

The background of the cover is a complex, abstract painting. It features a dense network of brushstrokes in various colors, including deep reds, bright blues, yellows, and blacks. The strokes are layered and overlapping, creating a sense of depth and movement. The overall effect is one of dynamic energy and artistic expression.

16

# THE SCHOOL PSYCHOLOGIST

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# PRESIDENT'S MESSAGE

By [Antoinette Miranda, PhD, The Ohio State University](#)

I am honored to be serving as the American Psychological Association Division 16: School Psychology President for 2024. As many of you know, Robyn stepped down to focus on her health and we are truly grateful for her continued support and commitment to School Psychology. Her presidential platform was a focus on Artificial Intelligence (AI) and we plan to continue that work in addition to continuing the important work and commitment to anti-racism. Being on the side of anti-racism is not just a moral imperative but a practical necessity for creating a more just, equitable, and inclusive world for all. It requires ongoing commitment, courage, and collective action to confront and dismantle racism in all its forms, both individually and systemically. I have been involved for several years with the Committee on Ethnic Minority Affairs (CEMA) and was part of the Task Force that was formed by last year's President Dr. Michelle Perfect as part of her presidential initiative. The task force was charged with tracking state-level policies in which the purpose was to block or thwart DEI efforts in academia and to propose advocacy strategies. The task force was incredibly productive and presented their work at NASP and will be presenting again at this year's APA. I am committed to continue this work as part of my presidential initiative.

I have been blessed to find a profession that I have absolutely loved and have been passionate about and I am truly privileged to be leading such an esteemed organization. I have an amazing and productive Executive Committee that is dedicated and talented. I look forward to sharing how the executive committee plans to engage in strategies and initiatives that will continue to elevate the profession and achieve sustainable success in the long term.

# THE ETHICAL USE OF GENERATIVE ARTIFICIAL INTELLIGENCE IN SCHOOL PSYCHOLOGY

## PART ONE: IMPLICATIONS FOR RESEARCH & TRAINING

Authored by Mary (Rina) M. Chittooran, PhD, NCSP; Sujay Sabnis, PhD, NCSP; Jacqueline Anderson, PhD, LP, NCSP; Ivette Merced, Ed.S. With Contributions From Sarah Mire, PhD, LP, LSSP, NCSP and Gina Beaman, PsyD., LMFT, LEP, PPSC

Generative artificial intelligence (GenAI) has recently emerged as a powerful tool that has various applications in school psychology. Despite its benefits, GenAI also introduces several risks, including the uninformed and unethical use of these rapidly growing but often poorly understood new technologies. This paper represents the first of a two-part series aimed at scientist-practitioner school psychologists: The current paper focuses on the ethical use of GenAI in school psychology research and training future researchers, while the second will focus on the ethical use of GenAI in school psychology practice in schools and clinical settings. Given the rapid evolution of GenAI, trainers must themselves develop and maintain competence in ethically using this technology. The goal of this series is to provide an overview of GenAI-related ethical considerations that are relevant to school psychologists' research, training, and practice.

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## **Ethics and GenAI**

Discussions of GenAI must be preceded by conversations about artificial intelligence (AI), a term first used in 1956 by computer scientists at the Dartmouth Conference. According to Banks and Formosa (2023), AI refers to the ability of computers and other artificial entities to engage in behaviors typically classified as requiring intelligence were a human to do them, such as reason, plan, problem solve, and learn from experience. Generative AI represents a subset of AI where computer models learn from large datasets based on human reasoning, generate content that mimics human functioning, and proliferate with increasing use (Chittooran, 2024). As GenAI grows, school psychologists must commit to strengthening their knowledge and skills in this area so that they can most effectively integrate these technologies into their work. One approach to doing so ethically is to abide by APA's *Ethical Principles for Psychologists and Code of Conduct* (2017), hereafter referred to as the Code, or other comparable codes of ethics for psychologists. In this paper, we use the Code as the framework for examining the ethical use of GenAI in school psychology research and training. The Code's General Principles are aspirational, apply to all aspects of school psychologists' professional functioning, and include the following: Beneficence and Nonmaleficence; Fidelity and Responsibility; Integrity; Justice; and Respect for People's Rights and Dignity. The Code also includes enforceable Ethical Standards, each of which has sub-components that explicate those standards. We limited our discussion in this paper to the Standards most pertinent to research and training: Competence (Standard 2); Privacy and Confidentiality (Standard 4); Education and Training (Standard 7); and Research and Publication (Standard 8).

## **GenAI Applications in School Psychology Research**

School psychologists who engage in research play a critical role in advancing the discipline by examining educational problems, studying those that merit further investigation, and developing evidence-based interventions; all of these tasks may be enhanced by the use of GenAI. Whether acting as consumers or producers of research, school psychologists must understand the potential benefits *and* risks of this new technology. GenAI is evolving rapidly, with updated iterations that have the potential, if used wisely, to enhance school psychological research. For example, there is an increasing demand for, and a corresponding shortage of, appropriately qualified peer reviewers that has necessitated a growing reliance on GenAI technologies. Checco et al. (2021) reported that several organizations are using GenAI-driven software to replace human reviewers by weeding out unacceptable manuscripts, detecting poor writing and questionable statistics, and

*Author Note: This article was collaboratively developed by the Ethics Committee of the School Psychology Division of the American Psychological Association. We did not use AI in the development, writing, or editing of this manuscript, either in whole or in part.*

monitoring lack of adherence to author guidelines. GenAI can be used to organize and summarize articles, draft grants and manuscripts, propose methodology, and produce large datasets for analysis. One of the most widely used forms of GenAI, ChatGPT and its fourth-generation iteration, GPT-4 released by Openai in 2023, can be used in school psychology research to complete tasks ranging from ideation to summarizing literature reviews and conducting data analyses for quantitative and qualitative research. Other GenAI models for research have been released, including open-source language models, Llama-2 and Llama-2-Chat (Checco et al., 2021). Additionally, AI models are being used by researchers seeking grant funding as well as by grant reviewers (Parrillo, 2023) and by test developers to generate items for data collection (Götz et al., 2023).

### **Ethical Concerns Related to GenAI in School Psychology Research**

While GenAI applications may offer marked benefits to school psychology researchers, there are numerous ethical conflicts, solutions to which are largely unknown at this time, that may arise with the use of GenAI. Such models in school psychology have become an increasingly important resource in the research landscape; however, researchers have expressed concern that the pace at which GenAI models are growing has exceeded our ability to understand how they work (Abrams, 2023). Since GenAI models use available data and prediction to generate output, they can only be as good as the data on which they are trained. As such, GenAI models are fallible, prone to hallucinations (i.e., they produce false output), and are unable to distinguish between random noise and unexpected events (Ringman, 2023). GenAI models are also, of necessity, imbued with the attitudes, values, and biases of the developer (Abrams, 2021) and may, therefore, produce biased output for the unsuspecting user. Researchers-as-consumers may find that AI-generated article summaries afford conveniences that can be appealing when

they lack time or an adequate understanding of the literature; however, indiscriminate reliance on AI-generated output also carries risks such as missing out on important insights and background information or failing to recognize inaccuracies in AI output. Researchers-as-producers often rely on GenAI for shortcuts to writing manuscripts, a practice that may lead to plagiarism and inadequate vetting, both of which are highly unethical, and may be difficult for research supervisors, grant reviewers, and journal editors to identify.

### **Ethical Uses of GenAI in School Psychology Research**

It is important, as Abrams (2023) stated, to acknowledge that AI is here to stay, despite concerns about its appropriateness and ethical utility. School psychology researchers using GenAI can save time and energy, as well as increase their own autonomy and agency, as long as they remain mindful of the risks of such technology. Several scholars are beginning to develop guidelines for the use of AI that can also be adapted for use by school psychology researchers; for example, Floridi et al. (2018) have offered AI4People, a values-based framework focusing on beneficence, non-maleficence, autonomy, justice, and explicability designed for an ethical AI community. Bankins and Formosa (2023) built on this foundation by discussing ways in which AI could influence opportunities for meaningful work; both frameworks can be adapted to the needs of researchers in school psychology. In a recent webinar (APA 2023), Regan Gurung described the acronym FEAL (Fast, Ethical, Accurate, and Learning-Focused) which can help psychologists determine the utility of GenAI for research activities. van Dis et al. (2023) offered five critical priorities for researchers using ChatGPT that can be applied to other GenAI models and more narrowly, to research in school psychology. These include requiring human verification of AI-generated output, developing rules for accountability, increasing transparency of large language-learning models, weighing the

benefits against the risks of GenAI (the “double-edged sword” mentioned by Gurung; APA, 2023), and expanding the debate on GenAI to increase awareness and minimize fear of the unknown. Collaboration between psychologists who analyze human intelligence and computer scientists who study machine intelligence have also shown promise as a way to harness the power of GenAI (Abrams, 2021).

In an effort to explicate the ethical use of GenAI in school psychological research, we offer, in Table 1, examples of potential ethical conflicts for school psychology researchers using GenAI, identify the relevant APA General Principle and Ethical Standard, and offer a possible response that mitigates the impact of researcher actions.

**Table 1: GenAI-Related Ethical Conflicts in School Psychology Research**

Ethical Conflict	Relevant APA General Principle/ Ethical Standard	Possible Response
School psychologist delegates literature review to GenAI to meet journal submission deadline	Principle B: Fidelity and Responsibility Standard 2.05 Delegation of work to others	<ul style="list-style-type: none"> <li>Be aware of limitations of AI-generated reports</li> <li>Verify AI-generated output</li> </ul>
Researcher wants to test research participants' ability to distinguish between human and AI output	Principle C: Integrity Standard 8.07: Deception in research	<ul style="list-style-type: none"> <li>Follow APA guidelines on deception, including debriefing participants</li> </ul>
Researcher uses AI-generated citations for literature review, without adequate acknowledgement	Principle C: Integrity Standard 8.11: Plagiarism	<ul style="list-style-type: none"> <li>Limit use of AI-generated output until further guidance is available from APA</li> </ul>
School psychologist conducts quantitative data analysis using GenAI	Principle C: Integrity Standard 8.12 Publication credit	<ul style="list-style-type: none"> <li>Cite role of GenAI in all research studies</li> </ul>
Novice school psychologist uses GenAI to conduct literature review for a research study	Principle D: Justice Standard 2:01: Boundaries of competence	<ul style="list-style-type: none"> <li>Minimize reliance on GenAI</li> <li>Acknowledge input from GenAI</li> </ul>
University-based researcher gathers interview data from participants about their use of GenAI in academic tasks	Principle E: Respect for People's Rights/Dignity Standard 4.01: Maintaining confidentiality	<ul style="list-style-type: none"> <li>Protect participants' identity to maintain confidentiality</li> <li>Consider impact of unequal power between researcher and participants</li> </ul>
School psychologist wants to assess student perceptions of GenAI in a research study	Principle E: Respect for People's Rights/Dignity Standard 8.02: Informed consent to research	<ul style="list-style-type: none"> <li>Provide detailed consent materials informing research participants about use of GenAI</li> <li>Consider power over student participants</li> </ul>



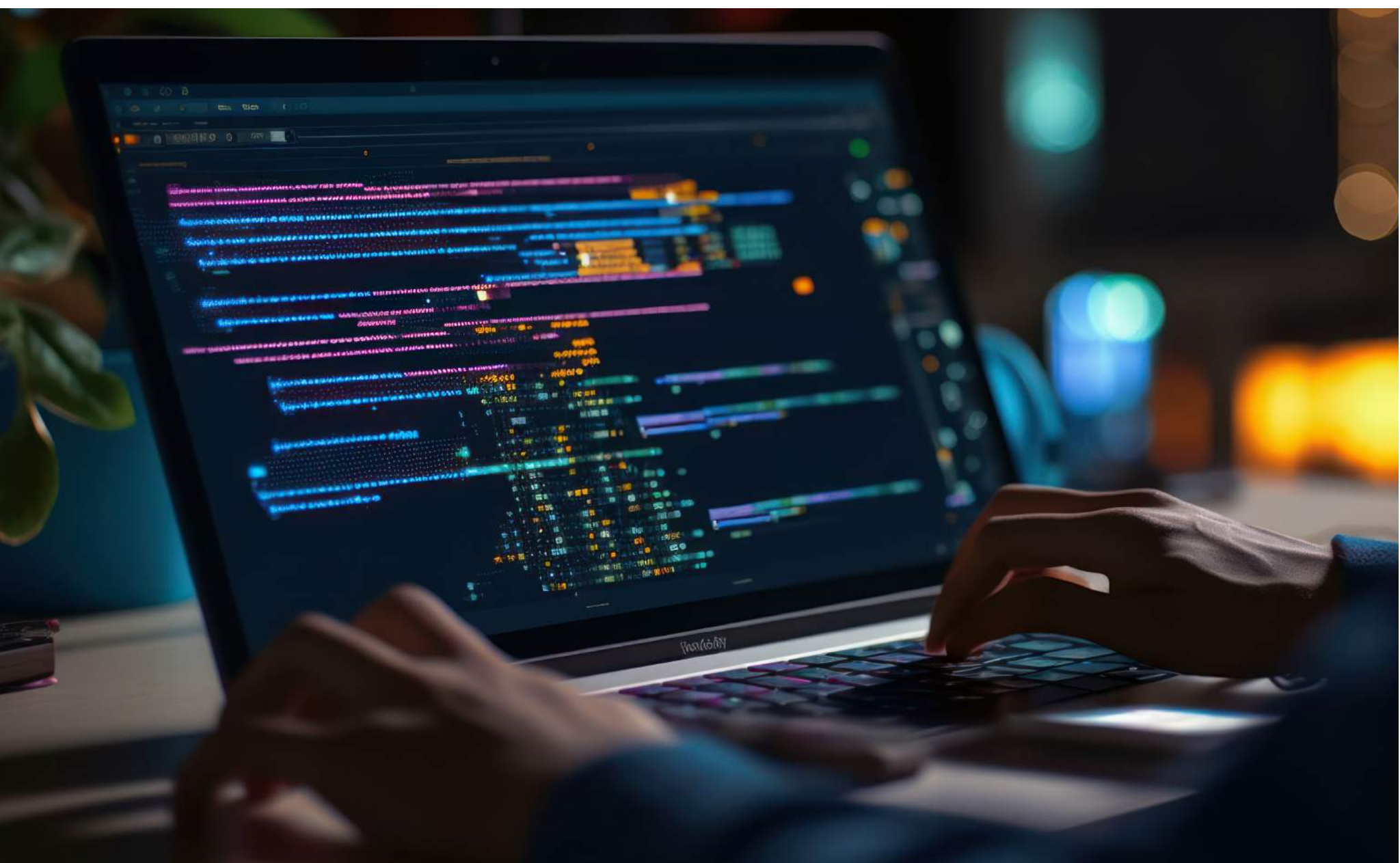
## **GenAI Applications in Training School Psychology Researchers**

We now move to a discussion of how university trainers in school psychology might prepare future school psychology researchers. School psychologists employ various strategies to teach research methodologies, aiming to equip students with the necessary skills to conduct rigorous and ethical research in a variety of educational and psychological contexts. Trainers are responsible for building trainees' deep understanding of the research theories and methodologies that will equip their students to apply their knowledge in future work settings. During training, theoretical knowledge is linked to practical application through data analysis exercises (e.g., coursework) and hands-on research projects (e.g., theses, dissertations, and journal articles) to provide trainees with real-world research exposure. These instructional and applied experiences support trainees' ability to critically read extant research, conduct research studies and produce data, and disseminate research findings. As such, trainers

must possess a comprehensive understanding of the ethical implications of GenAI in research to ensure that their students also comprehend its ethical complexities (Floridi & Cowls, 2019). While the rapid evolution of GenAI holds significant promise for school psychology training in research, existing AI technologies are quickly rendered obsolete, resulting in a corresponding need for trainers and their students to keep pace with these changes.

## **Ethical Concerns Related to GenAI in Training School Psychology Researchers**

Training future school psychologists to cultivate cultural competence in AI-driven research is vital to ensure that students are conscious of potential biases and cultural implications inherent in AI algorithms and datasets, thereby facilitating their development as responsible and culturally sensitive researchers (Buolamwini & Gebru, 2018). Integrating cultural and humanistic elements into AI training and research is important when designing and implementing courses (Sanusi & Olaleye, 2022). Because



GenAI produces information based on user prompts, trainees may not understand how to prompt GenAI to consider research participants' cultural and social identities. Without appropriate training and supervision on GenAI input and interpreting output, results from GenAI content could perpetuate biases in research.

As noted earlier, new GenAI applications are being developed at an unprecedented rate to gather literature, collect data, run analyses, and provide interpretations; as such, trainers must understand these programs to guide their trainees so that they perceive GenAI as additive rather than a replacement for knowledge and experience in research. Moreover, trainers should emphasize the significance of data handling and protection of privacy to instill a sense of responsibility in trainees when dealing with GenAI-driven data or GenAI analysis (Mittelstadt et al., 2016). Encouraging critical analysis of GenAI applications in the context of school psychology research equips students with the necessary skills to discern the benefits and potential biases of AI technologies (Topol, 2019). It is critical to note that trainees' experiences of the inevitable stressors during graduate training can cause them to succumb to ethical misconduct such as an over-reliance on GenAI to help them complete assignments, particularly when they are pressed for time or lack prerequisite knowledge to do so. Trainees who substitute GenAI for the learning and applied experiences that are so important to their development as researchers run the risk of making unintended errors such as incorrectly interpreting the literature, plagiarizing others' work, drawing unjustified conclusions from AI-generated data analyses, and subsequently disseminating erroneous information or making faulty decisions about their clients and/or those they serve.

### **Ethical Uses of GenAI in Training School Psychology Researchers**

Trainers have arguably the most important role in introducing their students to GenAI and its potential use in school psychology research. One

of the most important antecedents of such training has to do with trainer and trainee acceptance of the value of such technologies. There are several determinants of student acceptance of GenAI, including the fact that students faced with the ubiquity of GenAI are likely to have a natural curiosity about this new technology, which can be harnessed to enhance training. Another important determinant of student acceptance of GenAI relates to trainers' own attitudes towards GenAI (Gado et al., 2021) as well as their use of such technologies (Chan & Hu, 2023). Trainers have the opportunity as well as the responsibility to appropriately model the ethical use of GenAI tools for future school psychologists at a stage in their professional development when they are likely to benefit from it the most. For example, faculty who teach their students how to use GenAI to write a scholarly paper, answer a question, or initiate classroom discussions on controversial topics in school psychology can help trainees better understand how to ethically engage with GenAI to enhance learning.

Trainers who adopt a proactive approach to GenAI by embracing its advantages instead of fearing its risks, creating GenAI-focused curriculum, emphasizing the potential benefits of this technology, and cautioning against over-reliance on GenAI, play a crucial role in students' acceptance of this new technology (Gado et al., 2021). Trainers can model a positive approach to GenAI by including the topic in their syllabi and engaging their students in open conversations about using GenAI in school psychology. Trainers and students could collaboratively develop classroom policies and procedures, as well as consequences for violations related to the use of GenAI in the classroom (Chittooran, 2024).

Ethical considerations related to GenAI in the university classroom include cheating, plagiarism, privacy, bias, accountability, and professional development (Burton et al., 2017), as well as the growth of these technologies in school psychology; as such, all GenAI curriculum developers and users should advocate for the

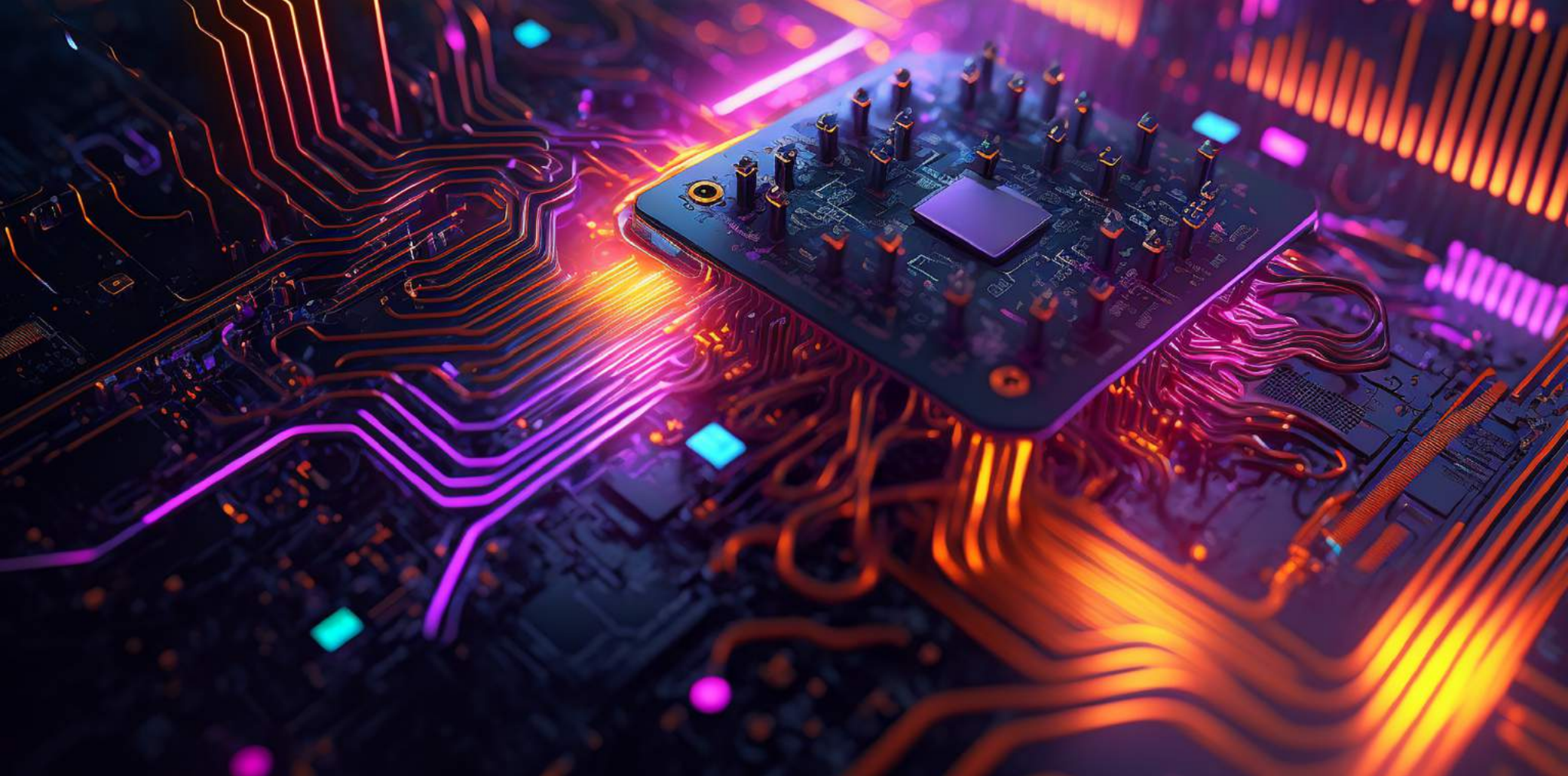
inclusion of ethics. While these efforts are still in their infancy, school psychology trainers can take the lead by using a scaffolding approach to integrate GenAI into their classrooms and training programs. School psychology trainers must consider APA’s Ethical Standard 2: Competence that underscores the responsibility of school psychology trainers in developing trainees’ skills pursuant to becoming consumers and producers of research. Trainers must also abide by APA’s Ethical Standard 7: Education and Training to prepare future researchers, a standard that requires trainers to provide their students with appropriate supervision and a supportive learning environment. Trainers serve as gatekeepers to the field for their trainees and are responsible both for knowledge communicated to and learning acquired by their trainees’ ability to consume, produce, and disseminate research. Therefore, Standard 7 guides school psychology trainers to teach their students to abide by APA’

Code or those of other professional associations. Failure to do so can result in trainer culpability for trainee violations, as well as their repercussions.

Trainers and trainees alike must understand the limitations of GenAI; however, the competent and ethical use of GenAI offers significant advantages to all stakeholders. For example, trainers can highlight how GenAI might be used to brainstorm ideas for a research project, find literature on a topic of interest, or develop a plan for data analysis (KU Leuven, 2023). Trainers must stay up-to-date and commit to developing competence themselves with the evolving aspects of GenAI, so that both they and their trainees remain aware of potential ethical pitfalls in the use of GenAI. Table 2, which is best viewed in conjunction with Table 1, includes examples of ethical conflicts that may be experienced by trainers and trainees in school psychological research settings.

**Table 2: GenAI-Related Ethical Conflicts in Training School Psychology Researchers**

Ethical Conflict	Relevant APA General Principle/ Ethical Standard	Possible Response
<p><i>Although trainees are responsible for abiding by APA’s Principles/Standards, ultimately, trainers have a duty to ensure that trainees comply with the APA Code. Trainers and trainees must be aware of the Principles/Standards in Table 1.</i></p>		
<p>1) Trainee uses GenAI for research assignments (creation of study data, methodology, data analysis, and interpretation)</p> <p>2) Trainee uses GenAI to produce capstone projects (e.g., thesis and dissertation)</p> <p>3) Trainee uses GenAI for conference presentation or manuscript under trainer’s name.</p> <p>4) Trainer, listed as primary/senior author, is accused of using GenAI in collaboration with trainee</p>	<p>The following principles and standards all apply to the 4 overlapping GenAI-related ethical conflicts presented here:</p> <p>Principle B: Fidelity and Responsibility</p> <p>Principle C: Integrity</p> <p>Standard 8.01: Institutional Approval</p> <p>Standard 8.10: Reporting Research Results</p> <p>Standard 8.11: Plagiarism</p> <p>Standard 8.12: Publication Credit</p>	<p>All 4 ethical conflicts may potentially be faced by trainees. Both trainers and trainees must be aware of the ethical pitfalls of GenAI.</p> <p>Trainers/supervisors must be competent in identifying GenAI to provide appropriate feedback to trainees and prevent research misconduct.</p> <p>Trainers must highlight the importance of trainees conducting their own research projects in preparation for careers as school psychologists.</p>



## Conclusions

While the examples provided in Tables 1 and 2 are not exhaustive, we expect that they will help readers consider the ethical implications of using GenAI in school psychology research and training. APA's Code (2017) is presently being updated to include AI-related content. Adherence to the most updated guidelines and consultation with other members of the profession will allow school psychologists to “move ahead with caution amid the growing questions about equity (and accuracy) raised by AI technology” (Abrams, 2021, p.69). Policies governing research conduct for publication and grants management, and training considerations for trainers and trainees, as well as consequences for violation of those policies will need to be developed, updated, and shared with all stakeholders, as must content on research ethics, informed consent for IRBs, critical issues in training school psychologists, and mandatory professional development. Despite the convenience and potential utility of GenAI in school psychological research and training future researchers, we believe that such models are best viewed as a set of tools that can be used as an adjunct, rather than a replacement, for the work of school psychologists in both research and researcher training endeavors.

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# Division 16 Ethics Committee Members

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# DIVISION 16 REQUEST FOR LIVE WEBINAR PROPOSALS

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Webinars provide participants with best practices, research relevant to practice, effective solutions and strategies, and quality resources—with preference given to webinars with a highly practical focus. We particularly encourage experienced speakers who haven't previously delivered a D16 webinar and those from minoritized backgrounds to submit. Proposals will be accepted on a rolling basis. Presenters will be notified once the proposal is received and a decision is made.

[Please click here to submit your webinar proposal.](#)



# THE STUDENT CORNER

## CALL FOR SUBMISSIONS

The Student Corner seeks submissions that center graduate students' experiences and expertise in either or both of the following topics:

- 1) LGBTQ+ issues, related social justice, and equity
- 2) Immigration issues and experiences working with culturally and linguistically diverse populations.

Please submit papers using [this form](#).

## DID YOU ATTEND THIS YEAR'S NASP EVENT?

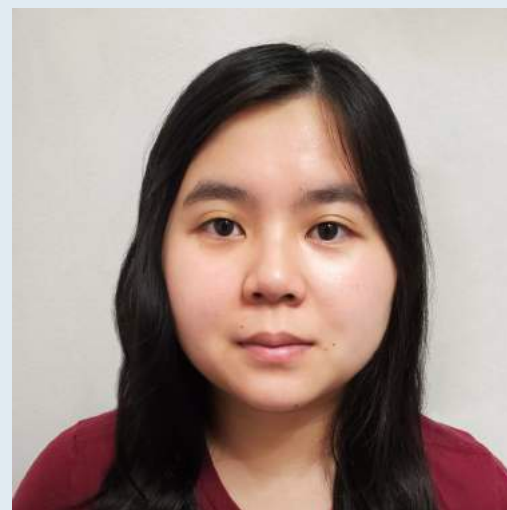
Keep the benefits of this event going! Download the Eventsential App to connect with fellow school psychologists and learn about this year's sessions!



## MEET THE SASP EDITORIAL TEAM!



Sindhu Venkat, 2024 Editor  
University of Missouri



Laura To, 2024 Editor-Elect  
California State University, LA

## THE STUDENT CORNER ACCEPTS SUBMISSIONS BEYOND THE CALL FOR PAPERS ABOVE ON A ROLLING BASIS!

Example submissions include but are not limited to book or media reviews, graduate school reflections, and discussions on current topics. Everyone and anyone are encouraged to submit their writing. Any questions can be directed to the editor ([thestudentcornerSASP@gmail.com](mailto:thestudentcornerSASP@gmail.com)).



# NOTEWORTHY RESOURCES

CURATED BY THE SASP STUDENT CORNER TEAM

## SCHOOL PSYCH AI



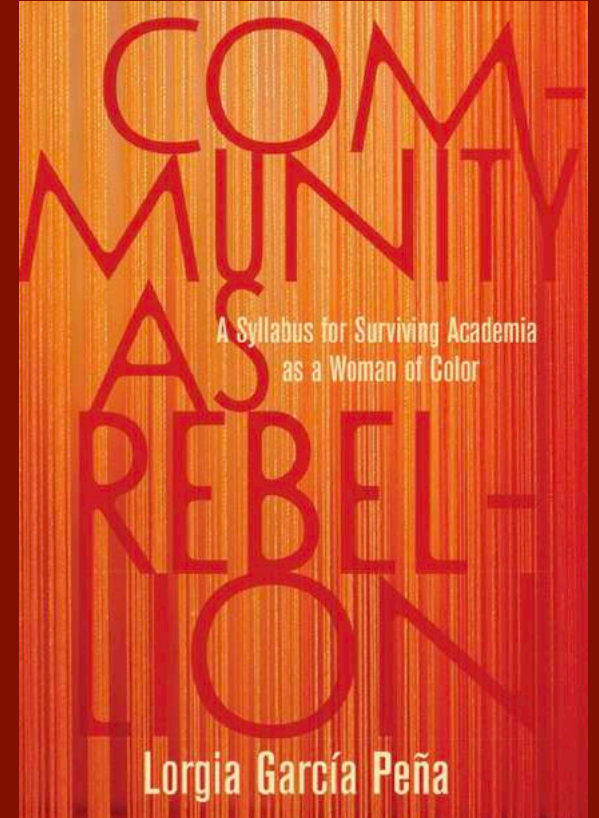
The Sophia AI tool can help:

- Summarize/edit evaluations
- Suggest IEP objectives and intervention goals
- Rewrite reports into student- and parent- appropriate

## Social Emotional Learning Resource

Check out this curriculum developed by researchers at the University of Connecticut! Offering SEL skills, best practices, family components, and Spanish translations

Find it at: <https://www.feelyourbestself.org>



## Student Book Review

*“An impassioned personal account of the ways institutionalized racism, sexism, and elitism are inherent to academia. Incredibly validating, a must-read for graduate students”*

- Audrey Glenn-Perez, Third-Year PhD Student

## Online Training Modules

Virginia Department of Criminal Justice Services: Training materials and resources for K-12 threat assessment (<https://www.dcjs.virginia.gov/k-12-threat-assessment-train-trainer-resources>)

AFIRM Online Learning Modules: Autism Focused Intervention and Resource Modules (<https://afirm.fpg.unc.edu/>)

Autism Partnership Foundation: Free 40-hour RBT training (<https://autismpartnershipfoundation.org/free-rbt-training/>)

IRIS Center: Modules cover different topics related to serving students (<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>)

# APA COUNCIL MEETING HIGHLIGHTS

## FEBRUARY 2024

Division 16 Council Representatives: Linda Reddy, PhD, Rutgers University; Tammy Hughes, PhD, Duquesne University, & Vincent C. Alfonso, PhD, Gonzaga University

APA's Council of Representatives held a hybrid meeting Feb. 23-24, with in-person Council members convening in Washington, D.C.

### **Calling for an End to Involuntary Individual Isolation in Incarcerated Youth**

The Council passed a resolution calling for ending the placement of youths in isolation in juvenile justice settings, except for emergencies, and then only for a maximum of a 4-hour period. "Solitary confinement should never be used for punishment or disciplinary purposes, or for the protection of property," states the resolution. "The separation of youths from others must never be a substitute for adequate staffing numbers, staff training, and supervisory and/or administrative support." The resolution passed 154-2, with 1 abstention.

This resolution calls for implementing alternative, evidence-based strategies for managing behavior and promoting positive development. It emphasizes the importance of mental health support for youth subjected to isolation. The measure includes a recommendation that federal agencies and/or state youth justice authorities keep accurate track of and publicly report the frequency, prevalence, duration, conditions and rationales for various forms of individual confinement.

### **Secure Firearms Storage**

The Council approved, by a vote of 157-6, a resolution aimed at promoting secure firearm storage practices. This resolution underscores the critical role of psychologists and health care providers in preventing suicides by advocating for secure firearm storage and safety strategies.

The measure emphasizes the effectiveness of actions such as temporary removal of access to firearms during mental health crises, highlighting research indicating that such steps can prevent suicides by creating time and distance between individuals and lethal means.

The resolution also advocates for increased funding at federal, state and local levels to support initiatives aimed at preventing suicides through secure firearms storage. And it calls on psychologists, health care professionals, policymakers and the public to support efforts to implement evidence-based strategies to prevent suicides and promote mental health and safety.

### **Policy Statement on Evidence-Based Inclusive Care for Transgender, Gender Diverse and Nonbinary Individuals**

The Council passed, by a vote of 153-9, with 1 abstention, a policy statement affirming evidence-based care for transgender, gender diverse and nonbinary children, adolescents and

adults. The policy affirms APA's support for access to evidence-based clinical care for transgender, gender diverse and nonbinary children, adolescents and adults. It notes that recent legislative attempts to obstruct access to psychological and medical interventions for such individuals puts them at risk of depression, anxiety and other negative mental health outcomes.

The policy statement also addresses how misinformation can distort the characterization of gender dysphoria and gender-affirming care, leading to stigmatization, marginalization and lack of access to psychological and medical care for this population. It also highlights APA's support for insurance providers to include coverage that addresses the health care needs of this population.

### **Approval of APA/APASI Strategic Plan**

The APA/APASI strategic plan was approved by the Council by a vote of 145-5, with 6 abstentions. This updated plan features revised language that enhances specificity, aligns with current EDI strategies and highlights the importance of partnerships. It replaces the previous plan, approved in August 2019, and follows the mandate requiring Council approval every five years.

### **Parents with Disabilities**

Recognizing the biases and challenges often encountered by parents with disabilities, the Council adopted a resolution to support parents with disabilities. The policy statement calls upon psychology and policymakers to support increased psychological research, intervention, advocacy and policy development aimed at informing and shaping decisions related to parents with disabilities, and to reduce disparities and biases faced by this population.

The resolution passed 158-1.



### **Combating Misinformation and Promoting Psychological Science Literacy**

The Council adopted a resolution on combating misinformation and promoting psychological science literacy. The resolution recognizes that misinformation leads to mistrust and can pose a threat to public health. It states that “to fully understand the impact of misinformation, it is necessary to understand the psychological factors that drive people to believe and share it, the levers of manipulation used by its creators, and the network effects induced by today’s media and political landscape that impact its spread.”

The policy commits APA to disseminate psychological science to address misinformation and to promote psychological science literacy. It passed 151-3.

### **Revised Guidelines for Psychological Practice with Older Adults**

The Council voted 153-0 with 4 abstentions to adopt revised Guidelines for Psychological Practice with Older Adults, with an expiration date of Dec. 31, 2034. These guidelines focus greater attention on the strengths and needs of older adults, and work to develop workforce competency in working with this population. This

revision addresses the increased use of technology and telehealth for the first time.

### **Discussion of Future Meeting Options**

The Council discussed whether to hold the February meeting entirely virtually and/or to remove the hybrid option from in-person meetings, which would have a positive impact on climate change and APA resources. A nonbinding straw poll showed that neither option was popular among Council members. The Council Leadership Team agreed to study the issue further.

### **Dues Adjustment**

That Council approved a a \$25 reduction in the dues at year four through six of the dues ramp-up (\$149 to \$124) and a \$27 increase in the APA base member dues rate (\$247 to \$274).

### **Address by Dr. Miriam Delphin-Rittman**

Dr. Miriam Delphin-Rittmon, administrator of SAMHSA, outlined HHS and SAMHSA priorities and major initiatives - - in particular, progress and attention to mental health across diverse populations, building the workforce, addressing substance use disorders and suicide prevention.

# SUBMIT TO A NEW COLUMN IN THE SCHOOL PSYCHOLOGIST!

Introducing "From the Stacks"

Is there a scholarly article that still stands out to you years after you have read it? What about a research study that changed how you approach graduate training or your clinical practice?

You are invited to submit a proposal for "From the Stacks", a new recurring feature in *The School Psychologist*. This column will showcase reviews of articles that have had a significant impact on the development of school psychologists, graduate students, and school psychology faculty.

We are excited to review proposals that highlight an article that was impactful to your worldview, shifted your clinical practice, expanded your research toolbox, or encouraged you to join the field. This column is open to all members of the school psychology community, and to all articles regardless of whether they were published within or outside the field of school psychology.

Proposals will include a brief summary of the article, and describe its relevance to your professional development and its influence and implications for the broader field of school psychology. Accepted proposals will receive an invitation from the editors to submit a 6-8 page manuscript for publication in *The School Psychologist*, which will undergo internal review with our Editor and Associate Editor.

**If you have articles in mind that have greatly influenced your development as a professional, please submit a 500 word proposal to [D16TSP@gmail.com](mailto:D16TSP@gmail.com).**

# MEET THE 2024 DIVISION 16 EARLY CAREER WORKGROUP



Early Career Professionals (ECPs), individuals within ten years of the receipt of their degree, are a unique group with particular needs within the field of psychology. The Division 16 Early Career Workgroup was established to better address the needs of ECPs in the field of school psychology. The Division 16's ECP Workgroup is working to increase the representation of ECPs within Division 16, including practitioners and academicians, and increase ECP-focused programming. We are also interested in updating our needs assessment of ECPs and coordinating with other school psychology workgroups on issues pertaining to early career school psychologists.

The ECP Workgroup is interested in your ideas and collaborating on programming. Please reach out to us at [D16ECP@gmail.com](mailto:D16ECP@gmail.com) with ideas for articles or interest in collaborations.

## Division 16 Early Career Professional Workgroup Leadership

**Chair:** Paul Jones, PhD, is an assistant professor in the school psychology program at Temple University and a licensed psychologist. His scholarly interests focus on the intersection of health and behavior, and how school psychologists can better support the needs of children with chronic health conditions in schools.

**Secretary:** Ashley Mayworm, PhD, is an assistant professor and program chair in the school psychology program at Loyola University Chicago. She is a Nationally Certified School Psychologist and Licensed Psychologist. Ashley is passionate about addressing inequities in access to quality mental health services and exclusionary discipline practices in schools. She has published over 30 articles and book chapters on related topics.

**Publications & Research:** Jackie Caemmerer, PhD, is an assistant professor in the school psychology program at the University of Connecticut. Her research, teaching, and clinical interests are in psychological assessment and validity issues. Jackie is a licensed psychologist and nationally

certified school psychologist. Please email her if you are interested in co-authoring or have ideas for Early Career Corner pieces ([jacqueline.caemmerer@uconn.edu](mailto:jacqueline.caemmerer@uconn.edu)).

**Workgroup Liaison:** Sierra Brown, PhD, ABPP is a licensed psychologist at Milton Hershey School. She also serves on the board of directors for the American Board of School Psychology. Dr. Brown is looking forward to collaborating and coordinating efforts within the various School Psychology professional organizations to advocate for early career school psychologists.

**Digital Content Officer:** Melissa Cavins, PhD, NCSP, is a school psychologist for Gwinnett County Public Schools in Georgia. She entered the field as an educational specialist before receiving her doctoral degree in School Psychology from the University of Alabama. Her research and scholarship relate to gender and sexual diversity, mental health programs in schools, and professional issues in school psychology.

**Member-at-Large:** Amanda Kearns, PhD, NCSP, is a licensed psychologist at the Counseling Center at Brigham Young University – Idaho (BYU-Idaho). At BYU-Idaho, Dr. Kearns provides brief counseling and assessment services to college students from many backgrounds. She received her doctorate in School Psychology from Texas A&M University.

**Member-at-Large:** Sierra M. Trudel, PhD, NCSP, LPC is currently a postdoctoral fellow at the University of Connecticut School of Medicine and is joining Marist College in Fall 2024 as an Assistant Professor in the school psychology program. Her research and practice interests include trauma-informed positive education and strengths-based assessment.

## We Want to Hear from You!

We would like to take the opportunity to spotlight early career professionals. If you are an early career professional or know an early career professional who has a story to tell about their research, practice, or teaching, we would like to hear from you! Email [D16ECP@gmail.com](mailto:D16ECP@gmail.com) with your suggestions for our ECP Feature.

We are also interested in your ideas for topics to write about in The School Psychologist Early Career Corner section. We are also interested in collaborating with early career professionals who want to co-author Early Career Corner pieces. Please email your suggestions to the ECP Publications and Research Officer Jackie Caemmerer at [jacqueline.caemmerer@uconn.edu](mailto:jacqueline.caemmerer@uconn.edu).

# AUTHOR'S INSTRUCTIONS & PUBLICATION SCHEDULE

Division 16 of the American Psychological Association publishes *The School Psychologist* as a service to the membership. Three PDF issues are published annually. The purpose of TSP is to provide a vehicle for the rapid dissemination of news and recent advances in practice, policy, and research in the field of school psychology.



In light of this mission, the TSP editorial team has worked hard over the last year to streamline our internal procedures and expedite the time to publication for our authors. We have instituted a permanent email address that will stay with the newsletter; you can now reach out to [D16TSP@gmail.com](mailto:D16TSP@gmail.com) at any time with questions about ongoing submissions or ideas for future articles.

**We are actively seeking manuscript submissions** with a strong applied theme, or empirical pieces conducted in school settings and that have a strong research-to-practice linkage. Non-empirical pieces with a strong applied element will also be reviewed for potential publication. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. We particularly encourage you to submit articles that are timely to the current practice needs of school psychologists, such as collaborative efforts to support teachers and school staff, calls and actions for advocacy within schools, or the influence of technology on school psychology practice.

All submissions should be double-spaced in Times New Roman 12-point font and emailed to the Editor. Manuscripts should follow APA format, identify organizational affiliations for all authors on the title page, and provide contact information for the corresponding author. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published material shall be assigned exclusively to APA Division 16.

For more information about submissions or advertising, please e-mail or write to: [D16TSP@gmail.com](mailto:D16TSP@gmail.com)

**To be considered in an upcoming issue, please note the following deadlines:**

**Fall Issue:** Approximate publication Date - October 30th; Submission Deadline - August 30th

**Spring Issue:** Approximate publication Date - February 15th; Submission Deadline - December 15th

**Summer Issue:** Approximate publication Date - June 15th; Submission Deadline - April 15th



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