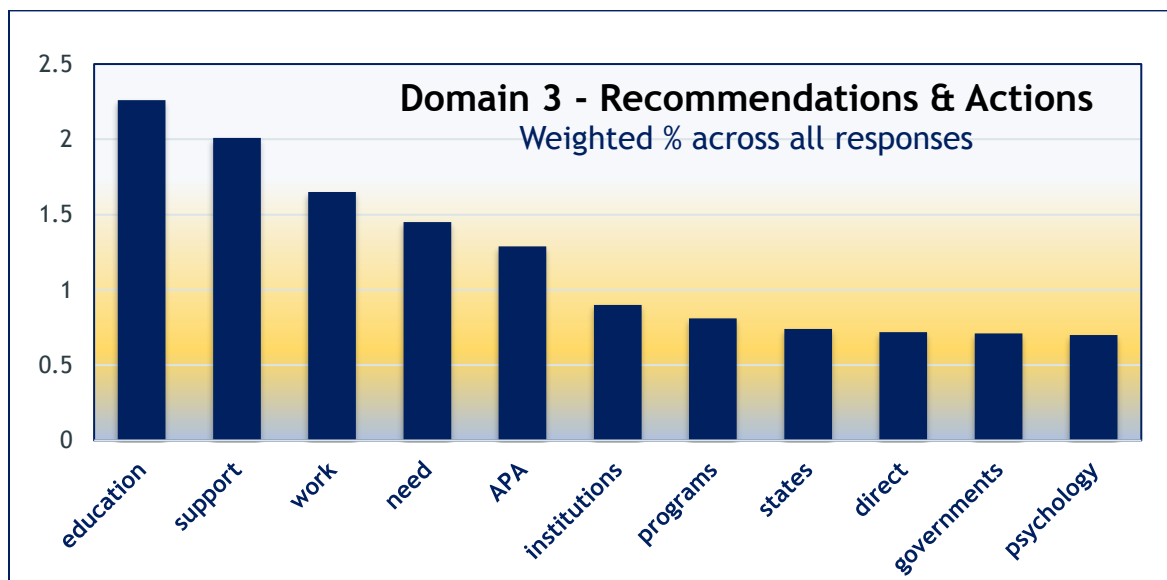
Figure 5.

Cumulative Response Word Cloud.

Figure generated by NVivo 10.0