MINNESOTA BOARD OF PSYCHOLOGY
June 20, 2025
Board Meeting

Order of Business

PUBLIC SESSION:

1. Call to Order
2. Adoption of Tentative Agenda
3. Announcements
    - A. Web Ex Meeting Link
4. Approval of the Board Minutes
    - A. Approval of Board Meeting Minutes
5. Consent Agenda
    - A. Staff Delegated Authority Report
6. New Business
    - A. AI in Psychology Practice
    - B. International Medical Graduates
    - C. Master's Level Licensure
    - D. Executive Director's Report
    - E. Board Administrative Terminations
7. Committee Reports
8. Adjournment

- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: Assistant Executive Director

TITLE: Web Ex Meeting Link

INTRODUCTION TO THE TOPIC:

Meeting link:
https://minnesota.webex.com/meet/samuel.sands

Meeting number:
966 811 163

Join from a video conferencing system or application
Dial: samuel.sands@minnesota.webex.com
You can also dial 173.243.2.68 and enter your meeting number.

Join by phone
+1-415-655-0003 United States Toll
Access Code: 966 811 163

Global call-in numbers
https://minnesota.webex.com/minnesota/globalcallin.php?MTID=m0f8b8d96df6f1583dab9f301a08c30ac

BOARD ACTION REQUESTED:

- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: Assistant Executive Director

TITLE: Approval of Board Meeting Minutes

INTRODUCTION TO THE TOPIC:

The Board Meeting Minutes for May 2025 are respectfully submitted.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
May 2025 Board Meeting Minutes	6/16/2025	Cover Memo

MINNESOTA BOARD OF PSYCHOLOGY

MINNESOTA BOARD OF PSYCHOLOGY
Minutes of the May 30, 2025, Board Meeting

Board Members and Staff in Attendance: Sonal Markanda, Sebastian Rilen, Salina Renninger, Daniel Hurley, Michael Thompson, Michelle Zhao, Nancy Cameron, Pamela Freske, Jill Idrizow, Joel Bakken, Cesar Gonzalez, Sam Sands, Trisha Hoffman, Wondwosen Darsebo.

Guests: Nick Lienesch, Teri Fritsma, and Alex Siegel.

PUBLIC SESSION

1. Call to Order

Sonal Markanda called the meeting to order at 9:32AM. The meeting was held in a hybrid format with some individuals in attendance in person and others online. Voting was held by roll call.

A. Webex MeetingLink

2. Adoption of Tentative Agenda

Salina Renninger moved, seconded by Seb Rilen Motion: to adopt the tentative agenda. There being 10 “ayes” and 0 “nays” the Motion Passed.

3. Announcements

4. Approval of the Board Minutes

Pamela Freske moved, seconded by Nancy Cameron Motion: to adopt the March 21, 2025, Board Meeting Minutes. There being 9 "ayes" and 0 "nays" the motion Passed.

5. Consent Agenda

A. Staff Delegated Authority Report

6. New Business

A. Presentation on Licensure Demographics

Teri Fritsma, Lead Healthcare Workforce Analyst at the Minnesota Department of Health, presented on demographic data pertaining to licensed Psychologists. She noted that Psychologists as a group, relative to other Mental Health Professionals, are older, working a greater number of hours into their later years, and happier with their careers. Psychologists are also slightly more likely to be White but the share of new licensees who are BIPOC is increasing.

B. Master's Level Licensure

Alex Siegel, ASPPB's Director of Professional Affairs, presented on the model statutory and regulatory language prepared by ASPPB's Potential Regulatory Implications of Licensing Master's-Trained Individuals Task Force, and answered questions and engaged in discussion with the Board.

C. Executive Director's Report

Trisha Hoffman provided an update on the work of the Licensure Unit as it continues to support the Mission and Vision of the Board. She noted that the total of Licensed Behavior Analysts is now around 700. Also, the Licensure Unit has been contacting applicants for licensure as Psychologists whose applications have not moved forward during the past year and providing information to those who wish to continue in the application process.

Sam Sands reported that the staff is implementing the Governor's telework policy, invited attendees of the ASPPB Mid-Year Meeting to share thoughts on it, noted that the Behavior Analyst Advisory Council has begun working within the complaint resolution process, and gave legislative and financial updates.

Sonal Markanda led a discussion of the use of artificial intelligence in the practice of Psychology.

D. Board Administrative Terminations

Daniel Hurley moved, seconded by Seb Reilen Motion: to approve the Board Administrative Terminations. There being 8 "ayes" and 0 "nays" the motion Passed.

7. Committee Reports

8. Adjournment

Adjourned at 12:45 PM

- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: Assistant Executive Director

TITLE: Staff Delegated Authority Report

INTRODUCTION TO THE TOPIC:

The Board utilizes a consent agenda for routine financial, legal, or administrative matters that require Board action or inform the Board of action taken under authority delegated by the Board.

The items on the consent agenda are expected to be non-controversial and not requiring of a discussion.

The consent agenda is voted on in a single majority vote, but made be divided into several, separate items if necessary.

The items on the consent agenda will be considered early in the meeting. The Board chair will ask if any member wishes to remove an item from the consent agenda for separate consideration, and if so, the Chair will schedule it for later in the meeting.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
Behavior Analyst Consent Agenda	6/18/2025	Cover Memo
Licensure Consent Agenda	6/18/2025	Cover Memo

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CONSENT AGENDA ITEMS: Staff Delegated Authority Report

Licensed Behavior Analyst (LBA)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Behavior Analyst (LBA) licensure pursuant to MN Statute 148.9983.

License Number	Licensee
LBA0696	Bethany Breen
LBA0697	Brianna Zey
LBA0698	Alyssa Calangi
LBA0699	Julie Worthen
LBA0700	Gretchen Williams
LBA0701	Marissa Mastel
LBA0702	Hanna Kim
LBA0703	Aysheh Bitar
LBA0704	Rebecca Symes
LBA0705	Analise Benavidez
LBA0706	Emily Grahovac
LBA0707	Chelsea Zawadzki
LBA0708	Anna Hoepfner
LBA0709	Jacob LaFramboise
LBA0710	Jayci Hoff
LBA0711	Julia Smith
LBA0712	Kaytlynn Ziegler
LBA0713	Cresilyn Javier
LBA0714	James Ball
LBA0715	Rebeccah Edwards
LBA0716	Erin Farrell
LBA0717	Mary Signorella
LBA0718	Jules Glowinski
LBA0719	Tanya Granville
LBA0720	Laura Sanders

Licensure Progression Statistics

The following data is a summary of the length of time it takes for an applicant to obtain licensure as a Behavior Analyst with the Minnesota Board of Psychology.

Total Number of LBA Applications Filed Since Last Council Meeting: 28

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Of applications filed, number of LBA applications that have satisfied all license fees: 53

Of these applications, number submitted to CBC program (anticipated timeline to process CBC is 30 days): 53

Of all applications filed (and paid fees), number in compliance review: 6

Average days for license to be granted (time counted from staff review to license application approved): 1

Of applications filed, number of Behavior Analyst License applications still in review: 872 applications filed in all, 57 still in review

Reasons for continued review: Applications are either in Final Review, Staff Review, or in progress.

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CONSENT AGENDA ITEMS: Staff Delegated Authority Report

Admission to Examination for Professional Practice in Psychology (EPPP)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Admission to the Examination for Professional Practice in Psychology (EPPP) pursuant to Minnesota Rules 7200.0550.

Applicant(s) Granted Admission to the (EPPP) Exam
Jieyi Cai, Ph.D.
Amy Farmer, Psy.D
Jennifer Carter Berg, Psy.D.
Edgar Rodriguez-Rivera, Ph.D.
Christine Staebell, Psy.D.
Lois Ahn, Psy.D
Amy Serna, Psy.D.
Kelsey Maleski, Psy.D

Admission to Professional Responsibility Examination (PRE)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Admission to the Professional Responsibility Examination (PRE) pursuant to Minnesota Rules 7200.0550.

Applicant(s) Granted Admission to the (PRE)
Hannah Weiss, Ph.D
Fortino Rodriguez-Sanchez, Psy.D
Jieyi Cai, Ph.D.
Jennifer Carter Berg, Psy.D.
Victoria Frankie, Ph.D.
Christine Staebell, Psy.D.
Miranda Rosenberg, Psy.D.
Nicole Justice, Ph.D.
Mitchell Fritz, Psy.D.
Meghan Colpas, Psy.D.
Adaila Dixon, Psy.D
Lindsay Bergeson, Psy.D.
Schevita Vaccianna, Ph.D

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Licensed Psychologist (LP)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Licensed Psychologist (LP) licensure pursuant to Minnesota Statutes, section 148.907 and the administrative rules of the Psychology Practice Act.

License Number	Licensee
LP7209	Kathleen McVey, Ph.D.
LP7210	Maurita Christensen, Ph.D.
LP7211	Joseph Jefferson, Psy.D.
LP7212	Kiana Wright, Psy.D.
LP7213	Alexa Koester, Psy.D.
LP7214	Kendra Van Rossum, Psy.D.
LP7215	Sarah Taylor, Psy.D.
RL00105	Cara Crisson
RL00108	James Torkildson

Guest Licensure (GL)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Guest Licensure (GL) pursuant to Minnesota Statutes, section 148.916 and the administrative rules of the Psychology Practice Act.

License Number	Licensee

Licensure for Voluntary Practice (L-VP)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Licensure for Volunteer Practice (LPV) pursuant to Minnesota Statutes 148.909 and the administrative rules of the Psychology Practice Act.

License Number	Licensee

Emeritus Registration (Em.)

Under delegated authority from the Board, Board staff approved the following applicant(s) for Emeritus Registration pursuant to Minnesota Statutes, section 148.9105.

License Number	Licensee
ER00170	John A Desteian
ER00204	Patricia Spaulding
ER00205	Todd Larson

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Voluntary Terminations (VT)

Under delegated authority from the Board, Board staff terminated the following License's pursuant to Minnesota Rules 7200.3700.

License Number	Licensee
5/17/2025	Patricia Spaulding
5/21/2025	Todd Larson
5/31/2025	Fred Ohlerking
5/31/2025	Cynthia Parker-Neis
6/3/2025	Danette Wilfahrt
6/3/2025	John Huffaker

Continuing Education Variance Requests

Under delegated authority from the Board, Board staff approved the following licensee(s)' requests for a six (6) month continuing education variance pursuant to Minnesota Rules 7200.3860, D.

License Number	Licensee
LP5625	Margaret Flaget-Greener

Licensure Progression Statistics

The following data is a summary of the length of time it takes for an applicant to obtain licensure with the Minnesota Board of Psychology. The starting point is staff review; when the applicant has submitted all required documents for the specific type of license application.

Number of Initial, Reciprocity and Mobility LP applications filed since last Board meeting: 9

Of applications filed, number of LP applications still in review: 0

Reasons for continued review: N/A

Initial, Reciprocity, and Mobility applications days to license: 12 days

Number of Guest License applications filed since last Board meeting: 0

Of applications filed, number of Guest License applications still in review: 0

Reasons for continued review: N/A

Guest License applications days to license: N/A

- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: Executive Director

TITLE: AI in Psychology Practice

INTRODUCTION TO THE TOPIC:

Continuation of the discussion of AI in the practice of psychology.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
APA - AI Redefining the Future of Psychology	6/16/2025	Cover Memo
APA - AI is Reshaping how Psychologists Work	6/16/2025	Cover Memo
University of Texas Arlington Article - AI Guidelines for Instruction	6/16/2025	Cover Memo

Artificial Intelligence

Redefining the Future of Psychology

AMERICAN
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ASSOCIATION

Professional Coach Certification for Psychologists

Looking to use your skills in a new way with growth-minded clients?

Earn your specialty coaching credential from the accredited post-graduate executive coaching institute founded by psychologists.

FIVE OPTIONS

How to Use AI in Coaching 8 HOURS

Certified Professional Coach Certification 72 HOURS

Advanced Personal and Executive Coach Certification 128 HOURS

Positive Psychology-based Wellness Coach Certification 75 HOURS

EQI2.0 and EQ360 Assessment Certification 16 HOURS

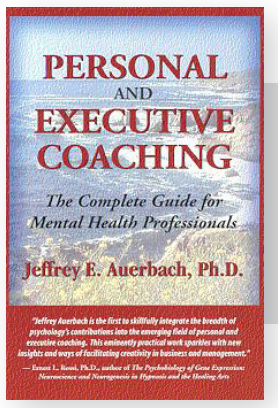
All training is delivered virtually—live and online—supplemented by on-demand video modules.

APA: The College of Executive Coaching is approved by the American Psychological Association to sponsor continuing education for psychologists. College of Executive Coaching maintains responsibility for this program and its content. Accredited by the International Coach Federation for ICF Credentials. Accredited by the National Board of Health and Wellness Coaches for the National Board Certified Health and Wellness Coach Credential delivered by the National Board of Medical Examiners, the same prestigious board that licenses physicians.

Ph.D. and Master's Level Faculty

"The presentations were dynamic and content-rich. My coaching practice has benefited as a result of my participation at ***College of Executive Coaching****. I look forward to integrating the training into my coaching and leadership work at Mayo Clinic."*

LISA HARDESTY, PH.D., L .P., ACPEC



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CONTENTS

COVER: VITALII GULENOK/GETTY IMAGES

AI's Profound Impact

Psychology's enormous opportunities to shape AI's influence

BY ARTHUR C. EVANS JR., PHD
From *Monitor On Psychology*, July 2024

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These days, artificial intelligence (AI) is a common topic of conversation with strong—but not always recognized—connections to psychology. These connections to psychology often fall into two broad categories, both of which require our field to be proactive and strategic.

First, AI will have a profound impact on every aspect of our field. Whether you provide mental health services, conduct research, teach, consult, or facilitate the application of psychological science in different settings, industries, or systems, AI will affect what we do and how we do it. We already see evidence of this disruption taking place around issues like scholarly publishing, complex statistical analyses, and the precision and efficiency of psychological assessment. The advancement of AI offers extraordinary opportunities for innovation, and we do not have the luxury of shying away. Instead, we must position ourselves to shape and evolve along with these technologies. We must demonstrate that, as a field, we serve in a wide range of important roles that can be supplemented—but not supplanted—by AI.

Additionally, psychological science can inform the development and use of AI. Every area of psychology can and should contribute—human factors, cognitive, social, developmental, and more. We can use our scientific understanding to help AI minimize algorithmic biases and bring a human-centered perspective to its safe and effective design. We have expertise on issues like ethics and the psychology of privacy to ensure that AI is promoting positive outcomes, not generating harm or fueling manipulation. This provides a tremendous opportunity to demonstrate the breadth of our field by fully engaging in this evolving topic, intentionally seeking out opportunities to apply our science and knowledge to AI, and elevating the invaluable role psychology plays.

As an association, APA is taking a multipronged approach to AI—both supporting the adaptation of our profession and discipline and infusing psychology into the global conversation. I hope you will help us embrace the unprecedented possibilities before us. ■

Arthur C. Evans Jr., PhD, is the chief executive officer of APA. You can follow him on LinkedIn.

HARNESSING THE ***POWER*** OF AI

As artificial intelligence transforms our world, psychologists are working to channel its power and limit its harm

BY ZARA ABRAMS

From *Monitor On Psychology*, January/February 2025

Artificial intelligence (AI), which is driving what some call the fourth industrial revolution, has been a harbinger of change. Its power and potential have wrought excitement and fear across nearly every sector of society, from finance and transportation to education and health care.

"Because AI has surpassed the limits of pattern recognition that individuals can do, naturally it becomes impressive to us when generative AI tools work well," said Ericka Rovira, PhD, a professor of engineering psychology at the United States Military Academy at West Point who studies human-technology interaction. "But as psychologists, because our work impacts people's lives in such serious ways, we cannot trade magic for the explainable."

Far from observing the AI revolution from the sidelines, psychologists are rolling up their sleeves to develop, examine, and integrate AI tools—both into the discipline and across society at large. APA's policy statement "Artificial Intelligence and the Field of Psychology," released in August 2024, outlines how psychologists can shape AI and how the new technologies are changing the field.

In clinical practice, psychologists are exploring how large language models (a type of generative AI focused on natural language processing) can increase efficiency, expand access to mental health support, and even deepen the therapeutic relationship. On the research front, AI tools are accelerating studies across psychology while generating new courses of inquiry in the human-technology interaction field. And psychologists increasingly have a seat at the table in broader conversations about ethical data use and product development, as well as the role AI should have in our health, work, and relationships.

"As psychologists, we have the opportunity—the responsibility, even—to guide and shape the future of mental health," said Jessica Jackson, PhD, a Houston-based licensed psychologist, chair of the APA Mental Health Technology Advisory Committee, and a member of the new U.S. Food and Drug Administration Digital Health Advisory Committee. "We do not have to observe this process of development from the sidelines."

AI in the Clinic

Bringing AI into the clinic can be a daunting task—one that requires technological know-how and ethical deliberation—but experts say it's time to do so. One helpful tool for clinicians is the "Companion Checklist: Evaluation of an AI-Enabled Clinical or Administrative Tool" created by APA's Office of Health Care Innovation.

"The time is now to start integrating AI," said David Luxton, PhD, a clinical psychologist and an affiliate professor at the University of Washington's School of Medicine, who wrote an APA guidebook on integrating AI into practice, due out in 2025. "Behavioral health professionals need to be competent on the boundaries and risks of AI but also on how it can benefit their practice."

The forthcoming guidebook explores how AI can help with everything from administrative and back-office tasks to assessment, direct care, and patient self-care. It is intended as a practical manual to give psychologists and other providers of mental health care the knowledge they need to get started.

One tool that uses large language models and may soon become standard: chatbots that assess for depression, suicide risk, and other issues in a conversational and empathetic way. Luxton is one of several researchers developing such a chatbot, which he said could offer advantages over the standard nine-item Patient Health Questionnaire (PHQ-9), which can feel redundant for patients over time, affecting the accuracy of their responses.

"What we hope to assess is: How do both clinicians and clients feel about using an automated interactive conversational tool? Could these systems actually be more accurate and reliable than traditional screening tools and assessments?" Luxton said.

More and more therapists are also using AI to transcribe and analyze their session notes. While it can improve effi-

ESSENTIAL RESOURCES ON AI AND PSYCHOLOGY

Psychologists are leading a range of efforts focused on safely leveraging AI to improve research, education, and mental health. To get involved, explore the following resources.

- Practitioners can use the "Companion Checklist: Evaluation of an AI-Enabled Clinical or Administrative Tool" created by APA's Office of Health Care Innovation to guide their use of AI tools in therapy.
- The Society for Digital Mental Health unites experts for the advancement of digital mental health, including through an annual meeting.
- The International Society for Research on Internet Interventions connects international researchers studying digital mental and behavioral health.
- The Journal of Medical Internet Research publishes cutting-edge research on digital health.
- APA's Mental Health Technology Advisory Committee engages in a range of activities aimed at centering psychology in the development of new digital mental health technologies.
- The Chronicle of Higher Education reports on AI's growing impact on colleges and universities.
- The journal AI & Society: Knowledge, Culture and Communication publishes interdisciplinary research on AI's broader impacts, ranging from social and cognitive to ethical and philosophical.
- The Royal Society's report Science in the Age of AI explores how artificial intelligence is changing scientific research across disciplines.

PREVIOUS: MOOR STUDIO/GETTY IMAGES

ciency, psychologists should also consider the very real privacy concerns with storing patient data in the cloud, said Margaret Morris, PhD, a clinical psychologist in private practice and an affiliate faculty member at the University of Washington who studies digital mental health interventions. For example, patients who live in states where abortion is banned might hesitate to discuss the procedure during a session.

"If you as a patient don't feel your conversations with a therapist are really your own, I think the whole pursuit changes," Morris said.

Clinicians using such tools should explore whether patient data must be stored in the cloud. Morris encourages clinicians to ask questions such as: Who has access to the data? Who will have access to it in the future? Is it used to train an AI model? Can patients later retract their data? It's also important to consider how switching to automated transcription may change the workflow and risk shortchanging patients, Morris said. How can providers continue to do the critical analysis and formulation they previously did while writing notes?

Promising advances include opportunities to run AI transcription software on powerful local computers, using open-source large language models, such as Llama from Meta, tuned for mental health. Seeing clinicians opt for that method is promising, Morris said, because it shows a sense of agency in using tools to serve a specific purpose rather than simply adopting a popular new product.

"If you can put the therapeutic relationship first and then use the technology in service of that relationship, it's possible to get some value from these tools—and not be the product yourself," she said.

New Directions In Practice

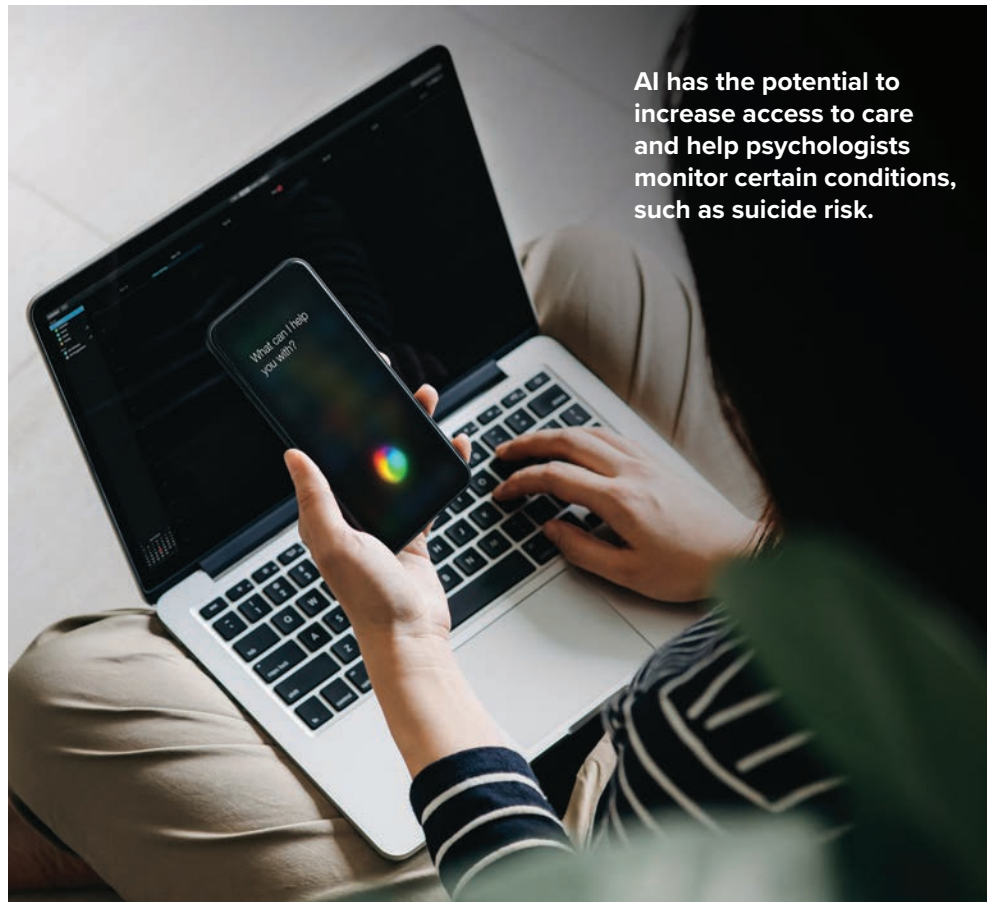
Morris and a team at the University of Washington, led by graduate student Zachary Englhardt and computer scientist Vikram Iyer, PhD, are also studying how generative AI could help therapists analyze data from patients' daily lives, for example, from wearable devices. In a study where clinicians interacted with ChatGPT around its analysis of wearable data, they envisioned using such data to foster coinvestigation with patients. Clinicians wanted to query the AI collaboratively with patients, with the patients deciding what data to share and how to interpret patterns (Proceedings of the ACM on Interactive, Mobile, Wearable and Ubiquitous Technologies, Vol. 8, No. 2, 2024).

For example, the meaning of activity and phone usage metrics vary from one person to the next. A patient who experiences high anxiety at the start of new romantic relationships might track the number of times they unlock their phone screen as an indicator of their shifting emotional states.

"What I love about this is that it's putting AI in the service of this human relationship, the therapeutic alliance that we know to be so important for therapy," Morris said.

Large language models can also analyze session transcripts to aid in supervision and training, including by highlighting instances where a trainee deferred from a treatment protocol, then providing real-time feedback. For example, mpathic and Lyssn are AI models trained by mental health care providers to recognize qualities such as empathy during conversations, including reflective listening, affirmations, and open-ended questions. Such technology can help busy supervisors target key moments for feedback—or the AI itself can offer trainees an alternative way to phrase a response, for instance, by rephrasing a directive as a question.

While products on the market today are relatively simplistic—for instance, scoring adherence to a cognitive behavioral therapy protocol—Morris is hopeful that future tools will provide insights on psychodynamic and other insight-based approaches. Other training opportunities include simulations that afford therapists-in-training a safe place to explore various approaches.



AI has the potential to increase access to care and help psychologists monitor certain conditions, such as suicide risk.

D3SIGN/GETTY IMAGES

Key Points

- Experts say it's time to start integrating AI tools into psychological practice, while prioritizing patient privacy.
- Large language models and wearable technology offer exciting ways to improve therapy and training.
- Ongoing research explores how to safely integrate AI, including questions about trust and what happens when technology makes mistakes.

"For example, imagine a trainee interacting with a simulated patient—one that has realistic facial expressions and body language and responds in predictable ways," said Tara Behrend, PhD, a professor at Michigan State University's School of Human Resources and Labor Relations who studies human-technology interaction.

It's well known that when generative AI is trained on incomplete data, it can draw incorrect conclusions that perpetuate bias in society. But AI can also help improve health equity if used strategically, said psychologist Adrian Aguilera, PhD, an associate professor at the University of California, Berkeley, and the University of California, San Francisco, who studies how technology can reduce health disparities.

For instance, psychologists might prefer to build culturally adapted mental health interventions from the ground up, but resources to do so are often limited. With much less effort, large language models can help providers tailor an intervention for a specific population—not just translating a protocol into Spanish, for example, but adapting it for Spanish speakers from a Latin American country, complete with relevant cultural metaphors.

"That becomes a deeper adaptation that certainly needs to be reviewed, updated, and refined by humans, but it allows us to create these tailored interventions with much less effort than needed in the past," Aguilera said.

At mpathic, researchers are also exploring how AI can be used to detect high versus low cultural attunement during therapy sessions, then provide real-time feedback when needed.

Research And Society

AI has already been a major boon for the scientific research process, including through generating R code, a programming language often used for statistical analysis, and to create experimental stimuli such as text or video vignettes. But generative tools such as ChatGPT also invent false references (often referred to as AI hallucinations) and may even fabricate data, Rovira said.

Another open question is to what degree AI can or should be used for manuscript writing. Doing so could save time, accelerate scientific discovery, and make science more accessible to non-native English speakers, Rovira said, but it is not without its risks. Journals may require disclosure when AI is used for manuscript writing, but psychology as a field should also consider what degree of generative AI use is acceptable at any stage of the research process (Tay, A., *Nature Index*, Aug. 17, 2021).

"This explosion in manuscripts could break the peer review system as we know it," Rovira said. "So, what is our role as a society of professionals in deciding the limits of AI for these tasks?"

Rovira and other human factors researchers are also asking new questions about human-technology interaction that could prove critical to using AI safely. For example, past research shows that people with better working memory and attentional control tend to be less easily duped when automation fails (*Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, Vol. 63, No. 1, 2019). Does that trend hold true for AI agents, such as when a ChatGPT provides bogus references? In another line of research, Rovira and her colleagues are exploring whether people are more likely to trust AI agents when they use good social etiquette.

"People need to stay engaged in the decision-making, which can be hard when these systems operate incredibly quickly and smoothly," she said. Human factors psychologists can help structure human-AI interactions in a way what keeps people in the loop to provide context for safety reasons.

Before using AI tools in mental health care and beyond, psychologists have a responsibility to look past marketing language and evaluate each product with a critical eye, Behrend said. They can also help shape ethical development principles set by government regulators and oversight organizations, such as collecting the least amount of data necessary and providing transparency about exactly how it will be used, Aguilera said.

"All of this is moving so rapidly, so that regulation needs to be an iterative process," he said. "But having basic principles can at least provide some guard rails."

It would be foolish to ignore the dangers AI can pose when used with bad intent. Social media algorithms already manipulate us in a very personalized way, Luxton said, and similar data can be used for reputational harm and psychological manipulation. Disparities in who has access to and control of AI are also likely to cause problems across society, he said. Far from a deterrent, he hopes those truths can galvanize psychologists to get involved.

"Change brings anxiety, and being critical is extremely important," Aguilera said. "But the AI revolution is happening, so let's engage and try to steer things in a direction that's for better rather than for worse." ■

FURTHER READING

Artificial intelligence
APA Services, 2024

The opportunities and risks of large language models in mental health
Lawrence, H. R., et al.
Journal of Medical Internet Research Mental Health, 2024

Large language models could change the future of behavioral healthcare: A proposal for responsible development and evaluation
Stade, E. C., et al.
npj Mental Health Research, 2024

Artificial Intelligence: A New Chapter in Psychology

AI has the potential to revolutionize psychology, offering powerful tools to advance research, improve clinical practice, and transform education. Yet, it also brings significant risks that demand careful attention. Here's an overview of the opportunities and challenges AI presents for the field of psychology.

BENEFIT	RISK
Efficient Data Analysis: AI can process and analyze vast amounts of research data quickly, identifying trends and insights that might take humans much longer to uncover, thus accelerating the pace of psychological research.	***Bias and Inequity:*** AI systems can perpetuate or even amplify existing biases in data, leading to unfair treatment of marginalized groups. If algorithms are trained on biased data, they may produce skewed results that exacerbate inequalities in mental health care.
Increased Accessibility and Affordability: AI-driven tools, such as chatbots and virtual therapists, can provide support to individuals who may not have easy access to traditional mental health services, especially in remote or underserved areas. By streamlining processes and increasing efficiency, AI can help reduce the costs associated with mental health care, making it more affordable and accessible.	***Lack of Accountability:*** When AI systems make mistakes, it can be challenging to identify accountability. This can lead to confusion and frustration for clients and practitioners alike, complicating the healing process.
Enhanced Diagnosis: AI can analyze large datasets to identify patterns and correlations, aiding in more accurate and timely diagnoses of mental health conditions.	***Misdiagnosis and Mismanagement:*** AI systems may lack the nuanced understanding that a trained clinician possesses. Misdiagnoses or inappropriate treatment recommendations can result from overly simplistic algorithms.
Personalized Treatment: By leveraging data, AI can help create tailored treatment plans that consider individual client characteristics, preferences, and responses, leading to more effective interventions. Wearable devices and apps can track emotional and physiological responses, allowing for continuous monitoring and timely interventions when needed.	***Over-reliance on Technology:*** There is a risk that practitioners might over-rely on AI tools, potentially undermining the human element of therapy. This could lead to a diminished therapeutic relationship and neglect of individual client needs.
Support for Therapists: AI tools can assist clinicians in administrative tasks, documentation, and treatment recommendations, freeing up more time for direct patient interaction.	***Privacy Concerns:*** The use of AI often involves handling sensitive personal data. Inadequate safeguards can lead to breaches of confidentiality, compromising clients' trust and safety.
Improved Training: AI can simulate clinical scenarios for training purposes, providing psychology students and practitioners with valuable hands-on experience in a controlled environment.	***Ethical Dilemmas:*** The rapid development of AI can outpace ethical guidelines, leading to practices that prioritize efficiency over care. This raises concerns about the moral implications of decisions made by machines.

Source: OpenAI. (2023) ChatGPT [Large language model]. https://chat.openai.com/chat

Addressing Equity and Ethics of Artificial Intelligence

Algorithms and humans both contribute to bias in artificial intelligence, but AI may also hold the power to correct or reverse inequities among humans

BY ZARA ABRAMS
From *Monitor On Psychology*, April 2024

As artificial intelligence (AI) rapidly permeates our world, researchers and policymakers are scrambling to stay one step ahead. What are the potential harms of these new tools—and how can they be avoided?

"With any new technology, we always need to be thinking about what's coming next. But AI is moving so fast that it's difficult to grasp how significantly it's going to change things," said David Luxton, PhD, a clinical psychologist and an affiliate professor at the University of Washington's School of Medicine who spoke at the 2024 Consumer Electronics Show (CES) on "Harnessing the Power of AI Ethically."

Luxton and his colleagues dubbed recent AI advances "super-disruptive technology" because of their potential to profoundly alter society in unexpected ways. In addition to concerns about job displacement and manipulation, AI tools can cause unintended harm to individuals, relationships, and groups. Biased algorithms can promote discrimination or other forms of inaccurate decision-making that can cause systematic and potentially harmful errors; unequal access to AI can exacerbate inequality (Proceedings of the Stanford Existential Risks Conference 2023, 60–74). On the flip side, AI may also hold the potential to reduce unfairness in today's world—if people can agree on what "fairness" means.

"There's a lot of pushback against AI because it can promote bias, but humans have been promoting biases for a really long time," said psychologist Rhoda Au, PhD, a professor of anatomy and neurobiology at the Boston University Chobanian & Avedisian School of Medicine who also spoke at CES on harnessing AI ethically. "We can't just be dismissive and say, 'AI is good' or 'AI is bad.' We need to embrace its complexity and understand that it's going to be both."

With that complexity in mind, world leaders are exploring how to maximize AI's benefits and minimize its harms. In 2023, the Biden administration released an executive order on Safe, Secure, and Trustworthy AI, and the European Union came close to passing its first comprehensive AI legislation, the AI Act. Psychologists, with expertise on cognitive biases and cultural inclusion, as well as in measuring the reliability and representativeness of datasets, have a growing role in those discussions.

"The conversation about AI bias is broadening," said psychologist Tara Behrend, PhD, a professor at Michigan State University's School of Human Resources and Labor Relations who studies human-technology interaction and spoke at CES about AI and privacy. "Agencies and various academic stakeholders are really taking the role of psychology seriously."

Bias in algorithms

Government officials and researchers are not the only ones worried that AI could perpetuate or worsen inequality. Research by Mindy Shoss, PhD, a professor of psychology at the University of Central Florida, shows that people in unequal societies are more likely to say AI adoption carries the threat of job loss (*Technology, Mind, and Behavior*, Vol. 3, No. 2, 2022).

Those worries about job loss appear to be connected to overall mental well-being. For example, about half of employees who said they were worried that AI might make some or all of their job duties obsolete also said their work negatively impacted their mental health. Among those who did not report such worries about AI, only 29% said their work worsened their mental health, according to APA's 2023 *Work in America* survey.

Experts discuss harnessing the power of AI ethically at an APA-sponsored session at the Consumer Electronics Show in January. Left to right: Drs. Lindsay Childress-Beatty, Nathanael Fast, Rhoda Au, and David Luxton.

CONSUMER TECHNOLOGY ASSOCIATION

"In places where there's a lot of inequality, those systems essentially create winners and losers," Shoss said, so there is greater concern about how AI tools could be used irresponsibly—even maliciously—to make things worse.

Those fears are not unfounded. Biased algorithmic decision-making has been reported in health care, hiring, and other settings. It can happen when the data used to train a system is inaccurate or does not represent the population it intends to serve. With generative AI systems, such as ChatGPT, biased decision-making can also happen unexpectedly due to the "black box" issue, which refers to the fact that even an algorithm's developers may not understand how it derives its answers.

Biased algorithmic decision-making, reported in areas like health care and hiring, raises significant concerns, prompting calls for careful auditing of AI tools, transparency in algorithmic learning processes, and testing.

CHIP SOMODEVILLA /GETTY IMAGES

"Even if we give a system the best available data, the AI may start doing things that are unpredictable," Luxton said.

Examples include a recruiting tool at Amazon that preferred male candidates for technical jobs and Replika, an AI companion that harassed some of its users. Avoiding such issues requires careful auditing of AI tools—including testing them in extreme scenarios before they are released—but it also requires significantly more transparency about how a given algorithm learns from data, Luxton said.

On top of technical audits, Behrend and Richard Landers, PhD, a professor of industrial-organizational psychology at the University of Minnesota Twin Cities, have published guidelines for conducting a "psychological audit" of an AI model, or evaluating how it might impact humans (*American Psychologist*, Vol. 78, No. 1, 2023). That includes direct effects, such as who is recommended by a hiring algorithm, as well as broader ripple effects on organizations and communities.

The audit employs basic principles of psychological research to evaluate fairness and bias in AI systems. For example: Where is the data used to train an AI model coming from, and does it generalize to the population the tool intends to serve? Were the data collected using sound research methods, or were limitations introduced? Are developers making appropriate inferences from that data?

Conversations about algorithmic bias often center around high-stakes decision-making, such as educational and hiring selection, but Behrend said other applications of this technology are just as important to audit. For example, an AI-driven career guidance system could unintentionally steer a woman away from jobs in STEM (science, technology, engineering, and math), influencing her entire life trajectory.

"That can be potentially hugely consequential for a person's future decisions and pathways," she said. "It's equally important to think about whether those tools are designed well."

Even if an algorithm is well designed, it can be applied in an unfair way, Shoss said. For example, a system that determines salaries and bonuses could be implemented without transparency or human input—or it could be used as one of a series of factors that guide human decision-making. In that sense, using AI ethically requires asking the same questions that evaluate any other organizational change: Is it done with trust, transparency, and accountability?

Human error

An algorithm itself may be biased, but humans can also introduce inaccuracies based on how they use AI tools.

"AI has many biases, but we're often told not to worry because there will always be a human in control," said Helena Matute, PhD, a professor of experimental psychology at Universidad de Deusto in Bilbao, Spain. "But how do we know that AI is not influencing what a human believes and what a human can do?"

In a study she conducted with graduate student Lucía Vicente, participants classified images for a simulated medical diagnosis either with or without the help of AI. When the AI system made errors, humans inherited the same biased decision-making, even when they stopped using the AI (*Scientific Reports*, Vol. 13, 2023).

"If you think of a doctor working with this type of assistance, will they be able to oppose the AI's incorrect advice?" said Matute, adding that human users need the training to detect errors, the motivation to oppose them, and the job security to speak up about it.

Decades of psychological research clearly show that once humans inherit a bias or encounter misinformation, those beliefs are hard to revise. Celeste Kidd, PhD, an assistant professor of psychology at the University of California, Berkeley, argues that assumptions about AI's capabilities, as well as the way many tools present information in a conversational, matter-of-fact way, make the risk of inheriting stubborn biases particularly high (*Science*, Vol. 380, 2023).

"By the point [that] these systems have transmitted the information to the person . . . it may not be easy to correct," Kidd said in a press release from the university (*Berkeley News*, June 22, 2023).

Companies also can—and do—intentionally leverage AI to exploit human biases for gain, said Matute. In a study of simulated AI dating recommendations, she and graduate student Ujué Agudo found that participants were more likely to agree to date someone whose profile they viewed more than once, a choice she said is driven by the familiarity heuristic (*PLOS ONE*, Vol. 16, No. 4, 2021). Guidelines for ethical AI should consider how it can be designed to intentionally play on cognitive biases and whether that constitutes safe use, she added.

"We all have cognitive biases, and AI can be used to exploit them in a very dangerous way," Matute said.

Working toward "fairness"

While poorly designed algorithms can perpetuate real-world biases, AI may also hold the power to correct or reverse inequities among humans. For example, an algorithm could detect whether a company is less likely to hire or promote women, then nudge leaders to adjust job ads and decision-making criteria accordingly.

> **"AI has many biases, but we're often told not to worry because there will always be a human in control. But how do we know that AI is not influencing what a human believes and what a human can do?**
>
> —Helena Matute, PhD, professor of experimental psychology, Universidad de Deusto in Bilbao, Spain

"There are risks here, too, and it's equally important to have transparency about these types of systems—how they're deriving answers and making decisions—so they don't create distrust," Luxton said.

Using AI to reverse bias also requires agreeing on what needs to change in society. The current approach

The algorithms powering dating apps Tinder, Hinge, and the League are designed to addict users to these platforms rather than help them meet suitable partners, say plaintiffs in a federal lawsuit filed in February 2024.

NURPHOTO/GETTY IMAGES

to building AI tools involves collecting large quantities of data, looking for patterns, then applying them to the future. That strategy preserves the status quo, Behrend said—but it is not the only option.

"If you want to do something other than that, you have to know or agree what is best for people, which I don't know that we do," she said.

As a starting point, Behrend is working to help AI researchers, developers, and policymakers agree on how to conceptualize and discuss fairness. She and Landers distinguish between various uses of the term, including statistical bias versus equity-based differences in group outcomes, in their recent paper.

"These are noncomparable ways of using the word 'fairness,' and that was really shutting down a lot of conversations," Behrend said.

Establishing a common language for discussing AI is an important step for regulating it effectively, which a growing contingent is seeking to do. In addition to Biden's 2023 executive order, New York State passed a law requiring companies to tell employees if AI is used in hiring or promotion. At least 24 other states have either proposed or passed legislation aiming to curtail the use of AI, protect the privacy of users, or require various disclosures (U.S. State-by-State AI Legislation Snapshot, BCLP Law, 2023).

"It's pretty difficult to stay on top of what the best practice is at any given moment," Behrend said. "That's another reason why it's important to emphasize the role of psychology, because basic psychological principles—reliability, validity, fairness—don't change."

Luxton argues that executive orders and piecemeal legislation can be politicized or inefficient, so policymakers should instead focus on establishing standard guidelines and best practices for AI. That includes requiring developers to show an audit trail, or a record of how an algorithm makes decisions. (Luxton is also writing a guidebook for behavioral health practitioners on integrating AI into practice.) When challenges arise, he suggests letting those play out through the judicial system.

"Government does need to play a role in AI regulation, but we also want to reduce the inefficiencies of government roadblocks in technological development," Luxton said.

One thing is clear: AI is a moving target. Using it ethically will require continued dialogue as the technology grows ever more sophisticated.

"It's not entirely clear what the shelf life of any of these conversations about bias will be," said Shoss. "These discussions need to be ongoing, because the nature of generative AI is that it's constantly changing." ■

FURTHER READING

How psychology is shaping the future of technology
Straight, S., & Abrams, Z., APA, 2024

Speaking of Psychology: How to use AI ethically with Nathanael Fast, PhD
APA, 2024

Worried about AI in the workplace? You're not alone
Lerner, M., APA, 2024

The unstoppable momentum of generative AI
Abrams, Z., *Monitor on Psychology*, January/February 2024

Steps to Evaluate an AI-Enabled Clinical or Administrative Tool

This step-by-step guide discusses how to decide which AI tools are right for your practice

Artificial intelligence (AI) continues to develop rapidly and is being integrated into many facets of daily life. Increasingly, AI-enabled tools are being developed for use in mental health care. These tools have a wide range of functionality; some focus on streamlining administrative tasks like scheduling or documentation, while others focus on providing clinical supports to augment traditional therapy practices. Given the proliferation of tools on the market, it is important for psychologists to develop a process to assess which tools may be right for their practice.

Following is a step-by-step guide that highlights many of the important considerations when assessing digital tools that use AI technology.

1 Company (vendor/device maker/developer)

It is important to understand who is on the leadership team of the company. If a tool is designed for use by mental and behavioral health (MBH) clinicians, are psychologists or other MBH professionals represented in leadership? For example, MBH professionals may be represented in the roles of chief medical officer or clinical director, or they may serve on advisory boards.

2 Tool functionality

Does the tool have the function(s) that is valuable to you?

- Does it integrate with software or the electronic health record (EHR) that you may already be using?
- Does it fit within your workflow and save you administrative time?
- Is it a cost-effective tool for your practice needs?
- Does the company offer demos of their product or a limited free trial?
- What kind of technical support is offered by the company? (e.g., is tech-support limited to business hours or is it available 24/7?)

3 Clinical evidence

If the tool provides a clinical intervention, treatment, or support (rather than an administrative tool, like automating documentation), is there clinical evidence to support the tool's safety and effectiveness? For example, is the tool an FDA-cleared digital therapeutic? Or has the company done research on its product that is available for you to review? Research could include a randomized controlled trial (RCT) or real-world effectiveness study.

4 HIPAA compliance

Does the company attest that it complies with HIPAA, GDPR, and/or other applicable privacy standards in the jurisdiction(s) where you practice (e.g., state consumer data privacy laws)? Additionally, do they offer a business associate agreement (BAA)?

5 Data security

Does the company have a clear and easily understandable data security policy?

Usually, this information is found under a heading titled "Data Security" and is often found in the Privacy Policy, but some companies also have a separate "Security" or "Privacy and Compliance" webpage or document available on their website.

Is the data encrypted?

The HIPAA Security Rule requires that electronic protected health information (e-PHI) be secured when it is in transit and at rest; however, it does not specify which security measures an organization must use.

National Institute of Standards and Technology (NIST) has developed guidance to assist organizations in complying with the Security Rule. Advanced Encryption Standard (AES) is a widely used and U.S. government-approved algorithm

VIKTOR TANASIICHUK/GETTY IMAGES

used to encrypt and decrypt data. You will often see products listed as using AES-128, AES-192, or AES-256-bit encryption. The numbers (128, 192, 256) refer to the bit length of the encryption/decryption key.

Does the company have any additional certifications?
HITRUST certification is a voluntary certification that demonstrates strong cybersecurity and data security practices. SOC 2 is a voluntary compliance standard that demonstrates a service organization's strong security, availability, processing integrity, confidentiality, or privacy practices.

6 Privacy policy

Is the privacy policy readily available for review before purchasing the tool or signing up for the service?

Read the privacy policy in full.
Carefully review what data are collected. This information is generally found under a heading such as "Personal Information We Collect."

Typically, companies collect user data such as your email, login credentials, and payment information to provide the service. Use of cookies and data analytics often are discussed here.

Carefully review how the data are used and with whom it can be shared.
This information is generally found under a heading such as "Personal Data Use/How We Use Your Information" or "Data Sharing/Disclosure of Your information."

Common data uses are to provide the service, training employees, research, and marketing. Take note of whether you can "opt-out" of some types of data sharing (e.g., can you decline data sharing for marketing purposes?).

Common parties with whom data may be shared include third party service providers/vendors, marketers, law enforcement agencies (as applicable).

Be aware wshether the company makes any statements about selling data. Selling personally identifiable data is a violation of HIPAA and possibly other applicable data privacy and security laws.

However, selling appropriately deidentified data (as described in the HIPAA Privacy Rule) is not a violation of HIPAA; however, you have to decide if you are comfortable with this practice.

Many jurisdictions, (such as California, Colorado, Nevada, and Virginia), have specific state-based data privacy laws that may apply. Privacy policies often have a separate state specific section. You may look for sections regarding additional protections such as "Requests to Delete Data" or "Right to Correct Data."

Carefully review how long data are retained
This generally can be found under a "Data Retention" heading.

7 Terms of service (TOS)

Is the TOS readily available for review before purchasing/signing up for the service?

Read the TOS in full
Carefully review the section on "Customer Data" which also may be labeled "Protected Health Information or User Data." This section will generally discuss how personal health information (PHI) is stored and maintained. It also may discuss business associates and BAAs.

8 Location of relevant data policies

It is important to note that while companies should provide the aforementioned information described above in steps 5–7, sometimes there is variability in whether that information resides in the Privacy Policy, TOS, BAA, or some combination of those documents.

9 Informed consent

Does the company give any guidance or provide a sample consent form, and/or require an attestation from the provider that patient informed consent has been gained prior to using a tool that accesses PHI?

10 Contact the company if you have questions

After reviewing all this information, contact the company should you have any further questions or if you were not able to answer any of the listed questions based on the company's website. You may wish to consult with a local attorney if there are provisions in the privacy policy, TOS, and/or BAA that are unclear.

11 Base your decision on the needs of your practice

A decision about which tools to incorporate into your practice is an individual decision based on one's practice needs. However, these steps will help you gather the relevant information needed to make an informed decision.

12 Document your review

It is important to document your initial review of the above information (see the Companion checklist [PDF, 60KB]) to demonstrate your due diligence in selecting a tool.

13 Review policies for updates

Privacy policies and TOS can be periodically updated, and you are encouraged to review these updates.

This "Steps to evaluate an AI-enabled clinical or administrative tool" is provided by APA as a preliminary guide for psychologists considering the integration of clinical tools utilizing AI into their practice. It is intended to serve as a starting point for evaluation and is not exhaustive. Users are encouraged to apply their own professional judgment and seek additional resources and guidance as needed, including legal consultation to ensure compliance with applicable laws and regulations. APA does not endorse any specific AI tools and assumes no responsibility for the outcomes of their use. Always ensure compliance with relevant ethical guidelines and legal requirements.

Artificial intelligence and psychological research:

Can AI replace human participants?

APA's Essential Science Conversations webinar series brings together panelists and audience members for dynamic discussions on emerging topics in psychological science. In this April 2024 session, APA's Chief of Science, Mitch Prinstein, PhD, led an engaging dialogue with five leading researchers about the potential of AI as a substitute for human participants in psychological research. They explored both the promises and challenges of using AI to enhance research models and reduce biases.

In this excerpt of their discussion, the researchers responded to Prinstein's prompt: *"If you had the opportunity to meet with the leaders of AI, the people who are creating it, generating and guiding its future, what do you think they need to know about psychological science to make AI better serve their purposes for which it is designed?"*

Rose Sokol, PhD, Publisher, APA Journals and Books

I think I'd take advantage to first ask to respect copyright and confidentiality in the systems and the creations and training of the systems. Beyond that, I do think it's important to infuse psychologists at each step, at each iteration. Slow down. Let psychologists play in the system and point out biases and point out the challenges. You need to know your assumptions going into a system, and psychologists can really help figure that out. What could use improving in the next iteration to keep making it better instead of just making it faster?

Researcher and global speaker on AI Jerri Lynn Hogg, PhD, chair, APA's Artificial Intelligence Task Force

I do think that technology developers, in general, often think first, "Oh, that's cool. Let's see if we can do it." When they do it, they think, "Hey, what else can we do with it?" As opposed to thinking about the ramifications of the psychological impact. Once it's out of the gate, it's often hard to pull it back in. It would be great if we could be involved in the creation phase. How can they design it so it can be used ethically in powerful ways to understand ourselves better and support well-being?

Kurt Gray, PhD, professor in psychology and neuroscience at UNC Chapel Hill

I also think that we should get our work to computer scientists. When I work with them, they often are not familiar with our latest psychological theories about how the mind works. Their field is focused less on mirroring human cognition and more focused on pushing technical benchmarks. But they rapidly become excited about connecting their work to psychological theory once you learn to speak each other's language. By getting our work to computer scientists, it will help them make models that better approximate how we think and feel: Cognition, the nature of categorization, how people feel emotion, maybe psychopathologies, the structure of psychopathology, etc. This is the work that we all do every day. Popular psychology books about how the brain or mind works can even be a good start.

Sang Eun Woo, PhD, professor of psychological science, Purdue University

I echo all those suggestions. If I may add one more, it would be the psychological measurement principles, how psychological constructs are measured and assessed in a way that is actually reliable and valid. I think sometimes the measurement piece is really the first step towards creating a reliable tool for us to use to go further, to investigate the psychological phenomenon. If the measurement is not done in a way that makes sense theoretically, we're not talking about the same construct in the first place.

Mohammad Atari, PhD, assistant professor of psychology at UMass Amherst

Speaking with the leaders of AI, I would probably tell them that there are more humans than English-speaking and Western, educated, industrialized, rich and democratic (WEIRD) people. We have talked a lot about demographic biases, which are really important—like gender bias or racial bias. One of the things that I want to point our attention to is the cultural bias and linguistic bias that we have in our own existing data. More than 95% or 96% of our knowledge base in psychology is from a thin slice of human diversity. When we have a more inclusive database, we can definitely do more bottom-up exploratory data analysis for picking up interesting theories that we did not know before.

Visit Essential Science Conversations for an on-demand version of the webinar.

CLASSROOMS ARE ADAPTING TO THE USE OF

ARTIFICIAL INTELLIGENCE

Young people's use of artificial intelligence is forcing change in classrooms. Psychologists can help maximize the smart adoption of these tools to enhance learning.

BY ZARA ABRAMS
From *Monitor On Psychology*, January/February 2025

Generative artificial intelligence (AI) promises to touch nearly every part of our lives, and education is one of the first sectors grappling with this fast-moving technology. With easy and free-to-access tools like ChatGPT, everything related to teaching, learning, and assessment is subject to change.

"In many ways, K–12 schools are at the forefront of figuring out practical, operational ways to use AI, because they have to," said Andrew Martin, PhD, a professor of educational psychology and chair of the educational psychology research group at the University of New South Wales in Sydney. "Teachers are facing a room full of people who are very much at the cutting edge of a technology."

AI has been used in classrooms for years, quietly powering learning management tools, such as Google Classroom, Canvas, and Turnitin. But the recent democratization of generative AI tools such as ChatGPT, and the rush to commercialize similar technologies across sectors, is providing new challenges and opportunities for students and educators alike.

In a growing movement to find out how to safely and effectively use AI to enhance learning, educational psychologists are playing a critical role. They are studying how AI tools can lighten the workload on teachers—without interfering with the social aspects of learning—as well as how intelligent tutoring systems can personalize education while keeping students motivated. They are also exploring whether educators can leverage tools such as ChatGPT without hindering the broader goals of learning.

One question should always be at the forefront, said educational psychologist Ally Skoog-Hoffman, PhD, senior director of research and learning at the Collaborative for Academic, Social, and Emotional Learning (CASEL): "How are we using AI and technology as tools to elevate the conditions and the experiences of education for students without sacrificing the human connection that we absolutely know is integral to learning?"

How Children View AI

Psychologists have studied humantechnology interaction for decades. A new line of research now seeks to understand how people, including children, interact with chatbots and other virtual agents.

"Little kids learn from characters, and our tools of education already [rely on] the parasocial relationships that they form," said David Bickham, PhD, a health communication researcher based at Boston Children's Hospital, during a panel discussion on AI in the classroom. "How are kids forming a relationship with these AIs, what does that look like, and how might that impact the ability of AIs to teach?"

In a series of qualitative studies, Randi Williams, PhD, a program manager at the Algorithmic Justice League, a nonprofit focused on making AI more equitable, observed playful interactions between young children and robots, including the children's attempts to both teach the agents and learn from them. Williams and her colleagues also found that children viewed agents with a more humanlike and emotive voice as friendlier and more intelligent (Proceedings of the 2017 Conference on Interaction Design and Children, 2017). But many questions remain, including how to study and foster such relationships while protecting the safety and privacy of minors—issues that psychologists are well poised to address.

Among adolescents, the use of generative AI is already widespread. Of the 7 in 10 who reported using at least one such tool in a 2024 Common Sense Media survey of 1,045 teenagers ages 13 to 18, homework help was the most common reason. About half of those who used generative AI for schoolwork did so with permission from a teacher. A similar number checked the veracity of generative AI outputs using outside sources, suggesting that many students are aware of the fallibility of such tools (The Dawn of the AI Era, Common Sense Media, 2024).

"Teens have quite a sophisticated and nuanced view of AI," said Beck Tench, PhD, an information scientist based at the Center for Digital Thriving, which explores the role of technology in young people's lives and is part of the Project Zero initiative at the Harvard Graduate School of Education. "They report that they feel conflicted, and are having just as many excitements and concerns as we do as adults," including worries about misinformation, awareness that it will change their work prospects, and enthusiasm about its potential to advance science, creativity, and humanity (Teen and Young Adult Perspectives on Generative AI, Common Sense Media, Hopelab, and Center for Digital Thriving, 2024).

> **"Teachers are facing a room full of people who are very much at the cutting edge of a technology.**
>
> —Andrew Martin, PhD, a professor of educational psychology and chair of the educational psychology research group at the University of New South Wales in Sydney

The Center for Digital Thriving offers guidelines for talking to youth about generative AI, including asking children what school rules seem fair and whether they have ever heard about AI getting something wrong.

Intelligent Tutoring

Much of the conversation so far about AI in education centers around how to prevent cheating—and ensure learning is actually happening—now that so many students are turning to ChatGPT for help.

A majority of teachers surveyed by the Center for Democracy and Technology, a nonprofit focused on technology policy, said they have used AI detection software to check whether a student's work was their own, but those tools can also be fallible—in a way that could exacerbate

Key Points

- AI has been in use in classrooms for years, but a specific type of AI—generative models—could transform personalized learning and assessment.
- Teenagers are quick adopters, with 7 in 10 using generative AI tools, mostly for help with homework.
- Educational psychologists are studying how these tools can be used safely and effectively, including to support social and emotional learning in children and adolescents.

PREVIOUS PAGE: MASKOT/GETTY IMAGES

inequities (Up in the Air, Center for Democracy and Technology, 2024). Black teenagers were about twice as likely as their peers to tell Common Sense that they had schoolwork incorrectly flagged as being AI-generated (The Dawn of the AI Era, Common Sense Media, 2024).

Some schools are adapting by changing the nature of assessment, Martin said. In Australia, for example, senior year science projects are traditionally submitted in written form, but students must now also present their findings orally and respond to questions in real time. On the whole, teachers told the Center for Democracy and Technology they need better guidance and training on what responsible use is and how to respond if they suspect a student is cheating by using AI tools.

On the bright side, educators are increasingly relying on AI such as Curipod, Gradescope, and Twee to automate certain tasks and lighten their workload, said Nicole Barnes, PhD, APA's senior director for schools and education. That includes generating new ideas for lesson plans and activities, writing parent-teacher letters, adapting materials for different age groups and neurodiverse learners, and getting a second opinion on how to improve existing materials.

Intelligent tutoring systems are another major focus for researchers, developers, and education technology companies. These AI-powered systems promise to help personalize the learning experience for each student, tailoring style, pace, and assessment to the individual and making lessons more accessible to students learning English or those with disabilities. Khan Academy, McGraw Hill, and Carnegie Learning are among the companies offering AI tools, while the Los Angeles Unified School District invested millions in "Ed," a custom chatbot that survived for just a few months after the financial collapse of the company that built it.

"It's sort of a gold rush right now for edtech companies to sell districts the right thing, without having any data to support their claims," said educational psychologist Stephen Aguilar, PhD, an associate professor of education at the University of Southern California who studies how such technologies relate to student motivation and engagement.

As an alternative to commercial offerings, which are expensive and difficult to customize, some researchers are working on open-source intelligent tutoring systems. OATutor—built by Zachary Pardos, PhD, an associate professor of education at the University of California, Berkeley, and his colleagues—uses generative AI to learn from an instructor's own teaching style and materials, then creates new and improved worksheets and lesson plans. This bespoke learning tool can allow teachers to replace textbook homework questions with interactive exercises that cater to each student's mastery level and do not require grading.

"The teacher can spend less time adapting to the technology, so it feels more like an extension of her class that helps unburden her, rather than another professional development task," said Pardos, who is also publishing journal articles on OATutor to add to the knowledge base about adapting and scaling generative AI in education.

A key task for psychologists, Aguilar said, will be to study how using AI tools relates to students' motivation to learn. Intelligent tutoring systems still lag far behind human teachers, Barnes said, in their ability to detect whether a student is feeling frustrated, anxious, or uncertain about the content they're learning.

"These systems often treat responses as black and white, but the reality is far more nuanced," Barnes said. "Every answer elicits an emotional response from students, whether positive or negative." Teachers detect these nuances and adjust instruction accordingly—existing AI tutors do not.

Future intelligent tutors are poised to collect more nuanced data on students as they learn—including everything from the heart rate to facial expressions, Bickham said—and know when to call on a teacher to step in. That could ultimately shift teachers into more of a facilitator role.

"The teacher role has the potential to evolve from the person who's really directing the education to a person who is kind of managing the experience," he said.

Social and Relational Shifts

Ask ChatGPT for homework help and you'll get a polite, friendly response, Martin said, which makes it easy to forget you're not interacting with a sentient being. The tool may therefore represent a social opportunity cost if children use it to answer questions they might otherwise ask their parents, peers, or siblings.

"The more you rely on generative AI to help you with your schoolwork, the less you might be inclined to meet up with friends in person or online after school to brainstorm around an essay," Martin said.

Teenagers also report talking to generative AI about relationships, identity, and sexuality, including to find answers to questions they're afraid to ask adults and to have the feeling of

The Center for Digital Thriving suggests the following questions for starting conversations with youth about generative AI:

1. Do you know any kids your age who are using generative AI?
2. Has your school or teachers set any rules about using generative AI?
3. What kinds of uses do you think should be allowed in school?
4. Have you ever seen an AI tool get something wrong?
5. What kinds of questions feel easier to ask AI than a human?

talking to a friend who won't judge them (Teen and Young Adult Perspectives on Generative AI, Common Sense Media, Hopelab, and Center for Digital Thriving, 2024).

"It's striking to me that young people are sharing their deepest, darkest secrets and questions to a company that can collect that information and use it," Tench said.

To help students learn about the downsides of using such technologies, CASEL has partnered with Common Sense Media to apply its five social and emotional learning (SEL) competencies (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness) to the digital space. The goal is to empower students to bring social and emotional awareness to difficult online situations. For example, how can teenagers with body image concerns navigate a social media feed rife with photos edited by AI?

CASEL is also exploring whether AI can be used to teach SEL. Because young people today are beginning to enmesh their online and offline lives, virtual SEL lessons could be useful, Skoog-Hoffman said.

Young people may develop a cyber identity that differs from their real-world social identity. How do those concepts relate to one another and influence behavior, both online and in person? Before AI can safely be used to teach SEL, more research is needed to understand these concepts, Skoog-Hoffman said, as well as whether skills such as empathy can be practiced and acquired in a digital context (with a chatbot, for example).

"For youth, online and in-person interactions are starting to become more seamless," she said. "That could change the way teens are learning about relationships and interpersonal skills, and as educators, it's time for us to adapt." ■

FURTHER READING

"My doll says it's ok": A study of children's conformity to a talking doll
Williams, R., et al.
IDC '18: Proceedings of the 17th ACM Conference on Interaction Design and Children, 2018

More teachers are using AI-detection tools. Here's why that might be a problem
Prothero, A.
EducationWeek, Apr. 5, 2024

Artificial intelligence and social-emotional learning are on a collision course
Prothero, A.
EducationWeek, Nov. 13, 2023

AI in the classroom: Technology and the future of learning
Family Online Safety Institute, 2023

Using artificial intelligence tools in K–12 classrooms
Diliberti, M. K., et al.
RAND Corporation, 2024

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The Promise and Perils of Using AI for Research and Writing

Psychologists and students may tap AI tools for an assist in some scenarios, but human oversight—including vetting all output and citing all uses—is essential.

BY CHARLOTTE HUFF

As artificial intelligence (AI) tools proliferate, the goals of ethical research and writing remain the same: to be transparent, preserve the integrity of authorship, and verify reported findings. What's changed is that AI can provide somewhat of an assist as long as researchers and students retain rigorous oversight.

ANNA HECKER/UNPLASH

Among the ways AI tools can be useful include helping with more routine tasks, cleaning up grammar, and streamlining time-consuming steps involved with finalizing manuscripts, such as citations and the submission process, according to APA leaders whose work involves providing guidance on the use of AI. The technology can also enable non-native English speakers to improve syntax and readability, as well as to translate academic terms prior to submitting to English-language journals, said Rose Sokol, PhD, publisher of APA Journals and Books.

In addition, as AI continues to evolve, it could support the initial or brainstorming stages of research, said Emily Ayubi, senior director of APA Style. If a researcher is considering the pursuit of an avenue of study and wants to gain a better sense of gaps in the existing knowledge base, she said, generative AI "would theoretically be able to review the existing literature more expediently than a human being could. But you would still have to vet the output because there may be fabrications. It could make up studies that don't actually exist."

A good guideline is that although AI tools can support more routine steps of research and writing, it should not be relied upon, Ayubi and Sokol stressed.

At the heart of the APA Publishing policies as related to generative AI, Sokol said, "is that to be an author you must be a human. The threat for students and researchers is really the same—over-relying on the technology." When that happens, you are at risk of essentially ceding control of intellectual property to the machine, she noted. "You've handed that over. The machine has no accountability and no responsibility."

Citing transparently

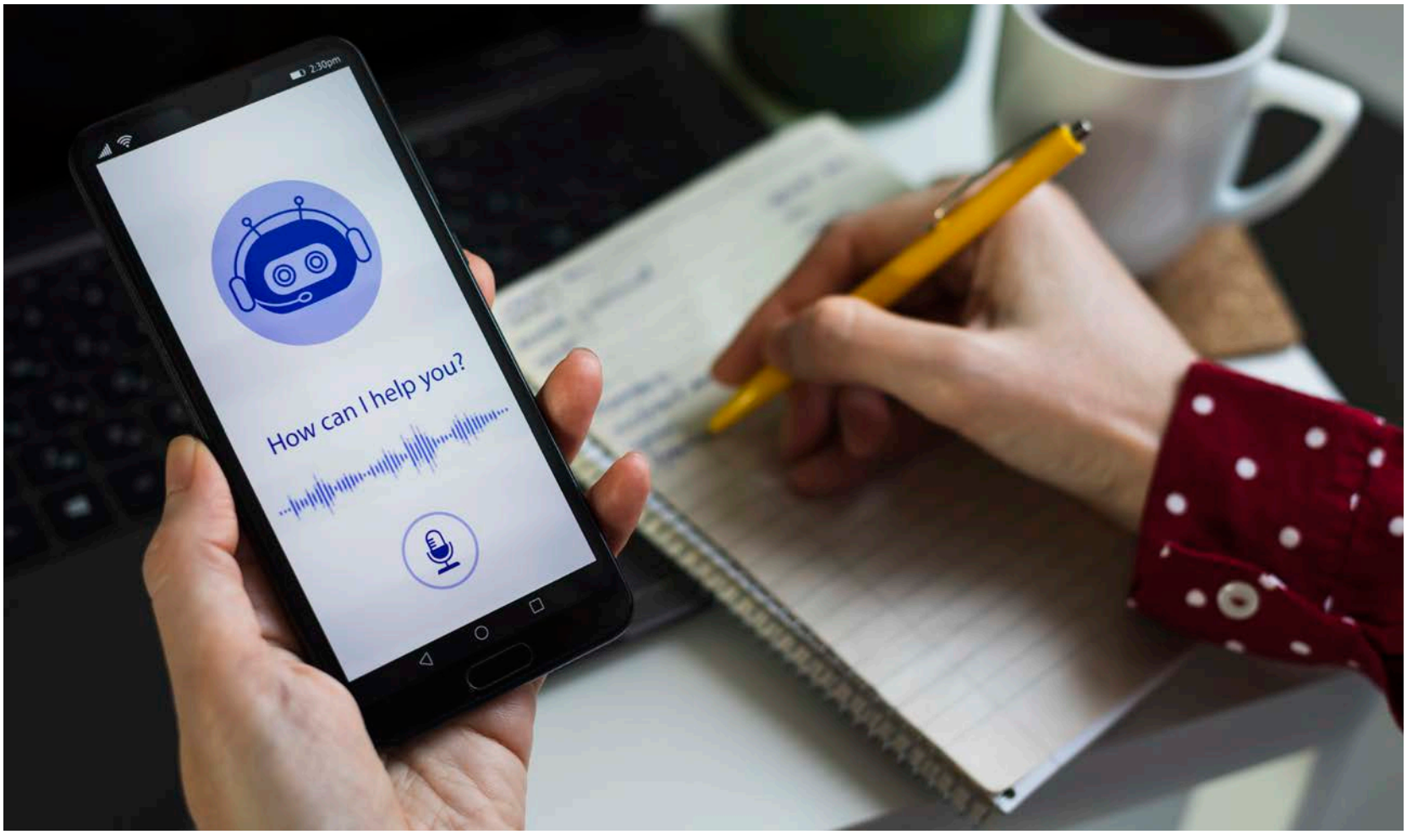
How and whether psychologists and students can incorporate AI tools into their research will vary depending upon the circumstances involved, said Samantha Denneny, development manager for APA Style. AI use can be unavoidable if it comprises the heart of a research project on, for instance, the role of the technology in psychology, she said.

> **"To be an author you must be a human. The threat for students and researchers is really the same—over-relying on the technology.**
>
> —Rose Sokol, PhD, publisher of APA Journals and Books

Policies also may differ depending upon the journal or university or instructor involved, Denneny said. "You might have a professor who says, 'Do not open ChatGPT or you're in trouble,' and then you might have a professor who has you use it throughout an assignment."

Still, APA policy about generative AI use has developed consensus on several key points, as outlined in a blog post published in late 2023, including that AI cannot be listed as an author in any one of APA's 88 scholarly publications.

"An author needs to be someone who can provide consent, who can affirm that they followed the ethical protocols of research, that they did the steps as they said they would," said Chelsea Lee, instructional lead for APA Style. "You need a human to be able to give that consent."



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When AI is used during research, that involvement should be cited in the methods or a comparable section of the paper, said Timothy McAdoo, a manager on the APA Style team, who wrote a blog post providing guidance about how to appropriately cite ChatGPT. Although quotes and other details that are not retrievable are typically cited as personal communication, that's not an option with ChatGPT as there's no human involved, he noted.

The recommended citation approach is to include the precise text of the prompt, and then provide a reference that incorporates the author of the AI tool, the date of the version used, and other details. If AI produces a lengthy response, researchers should add that text to the paper's appendix or online supplemental materials, given that the same prompt will generate a unique response each time that it's used, McAdoo wrote.

Detection and bias

Plagiarism software is typically not able to flag writing that AI has produced, as the tools generate sentences that haven't existed in that combination before, members of the APA Style team pointed out. "When you plagiarize another person, there is evidence for that—you found that information from somewhere," Denneny said. "But the output from AI is not something that is public record—it's not trackable."

Plus, research indicates that instructors may not be skilled in their ability to detect AI-produced text, Denneny said. She cited one recent study that found that both novice and experienced teachers struggled to identify AI versus student-written text and yet found that both groups were overconfident in their capacity to do so (Fleckenstein, J., et al., *Computers and Education: Artificial Intelligence*, Vol. 6, 2024).

AI detection software exists but is not reliable, according to APA Style team members. When they fed the text of the U.S. Constitution into one program, it reported back that 99% of the historical document had been AI generated.

Another concern: the potential for bias against non-native English speakers. In one study, which evaluated seven ChatGPT detectors against 91 Test of English as a Foreign Language essays, the detectors incorrectly labeled more than half of the essays as AI-generated, with an average false-positive rate of 61.3%. But only 5.1% of 88 essays written by U.S. 8th grade students were similarly misclassified (Liang, W., et al., *Patterns*, Vol. 4, No. 7, 2023).

Scholars also should be aware of the potential for bias and lack of inclusivity in the research that AI identifies and thus dig further to determine if the technology has missed key elements, Ayubi said. In addition, AI may draw from older studies that can use outdated terminology that doesn't align

with APA's Inclusive Language Guide, Second Edition and lacks gender-inclusive language, for instance, she said.

Verify and verify

Along with assisting with the mechanics of writing, such as checking grammar and phrasing in a paragraph, AI may provide initial insights on a subject, Denneny said. For instance, someone can ask for a quick summary, similar to checking out a Wikipedia page, she said. "And then you take that and delve deeper."

Above all, the researcher or student must remain in the driver's seat, checking everything that falls beneath their name, APA leaders stress. The Style Team has conducted various test runs with generative AI, and the results have not always been encouraging.

In one instance, Lee asked ChatGPT for five peer-reviewed sources on a topic with which she had familiarity."It sounded exactly like what I was looking for," she said, noting that the citations included authors who had studied that subject. "I went looking for [the studies], and none of them were real at all."

Lee returned to ChatGPT and asked if it was certain that those references existed. "It said, 'Sorry for any confusion. These sources are illustrative. I don't have access to the information that you're actually asking for.'"

In his blog post about citing ChatGPT, McAdoo describes how he requested five sources related to ideas about brain lateralization and how the brain operates. ChatGPT provided five, only four of which he was able to locate online. The fifth reference included a real digital object identifier (DOI), but it was one that was assigned to a different article.

With these potential pitfalls in mind, researchers and students should verify not only the legitimacy of the sources identified, but "it may be better to read those original sources to learn from that research and paraphrase or quote from those articles, as applicable, than to use the model's interpretation of them," McAdoo wrote.

In short, generative AI should be viewed as similar to an electric bike, with the capacity to augment but not replace one's own skill set, Denneny said. "You don't want to be asking AI to do something where you're not in control," she said.

Moreover, the goal of scholarship is to add something new to the conversation, Lee said, noting that AI only summarizes existing information. "The texts generated by AI on the whole tend to be on the surface level. Whereas in science, you want to be very precise and think about, 'What is the thing that I'm trying to share with my audience here? What's new? Why does it matter if anybody reads this?'"

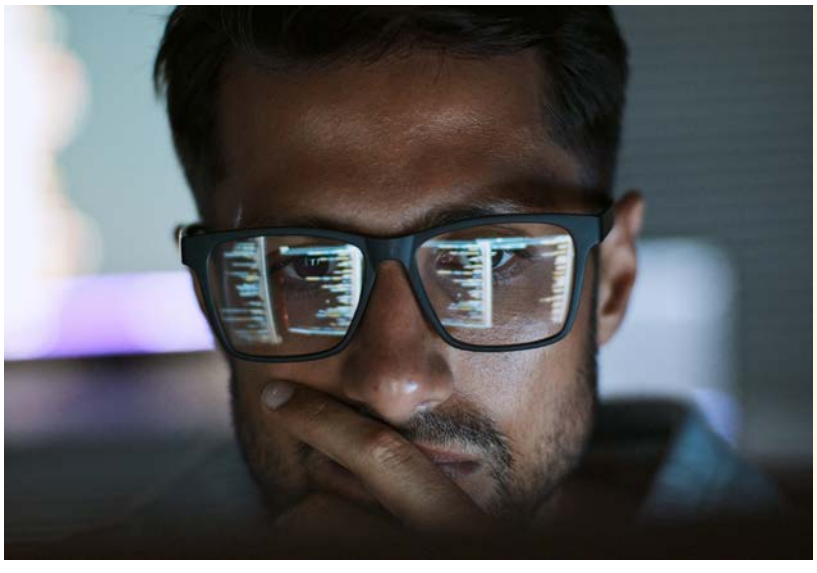
As these tools continue to evolve, APA Style team members welcome ongoing input, Ayubi said. "What we're presenting now is a snapshot in time," she said. "We continue to research these technologies."

Ideally, as AI tools progress, they hold the potential to enable researchers to focus on the more complex and cognitively demanding elements of scholarship, Sokol said.

"If you can automate the routine parts that are less essential, then you have more time for that creative process," she said. "You have more time to think about, 'What's the interpretation? Was there bias introduced in my research design, and how might that affect my interpretation?' You have more time to think through the [research] process." ■

Key points

- AI tools can be useful for some of the routine tasks, time-consuming steps, and initial stages of psychology research and writing. But researchers must vet AI output and retain control over their scholarship because of the technology's potential for bias and fabrication.
- In addition to carefully checking all output, APA Style guidelines for using AI include citing its use, including noting both the prompt used and the text generated. Long responses may be incorporated into the paper's appendix or online supplemental materials.
- Ideally, AI tools will progress to the point that they can enable researchers to focus on the more complex and cognitively demanding elements of scholarship.



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More resources

Want to keep up on the latest APA Style guidance regarding AI? Follow updates on the APA Style blog.

Related

Learn more about this topic in a recent webinar from APA Style, *Process Over Product: Setting Students Up for Success in Writing APA Style Papers*. Check out the *APA Style playlists* on YouTube for more webinars and trainings.

Quoting or Reproducing ChatGPT Text or Other Generative AI Tools

Adapted from APA Style Blog, Feb. 23, 2024, By Timothy McAdoo, updated November 2024

If you've used ChatGPT or other AI tools in your research, describe how you used the tool in your Method section or in a comparable section of your paper. For literature reviews or other types of essays or response or reaction papers, you might describe how you used the tool in your introduction. In your text, provide the prompt you used and then any portion of the relevant text that was generated in response.

Unfortunately, the results of a ChatGPT "chat" are not retrievable by other readers, and although nonretrievable data or quotations in APA Style papers are usually cited as personal communications, with ChatGPT-generated text there is no person communicating. Quoting ChatGPT's text from a chat session is therefore more like sharing an algorithm's output; thus, credit the author of the algorithm with a reference list entry and the corresponding in-text citation.

The reference and in-text citations for ChatGPT are formatted as follows:

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

- ***Parenthetical citation:*** (OpenAI, 2023)
- ***Narrative citation:*** OpenAI (2023)

Let's break that reference down and look at the four elements (author, date, title, and source):

Author: The author of the model is OpenAI.

Date: The date is the year of the version you used. Following the template in Section 10.10, you need to include only the year, not the exact date. The version number provides the specific date information a reader might need.

Title: The name of the model is "ChatGPT," so that serves as the title and is italicized in your reference, as shown in the template. Although OpenAI labels unique iterations (i.e., ChatGPT-3, ChatGPT-4), they are using "ChatGPT" as the general name of the model, with updates identified with version numbers.

In the example above, the version number is included after the title in parentheses. If a platform does not provide the version number, that is simply omitted from the reference. ChatGPT does not currently show users the version number. Different large language models or software might use different version numbering; use the version number in the format the author or publisher provides, which may be a numbering system (e.g., Version 2.0) or other methods.

Bracketed text is used in references for additional descriptions when they are needed to help a reader understand what's being cited. References for a number of common sources, such as journal articles and books, do not include bracketed descriptions, but things outside of the typical peer-reviewed system often do. In the case of a reference for ChatGPT, provide the descriptor "Large language model" in square brackets. OpenAI describes ChatGPT-4 as a "large multimodal model," so that description may be provided instead if you are using ChatGPT-4. Later versions and software or models from other companies may need different descriptions, based on how the publishers describe the model. The goal of the bracketed text is to briefly describe the kind of model to your reader.

Source: When the publisher name and the author name are the same, do not repeat the publisher name in the source element of the reference, and move directly to the URL. This is the case for ChatGPT. The URL for ChatGPT is https://chat.openai.com/chat. For other models or products for which you may create a reference, use the URL that links as directly as possible to the source (i.e., the page where you can access the model, not the publisher's homepage). ■

APA Policies on Use of Generative AI

For other issues about generative AI, the APA Style team follows APA Journals policies. APA Journals has published policies on the use of generative AI in scholarly materials. For this policy, AI refers to generative LLM AI tools and does not include grammar-checking software, citation software, or plagiarism detectors.

- When a generative artificial intelligence (AI) model is used in the drafting of a manuscript for an APA publication, the use of AI *must* be disclosed in the methods section and cited.
- AI *cannot* be named as an author on an APA scholarly publication.
- When AI is cited in an APA scholarly publication, the author *must* employ the software citation template, which includes specifying in the methods section how, when, and to what extent AI was used. Authors in APA publications are *required* to upload the full output of the AI as supplemental material.
- The authors are responsible for the accuracy of any information in their article. Authors must verify any information and citations provided to them by an AI tool. Authors may use but must disclose AI tools for specific purposes such as editing.
- No submitted content may be entered into generative AI tools as this violates the confidentiality of the process.

Five Questions for Melissa Smith

The Google Workspace researcher is embracing the possibilities of AI, shaping how we work, and creating user-friendly products for all types of tech consumers

BY LUCY TU
From *Monitor On Psychology*, September 2024

PHOTO BY BRENT CLARK

As artificial intelligence (AI) and automation revolutionize work, employers worldwide are striving to keep pace with the latest developments, maintain productivity, and reduce employee stress.

Applied cognitive psychologist Melissa Smith, PhD, is studying the best ways to help companies and organizations do that as a senior user experience (UX) researcher at Google Workspace, based in Raleigh, North Carolina. The group designs and integrates Google's vast suite of productivity tools, including Gmail, Google Docs, and Google Meet, into a cohesive service. Using the latest cognitive science, Smith and her team are building more intuitive, user-friendly programs, such as the mobile versions of popular applications like Google Drive and Calendar. Their goal is to boost both employee performance and well-being.

Smith underscores the need for workplaces to adapt to AI and other emerging technologies. She sees these advances not as threats to replace people but as tools to aid in mundane or risky tasks, enabling people to prioritize what truly defines human work: collaboration and creativity. "The beauty of user experience research is discovering what makes someone care deeply about a product, then developing that technology to support their learning and growth," said Smith.

The *Monitor* talked with Smith about how she came to UX research and its implications for the future workforce.

How do your team's strategies and goals stand out from those of other companies developing tools to improve how people work?

Google Workspace products have always been known for their collaborative nature. When I was in early college and Google first introduced Docs, it was revolutionary to be able to have multiple people working on one document at the same time. Today, those collaborative features are an industry norm, and our team is still pushing the cutting-edge boundaries of collaborative work. We are currently incorporating generative AI features across Gmail and Workspace to simplify organization tasks. Soon, you will be able to use Gmail's side panel to summarize emails and highlight the most important action items. Also, the "Help me write" feature in Gmail and Docs, which uses AI to draft messages based on your prompts, will support Spanish and Portuguese.

Our team also prioritizes tech accessibility as we build new features, making sure that we don't inadvertently exclude people who, for instance, rely on screen readers or high-contrast screens to interact with our services. Accessibility considerations can be easily overlooked if you don't actively engage with the many types of consumers who use your services. There are always opportunities for us to improve in creating technology that caters to people with diverse needs or disabilities.

How is your research at Google enhancing employee well-being and shaping how the next generation will work?
User experience research is vital in product development because we are actively incorporating the voices of customers and users. My work focuses on talking with people who use our products to accomplish the diverse tasks relevant for their roles. For example, the needs of a general consumer using our products to complete schoolwork or organize family events differ from those of a small business owner who uses Google Workspace to manage a team.

By making productivity tools more user-friendly, our services streamline workflows and reduce employee stress. Overly complex software and information overload can cause mental fatigue. If we can simplify these processes and present information more clearly, we can help workers focus on essential tasks. This is especially important as workplaces increasingly adopt hybrid work models and communication among workers is fragmented. Our research helps us develop products that better support remote work, such as improved virtual collaboration and scheduling tools that help employees maintain work-life balance.

For example, my team has gained valuable information from users about the importance of seamless connection across multiple platforms and devices that has inspired us to improve the mobile interface for Google Workspace products. Just 5 years ago, I would have never opened a Google Doc on my phone. Now, mobile Docs is far more accessible and offers expanded features for collaboration among employees working from many different locations and platforms.

What led you to user experience research?
During middle school and high school, I was involved with a nonprofit organization called FIRST, which fosters excitement for science and technology among K–12 students through annual robotics competitions. It's been more than 20 years since I first participated in the program, but that excitement hasn't stopped. I serve on the FIRST Robotics board and help connect FIRST students with alumni at Google.

One of my goals is to show students the diverse STEM (science, technology, engineering, and mathematics)-related careers available to them, beyond the already well-known roles like engineer, lab scientist, or doctor. This is partly influenced by my own experiences. I spent my undergraduate years as a mechanical engineering major because I wanted to work in robotics. But when I discovered human-robot interactions, I found that exploring how people engage with and trust artificial agents, and how robots can improve human lives, interested me far more. So, I changed my major and pursued a PhD in applied cognitive psychology and eventually realized that my research interests aligned with the user experience field.

Your dissertation looked at people's trust in automation and robotics. How do you bring that knowledge into your current work?
No matter what the technology is—you could insert whichever technology buzzword you want, whether it's AI, machine learning, or big data—people's fundamental approaches to adopting new systems follow a similar pattern. There will be the early adopters, who embrace the new technology and trust it even if it's still being workshopped. Then, there is a larger chunk of intermediary users, who prefer to test the waters and wait for the technology to take off before they immerse themselves in it. Finally, there are the people who resist change altogether—the "if it's not broken, why fix it?" users, who probably wouldn't mind using an old-school flip phone.

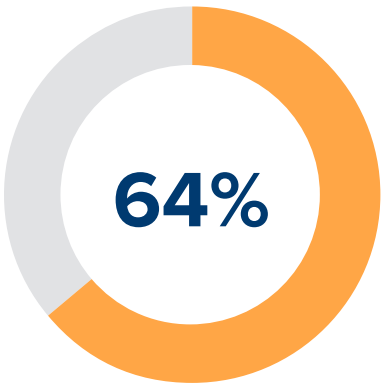
That research taught me that you need to adapt to each set of users. I emphasize that perspective in every product my team creates because most of us on the development team belong to that first group, who generally trust and understand technology. But we aren't representative of most consumers, so it's essential to reach out to our end users, not to convince them to trust our product but to hear their concerns so we can build a product worth trusting.

How will AI continue to influence UX research?
AI is unique in that it doesn't just offer incremental improvements over existing technologies; it represents a whole new paradigm in how people think about and interact with technology. Consequently, we need to exercise much greater caution when building new products and proactively anticipate how users will interact with these systems. At the same time, AI opens many more opportunities to create magical moments—to push productivity, problem-solving, and collaboration forward. That kind of entirely new technology hasn't emerged in many years, so it is an incredibly interesting time to be a user experience researcher. ■

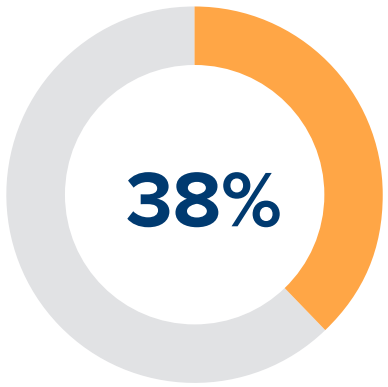
Survey Reveals Job Loss and Privacy Fears Over Workplace AI

Worries about AI-driven job loss and workplace surveillance are taking a toll on mental health for some workers. APA's 2023 Workplace in America survey reveals these anxieties are **disproportionately associated with some groups of workers more than others.**

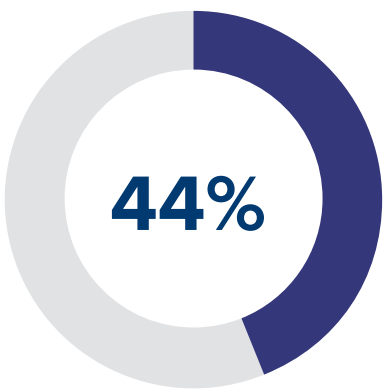
38% of workers worry AI might replace some or all of their job duties.



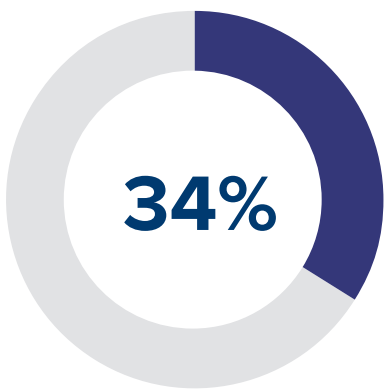
of workers worried about AI feel stressed during the workday.



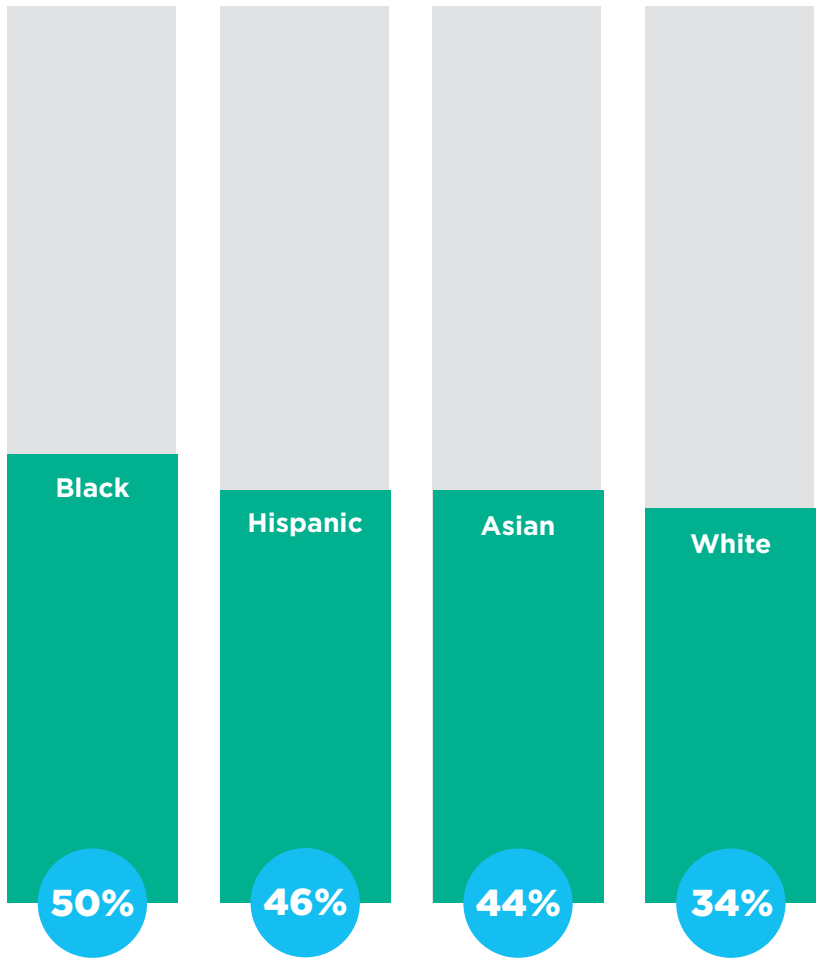
of workers not worried about AI feel stressed.



High School or Less: 44% worry about AI replacing jobs.



College Degree or More: 34% worry.



Worry About AI by Ethnicity

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Source: APA 2023 Work in America Survey: Artificial intelligence, monitoring technology, and psychological well-being

In a World with Artificial Intelligence, What Can I Do With a Psychology Degree?

While AI can automate a lot of jobs, there are some unique human skills it can't replicate (yet)

BY CORY PAGE, MPH
From Psychology Student Network, Februrary 2024

One well-intentioned question I hated during college was, "What are you going to do with your degree after you graduate?" How could I answer that? Sure, I knew what I wanted to do, but I also knew those jobs would be highly competitive. And with the advent of artificial intelligence (AI), this question is likely scarier for current students. Will the job you want even exist in 10 years?

AI is Already Here

The McKinsey Global Institute suggested in 2017 that technologies of the time could automate 30% of activities for most occupations (McKinsey Global Institute, Nov. 28, 2017, *Jobs lost, jobs gained: What the future of work will mean for jobs, skills and wages*). With generative AI improvements, that estimate has undoubtedly expanded. In 2023, Goldman Sachs claimed 300 million full-time equivalent (FTE) jobs worldwide could move to automation, with AI automating at least some part of roughly two-thirds of U.S. jobs (Goldman Sachs, Apr. 5, 2023, *Generative AI could raise global GDP by 7%*). Future psychology jobs are undoubtedly going to be affected.

But "automate" does not necessarily mean "replace." Younger members of the U.S. workforce are more concerned than older members about AI replacing them (APA (2023b.), *2023 Work in America Survey: Artificial intelligence, monitoring technology, and psychological well-being*). This fear is valid, but current studies suggest a future working alongside AI, not competing against it. So, what job prospects do current students have?

Your Skills Are Valuable

Undergraduates with a degree in psychology are perfectly suited for our changing labor market. AI can't do certain things yet, and these are things psychology programs instill in students.

For one thing, current AI can't replace counseling professions. Navigating complex emotional expressions with empathy and competency is something AI simply cannot replicate (Morgan, K., July, 13, 2023, *The jobs AI won't take yet*, BBC). If you plan on a clinical career, then a job will be waiting for you after graduation.

But what if you don't want to be a clinician? Well, another thing all industries in the future workforce need are leaders. According to the World Economic Forum, machines fail at simulating leadership and social influence (Shine, I., May 17, 2023, *These are the jobs that AI can't replace*, World Economic Forum). And those with training in psychology are well on their way to becoming effective leaders. The British Psychological Society highlights that understanding human behavior is key to effecting change at any level; by deeply understanding your coworkers, you will be better able to motivate them to meet work challenges together (Gervais, R. Nov. 3, 2002, *Leading the way with psychology*, British Psychological Society).

And if clinical practice or leadership roles aren't of interest, you're also in luck. Soft skills like curiosity, humility, and emotional intelligence are things AI will struggle to imitate (Tong, G. C., May 9, 2023, *Here are the top skills you will need for an "AI-powered future," according to new Microsoft data*, CNBC). These skills are in-line with the five learning goals of APA's *Guidelines for the Undergraduate Psychology Major: Version 3.0* (APA, 2023a.). In other words, what you're learning in your undergraduate program will make you valuable in the future labor market.

GREMLIN/GETTY IMAGES

So, What Now?

By studying psychology, you've begun learning unique human skills that can't easily be automated. But AI integration is the future of the workforce. Rather than planning an AI-proof career, it's more important to learn how AI might assist you with whatever future you pursue.

If you pursue a clinical career, you may find a combination of natural-language processing and generative AI doing your notetaking for you (Capoot, A., Mar. 20, 2023, *OpenAI-powered app from Microsoft will instantly transcribe patient notes during doctor visits*, CNBC). This unbillable work that used to take hours can now be finished in minutes by technology that listens to sessions, transcribes everything said, and then condenses the conversation into summary topics. Other AI tools can help train psychologists by analyzing transcripts of their sessions with clients (Allen, S., Nov. 3, 2022, *Improving Psychotherapy With AI: From the Couch to the Keyboard*, IEEE Engineering in Medicine and Biology Society). These AI tools then coach psychologists on their use of evidence-based methods, active listening, and empathic affect for their patients.

If you don't pursue a clinical career, you may also find yourself using AI in your future work. In the field of research, AI can more quickly parse through big data models with deep-learning algorithms to spot patterns in how humans behave and why (Abrams, Z., Jul., 2023, AI is changing every aspect of psychology. Here's what to watch for, *Monitor on Psychology*, 54(5), 46). And across all industries, AI implementation will require workers with new skills, like prompt engineering (Clark, P. A., Feb. 2, 2023, *AI's rise generates new job title: Prompt engineer*, Axios) and output verification (Sauer, M., Jul. 29, 2023, *AI is making some common side hustles more lucrative-these can pay up to $100 an hour*. CNBC), to help run the algorithms. In other words, learning how to tell AI what to do in a way that gives you the answer you want and being able to double-check its work efficiently could both be marketable skills in coming years.

Learning about AI does not have to be a daunting task. APA has free resources online about the subject, including articles and webinars. And you can consider learning more about how generative AI tools like ChatGPT or Bard work by experimenting with them yourself. While many colleges and universities have policies against using generative AI tools for classwork, learning how these tools operate on your own could be insightful and empowering.

And now you can answer the dreaded question of what you'll likely be doing after graduation! ■

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Artificial intelligence is reshaping how psychologists work

From simplifying paperwork to highlighting trends in patient data, AI offers myriad ways to elevate your practice. Here's how to tap into that potential while staying aligned with the ethics of clinical care

By Zara Abrams Date created: May 12, 2025 7 min read

Psychologists are increasingly turning to tools powered by artificial intelligence (AI) to streamline their practice—about 1 in 10 use it at least monthly for note-taking and other administrative work, according to the

2024 Practitioner Pulse Survey (https://www.apa.org/pubs/reports/practitioner/2024) by APA and APA Services. But many remain skeptical, with 71% reporting they've never used AI in their practice.

"Historically, technology is something that psychologists have been rightly wary of," said Elizabeth Stuart, PhD, a pediatric neuropsychologist at Miller Children's Hospital in California who uses AI for notetaking, clinical insights, and practice management. This caution often stems from a deep commitment to protecting patient privacy and adhering to ethical standards. "But AI is here. As a field, we need to join in, or we're going to get left behind."

AI isn't just another tech trend—it's reshaping how psychologists do their work. From streamlining paperwork to highlighting trends in patient data, it offers powerful ways to elevate your practice. Here's how to tap into that potential while staying aligned with the ethics of clinical care.

Many AI tools for psychology practitioners were originally designed to tackle one major pain point: clinical documentation. Now, many have evolved into full-service platforms that offer scheduling, billing, claims management, and more.

"No one gets into mental health care to do paperwork, but administration is a massive part of the job and something that can drain a lot of energy," said Damien Adler, a psychologist based in Victoria, Australia, who cofounded the global practice management software company Zanda Health (https://zandahealth.com/) after seeing how technology could boost efficiency in his own practice. "Fortunately, AI can now significantly reduce that burden."

Zanda's AI companion offers multiple levels of support, tailored to how much AI integration a therapy practice prefers. "Refine" is one layer of support—and a good choice for practitioners with concerns about privacy.

Rather than listening to a session, it converts a therapist's own rough notes into reports that comply with payer or regulatory requirements. The "Transcribe" function listens in and generates a clinical note that can later be edited or customized. "Insights" reviews patient records, attendance patterns, and documented goals to provide clinicians with tailored clinical observations and treatment suggestions.

The progress notes tool Upheal (https://www.upheal.io/) caters specifically to mental health professionals, so it's tuned to pick up themes that mean more in therapy—such as personal growth and coping—than they might in other types of appointments that require transcription, such as speech therapy sessions. Reimbursement guidelines around medical necessity from many major insurance payers are infused into the model. These guidelines inform what's added to various sections of a report, note, or document to help ensure alignment with payer requirements.

"The threat of a claw-back [a demand to repay insurance funds] on a small practice or individual provider is incredibly daunting, but there can be a lot of ambiguity about precisely what documentation payers expect to see," said Ted Faneuff, LCSW, Upheal's head of clinical operations.

After launching an in-app demo client called Alex—designed to let therapists experiment with note output without using real patient data—many therapists shared enthusiasm for using AI clients in clinical training, seeing it as a low-stakes way to practice therapy techniques. While Alex is currently not programmed to do this, the excitement is there, Faneuff said.

Platforms built for health care professionals should always provide transparency on their data usage and training policies, Stuart said. Upheal, for example, never sells patient data or uses it to train its model. BastionGPT (https://bastiongpt.com/), a generative AI tool similar to ChatGPT that assists with note-taking and other tasks, is trained using data from credible sources,

such as WebMD. The tool is also tuned to reduce hallucinations—AI-generated responses that sound plausible but are incorrect.

"In sensitive fields like mental health, accuracy matters just as much as ease of use," said Josh Spencer, a cybersecurity expert and founder of BastionGPT. "AI needs to support psychologists by not just reducing documentation burden, but by actually improving the quality of their documentation."

One of the most exciting applications of AI is to help clinicians tailor treatment in real time. By analyzing session themes, tone of voice, attendance patterns, wearable data, and more, therapeutic algorithms can increasingly flag signs of relapse risk, treatment dropout, or even potential suicide attempts. While AI can alert a clinician to a pattern, it's ultimately the provider who is responsible for interpreting those signals, adding context, and deciding the next steps in patient care.

In addition to flagging risks, AI tools can also help clinicians fine-tune treatment. For example, a system might recommend switching to narrative therapy when a patient isn't progressing with more structured approaches.

The following AI tools for notetaking, clinical support, and practice management offer a good starting point, according to Stuart and other practitioners:

- Mentalyc (https://www.mentalyc.com/) : Note generator built specifically for behavioral health, which uses an encrypted connection and never stores recordings
- Blueprint (http://blueprint.ai/) : Focuses on offering clinical insights and measurement-based care by automating progress notes, drafting treatment plans, and surfacing actionable insights before, during, and after sessions
- Assessment Assistant (https://www.assessmentassistant.app/) : Supports assessment providers with reporting, record review, and other

evaluation, using a language model informed only by clinical sources

A measured approach

Using AI in your practice can save time in the long run—but psychologists say that getting it right requires a thoughtful setup, from choosing the best tool to safeguarding patient privacy.

"A measured approach to adoption that considers both compliance and the perspectives of patients and staff is essential for AI success," said Mollie Cummins, PhD, RN, a professor in the College of Nursing at the University of Utah, who blogs about AI best practices at telehealth.org (http://telehealth.org/blog) . She and other experts suggest that clinicians:

Select the right tool. Choose a HIPAA-compliant tool that prioritizes data security, including by encrypting data and logging user activity, Cummins advises (see her "Mastering AI Documentation in Telehealth" blog post for more tips (https://telehealth.org/blog/ai-documentation-telehealth-5-must-know-tips/)). Other factors to consider include how customizable a tool is and whether it was trained using terminology and documents specific to behavioral health.

APA offers a step-by-step guide (/practice/business/technology/tech-101/evaluating-artificial-intelligence-tool) and companion checklist (PDF, 60KB) (/practice/business/technology/tech-101/evaluating-artificial-intelligence-tool-checklist.pdf) to help practitioners decide whether a given AI tool is right for your practice.

Practice prompt engineering. Crafting clear, well-structured prompts can help you unlock significantly more value from AI. Charmain Jackman, PhD, founder of InnoPsych (https://www.innopsych.com/) and a member of APA's Mental Health Technology Advisory Committee, explains how giving AI software a role, specific instructions, and context can yield better results (/practice/business/technology/tech-talk/artificial-intelligence-private-practice) .

Jackman uses AI to tailor marketing emails, brainstorm social media content, and break down complex psychological topics for a general audience.

Stuart suggests a few additional ways to refine outputs: provide further instructions (e.g., "ignore information about the patient's pet"), clarify format (e.g., "write this in Subjective, Objective, Assessment, Plan (SOAP) note format"), and give guidance on tone (e.g., "use short sentences and language that could be understood by an 18-year-old").

Be proactive about risk. Many providers shy away from AI because they are unsure how to protect patient privacy and security while using it. Cummins recommends a few key actions (see her "AI Scribing in Telehealth" blog post for more advice (https://telehealth.org/blog/ai-scribing-in-telehealth-ensuring-patient-data-is-private-and-secure/)):

- Make sure patient data is stored and transmitted securely. Use a VPN, HIPAA-compliant cloud storage, and cybersecurity tools that monitor threats in real time. If you work at a larger institution, contact your security team for support.
- Verify that AI-generated responses are accurate. Providers are ultimately responsible for any documentation they sign or decision they make, so your workflow should include a thorough review of any AI outputs.
- Make sure your staff understands and uses cybersecurity best practices, including strong passwords, a secure Wi-Fi network, and multifactor authentication. In case of a security breach, create a plan for your practice (find out more about how to prevent or recover from a cyberattack (https://www.apa.org/monitor/2024/07/clinicians-cyberattacks-data-breaches)).
- Before adopting a tool, take time to understand how it handles patient data and how the underlying model was trained.

Always get verbal or written consent from patients before using AI tools during a session. Explain a tool's risks and benefits in plain language—and be prepared to proceed without the tool if a patient opts out, experts advise. "Compared to [psychology], Silicon Valley moves very fast," Stuart said. "It's imperative that we integrate AI tools into our practice, but let's be careful about how and when we use them."

Resources

APA's AI tool guide for practitioners (/practice/business/technology/tech-101/evaluating-artificial-intelligence-tool)
This step-by-step guide and companion checklist (PDF, 60KB) (/practice/business/technology/tech-101/evaluating-artificial-intelligence-tool-checklist.pdf) offer a framework for evaluating whether an AI tool is appropriate for use in practice.

Career: How to recover from a crippling cyberattack (https://www.apa.org/monitor/2024/07/clinicians-cyberattacks-data-breaches)
This article offers strategies and resources to help protect yourself and your practice from a cyber breach.

Column: On the Horizon (/practice/business/technology/on-the-horizon)
This monthly APA Services column gives updates on technological advances that can boost psychology practice.

Column: Tech Talk (/practice/business/technology/tech-talk)
In this monthly Q&A column, experts from APA's Mental Health Technology Advisory Committee address questions at the intersection of psychology and technology.

Podcast: Run Your Private Practice with AI (https://podcasts.apple.com/us/podcast/run-your-private-practice-with-ai-artificial-intelligence/id1723483867)
This podcast includes tips for using ChatGPT, Gemini, Claude, and

specialized tools (e.g. Zapier (https://zapier.com/) , Ohai (https://www.ohai.ai/) , and Descript (https://www.descript.com/)) to automate general tasks for your practice, such as creating training videos for staff or building a new marketing campaign.

Blog: Telehealth.org (https://telehealth.org/blog/)
This multidisciplinary blog explores technology and health care, including changes in telehealth laws and how to optimize AI notetaking.

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GenAI in the Classroom

Possibilities and Limitations of Generative AI in the Classroom: UTA Guidelines for Using Generative AI in Instruction to Achieve Student Learning Outcomes (SLOs)

Welcome to the UTA guidelines for the considered use of generative AI (Gen AI) in instruction. This resource is crafted to foster informed decisions about leveraging GenAI in teaching and learning within UTA's diverse academic landscape. Our aim is to illuminate the spectrum of possibilities—from cautious restraint to enthusiastic adoption—always with a clear eye on how these technologies can serve or, at times, detract from achieving the specific Student Learning Outcomes (SLOs) in your courses.

By embracing a balanced perspective, this document endeavors to support instructors in making judicious choices about when and how to integrate GenAI into their pedagogy, as well as when to exclude it, in favor of methods that better align with their educational objectives. Whether considering a nuanced incorporation of GenAI tools or contemplating a comprehensive application, the guidelines within will help faculty navigate these decisions in alignment with UTA's standards of academic integrity.

We encourage faculty to consult the Table of Contents to find discussions and recommendations most pertinent to their discipline and teaching goals. It is our hope that this guide will serve as a dynamic resource in their instructional toolkit, enabling them to tailor use of GenAI in ways that are most conducive to fulfilling the SLOs of each course taught at UTA.

Table of Contents

Background on Generative AI

Generative AI, or GenAI, is a subset of artificial intelligence focused on creating new, seemingly original content based on huge learning models that can include text, images, audio, video, smells, and other media. Unlike machine learning (ML), that is designed to analyze data and provide insights or predictions, GenAI takes this a step further to extrapolate new, and not necessarily deterministic, combinations of information consistent with learned patterns to produce novel content that mimics human creativity.

At its core, GenAI operates through machine learning models that are trained on large datasets. These datasets can range from collections of literary works to vast libraries of visual art. Machine learning models, such as neural networks, analyze these data points to discern underlying patterns and structures. They then use this learned information to generate content that is similar in nature but is uniquely its own creation.

The history of GenAI can be traced back to the advent of neural networks and the evolution of machine learning. One of the landmark moments in GenAI was the development of Generative Adversarial Networks (GANs) in 2014, which significantly advanced the field of synthetic image generation. Since then, technology has progressed rapidly, leading to more sophisticated models capable of generating not just images but also coherent and contextually relevant text.

In October 2023, OpenAI made headlines with a release of ChatGPT, a chat interface to its advanced large language model (LLM), which represented a significant leap in text-based interaction with GenAI. ChatGPT was notable for its ability to engage in dialogues, answer questions, and create content that often resembles that of a human author. It was trained on a dataset encompassing a wide array of text sources, allowing it to generate responses across numerous topics and styles fed into its model in 2022.

In the visual domain, OpenAI's DALL-E is a tool that uses a similar approach to create images from textual prompts, displaying a remarkable ability to interpret and visualize concepts in diverse and creative ways.

The performance of GenAI models is closely tied to the quality and diversity of the training data they are exposed to. They are typically not static and evolve over time as they ingest more data. This ongoing training process allows GenAI to become more in line with the goals of that training and nuanced in its content generation.

Generative AIs Available at UTA

The University of Texas at Arlington is committed to providing its faculty and students with state-of-the-art tools to enhance their educational and research endeavors. As part of UTA's license with Microsoft, employees may use Copilot for Microsoft 365, a.k.a., Bing Chat.

https://www.bing.com/chat

Instructors and students can access these tools by visiting the Copilot website and logging in with their UTA credentials. The advantage of using the GenAI Copilot platform is the assurance of data privacy; the inputs you provide to these GenAI systems remain private to UTA and are not used to further train the AI. This measure is intended to ensure your intellectual property and information are not exposed outside of UTA.

As part of UTA's license with Adobe, all employees have access to Adobe Express which includes Adobe Firefly. Firefly can be used to generate royalty-free artwork based on text prompts and reference seed images. While the employee is logged in with their UTA credentials, they can access these tools and have the expectation that their work is kept private to UTA.

https://firefly.adobe.com

While there is a plethora of GenAI systems available beyond those provided by UTA, it is important to exercise caution with free services. Many free GenAI tools use input data to refine their models, meaning that the data you input may be integrated into their systems and potentially used in ways beyond your control. This is true of the free version of Grammarly, for example. This could raise concerns about the confidentiality of the content created and the privacy of the individuals involved. The TAP process is designed to help vet technologies that are introduced into UTA's environment. It can also be the first step to research a new tool.

https://go.uta.edu/tapreq

For instructors considering the use of GenAI tools in their coursework, it is essential to weigh the benefits of these innovative technologies against the need for data security. When exploring GenAI options outside of the UTA-provided suite, you are advised to thoroughly understand the data usage policies of these tools and to inform your students likewise.

For those looking for more than Bing Chat and Firefly, there is Copilot Pro. It is available for $360 per user per year and includes access to ChatGPT 4.0. Users wanting to get a license may contact the OIT Service Desk.

https://ithelp.uta.edu

For researchers and faculty wanting to work directly with the OpenAI platform or similar products from AWS, Google, and Nvidia, UTA may already have vendor agreements in place that can fast track getting access to those tools. Please contact the OIT Service Desk to set up a consultation.

GenAI Use in Teaching and Learning

Generative AI (GenAI) holds promise as a tool for enriching the educational experience when applied judiciously in alignment with Student Learning Outcomes (SLOs). Instructors have at their disposal a wealth of innovative strategies for leveraging GenAI to both enhance the learning process and accurately assess student performance through thoughtfully designed course assignments and assessments.

The fundamental aim of course assignments is to evaluate the extent to which students have achieved the designated SLOs. In pursuit of this aim, instructors are encouraged to harness their creativity or to seek inspiration from the compendium of GenAI teaching strategies curated by the Center for Research on Teaching and Learning Excellence (CRTLE) at UTA.

Policies regarding GenAI usage may naturally differ from one instructor to another and even across different courses taught by the same instructor, reflecting the unique requirements and goals of each course. It is imperative for faculty to articulate their GenAI policy clearly within the course syllabus, ensuring that it complements existing college or departmental policies. Furthermore, collective efforts within programs or departments to develop and embrace cohesive policies are also supported.

By thoughtfully integrating GenAI, instructors can empower students to reach their learning potential while maintaining the integrity and rigor of the academic program.

Four Approaches to Using or Not Using GenAI

As instructors design their syllabus policies regarding Generative AI (GenAI), it is crucial that each policy be crafted with the primary goal of achieving Student Learning Outcomes (SLOs). The following four policy options (modified from AI policies by Duke University) are presented with consideration of how they may influence students' ability to meet their SLOs:

Prohibited Use of GenAI: Choose this approach when the use of GenAI could impede the achievement of SLOs, particularly where individual critical thinking, content mastery, and the learning process are paramount and may be compromised by AI-generated assistance.

Restricted Use of GenAI: This policy is appropriate when GenAI can play a beneficial role in achieving certain SLOs but may be counterproductive if used without constraints. Instructors may allow GenAI under specific conditions that support the SLOs, such as for drafting phases of writing assignments or for generating initial research insights, with a focus on enhancing learning rather than substituting it.

Cited Use of GenAI: When transparency in the use of GenAI is necessary for assessing the attainment of SLOs, students should be required to disclose any GenAI assistance. This ensures that the evaluation of student work accurately reflects both the students' learning and the extent to which GenAI was used to achieve the SLOs.

Unrestricted Use of GenAI: If the integration of GenAI aligns with the SLOs and can facilitate their attainment—for instance, in courses focusing on innovation, technology integration, or where understanding the use of AI is itself an outcome—students may be allowed to use GenAI freely. Educators should ensure that students are achieving the desired competencies and not solely relying on AI-generated content.

Each policy option corresponds to different educational needs and outcomes. *The instructor is responsible for aligning these policies with the course's SLOs and communicating the chosen approach to students in the syllabus.*

Syllabus Policy Samples for the Four Approaches

The following are sample syllabus policy statements for the aforementioned approaches:

Prohibition of GenAI Use: "In this course, the focus is on the development of independent critical thinking and the mastery of subject-specific content. To ensure that all submitted work accurately reflects personal understanding and original thought, the use of Generative AI (GenAI) tools in completing assignments or assessments is strictly prohibited. This policy supports our commitment to academic integrity and the direct measurement of each student's learning against the course's Student Learning Outcomes (SLOs). Any work found to be generated by AI will be subject to academic review."

Restricted Use of GenAI: "While this course recognizes the potential benefits of Generative AI (GenAI) as a supplementary tool for certain learning activities, its use is restricted to specific assignments where GenAI's role is clearly defined and aligns with the course's Student Learning Outcomes (SLOs). These assignments will be clearly marked, and students must adhere to the guidelines provided for GenAI use. Unauthorized use of GenAI outside these parameters will be considered a breach of academic integrity."

Cited Use of GenAI: "This course permits the use of Generative AI (GenAI) as a resource for completing assignments. However, transparency is crucial, students are required to explicitly cite any GenAI tools they utilize in the creation of their work. This citation requirement allows for the acknowledgment of the collaborative nature of GenAI in the learning process while enabling the assessment of student learning to remain focused on the achievement of the course's Student Learning Outcomes (SLOs)."

Unrestricted Use of GenAI: "In this course, the integration of technology, including the use of Generative AI (GenAI), is encouraged to fulfill the course's Student Learning Outcomes (SLOs). Students may use GenAI tools freely to assist in the creation of content and to achieve learning objectives. It is expected that students will engage with these tools ethically and responsibly, ensuring that their use of GenAI contributes to a deeper understanding of the subject matter and the development of relevant competencies."

Syllabus Samples from Peer Institutions

Instructors have the flexibility to adopt a singular approach or blend multiple policies from the provided list to govern the use of Generative AI (GenAI) in their teaching, depending on what best aligns with the Student Learning Outcomes of their courses. It is essential for instructors to craft a clear syllabus statement that outlines the guidelines for GenAI use within their classes.

For inspiration and guidance, educators may refer to a crowd-sourced compendium assembled by Lance Eaton, featuring a variety of sample syllabus statements on GenAI use collected from faculty across different universities and disciplines. While not prescriptive, this document can serve as a valuable starting point for developing personalized and effective GenAI policies.

Other examples of GenAI Guidelines and syllabus statements can be found on the University of Michigan, University of Kentucky, and DePaul University websites.

Data Privacy Considerations

As the educational landscape evolves with the integration of Generative AI (GenAI) in teaching, data privacy emerges as a pivotal concern. The intellectual contributions made by students when interacting with GenAI tools—whether in the form of essays, questions, or creative works—constitute data that may be sensitive in nature. When this data is entered into AI systems, there exists the potential for it to be stored, analyzed, and utilized in ways that may extend beyond the initial scope of the classroom.

Instructors must therefore exercise due diligence in evaluating the data privacy policies of any GenAI tool before its adoption in coursework. It is incumbent upon educators to ensure that students' intellectual property is respected and that they retain control over their own data. In crafting a GenAI policy and designing assignments, consider the following:

Transparency: Clearly communicate to students how their data will be used by the GenAI tools they are interacting with, what data might be retained by these tools, and for what purposes.

Informed Consent: Students should be made aware of the potential for their data to be used beyond their personal educational context and should give their consent if their work is to be utilized in this manner.

Alternative Options: Provide alternatives for students who are not comfortable using GenAI tools due to privacy concerns.

Secure Tools: Preferentially choose GenAI tools that have a strong commitment to data privacy and ensure that students' work remains confidential and is not used to further train AI models without explicit permission.

Typically, software provided for all employees goes through a review to make sure that UTA's data is protected consistent with Federal, State, and local regulations. When considering external GenAI tools, the onus is on the instructor to scrutinize and understand their privacy implications.

By being proactive in addressing these privacy concerns, instructors will not only safeguard their students' intellectual property but will also foster a learning environment that respects and upholds the values of privacy and autonomy.

Academic Integrity and Intellectual Labor

It is crucial for students to understand that the use of Generative AI (GenAI) in course assignments and assessments must align with the guidelines established by the instructor. Unauthorized use of GenAI could result in breaches of academic integrity. Instructors bear the responsibility of clearly delineating the permissible uses of GenAI in their courses, underscoring the importance of responsible and ethical application of these tools.

The following excerpts from the UTA Office of Community Standards articulate the university's stance on academic integrity and scholastic dishonesty. Instructors should reinforce to their students that these standards extend to the use of GenAI. Unauthorized or unapproved use of GenAI in academic work falls within the scope of these policies and will be subject to the same disciplinary procedures.

Academic Integrity and Scholastic Dishonesty

The University of Texas at Arlington strives to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and responsibility. The Office of Community Standards promotes academic integrity and enforces these standards in accordance with the policies outlined in the HOP (Handbook of Operating Policies). Alleged academic integrity violations may be reported to the Office of Community Standards by using the online referral form below.

UTA Honor Code

Scholastic Dishonesty, including, but not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects.

Cheating on an examination or an assignment includes:

- *copying the work of another, allowing someone to copy, engaging in written, oral or any other means of communication with another, or giving aid to or seeking aid from another when not permitted by the instructor.*
- *using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment, including, but not limited to, electronic or digital devices such as calculators, cell phones, camera phones, scanner pens, personal digital assistants, or flash drives, etc.;*
- *taking or attempting to take an examination for another, or allowing another to take or attempt to take an examination for a student;*
- *using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that is not provided for your use by your instructor;*
- *resubmission of work which has previously been submitted for course credit at any educational institution, unless prior approval is received from both faculty;*
- *any act designed to give unfair advantage to a student or the attempt to commit such an act;*

Plagiarism means the unacknowledged incorporation of the work of another in work that is offered for credit; collusion means the unauthorized collaboration with another in preparing work that is offered for credit.

It is important to communicate to students that consistent with the UTA Honor Code, plagiarism or collusion also applies to unauthorized and/or uncited use of GenAI in the same manner as any other resource.

GenAI Detection (AI Detectors) Guidelines

While GenAI detection tools such as those incorporated into Turnitin, or specialized software like ChatGPTZero, are available to instructors aiming to discern the origin of student work, reliance on these technologies should be approached with skepticism. The effectiveness of such tools is currently limited, and their usage can raise significant ethical considerations:

1. **Accuracy Concerns**: GenAI detection tools are known to generate false positives, particularly in the case of second language learners or submissions that incorporate technical jargon. The inverse is also true; some AI-generated content may evade detection, undermining the reliability of these tools.
2. **Privacy Considerations**: Submitting student work to external GenAI detection applications risks infringing upon students' rights to privacy and intellectual property. This action may inadvertently contribute original student work to databases, contravening ethical standards for the handling and protection of

student-produced content. Ongoing improvements in GenAI technology do not necessarily address these foundational privacy and security concerns.

3. **Equity Issues**: Employing detection tools can lead to selective scrutiny where some students may be unjustly penalized for their method of assistance. Academic support is multifaceted, ranging from AI tools to human editors and academic services. An over-reliance on GenAI detectors may inadvertently create an imbalance, penalizing those who use AI while overlooking other forms of assistance.

UTA subscribes to Turnitin, which includes a feature to detect AI-generated content. However, due to a high incidence of false positives rendering it unreliable, this feature has been disabled following thorough evaluation and remains so until its efficacy and reliability can be substantiated.

Instead of detection tools, we recommend engaging in dialogue with students when the unauthorized use of GenAI is suspected. Such conversations can often provide more insight into the students' understanding and the authenticity of their work.

When GenAI is not permitted for use in assignments, it is imperative that instructors clearly communicate this restriction and its rationale to students. Alternative assessments can be designed to ensure academic integrity, such as prompts based on personal experiences, collaborative data analysis, and other tasks that require a demonstrable engagement with the subject matter.

Embracing the potential of GenAI can indeed be a part of our pedagogical future, enhancing students' critical thinking and creative capacities. As educators, we have a responsibility to guide our students through this evolving landscape, equipping them for a future where AI is increasingly integrated into all facets of society. (Refer to the Future of Jobs Report for insights into the growing impact of AI and machine learning.)

Closing Thoughts and Looking Forward

As we conclude this guide on the use of Generative AI in the educational sphere at UTA, we stand at the threshold of a new era in teaching and learning. The emergence of GenAI as a tool in academia is not merely a trend but a paradigm shift that presents both opportunities and challenges that we must navigate together.

We encourage an ongoing dialogue among our faculty, students, and the broader academic community about the implications, ethics, and best practices related to GenAI. The conversation should not be static, as the field of artificial intelligence is in constant evolution, much like the learning journey itself. By maintaining open channels of communication, we ensure that our policies and strategies remain dynamic, inclusive, and at the forefront of educational innovation.

Let us embrace the promise that GenAI holds with thoughtful consideration and a spirit of collaboration. The ultimate goal is to enhance the educational experiences of our students, preparing them to be thoughtful, informed, and adaptable individuals ready to excel in a future where AI will be an integral part of the professional and personal landscape.

As we look to the future, UTA is committed to revisiting and revising our approach to include GenAI as part of our educational toolkit, ensuring it aligns with our core values and the evolving needs of our community. Together, we will continue to explore the most effective and ethical ways to incorporate these technologies into our curricula, bolstering our students' success both within the university and beyond its walls.

- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: Executive Director

TITLE: International Medical Graduates

INTRODUCTION TO THE TOPIC:

Legislation that allows medical doctors trained internationally to become licensed in Minnesota.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
SF3611	6/17/2025	Cover Memo

SENATE
STATE OF MINNESOTA
NINETY-THIRD SESSION

S.F. No. 3611

(SENATE AUTHORS: MANN, Abeler, Klein and Morrison)

DATE	D-PG	OFFICIAL STATUS
02/15/2024	11585	Introduction and first reading
		Referred to Health and Human Services
03/07/2024		Comm report: To pass as amended and re-refer to State and Local Government and Veterans

A bill for an act

relating to health; amending licensing requirements for graduates of foreign medical schools; amending Minnesota Statutes 2022, section 147.037, by adding a subdivision; Minnesota Statutes 2023 Supplement, section 147.037, subdivision 1.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2023 Supplement, section 147.037, subdivision 1, is amended to read:

Subdivision 1. **Requirements.** The board shall issue a license to practice medicine to any person who satisfies the requirements in paragraphs (a) to (g).

(a) The applicant shall satisfy all the requirements established in section 147.02, subdivision 1, paragraphs (a), (e), (f), (g), and (h).

(b) The applicant shall present evidence satisfactory to the board that the applicant is a graduate of a medical or osteopathic school approved by the board as equivalent to accredited United States or Canadian schools based upon its faculty, curriculum, facilities, accreditation, or other relevant data. If the applicant is a graduate of a medical or osteopathic program that is not accredited by the Liaison Committee for Medical Education or the American Osteopathic Association, the applicant may use the Federation of State Medical Boards' Federation Credentials Verification Service (FCVS) or its successor. If the applicant uses this service as allowed under this paragraph, the physician application fee may be less than $200 but must not exceed the cost of administering this paragraph.

(c) The applicant shall present evidence satisfactory to the board that the applicant has been awarded a certificate by the Educational Council for Foreign Medical Graduates, and

the applicant has a working ability in the English language sufficient to communicate with patients and physicians and to engage in the practice of medicine.

(d) The applicant shall present evidence satisfactory to the board of the completion of one year of graduate, clinical medical training in a program accredited by a national accrediting organization approved by the board. This requirement does not apply to an applicant who is admitted pursuant to the rules of the United States Department of Labor and:

(1) who was admitted as a permanent immigrant to the United States on or before October 1, 1991, as a person of exceptional ability in the sciences according to Code of Federal Regulations, title 20, section 656.22(d); or

(2) who holds a valid license to practice medicine in another country and was issued a permanent immigrant visa after October 1, 1991, as a person of extraordinary ability in the field of science or as an outstanding professor or researcher according to Code of Federal Regulations, title 8, section 204.5(h) and (i), or a temporary nonimmigrant visa as a person of extraordinary ability in the field of science according to Code of Federal Regulations, title 8, section 214.2(o).

(e) The applicant must:

(1) have passed an examination prepared and graded by the Federation of State Medical Boards, the United States Medical Licensing Examination (USMLE) program in accordance with section 147.02, subdivision 1, paragraph (c), clause (2), or the Medical Council of Canada; and

(2) if the examination in clause (1) was passed more than ten years ago and the applicant has not practiced medicine within the past ten years, either:

(i) pass the Special Purpose Examination of the Federation of State Medical Boards (SPEX) or the Comprehensive Osteopathic Medical Variable-Purpose Examination of the National Board of Osteopathic Medical Examiners (COMVEX). The applicant must pass the SPEX or COMVEX within no more than three attempts of taking the SPEX, COMVEX, or a combination of the SPEX and COMVEX; or

(ii) have a current certification by a specialty board of the American Board of Medical Specialties, the American Osteopathic Association, the Royal College of Physicians and Surgeons of Canada, or the College of Family Physicians of Canada; or

(3) if the applicant fails to meet the requirement established in section 147.02, subdivision 1, paragraph (c), clause (2), because the applicant failed to pass within the permitted three

attempts each of steps or levels one, two, and three of the USMLE or the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA), the applicant may be granted a license provided the applicant:

(i) has passed each of steps or levels one, two, and three within no more than four attempts for any of the three steps or levels with passing scores as recommended by the USMLE or COMLEX-USA program;

(ii) is currently licensed in another state; and

(iii) has current certification by a specialty board of the American Board of Medical Specialties, the American Osteopathic Association, the Royal College of Physicians and Surgeons of Canada, or the College of Family Physicians of Canada.

(f) The applicant must not be under license suspension or revocation by the licensing board of the state or jurisdiction in which the conduct that caused the suspension or revocation occurred.

(g) The applicant must not have engaged in conduct warranting disciplinary action against a licensee or have been subject to disciplinary action other than as specified in paragraph (f). If an applicant does not satisfy the requirements stated in this paragraph, the board may issue a license only on the applicant's showing that the public will be protected through issuance of a license with conditions or limitations the board considers appropriate.

Sec. 2. Minnesota Statutes 2022, section 147.037, is amended by adding a subdivision to read:

Subd. 1b. **Limited license.** (a) The board must issue a limited license to any person who satisfies the requirements of subdivision 1, paragraphs (a) to (c) and (e) to (g), and who:

(1) has practiced as a medical professional performing the duties of a physician for at least five years outside of the United States;

(2) submits sufficient evidence of an offer to practice within the context of a collaborative agreement within a hospital or clinical setting where the limited license holder and physicians work together to provide patient care; and

(3) provides services in a designated rural area or underserved urban community as defined in section 144.1501.

(b) A person issued a limited license under this subdivision must not be required to present evidence satisfactory to the board of the completion of one year of graduate clinical

medical training in a program accredited by a national accrediting organization approved by the board.

(c) An employer of a limited license holder must pay the limited license holder at least an amount equivalent to a medical resident in a comparable field.

(d) The board must issue a full and unrestricted license to practice medicine to a person who holds a limited license issued pursuant to paragraph (a) and who has:

(1) held the limited license for two years and is in good standing to practice medicine in this state;

(2) practiced for a minimum of 1,350 hours for each of the previous two years; and

(3) submitted a letter of recommendation in support of a full and unrestricted license from a physician who participated in the collaborative agreement.

(e) For purposes of this subdivision, "collaborative agreement" means a mutually agreed upon plan for the overall working relationship and collaborative arrangement between a holder of a limited license and one or more physicians licensed under this chapter that designates the scope of services that can be provided to manage the care of patients. The limited license holder and one of the collaborating physicians must have experience in providing care to patients with the same or similar medical conditions. The collaborating physician is not required to be physically present as long as the collaborating physician and limited license holder can easily contact each other by radio, telephone, or other telecommunication device.

- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: Executive Director

TITLE: Master's Level Licensure

INTRODUCTION TO THE TOPIC:

Continuing the discussion of Master's Level Licensure for Psychologists in Minnesota.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
Master's Level Information	6/18/2025	Cover Memo

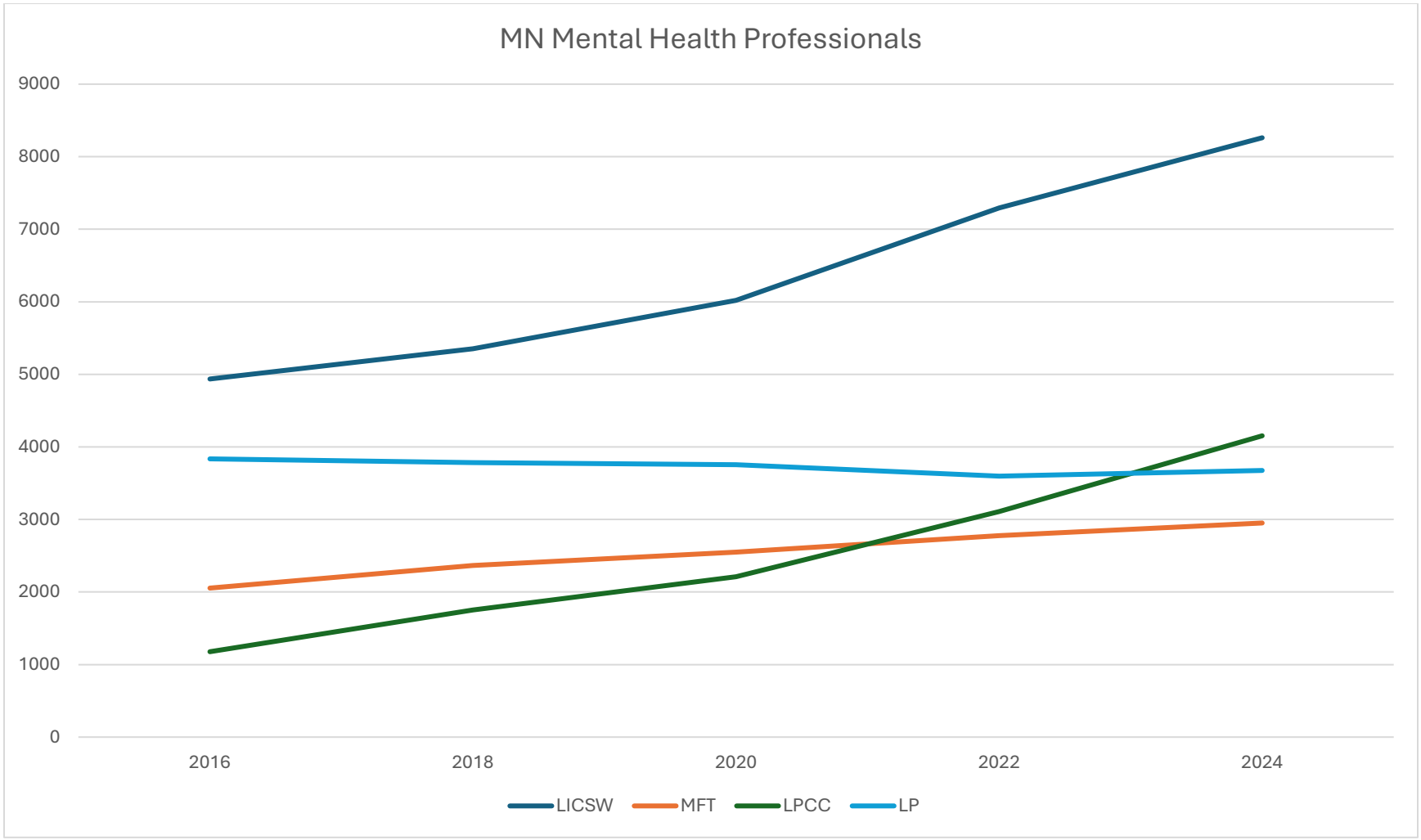
MINNESOTA
BOARD OF PSYCHOLOGY

State	Credential	Independent Practice	Supervision Requirements	Degree Required	Scope of Practice	Statutes & Board Links
West Virginia	Psychologist (Master's Level)	✅ Yes	5 years supervised post-master's experience	Master's in Psychology	Full scope: assessment, diagnosis, treatment.	§30-29-4, Board
Kentucky	Licensed Psychological Practitioner (LPP)	✅ Yes (some limits)	60 grad hours + 1 year supervised experience	Master's in Psychology (APA-approved)	Independent diagnosis/treatment; some limits on supervision or forensic roles.	Ch. 319, Board
Vermont	Psychologist-Master	✅ Yes	4,000 hrs total (pre/post) supervised	Master's in Psychology	Independent assessment, diagnosis, and treatment; limited portability.	Ch. 59, Board
Oregon	Psychologist Associate	⚠️ Limited (via petition)	3 years supervised before petitioning	Master's in Psychology	Practice under supervision; can apply for independent status.	ORS 675, Board
Texas	Licensed Psychological Associate	⚠️ Limited (rare waivers)	Ongoing supervision unless waiver granted	Master's in Psychology	Services under supervision; board may waive in rare cases.	§501, Board
North Carolina	Licensed Psychological Associate	❌ No	Continuous supervision required	Master's in Psychology	Supervised services only; no path to independent practice.	Ch. 90, Board
Alabama	Psychological Technician	❌ No	Supervised at all times	Bachelor's or Master's	Administers psychological tests under supervision.	Title 34, Board
Alaska	Psychological Associate	❌ No	Required supervised practice	Master's in Psychology	Can provide services under supervision.	§08.67, Board

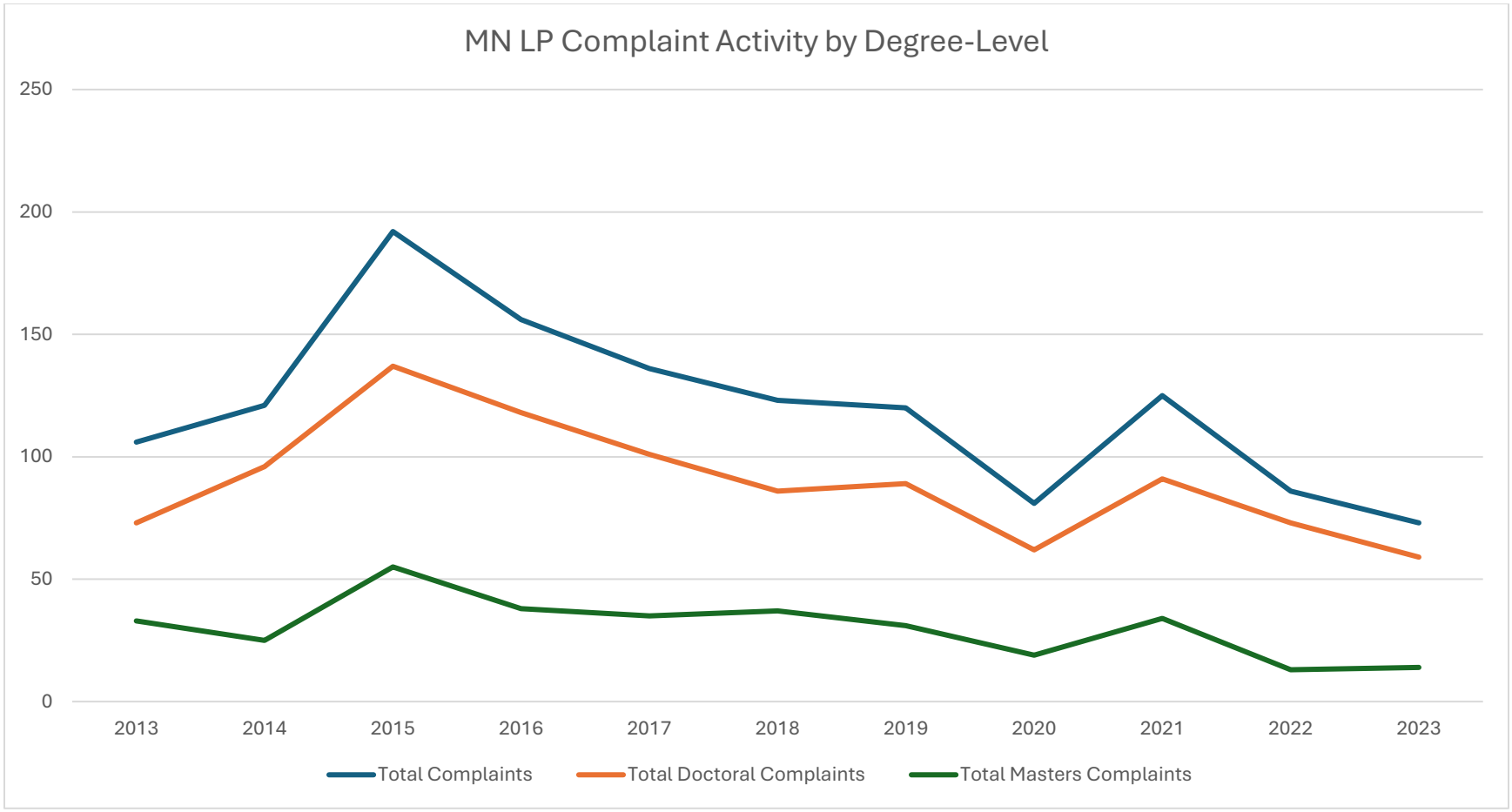
MINNESOTA
BOARD OF PSYCHOLOGY

Tennessee	Psychological Assistant	❌ No	Supervised at all times	Master's in Psychology	May provide services under supervision.	Title 63, Board
Tennessee	Psychological Testing Technician	❌ No	Supervised at all times	Bachelor's degree	Psychological testing only under supervision.	Title 63, Board
Oklahoma	Psychological Technician	❌ No	Supervised at all times	Bachelor's or higher in related field	Administers psychological services under supervision.	Title 59, Board
Kansas	Licensed Master's Psychologist	✅ Yes	2 years supervised post-degree	Master's in Psychology (or related field)	Full independent scope including diagnosis and therapy.	KSA 65-5601, Board
Virginia	Licensed Psychological Practitioner (2024)	✅ Yes (after 1 year)	1 year full-time supervised experience	Master's in Psychology (APA or board-approved)	Diagnosis, treatment, counseling, and testing. Independent status after supervision + national exam.	§54.1-3606.3, §54.1-3600, Board
Louisiana	[Credential TBD, SB 57 – 2024]	⚠️ To be determined	To be defined by board	Master's in Psychology (accredited)	Expected limited practice for Medicaid reimbursement; board to define scope.	SB 57 Summary, Board

MINNESOTA
BOARD OF PSYCHOLOGY



MINNESOTA
BOARD OF PSYCHOLOGY



- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: Executive Director

TITLE: Executive Director's Report

INTRODUCTION TO THE TOPIC:

The Executive Director Report communicates, in advance, information that brings board members up to date on what has occurred since the last board meeting and is intended to lead to engagement and interaction at the next board meeting. The Executive Director Report seeks to offer reminders to board members on upcoming commitments, relevant dates and events, and to raise issues for board members to address during the board meeting. The Executive Director Report is also intended to give board members information that is useful in their role as board members and in stakeholder outreach.

BOARD ACTION REQUESTED:

ATTACHMENTS:

Description	Upload Date	Type
CLEAR Conference Agenda	6/18/2025	Cover Memo
CLEAR Cost Proposal	6/18/2025	Cover Memo
ED Report	6/19/2025	Cover Memo

2025 CLEAR Annual Educational Conference

Monday, Sep 15 **08:00 AM - 05:00 PM**

CLEAR Board of Directors and Committee Meetings

Meeting schedule forthcoming.

Monday, Sep 15 **09:00 AM - 04:00 PM**

Pre-conference Workshops

Workshops will be announced in April 2025 and will include morning (9:00am-12:00pm) and afternoon (1:00pm-4:00pm) offerings.

Monday, Sep 15 **04:30 PM - 05:30 PM**

CLEAR-ly Connected

Kick off your conference experience by learning about what is new to CLEAR over the last year, how to make the most of your conference experience, and ways to get more involved in CLEAR's community. You will have a chance to hear from committee members about what involvement in CLEAR looks like, talk about what resources and supports are most important to you, and make connections with fellow attendees.

Monday, Sep 15 **05:30 PM - 07:00 PM**

Welcome Reception

Tuesday, Sep 16 **09:00 AM - 10:00 AM**

Opening Keynote: International Lessons on Labor Participation

Plenary Session | Presentation/Lecture

Jeff Korzenik
Chief Economist & Author, Fifth Third Commercial Bank

Session description forthcoming.

Tuesday, Sep 16 **10:30 AM - 11:30 AM**

Social Media Jeopardy

Social Media Jeopardy

Compliance, Discipline & Enforcement | Moderated Panel Discussion | Intermediate

Amigo Wade
Director, Commonwealth of Virginia - Division of Legislative Services

Robin McKechney
Partner, Gowling WLG

Zimra Yetnikoff
Deputy Registrar/Director, Investigations & Hearings, The College of Psychologists and Behaviour Analysts of Ontario

The question: “what is one of the most difficult areas to apply right touch regulation?” In this interactive session, the audience will be challenged to wrestle their way through a series of different hypothetical scenarios involving regulated professionals on different social media platforms including TikTok, X, Facebook, Instagram and even professional association listservs. The problems will each tackle different aspects of the quandary that social media presents, including professionalism, free speech and confidentiality. The audience will vote on whether the regulator should engage and if so, how. After the audience votes, an expert panel will provide their perspectives on where …

Tuesday, Sep 16 **10:30 AM - 11:30 AM**

What are the Cheaters up to NOW?

What are the Cheaters up to NOW?

Testing & Examinations | Presentation/Lecture | Introductory

Sean Colton

Cynthia Woodley
Chief Operations Officer and Psychometrician, Professional Testing, Inc.

Sandy Greenberg
ACT

Stacy Lawson
Director - Client Success, Prometric

Cheating in credentialing exams has become increasingly sophisticated, with both individuals and organized groups exploiting new technologies to bypass security measures. “What Are the Cheaters Up to Now?” explores the latest cheating tactics in both in-person and remotely proctored testing environments, from hidden earpieces and camera pens to spyware and remote desktop access. In physical testing centers, candidates have used Bluetooth earpieces and wearable cameras disguised as everyday items to receive answers covertly. Meanwhile, remote testing presents challenges such as remote desktop software allowing third-party test-takers, spyware that disables proctoring tools, and virtual machines that create a fake testing environment. …

Tuesday, Sep 16 **10:30 AM - 11:30 AM**

An Exploration of Different Educational Pathways into Regulated Professions whilst Implementing Government Policy and Maintaining Regulatory Standards

Two Roads Diverged in a Yellow Wood – Implementing Government Policy Whilst Maintaining Regulatory Standards in Education Quality Assurance

Entry to Practice Standards & Continuing Competen... | Presentation/Lecture | Intermediate

Claire O'Cleary
CEO, CORU

Vicky Kelly
Education Quality Assurance Manager, CORU

The idea for this proposal was inspired by a famous poem by Robert Frost, 'The Road Not Taken', the theme is pathways and how different paths can lead us different routes but yet, in a lot of cases, arrive at the same destination. There is no right or wrong just different roads and paths weaving around. The pathways into the health professions have been gate kept for a long time, traditionally only those who achieve the highest grades and whom have specific socioeconomic backgrounds are able to embark on these careers. As regulators we have a responsibility to ensure that ...

Tuesday, Sep 16 **10:30 AM - 11:30 AM**

Justice Impacted - Workforce Solutions

Regulatory Administration & Governance | Moderated Panel Discussion | Intermediate

Jason Whyte
Founder, President and CEO, NRWC

Mark Steinagel
Director, Utah Division of Occupational and Professional Licensing

Ronne Hines
Partner, Regulatory Consulting Group

This session will bring together the experience of current and past regulators with the voice of a network of organizations driving economic mobility for justice-impacted workers. The panel will engage in a spirited discussion to encompass navigating barriers, changing trends across professions and industries to support talent pipeline builders, and establishing opportunities and innovative pathways focused on fair chance hiring.The process of applying for a license can be intimidating and confusing. As workforce shortages continue to frame conversations across the world, collaboration, and partnerships among regulators, employers, educators, policy makers and others are necessary to aid in the effective navigation ...

Tuesday, Sep 16 **11:30 AM - 01:00 PM**

Lunch - Taste of Chicago

Tuesday, Sep 16 **01:00 PM - 02:00 PM**

Meaningful Consumer Engagement for Regulators - A Candid Conversation between a Regulator and a Consumer Advocate

Meaningful Consumer Engagement for Regulators

Regulatory Administration & Governance | Facilitated Roundtable Discussions | Intermediate

Glen Padassery
Executive Vice President, Policy and Chief Consumer Officer, Financial Services Regulatory Authority

Kurtis Barrett
Manager, Public Affairs, Retirement Homes Regulatory Authority

Lucy Becker
Vice President, Public Affairs & Policy, Retirement Homes Regulatory Authority

A fireside chat between Lucy Becker (consumer advocate) and Glen Padassery (regulator) will help equip regulators with strategies and insights for fostering effective consumer engagement, ultimately leading to better regulatory outcomes and increased public trust. They will provide an overview of the importance of consumer engagement in regulatory processes and help to define meaningful consumer engagement and its relevance in today's regulatory landscape. The session will discuss how regulators who prioritize and implement meaningful consumer engagement can enhance regulatory effectiveness, build trust, and ultimately create a more informed and engaged public. Key Sections/Areas of focus of their discussion will include: …

Tuesday, Sep 16 **01:00 PM - 02:00 PM**

AI in Assessment: Panacea or Pandora's Box?

AI in Assessment: Panacea or Pandora's Box?

Testing & Examinations | Presentation/Lecture | Intermediate

Belinda Brunner
VP of Client Solutions, Assessment Systems

Bill West
Executive Director, Space Workforce Institute

Nathan Thompson
CEO, ASC

Artificial Intelligence (AI) has received an astounding amount of attention since the release of ChatGPT in November 2022. It has affected many areas of society, and many aspects of assessment and credentialing. This presentation will delve into the ways that it is transforming the process of assessment development, delivery, and operations. This session will have three components. First, we will provide an overview of AI in assessment. It is far more than just ChatGPT to draft items! It also includes topics like item review, enemy item detection, automated essay scoring, adaptive testing, online proctoring, automated test assembly, and automated psychometric …

Tuesday, Sep 16 **01:00 PM - 02:00 PM**

Impact of U.S. Department of Education Regulations on Professional Licensure: Implications for Licensing Boards, Institutions, and Workforce Mobility

Impact of U.S. Department of Education Regulations on Professional Licensure: Implications for Licensing Boards, Institutions, and Workforce Mobility

Entry to Practice Standards & Continuing Competen... | Moderated Panel Discussion | Intermediate

Cheryl Dowd
Senior Director, State Authorization Network (SAN) & WCET Policy Innovations, State Authorization Network (SAN)

Jimmy Adams
Executive Director, National Association of State Directors of Teacher Education and Certification

Kathryn Kerensky
Director, Digital Learning, Policy & Compliance, Western Interstate Commission for Higher Education

Sarah Cheverton
State Authorization and Compliance Officer, James Madison University

The U.S. Department of Education's certification procedure regulations for professional licensure programs have placed new demands on higher education institutions, leading to significant decision-making challenges. This session explores the cascading effects of these decisions, particularly on state licensing boards and the workforce. As institutions adjust program offerings, the pool of graduates entering certain professions may shrink, potentially affecting workforce availability in both health and non-health sectors. For licensing boards, these dynamics could lead to shifts in applicant demographics, geographic distributions, and licensure readiness. The session will share findings from a survey of higher education institutions designed to quantify the impact …

Tuesday, Sep 16 **02:15 PM - 03:45 PM**

Regulating in a workforce crisis – balancing access with maintaining standards

Regulating in a workforce crisis – balancing access with maintaining standards

Entry to Practice Standards & Continuing Competen... | Presentation/Lecture | Intermediate

Helen Townley
National Director, Policy and Accreditation, Ahpra

Mark Steinagel
Director, Utah Division of Occupational and Professional Licensing

Michael Carpenter
National Manager, Accreditation and Assessment, Australian Health Practitioner Regulation Agency (Ahpra)

In September 2022, in response to healthcare workforce shortages, the Australian government announced a comprehensive independently-led review of the regulatory settings and pathways to registration for overseas trained health professionals. The review, which became known as the Kruk Review (after the reviewer, Robyn Kruk), was completed in 2023 and its outcomes were endorsed by Australia's National Cabinet in December 2023. It made 28 recommendations, many of which focused on streamlining the pathways to registration for many of the regulated health professions, and in late 2023 the Australian Minister for Health requested that Ahpra prioritise and action those recommendations. The recommendations …

Tuesday, Sep 16 **02:15 PM - 03:45 PM**

Innovation and Regulation: Does it Have to be a Paradox?

Innovation and Regulation: Does it Have to be a Paradox?

Regulatory Administration & Governance | Presentation/Lecture | Intermediate

Christine Arnold
Registrar & Chief Executive Officer, College of Veterinarians of British Columbia

Christine Smetschka
Senior Inspector, College of Veterinarians of British Columbia

Stacey Thomas
Deputy Registrar, The College of Veterinarians of British Columbia

Are regulators where innovation goes to die? This presentation will examine the appropriate role of regulators in relation to innovation in the professions they regulate. Speakers will present from the perspective of both the regulator and the regulated of several professions, including veterinary medicine and law. Discussion will be grounded in real-life examples of regulatory challenges around innovation, such as in relation to technological and scientific advancements (e.g. AI), modernization of service modalities (e.g. telemedicine), and improving DEI. The presentation will propose that regulatory intervention should be limited to intervention that is rationally and proportionately connected to protecting the public …

Tuesday, Sep 16 **04:00 PM - 05:00 PM**

Relational Governance - What is it and why it works

BCCNM's Relational Governance Approach - What is it and why it works

Regulatory Administration & Governance | Presentation/Lecture | Intermediate

Louise Aerts
Chief Officer, Strategy, Governance & Reconciliation, British Columbia College of Nurses and Midwives

Rhianna Millman
Indigenous Cultural Safety and Humility Consultant, BC College of Nurses and Midwives

Are you working in a compliance framework whereby rules (like Robert's Rules) rule the day? Do you wish you could spend more time on the discussions than managing a speakers' list? Relational governance is an approach based on managing relationships through informal mechanisms of trust and mutual understanding, building for consensus decision making, and ensuring safety all while getting the work done and smart decisions made. This governance process creates a culture of trust and respect where generative discussion and good decisions flourish in a space that includes questions, humility and learning while moving away from formality and rigid structures. …

Tuesday, Sep 16 **04:00 PM - 05:00 PM**

Using Data to Identify At-risk Practitioners

Using Data to Identify At-risk Practitioners

Entry to Practice Standards & Continuing Competen... | Moderated Panel Discussion | Intermediate

Grady Barnhill
President, ISACC (Intl Soc for the Advancement of Cont Competence)

Tom Granatir
Senior Policy Advisor, American Board of Medical Specialties

• The element of risk is important in credentialing in several ways. “Protecting the Public” is central to the mission of regulators or credentialers, but from what are we providing protection? How risky are the actions of our practitioners? Instead of a general answer to that question applying to all practitioners, what if we could determine the likelihood that particular practitioners would be more at risk for problems? Come hear about the research identifying both supports and risks to physician practice. Come learn how the College of Physicians and Surgeons (CPSA) is using data from Renewal Information Forms, complaint data, ...

Tuesday, Sep 16 **04:00 PM - 05:00 PM**

The Intersection of Regulation with Human Trafficking

The Intersection of Regulation with Human Trafficking

Compliance, Discipline & Enforcement | Moderated Panel Discussion | Intermediate

Debra Persinger
Executive Director, Federation of State Massage Therapy Boards

This session will provide perspective and regulatory strategies on what regulators can do to identify and combat exploitation, predatory practices, and human trafficking. We will focus on sex trafficking that is increasingly perpetrated in higher education and the regulatory arena by organized, sophisticated criminal enterprises that stretch regulatory and enforcement resources. In a number of cases, licensing agencies and institutions of higher education offer an effective front for concealing trafficking-related illegal business activities. To most effectively identify and take appropriate actions to address Human Trafficking, it is important to have a task force or team who have different expertise needed ...

Tuesday, Sep 16 **04:00 PM - 05:00 PM**

9 Things Every Regulator Needs to Know about Test Development!

Testing & Examinations

Adrienne Cadle
Vice President, Credentialing and Senior Psychometrician, Professional Testing

Joe Betts
Director, Measurement & Testing, National Council of State Boards of Nursing (NCSBN)

Karen Fung
Manager of Psychometrics, The Pharmacy Examining Board of Canada

Regulators, this session is for YOU! This session aims to provide government regulators from the US, Canada, and other countries with the essential knowledge and insights required to navigate the complexities of test development. By understanding the key principles and best practices, regulators will be better equipped to maintain the integrity and credibility of their regulatory frameworks.The session will be broken down into three main themes - the test development process, measurement and analysis considerations, and testing policies and procedures. Attendees will gain a comprehensive understanding of the processes involved in creating high-quality tests that serve their regulatory needs.By the ...

Wednesday, Sep 17 **09:00 AM - 10:00 AM**

Wednesday Plenary - Increasing support and reducing stigma around mental healthcare through thoughtful licensing

Plenary Session

Stefanie Simmons
Chief Medical Officer, Dr. Lorna Breen Heroes' Foundation

Using healthcare as a case study, this session will explore the role of licensing in stigma reduction and workplace support.Licensees deserve the right to pursue mental health care without fear of losing their jobs or license. However, overly invasive mental health questions in licensing and credentialing applications prevent workers from seeking support and may increase the risk of suicide. Such questioning tends to be broad or stigmatizing, such as asking about past mental health care and treatment, which has no bearing on a health worker's ability to provide care and violates the Americans with Disabilities Act. For example, recent data …

Wednesday, Sep 17 **10:30 AM - 11:30 AM**

Navigating Wicked Situations: Lessons in Regulating Complex Professions

'Not so much a Wicked Problem as a Wicked Situation': Lessons Learned from introducing regulation for new and complex professions

Regulatory Administration & Governance | Presentation/Lecture | Advanced

Catherine Byrne
Head of Strategy and Policy, CORU - Health & Social Care Professionals Council

James Doran
Strategic Projects Manager, CORU - Health and Social Care Professionals Regulator

The concept of a wicked problem is one that has generated much discussion within the spheres of public policy and social science. It refers to the challenge of grappling with complex, multifaceted and seemingly intractable issues. More recently, the term has emerged in regulatory thinking. Oftentimes, it has been applied to broad socio-political challenges and, as such, can sometimes appear as a concept beyond the reach of 'everyday regulation'. This paper challenges this traditional framing and proposes a reorientation of thinking. Taking learnings from recent experiences of introducing statutory regulation for new and complex professions, it will argue that the …

Wednesday, Sep 17 **10:30 AM - 11:30 AM**

Transforming a pharmacist registration exam – the psychometric journey from start to score

Testing & Examinations | Presentation/Lecture | Intermediate

Jo McFarlane
Exams Development Manager, Australian Pharmacy Council

Lynn Cheong
Director Assessment, Australian Pharmacy Council

The Australian Pharmacy Council is the national accreditation authority for pharmacy education and training in Australia. We have redesigned our written assessment for internationally trained pharmacists seeking registration in Australia. This redesign addresses the evolving needs of the profession and aims to provide a more accurate and meaningful assessment. In this presentation, we will share the lessons learned from our journey throughout the redesign process. The key themes include assessment validity and reliability, fairness and accessibility, transparency and communication, as well as continuous improvement and feedback.We updated the exam blueprint during the redesign to align with industry standards, ensuring a …

Wednesday, Sep 17 **10:30 AM - 11:30 AM**

Cultural Safety and DEI: Transforming the Complaints Process

Cultural Safety and DEI: Transforming the Complaints Process

Compliance, Discipline & Enforcement | Presentation/Lecture | Intermediate

AJ Simmons
Diversity, Equity and Inclusion Lead, Complaints and Practice Investigations, College of Physicians and Surgeons of British Columbia
Laura Scheck-Bell
Indigenous Pathways Lead, College of Physicians and Surgeons of British Columbia

Intended Audience: International Medical Regulation professionals and strategic inclusion practitioners, with note to settler/colonially structured nation-state/commonwealth origins (Ie. New Zealand, Australia, United States, Puerto Rico, Scotland, Ireland…) Presenters: Laura Scheck-Bell, Indigenous Pathways Lead and AJ Simmons, Diversity Equity Inclusion Lead for the Complaints and Practice Investigations Department, College of Physicians and Surgeons of British Columbia, Canada Laura Scheck-Bell (she/her) Cultural safety practitioner who is patient centered, who seeks to make spaces, services, and health organizations safer and more equitable for Indigenous people by considering past and current colonial impact and seeking to eliminate structural racism and discrimination. AJ Simmons (she/they) …

Wednesday, Sep 17 **10:30 AM - 11:30 AM**

Regulatory Authorities' Recognition of Credentials to Practice: The Pros and Cons of Dual Licensure and Certification Pathways

Regulatory Authorities' Recognition of Credentials to Practice: The Pros and Cons of Dual Licensure and Certification Pathways

Entry to Practice Standards & Continuing Competen… | Moderated Panel Discussion | Intermediate

Ryan Burke
Senior Director of Professional Affairs, Pharmacy Technician Certification Board

Aaron White
Chief Operating Officer

Donald Balasa
CEO, AAMA

Maria Incrocci
SVP, Assessment & Psychometric Services, Meazure Learning

Mihaiela Gugiu
Chief Assessment Officer, National Registry of Emergency Medical Technicians

The recognition of licensure and certification by regulatory authorities is complex and requires careful consideration of the benefits and drawbacks. As workforce regulations evolve, jurisdictions face decisions about whether to recognize licensure, certification, or both as gateways to practice. What are the implications of a multi-pronged or dual recognition approach for regulated practice, and what are the challenges faced by professionals, consumers, and the regulatory bodies? This session will host subject matter experts from the credentialing industry in a lively discussion relating to different pathways to practice. The panelists will review case studies among professions that have implemented dual recognition …

Wednesday, Sep 17 **11:30 AM - 01:00 PM**

Lunch (on your own)

Wednesday, Sep 17 **01:00 PM - 02:00 PM**

Barriers and enablers to making a complaint to a professional regulator

Barriers and enablers to making a complaint to a professional regulator

Compliance, Discipline & Enforcement | Presentation/Lecture | Intermediate

Akua Dwomoh-Bonsu

Melanie Venables
Director of Policy and Communications, Professional Standards Authority for Health and Social Care

Polly Rossetti
Policy Adviser, Professional Standards Authority for Health and Social Care

Investigating complaints about health and care professionals is crucial for public protection. Complaints from the public and fellow professionals help regulators identify concerns. Barriers to making complaints, such as language and digital issues or fear of negative impacts on care, pose risks to public safety. However, there's limited understanding of barriers specific to complaints about individual professionals, especially for people from diverse social, ethnic, or demographic backgrounds. To address this, the Professional Standards Authority (PSA) has commissioned research to explore the experiences of those who have made or considered making a complaint about a health or care professional. The research …

Wednesday, Sep 17 **01:00 PM - 02:00 PM**

Addressing Contract Cheating and Emerging Cheating Technologies

Addressing Contract Cheating and Emerging Cheating Technologies

Testing & Examinations | Presentation/Lecture | Introductory

Donald Balasa
CEO, AAMA

Michael Clifton
VP, Cornerstone Strategies

Rachel Schoenig
CEO, Cornerstone Strategies, LLC

The sale of stolen test content, use of unauthorized devices, and provision of proxy testing services actively undermines score validity and erodes trust in credentials. Increasingly, these services are being offered by international organizations that are leveraging emerging technologies like AI to engage in the commercialization of cheating. These services are provided by sophisticated entities openly advertising on college campuses and the internet; many of these entities are extremely well-funded, with some even publicly traded or receiving venture capital funding and boasting millions of users. On a daily basis, these contract cheating services are undermining the public protection that regulatory, …

Wednesday, Sep 17 **01:00 PM - 02:00 PM**

Balancing Access and Public Protection in Professional Regulation

Balancing Access and Public Protection in Professional Regulation

Entry to Practice Standards & Continuing Competen... | Presentation/Lecture | Intermediate

Carla Caro
Program Director, ACT Education Corp.

Joe Betts
Director, Measurement & Testing, National Council of State Boards of Nursing (NCSBN)

Patricia Muenzen
Director, ACT

Sandy Greenberg
ACT

Professional regulation protects consumers by ensuring workers have the necessary skills, knowledge, and abilities to deliver services safely and effectively. At the same time, regulatory policies and practices can create unnecessary barriers that limit access to regulated professions. This session will delve into how regulatory policies or practices can create access issues, particularly for underrepresented groups, and explore ways groups have taken steps to balance access with public protection.We will take a comprehensive look at access issues, examining both internal and external factors that influence regulatory practices. Access issues to be explored include alternate pathways to eligibility, opening credentials to ...

Wednesday, Sep 17 **01:00 PM - 02:00 PM**

Showcasing the impact of business transformation in a regulatory context

Showcasing the impact of business transformation in a regulatory context

Regulatory Administration & Governance | Moderated Panel Discussion | Intermediate

Dave Bhauruth
Executive Director Reconciliation & EDI, British Columbia College of Nurses and Midwives

Goldie Luong
Acting Chief Officer, Strategy & Transformation, British Columbia College of Nurses and Midwives

Nick Uthaikhaifar
Performance Measurement Specialist, British Columbia College of Nurses and Midwives

Sabrina Luke
Director, Research and Evaluation, British Columbia College of Nurses and Midwives

Innovative modern regulators must embed accountability into their business processes to best protect the public in today's fast-changing digital landscape. In an environment of increasing mis/disinformation, regulators need streamlined regulatory processes and enhanced data management to support data-informed decision-making. Systemic modernization provides an opportunity to accomplish these aims while integrating cultural safety and humility, equity, diversity, and inclusion principles. However, business transformations require significant investment and must be accompanied by a robust benefits realization framework to demonstrate progress and that projects deliver expected value and success. BCCNM developed a benefits realization framework with these objectives: • translate a high-level future ...

Wednesday, Sep 17 **02:00 PM - 02:45 PM**

Poster Session

Compliance, Discipline & Enforcement | Entry to Practice Standards & Continuing Competen... | Regulatory Administration & Governance | Testing & Examinations | Poster

Conference posters will be displayed throughout the duration of the conference. The Poster Session is a dedicated time for attendees to meet post authors to ask questions, engage in deeper conversations, and explore potential collaborations.

Wednesday, Sep 17 **02:45 PM - 03:45 PM**

Holding Continuing Ed. to a Higher Standard: How to Design High-Integrity Learning Events

Holding Continuing Ed. to a Higher Standard: How to Design High-Integrity Learning Events

Entry to Practice Standards & Continuing Competen... | Moderated Panel Discussion | Intermediate

Randy Bowman

Graeme Buchan
CEO, Integrity Advocate

Training is a vital, lifelong process; for some professionals, it's also a regulatory requirement. As a result, organizations that run professional continuing education programs are faced with a difficult challenge: creating and delivering learning events that fulfill educational expectations, while remaining accessible to busy professionals. In this panel discussion, IACET President Randy Bowman and Integrity Advocate CEO Graeme Buchan, will sit down with an instructional designer working in the regulatory space to discuss the importance of continuing professional education in a risk management context. Our conversation will cover some of the main challenges to delivering continuing education and training online, …

Wednesday, Sep 17 **02:45 PM - 03:45 PM**

The Great Debate – Can regulation and innovation co-exist?

The Great Debate – Can regulation and innovation co-exist?

Regulatory Administration & Governance | Presentation/Lecture | Intermediate

Amigo Wade
Director, Commonwealth of Virginia - Division of Legislative Services

Daniel Roukema
CEO, MDR Strategy Group

Mary Alice Olsan
Senior Vice President, Certemy

Michael Carpenter
National Manager, Accreditation and Assessment, Australian Health Practitioner Regulation Agency (Ahpra)

Paul Byrne
Executive Director of Regulatory Operations and Support Services, Medical Council of Ireland

Following on from the inaugural Great Debate at the 2024 AEC in Baltimore, the reigning champions (Olsan / Carpenter) have agreed to a Rocky 2 style rematch with team Byrne / Roukema as they battle to restore their tattered reputations in the regulatory community. Under the watchful eye of our moderator and with a continued emphasis on a competitive but fun debate that encourages audience members to think more deeply about the subject, this year our teams will be debating whether regulation supports or stifles innovation. As part of the debate we'll consider a number of questions and topics, including: …

Wednesday, Sep 17 **02:45 PM - 03:45 PM**

The Role of Clinical Judgment in Measuring Competency

The Role of Clinical Judgment in Measuring Competency

Testing & Examinations | Presentation/Lecture | Intermediate

Nicole Williams
Director, Content and Test Development, Examinations, National Council of State Boards of Nursing

Reed Castle
Executive Vice President, Professional Testing

NCSBN researchers developed the NCSBN Clinical Judgment Measurement Model (NCJMM) as a framework for the valid measurement of clinical judgment and decision making within the context of a standardized, high-stakes examination. This presentation will describe the model and provide insight into how clinical judgement is identified and measured via the practice analysis, provide examples of steps within the practices analysis and examples of exam item types that measure clinical judgment and decision making

Wednesday, Sep 17 **02:45 PM - 03:45 PM**

Investigators' Roundtable

Wednesday, Sep 17 **04:00 PM - 05:00 PM**

How to Maintain Momentum on Your DEI Journey in the Current Legal Landscape

How to Maintain Momentum on Your DEI Journey in the Current Legal Landscape

Regulatory Administration & Governance | Presentation/Lecture | Intermediate

Dawn Morton-Rias
President/CEO, NCCPA

Julia Judish
Special Counsel, Pillsbury Winthrop Shaw Pittman, LLP

Sheila Mauldin
Senior Advisor for Research & Exam Programs, NCCPA

Research supports the benefits of DEI initiatives, and your organization has developed statements recognizing the importance of diversity and inclusion. Or perhaps, with the changing political climate, your organization is nervous about diversity and inclusion statements and programs. How do you keep the momentum going to keep moving without running out of steam? What legal trends do you need to consider to keep your DEI journey from getting derailed? How do you handle criticisms or anxieties about embarking on this path? In this session, we will • Provide an overview of the current legal landscape, highlight recent developments, and provide …

Wednesday, Sep 17 **04:00 PM - 05:00 PM**

Reimagining Item Development: Leveraging AI in Professional Licensure Examinations

Reimagining Item Development: Leveraging AI in Professional Licensure Examinations

Testing & Examinations | Presentation/Lecture | Intermediate

Andrea Dominiack
Sr. Director, PSI Services

Barbara Gavitt
Faculty and Insurance Lead, VP, Knopman Marks Financial Training

Oscar Rios
Psychometrician, PSI Services

Regulatory organizations often face resource-intensive challenges when developing test items for licensure examinations. Limited budgets, time constraints, and heavy reliance on subject matter experts (SMEs) make the item development process both costly and time-consuming. This session explores how generative artificial intelligence (AI) can help regulatory bodies overcome these challenges by streamlining item creation, enhancing scalability, and maintaining item quality. We will present findings from a project where generative AI models were fine-tuned with item writing guidelines and trained on examination resources, including test outlines, job analysis results, and reference materials. The AI-generated items underwent committee review and pretesting, with evaluations …

Wednesday, Sep 17 **04:00 PM - 05:00 PM**

Cultural Safety First: Australia's Indigenous-Led Accreditation Revolution

Cultural Safety First: Australia's Indigenous-Led Accreditation Revolution

Entry to Practice Standards & Continuing Competen... | Presentation/Lecture | Intermediate

Jayde Fuller
National Director, Aboriginal and Torres Strait Islander Health Strategy, Ahpra

Ashley Paxton
Social and Emotional Wellbeing Spaces Lead, Weenthunga Health Network

Samantha Paxton
CEO, Weenthunga Health Network

The Australian Health Practitioner Regulation Agency (Ahpra) and the National Boards (the National Scheme) is committed to prioritising cultural safety and eliminating racism from healthcare for Aboriginal and Torres Strait Islander Peoples. The Cultural Safety Accreditation and Continuing Professional Development (CS ACPD) Framework and Strategy reform project was initiated to drive transformative change to integrate Indigenous knowledges into health practitioner education across Australia's healthcare system. It sought to challenge the profession-specific accreditation paradigm and standardise cultural safety in nationally consistent accreditation and CPD requirements for all of Ahpra's 16 regulated health professions throughout a practitioner's training and practice continuum. With …

Thursday, Sep 18 **08:15 AM - 09:15 AM**

The Art and Science of Surveys – Unlocking Insights Through Thoughtful Design

The Art and Science of Surveys – Unlocking Insights Through Thoughtful Design

Regulatory Administration & Governance | Presentation/Lecture | Introductory

Jimi Bush
Director of Quality and Engagement, Washington Medical Commision

Surveys and forms are powerful tools for gathering data, but their effectiveness depends on more than just the questions they ask. The design and structure of these tools deeply influence how respondents interact with them, shaping the quality and reliability of the data collected. This talk delves into the intersection of behavioral science and survey design, revealing how human psychology affects response behavior. By examining cognitive biases, decision fatigue, and engagement strategies, we will uncover the hidden factors that make or break a survey. Attendees will learn how to create forms that are not only user-friendly but also strategically designed …

Thursday, Sep 18 **08:15 AM - 09:15 AM**

Using and Securing Longitudinal Assessments

Using and Securing Longitudinal Assessments

Testing & Examinations | Presentation/Lecture | Intermediate

Rachel Schoenig
CEO, Cornerstone Strategies, LLC

Sheila Mauldin
Senior Advisor for Research & Exam Programs, NCCPA

Timothy Muckle
Chief Assessment Officer, NBCRNA

Emerging technologies allow for different testing types. Longitudinal assessments are newer types of assessments that enable testing programs to combine learning with measuring knowledge over a period of time. These tests, however, are often delivered remotely and are taken without proctoring oversight. As a result, longitudinal assessments pose unique security challenges and require testing organizations to think differently about how they are going to handle exam security during the administration phase of the testing lifecycle. During this session, presenters will share the different types and uses of longitudinal assessments to date as well as the types of security measures to …

Thursday, Sep 18 **08:15 AM - 09:15 AM**

Meeting system partner needs – A data-driven approach to creating pathways for internationally educated professionals

Meeting system partner needs – A data-driven and collaborative approach to creating assessment pathways.

Entry to Practice Standards & Continuing Competen… | Presentation/Lecture | Intermediate

Brandi Park
National Director, Evaluation Services, Canadian Alliance of Physiotherapy Regulators (CAPR)

Rebecca Chamula
Manager, Credentialling, Canadian Alliance of Physiotherapy Regulators (CAPR)

Organizations must evolve entry-to-practice pathways as needs change. Learn how and why CAPR developed new assessment pathways for internationally educated physiotherapists.

Thursday, Sep 18 08:15 AM - 09:15 AM

Combating Workforce Shortages and Licensee Suicide Through a Restorative Approach to Discipline

Combating Workforce Shortages and Licensee Suicide Through a Restorative Approach to Discipline

Compliance, Discipline & Enforcement | Presentation/Lecture | Introductory

Denitha Breau
Ontario College of Social Workers and Social Service Workers

Stefanie Simmons
Chief Medical Officer, Dr. Lorna Breen Heroes' Foundation

Catherine Caldicott
Medical Director, PBI Education

Previous reports have described how taking a more compassionate approach to healthcare regulatory processes can support clinician well-being and avoid certain serious, negative, albeit unintended, consequences to licensees. This includes the risk of suicide. This presentation will propose a range of specific, actionable initiatives that can help regulators attend to licensee well-being during their interactions and prevent unintended dire consequences, while maintaining the integrity of their missions to protect the public, ensure an adequate and healthy workforce, and protect the reputation of the profession. Case-based examples from the experience of the Dr. Lorna Breen Heroes' Foundation, a non-profit organization whose …

Thursday, Sep 18 09:45 AM - 10:45 AM

A Roadmap to Regulatory Effectiveness

Committing to Regulatory Effectiveness

Regulatory Administration & Governance | Presentation/Lecture | Intermediate

Courtney Pendleton
Chief Operating Officer, Michigan Dept. of Licensing & Regulatory Affairs

Jaclyn Badder
Regulatory Effectiveness Office Director, Michigan Department of Licensing and Regulatory Affairs

Marlon Brown
Director, Michigan Department of Licensing and Regulatory Affairs

In this session, the Michigan Department of Licensing and Regulatory Affairs (LARA) will share their path from concept to operationalizing its new Regulatory Effectiveness Office (REO). Strategic planning has been a critical success factor for LARA. However, the department's vast and diverse regulatory portfolio, varying levels of authority, and complex organizational structure, created challenges with establishing a uniform and consistent implementation of strategic goals. Through further analysis of organizational opportunities and challenges, the structural concept of the REO was born. REO supports LARA's mission and vision by 1. Advancing workforce solutions by focusing on recruiting and retaining talent; 2. Embracing …

Thursday, Sep 18 **09:45 AM - 10:45 AM**

Fitness to practice: balancing legal, privacy, and regulatory considerations

Fitness to practice: balancing legal, privacy, and regulatory considerations

Compliance, Discipline & Enforcement | Presentation/Lecture | Advanced

Ryan Melsom
Manager of Qualifications, Engineers Canada

A professional's fitness to practice can be impacted by a wide variety of issues, including normal effects of aging, illness, disability, addictions and substance use/misuse, fatigue, and other physical and mental health issues. When professionals do experience issues that impact their fitness to practice, regulators' primary obligation remains the protection of the public, and in many cases the only recourse available is disciplinary action. Given that fitness to practice issues often occur through no fault of the practitioner and can involve deeply personal events in a person's life, in October 2024, Engineers Canada published a new regulators guideline on how …

Thursday, Sep 18 **09:45 AM - 10:45 AM**

Enhancing Test Security: Real-Time Decision Making and Automatic Interventions in High-Stakes Assessments

Enhancing Test Security: Real-Time Decision Making and Automatic Interventions in High-Stakes Assessments

Testing & Examinations | Moderated Panel Discussion | Intermediate

Jeff Davis

Lingyun Gao
Manager of Data Forensics and Psychometric Analysis, PSI Services LLC

Nicole Tucker
AVP, Assessment Operations, PSI Services

Robert Shaw
Vice President of Examinations, The National Board for Respiratory Care

This panel discussion addresses the critical challenges and evolving needs of test security in the context of AI advancements. Our panel of experts will explore cutting-edge technologies and strategies designed to enhance real-time security interventions and decision-making in high-stakes assessments. The session will focus on the integration of Data Forensics with advanced technologies for closer to real-time identification of irregularities during test administration. Key topics include optimizing response times to preempt security breaches, implementing real-time proctoring, leveraging AI to enhance security while addressing new vulnerabilities, and achieving near real-time monitoring. The importance of human oversight in balancing automated processes will …

Thursday, Sep 18 09:45 AM - 10:45 AM

Is accreditation effective in ensuring graduates are safe to practice? Discover a framework to measure the impact of education program accreditation.

Is accreditation effective in ensuring graduates are safe to practice? Discover a framework to measure the impact of education program accreditation.

Entry to Practice Standards & Continuing Competen... | Presentation/Lecture | Intermediate

Michael Carpenter
National Manager, Accreditation and Assessment, Australian Health Practitioner Regulation Agency (Ahpra)

Philippa Davis
Director, Accreditation, Policy and Research, Australian Dental Council

Program accreditation provides an assessment of the quality of training delivered by education providers and a mechanism for accountability against professional standards. It ensures that education providers produce graduates who are sufficiently competent to join the workforce.However, despite the widespread implementation of program accreditation, there is a limited evidence base regarding its impact and how to enhance this. The Australian Dental Council (ADC) commissioned RAND Corporation to develop a framework to enable accreditation authorities to identify and measure whether accreditation activities are effective. The framework articulates how accreditation activities support their intended outcomes and impacts and brings together a logic ...

Thursday, Sep 18 11:00 AM - 12:30 PM

Closing Plenary: Setting Precedents - The Top Ten Recent Cases You Need to Know About

Plenary Session | Presentation/Lecture

Amigo Wade
Director, Commonwealth of Virginia - Division of Legislative Services

Carolyn Silver
Chief Legal Officer, College of Physicians and Surgeons of Ontario

Kym Ayscough
Executive Director, Regulatory Operations, Ahpra

In order for regulators to achieve excellence they must be aware of the legal framework in which they operate, particularly the judge-made legal framework which changes with each important new case that is decided. The panelist summarize and analyze the most interesting recent cases in regulatory law from the United States, Canada, the United Kingdom, and other Commonwealth countries, pulling together themes and highlighting differences between countries including related to discipline, registration, and human rights issues. The session will review ten new cases from the United States, Canada, the United Kingdom, and other Commonwealth countries that provide the most recent ...

CLEAR Conference: Chicago, IL	Travel: September 14, 2025 to September 18, 2025: (4 nights/5 days) September 15, 2025 to September 18, 2025: (conference dates)	Sony Markanda Board Member	Trish Hoffman Board Staff
CLEAR Conference Registration Fee:	In person or remote attendance: $995/ attendee	$995 in person	$995 remote
Airfare Roundtrip:	$500.00	$500	$0
Baggage Fees:	$100	$100	$0
Per Diem:	$75/day	$375	N/A
Hotel: Hyatt Regency McCormick; Chicago, IL	$290 ($269 plus tax)	$1160 (4 nights)	$0
Transportation:	$100	$100	$0
Meals:	$43.00/day (only meals not covered by Conference)	$215	$0
Parking:	$15.00/day	$75.00	$0.00
Mileage: .70/mile	13 miles RT	$8.71	$0.00
Approved by Board:	**one board member, one board staff: $4,023.71**	$3,029	$995

MINNESOTA
BOARD OF PSYCHOLOGY

Minnesota Board of Psychology Executive Director Report
June 30, 2025

Introduction

The mission of the Board is to protect the public through licensure, regulation, and education to promote access to safe, competent, and ethical psychological services. The work of the Board is strategically aligned to accomplish this mission, including prioritization of Board action and the assignment of resources (both human and financial).

The work of the Board has focused on the following since the last Board meeting:

I. Administrative Updates

a. Assistant Executive Director Licensing Update

The Licensure Team has continued to support the Mission and Vision of the Board by processing Psychologist and Behavior Analyst license applications. Board staff have issued over 720 Behavior Analyst licenses as of this week. A small number of new applications continue to be submitted. The timeline to licensure in the last review steps continues to be within a day or two.

Additionally, Board staff have been actively engaging applicants that have not had movement on their applications for more than a year. Most have communicated plans to move ahead towards licensure and a small group of applicants have yet to indicate their plan to advance their individual application. The licensure team continues to carryout efficient procedures to provide Psychology and Behavior Analyst applicants an equitable process to licensure.

II. Executive Director's Report

a. Master's Level Licensure: Board staff have gathered data and information for the Board's review. Contents have been provided in a different part of the agenda.

b. EPPP Test Prep: The Executive Director requests additional money to continue to fund the EPPP Test Prep Program. In 2023, the Board funded $20,000 for examinations. This year, the Executive Director is asking for an additional $10,000 to be used for the same test prep package as in prior years. The Executive Director will work with the EPPP Prep Committee to see where we can improve the current system in place for applicants.

c. Secretary of State - Boards and Commissions Website: The Secretary of State's Boards and Commissions website has been taken offline and will remain offline as they assess how to proceed.

d. Board's website: The Board has updated its exams page to detail how the Board grants accommodations to licensees seeking them for the exam. It also describes how an applicant can qualify for additional time as an English Language Learner.

e. Legislative Update: The Governor called a special session on June 9 to conclude by the evening of June 10. The Legislature completed their work within the timeline of the Special Session and approved the Board's budget for the next biennium.

f. Financial Updates: Board staff are actively processing outstanding invoices for FY24 to prepare for the end of the fiscal year on June 30, 2024.

g. Website Updates: Board staff have updated the exam page for LP applicants to include a clearer format with instructions for registering for the required exams and completing the process for requesting accommodations or extended time to sit for the EPPP.

h. CLEAR Conference: A cost proposal has been provided for the Board's review for attendance at the CLEAR Conference in September.

i. Education: Earlier this week, Board staff presented on Supervision and Documentation Requirements for licensure as a psychologist to a group of applicants and future applicants at a local training program.

- MINNESOTA BOARD OF PSYCHOLOGY

DATE: 6/20/2025

SUBMITTED BY: State Program Administrator

TITLE: Board Administrative Terminations

INTRODUCTION TO THE TOPIC:

The Board shall terminate the license of a licensee whose license renewal is at least 60 days overdue and to whom notification has been sent as provided in the administrative rules. Failure of a licensee to receive notice is not grounds for later challenge of the termination.

Licensees are provided several opportunities to renew the license prior to Board termination. Licensees are sent a notice within 30 days after the renewal date when they have not renewed the license. This letter is sent via certified mail to the last known address of the licensee in the file of the board. This notifies the licensee that the license renewal is overdue and that failure to pay the current renewal fee and the current late fee ($250.00) within 60 days after the renewal date will result in termination of the license. A second notice is sent to the licensee at least seven days before a board meeting (which occurs 60 days or more after the renewal date). Minn. R. 7200.3510.

BOARD ACTION REQUESTED:

LP	NAME	EXPIRATION
LP6916	Dyani Saxby	3/31/2025
LP6918	LaToya Favre	3/31/2025
LP4296	Jan Ketterling	3/31/2025
LP2439	William Youngblood Jr.	3/31/2025
LP4147	Katherine Porter	3/31/2025
LP2304	Kenneth Lebeau	3/31/2025
LP2442	Kevin Horst	3/31/2025
LP2297	Deborah Fisher	3/31/2025
LP2325	Christine Bray	3/31/2025
LP2315	Richard Auger	3/31/2025