HGAPS Wikimedia User Group

Annual Report for June 2022 to May 2023

Prepared by Eric Youngstrom, PhD (User:Eyoungstrom)
Liaison for HGAPS Wikimedia User Group
Executive Director, Helping Give Away Psychological Science (HGAPS.org) 501(c)3
Report preparation assisted by Julia Bondareva and Lizzie Wilson

Table of Contents

Executive Summary

The 2022-2023 year was one of both consolidation and growth for HGAPS. We continued using the methods that worked in the previous year, such as hybrid working meetings that blended in-person, synchronous Zoom, and asynchronous work. These projects included volunteers from other regions of the USA (notably, growing numbers from Oregon and California on the West Coast), Brazil, Mexico, Canada, and England. The 501c3 Board of Directors had members drawn from 5 different countries (USA, Canada, Singapore, United Kingdom, and Australia), with Anna Van Meter, PhD, continuing as President, and Eric Youngstrom, PhD, continuing as Executive Director. Several members completed their terms at the end of this year, and the 501c3 Board successfully recruited new members who will join in Summer 2023.

The 501c3 implemented two Rapid Grants from the Wikimedia Foundation, a teaching grant from the Association for Psychological Science, and significant funding from universities to support and expand the HGAPS Speaker Series, with a set of talks by prominent contributors to psychological science getting added to the HGAPS YouTube channel. The performance periods for these grants will have the products done for inclusion in next year's report. The Evidence-Based Assessment page pile on Wikiversity expanded to more than 2,200 printed pages of material (using the "print a book" tool to build a PDF) with more than 350,000 views (using Massviews tool). Wikiversity content accrued more than 500,000 total views across all of our page piles (which include sets under HGAPS - 265 pages and 304,600 views, Evidence Based Assessment - 215 pages and 382,100 views, and Conferences, including 50,000 views under SCCAP, and another 20,800 views for the the Bipolar Disorders Special Interest Group at ABCT). Cumulatively, this is roughly 100,000 new views since the previous year, similar to the volume of traffic in the previous year.

Membership in the Wikimedia User Group increased. The internship program with the North Carolina School of Science and Mathematics, a state-wide magnet high school program. Student affiliate chapters stayed very active at the University of North Carolina at Chapel Hill, and continued at the University of Maryland at College Park. The UCLA chapter formally registered with the university student government association and obtained an EIN and bank account, as well as developing plans for its own speaker series in Fall 2023.

More students presented work at professional societies based on HGAPS affiliated projects (see appendix).

Our Vision and Mission

Helping Give Away Psychological Science (HGAPS, pronounced as two syllables: "H-Gaps") is a volunteer-based non-profit (501c3) that is dedicated to helping the best information about psychological science reach the people who would benefit. HGAPS aims to bridge the gap between students, clinicians, researchers, and the public by creating and spreading accessible and free resources. We bring together students and content experts to gather and present the best information about psychological science to the people who benefit. We aim to link Wikipedia (and Google) with high-quality resources and information about psychological science, improving the next generation of training, and creating tools that help practitioners and researchers.

The official vision and mission statements are:

Vision: Share psychological science to help improve lives.

Mission:

Bridge the science-practice gap by collecting, distilling, and sharing psychological science to promote well-being in the community.

HGAPS Wikimedia User Group

The HGAPS Wikimedia User group is one of the most important parts of the many ways that HGAPS is executing its mission objectives. One of the goals for 2021-2022 was to better document on Meta-Wiki and on Wikiversity what HGAPS has been doing **outside** of Wiki. We continued to make a lot of progress on documenting activities on Meta, visible here.

Having better documentation visible on-Wiki will continue to improve communication and coordination of activities. A strategic goal is to increase partnerships between content experts and professionals with little or no experience with Wiki paired with experienced Wikimedians. Success will require building bridges between existing communities inside and outside of Wiki.

This page under-went rapid updates at the end of 2021, sharing the "back catalog" of activities outside of Wiki that will make the range and scope of activity more visible to the Wiki communities.
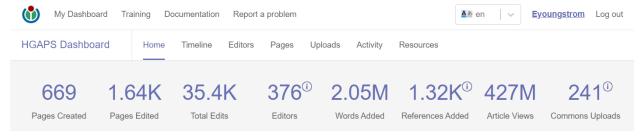
Goals for 2022- 2023: How did we do?

Goals for the year included:

- ✓ Increase membership,
- ✓ Actively reach out to experienced editors to enlist them in working with professional societies and HGAPS
- In preparation - improve key articles to GA status,
- ✓ Improve technical skills of volunteer editors, with an increased emphasis on Wikidata,
- ✓ Continue to gather psychological assessment materials,
- (maintained) - Increase usage of the Assessment Center,
- ✓ Increase awareness of HGAPS and engagement by mental health professionals, researchers, and educators
- ✓ Expand our following on social media platforms
- ✓ Change tax filing to 990EZ instead of 990N with the Internal Revenue Service of the United States of America

- ✓ Provide increased detail about budget and accounting corresponding with the 990EZ
- In preparation - Apply for Wikimedia Foundation Project Grant (postponed a year due to outside circumstances affecting writing team)
- In preparation - Engage in strategic planning for growth and increased engagement with the WikiMedia Foundation over the next five years.

We made progress on all of our goals, achieving most of them. This included several meetings with program staff in May 2022 to discuss preparations for a General Support Fund application, which is a goal to submit in the coming year.

We continue to make contributions to multiple Wikiprojects, including Commons uploads and Wikidata as well as Wikiversity and Wikipedia articles, as tracked in our Dashboard:

| My Dashboard | Training | Documentation | Report a problem | | | | A文 en ∨ | Eyoungstrom | Log out |

| HGAPS Dashboard | Home | Timeline | Editors | Pages | Uploads | Activity | Resources |

| 669 | 1.64K | 35.4K | 376ⁱ | 2.05M | 1.32Kⁱ | 427M | 241ⁱ |
| Pages Created | Pages Edited | Total Edits | Editors | Words Added | References Added | Article Views | Commons Uploads |

Increasing Awareness Among Researchers and Mental Health Professionals

An area of particular success was the goal to "Increase awareness of HGAPS and engagement by mental health professionals, researchers, and educators."

HGAPS raised visibility and awareness about the organization, its goals, and resources, through a variety of methods and channels. These include contributing to an Invited Panel on Open Science as the annual meeting of the Association of Behavioral and Cognitive Therapies (in New York City in November 2023), as well as doing presentations in several different formats at multiple professional conferences.

One of the Rapid Grants we received from the WikiMedia Foundation specifically supported the development of resources and pilot projects to both raise awareness and to illustrate how using WikiProjects in conjunction with other open platforms could markedly improve the accessibility and usefulness of information shared at scientific meetings.

Information about HGAPS and resources has been embedded in multiple other conference presentations and professional workshops, ranging from posters to symposium papers and continuing education trainings. These are listed in detail in the appendix, along with links to many of the products in Wikiversity, the Open Science Framework repository, and our YouTube Channel.

HGAPS also obtained an ISNI, RingGold ID, and listing in multiple registers, which are a helpful step towards getting listed as an affiliation in ORCID.org, PubMed, and other online databases, as well as in grant directories. Dr. Eric Youngstrom and some other long time HGAPS volunteers with formal roles with the organization and the User Group have started listing HGAPS as a secondary professional affiliation in author bylines in scientific journals, which will make HGAPS visible in research indexing services and provide an increasingly frequent example of the Wiki-science partnerships that HGAPS is fostering.

For reference, the identifiers are:
- **Ringgold ID 612390**
- **ISNI 0000000505693958**

HGAPS and Wiki were also central to the Bob Smith Excellence in Psychological Assessment Award presented in Spring 2023.

Teaching:
Increasing Awareness of HGAPS among Educators and students

Several of the courses that included Wiki in the previous academic year continued to use exercises that involved education about Wiki Project usage, reliability, credibility, and editing processes, as well as exposure to content and exercises using resources that HGAPS helped build or improve. Courses included several at the University of North Carolina at Chapel Hill, including Clinical Assessment (PSYC 814) in Fall 2022, and Archival Data Analysis for the Social Sciences (PSYC 525) as well as several independent studies in Spring 2023.The data science class (PSYC 525) also refined modules about using other open access tools, including ORCID as a personal authorship identifier, *R* software for visualization and data analysis, and Google Suites as a collaboration tool. As in the previous year, some of the exercises and educational activities got converted to Wiki format and added to Wikiversity here, with a loose adaptation of a syllabus (minus dates and other location- and semester specific details). Some of the more developed examples include resources about data visualization and exploratory

visualization, as well as Abelson's MAGIC criteria for evaluating a research product. Some of the students submitted their work to national conferences, although substantially fewer than the previous year due to external factors. The Future Directions Forum shifted from a hybrid to an "in person" only format, with the meeting happening in Regina, Canada, and the North Carolina Psychological Association did not have a student poster session or conference in Spring 2023, eliminating two of the venues that had been outlets for more than a dozen projects in each of the previous years. Student projects are listed here, as well as in an appendix to this report.

The internship site for the North Carolina School of Science and Mathematics, a state-wide magnet school, continued in this academic year, with two interns doing both the fall and spring semesters. Once again, the interns both achieved intermediate wiki-editing skill and gained a variety of research skills and experiences.

Lessons learned, Teaching:

This year was an opportunity to repeat and consolidate what worked the previous year, and continued to be successful despite challenging external circumstances. Once again, feedback from students and interns was quite positive, and pre-post tests about skills learned in PSYC 525 in particular revealed large effect sizes for knowledge and skill gains. Barring unforeseen changes, we plan to continue these teaching activities in the coming year as the academic schedule permits.

Activities

A notable list of our activities are as follows:

- Continued work on a set of more than 300 pages on Wikiversity focused on psychological assessment (views here)
- Reorganizing our page piles to have them be easier to review, and increased our use of categories
- Surveyed professionals about mental health resources online (Herman, Park, et al.)
  - Gathered more than 200 recommendations
  - Organized them based on mental health issue
  - Wrote manuscript for submission to a peer-reviewed journal based on initial findings
- Upgraded social media presence
  - Worked with UNC Chapel Hill Student Club affiliate to generate frequent posts
    - Especially Twitter, Instagram
    - Participated in CREST-BD Bipolar "Ask Me Anything" (AMA) on World Bipolar Day
    - Purchased license for Iconosquare to begin more actively managing social media, including metric tracking and scheduling of posts

○ Secured Google Ad Words grant to begin boosting pages in coming year

A complete list of our current and past projects can be found:

- HGAPS Wikiversity Page
- Official Helping Give Away Psychological Science Page.

Past Events

Event	Date	Location
A global perspective on bipolar disorder for World Bipolar Awareness Week with Eric Youngstrom, Ph.D. (slides)	03/29/2023	Virtual, Baylor University, TX, USA
#996 Conferences Edit-A-Thon	06/21/22; 07/25/22	Virtual, USA
Edit-a-thon in Seoul, South Korea	07/26/22	Korea University, Seoul, Korea
#1004 Squid Game Resources Edit-A-Thon	11/17/2022	Virtual, USA
JCCAP Future Directions Forum (wiki) (official)	6/12/2020-6/13/2020	Virtual, USA
Partnering with the ABCT Dissemination Task Force to build team to work on Wikipedia articles about Cognitive Behavioral Therapy and related pages	Spring 2022 - present	
Speaker series 2022/2023	11/10/2022, 2/1/2023, 3/30/2023, 4/04/2023	Chapel Hill, NC, USA and virtual

List of Grants

HGAPS has received a series of grants from a variety of sources, including professional societies (e.g., the Association for Psychological Science [APS], the American Psychological Association [APA], the Society for Clinical Child and Adolescent Psychology [SCCAP, Division 53 of the APA], the Society for Clinical Psychology [SCP, Division 12 of the APA], and the Society for a Science of Clinical Psychology [SSCP]), as well as foundations, grants, and awards made directly to students and affiliated student organizations (such as the Student Senate grants made by Student Government Associations at universities with affiliated HGAPS student club chapters).

The funds received in the calendar year covered by the report are listed below.

Student Government Association Grant to HGAPS for Speaker Series

Speakers: Amanda Jensen Doss, PhD, and Sophie Choukas-Bradley, PhD

Funded February 2023, $6500

PI: Julia Bondareva (Chapter Treasurer); Co-Investigator: Phoebe Rodda (Chapter President). Faculty Mentor: E. Youngstrom, PhD

Metrics: ***Registration: 59 Peak attendance: 57 CLE Credit: 30***

Dr. Amanda Jensen Doss, PhD.

Dr. Sophie Choukas-Bradley, PhD.

Student Government Association Grant to HGAPS for Speaker Series

Speaker: Andrea Young, PhD

Funded January 2023, $850

PI: Julia Bondareva (Chapter Treasurer); Co-Investigator: Phoebe Rodda (Chapter President). Faculty Mentor: E. Youngstrom, PhD

Metrics: ***Registration: 75 Peak attendance: 45 CLE Credit: 38***

Dr. Andrea Young, PhD.

Student Organizations Council Grant to HGAPS for Speaker Series

Speaker: Erica Wise, PhD

Funded September 2022, $250

PI: Julia Bondareva (Chapter Treasurer); Co-Investigator: Phoebe Rodda (Chapter President). Faculty Mentor: E. Youngstrom, PhD

Metrics (event not recorded due to content):

Registration: 103 Peak attendance: 96 CLE Credit: 72

Goals for 2023- 2024: What next?
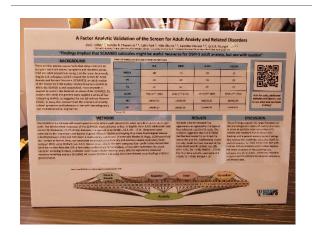
Goals for the year included:
- Continue to increase membership,
- ✓ Actively reach out to experienced editors to enlist them in working with professional societies and HGAPS
- In preparation - improve key articles to GA status,
- ✓ Improve technical skills of volunteer editors, with an increased emphasis on Wikidata,
- ✓ Continue to gather psychological assessment materials,
- (maintained) - Increase usage of the Assessment Center,
- ✓ Increase awareness of HGAPS and engagement by mental health professionals, researchers, and educators
- ✓ Expand our following on social media platforms
- ✓ Provide increased detail about budget and accounting corresponding with the 990EZ
- In preparation - Apply for Wikimedia Foundation Project Grant (postponed a year due to outside circumstances affecting writing team)
- In preparation - Engage in strategic planning for growth and increased engagement with the WikiMedia Foundation over the next five years.
- REDCap
- Start using Google Ad Words from grant to raise visibility

Appendix I: List of peer-reviewed presentations and papers based on student projects for June 2022-May 2023

Students are connecting with HGAPS around a variety of topics, and learning and using a wide variety of skills. It is exceptional experiential learning. Many of them lead to tangible products that they can add to their resume or *curriculum vitae* (CVs). Even better, many reach larger audiences. These include professional societies, conferences, social media, and --increasingly often -- various Wikis!

We also built our own project dashboard and attached our most active editors and collaborators to it.

HGAPS Student Products complete list on Wikimedia User Groups

Peer Reviewed Student Presentations
(Oral Paper Presentations and Posters)

Note that these only include peer reviewed conferences or invited addresses at state or national meetings.

KEY:

**Undergraduate Student or postbaccalaureate individual

*Graduate Student

2022 - June to December (reverse chronological order)

- *Follet, L. E., *Charamut, N. R., **Park, C., Okuno, H., **Vincent, C., & Youngstrom, E. A. (2022, November). A Factor Analytic Validation of the Screen for Adult Anxiety and Related Disorders. Poster presented at the annual Clinical Research Methods and Statistics special interest group expo at Association of Behavioral and Cognitive Therapy Convention, New York City, NY.
  Best Poster Award (ABCT 2022 Clinical Research Methods & Statistics SIG)
- **Miller, J.V., *Kang, R.M., **DuBois, C.M., **Little, G.A., **Pitts, L.M., Youngstrom, E. A. (2022, November). Comparison of Hypomania Checklist Psychometrics in Pre-COVID Pandemic and Pandemic-Era Samples. Poster presented at the meeting of the Association of Behavioral and Cognitive Therapies (ABCT), New York, NY.

- *McGinty, K.R., Youngstrom, J.K., Findling, R.L., Benning, S.D., Youngstrom, E.A., & *Freeman, A.J. (2022, Fall). Impairments in Family Functioning Among Youth with Bipolar Disorder.poster (2022, November). Poster presented at Bipolar SIG session at the 56th annual Association of Behavioral and Cognitive Therapy Convention, New York City, NY.
- **Vincent, C., & Youngstrom, E. A. (2022, November). Factor structure and psychometrics of the Child Mania Rating Scale (CMRS) in a large outpatient sample. Poster presented at the 56th annual Association of Behavioral and Cognitive Therapy Convention, New York City, NY.
- *Langfus, J., *Chen, Y-L, *Janos, J., Youngstrom, J., Findling, R., Youngstrom, E.A. (2022, August 4-6). Getting More from Existing Tools: Sleep Problems on GBI & ASEBA Associated with Child Mood Disorders. Talk presented in J. Langfus (Chair), Common yet challenging: Using free assessment tools to scout for key issues clients often omit [Symposium]. Annual meeting of the American Psychological Association (APA), Minneapolis, MN, USA. https://osf.io/8RMQS
- **Miller, J.V., *Kang, R.M., **DuBois, C.M., **Little, G.A., **Pitts, L.M. Youngstrom, E.A. (2022, August 4-6). Item Response Theory Validation of the Hypomania Checklist for Male, Female, & Trans Identities. Talk presented in J. Langfus (Chair), Innovative ways to increase access and engagement with psychological assessment via open teaching [Symposium]. Annual meeting of the American Psychological Association (APA), Minneapolis, MN, USA. https://osf.io/MVBHQ
- *Kang, R. M., Youngstrom, E.A., Rantanen, E. M., Homan, C. M., Hochgraf, C. G., Schenkel, L. S.. (2022, August 4-6). The Use of Machine Learning in Assessing Suicide Risk: a meta-analytic review. Talk presented in J. Langfus (Chair), Innovative ways to increase access and engagement with psychological assessment via open teaching [Symposium]. Annual meeting of the American Psychological Association (APA), Minneapolis, MN, USA. https://osf.io/2JG9F
- *Follet, L., *Charamut, N., *Okuno, H., *Park, C., *Vincent, C., Youngstrom, E. A. (2022, August 4-6). Exploratory SEM Validation of the Screen for Adult Anxiety and Related Disorders. In J. Langfus (chair), Innovative ways to increase access and engagement with psychological assessment via open teaching. [Symposium]. Annual meeting of the American Psychological Association (APA), Minneapolis, MN, United States. https://osf.io/QK87R
- **DuBois, C. M., Youngstrom E.A., Youngstrom, J. K., Feeny, N. C., Findling, R. L. (2022, August 4-6). Does Type of Trauma History Predict PTSD Symptoms in Youth? Talk presented in J. Langfus (Chair), Common yet challenging: Using free assessment tools to scout for key issues clients often omit. [Symposium]. Annual meeting of the American Psychological Association (APA), Minneapolis, MN, USA. https://osf.io/PQGFB
- **Little, G.A., *Kang, R.M., **Miller, J.V., **DuBois, C.M., Youngstrom, E.A. (2022, August 4-6). The Effects of Age on Life Impact Factors Assessed Through the Hypomania Checklist (HCL-32-R1). Talk presented in J. Langfus (Chair), Innovative ways to increase access and engagement with psychological assessment via open teaching [Symposium]. Annual meeting of the American Psychological Association (APA), Minneapolis, MN, USA. https://osf.io/X7ZAH
- ** Muthukumaren, I., & Youngstrom, E.A. (2022, August). The Role of Dissociation and Gender in the Relationship Between Polyvictimization and the Trait Level Internalization

of Problems. Poster presented at the Convention of the American Psychological Association, Minneapolis, MN (virtual).https://osf.io/ga94e/

- **Moreno-Lizarazo, O.., & Youngstrom, E.A. (2022, Fall). Can Latinidad and Gender Interact to Put People at Risk for Anxiety Disorders? Assessing the Interaction Between Gender and Latinidad on the Total Score of the Screen for Adult Anxiety Related Disorders (SCAARED)Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual) http://osf.io/wnts9

- **Thomas, A., & Youngstrom, E.A. (2022, Fall). Effect of Race and Gender on Reported Symptoms of Social Phobia. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual) http://osf.io/agnxd

- **Blong, M.., & Youngstrom, E.A. (2022, Fall). Role of Prayer in PTSD Recovery and General Happiness. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual) http://osf.io/dvkmf

- **Li, T., & Youngstrom, E.A. (2022, Fall). Age Moderates Relationship Between Hypomania and the Resulting Impacts on Family Life. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual) https://osf.io/hfy92/

- **Vincent, C.G., Follet, L.E., Charamut, N.R., Park, C., Okuno, H., & Youngstrom, E.A. (2022, Fall). Increasing the Clinical Utility of the Screeners for Both Adult and Child Anxiety and Related Disorders: Keeping Up with Progress. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual)

- **Yu, Y., & Youngstrom, E.A. (2022, Fall). Birth Country Moderates the Relationship Between Big Five Neuroticism Score and Depression. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual) https://osf.io/6rvmz/

- **Newton, F., & Youngstrom, E.A. (2022, Fall). The Moderating Effect of Age in the Association Between External Reactions to Hypomanic "Highs" and HCL-32 Total Score. Poster presented at the Annual meeting of the Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum (FDF), (virtual) https://osf.io/bzdq4/

Appendix II: Presentations at Scientific and Professional Events
June 2022-May 2023

Youngstrom, E.A. (2023, May). The golden thread connecting assessment science, practice, and the patient. Bob Smith Excellence in Assessment Award invited address. Society for Clinical Child and Adolescent Psychology. (virtual) (1 CE).

Youngstrom, E.A. (2022, November). Evidence-Based Assessment and Treatment Augmentation for Depression and Bipolar Disorders in Youth and Early Adulthood. Five-hour CE Institute at the Association for Behavioral and Cognitive Therapies, New York, NY. ([slides CC BY 4.0](#))

Youngstrom, E.A. (2022, October). Keys to recognizing, assessing, and treating bipolar disorder in youth and early adulthood. Six-hour CE workshop presented for Leading Edge Seminars, Toronto, CA.

Youngstrom, E.A. (2022, August). Not all that blows up is bipolar (But some of it is…): Practical assessment, better outcomes for bipolar disorders. Six-hour CE workshop presented at the annual meeting of the American Psychological Association (virtual).

Youngstrom, E. A. (2023, May). New systems for growing the mental health of children and families. Colloquium presented at Nationwide Children's Hospital, Columbus, OH.

Youngstrom, E.A. (2023, March). A global perspective on bipolar disorder for World Bipolar Awareness Week. Keynote address presented at Baylor University, Waco, TX, USA (virtual). ([slides CC BY 4.0)](#)

Youngstrom, E.A., Prinstein, M.P., Fried, E., Schleider, J., Young, J., Pacion, K. (2022, November). Open science: The future of psychology. Invited panel at the annual meeting of the Association for Behavioral and Cognitive Therapies, New York (and streaming).

Appendix III: Assessment Center
June 2022-May 2023

The HGAPS Assessment Center is an outline resource built in conjunction with grants and content consultation with the Society for Clinical Child and Adolescent Psychology. It has a landing page on EffectiveChildTherapy.org, as well as on the HGAPS.org web site, with links to the Evidence Based Assessment page pile on Wikiversity.

The core set of resources includes almost 70 scales that have been programmed into a secure online survey platform (Qualtrics), with automated scoring and a feedback report. These have been organized into four use cases: (a) parents filling out a "battery" that strings together multiple different, research-supported scales in a single "survey," (b) a similar battery for adolescents to fill out about themselves, (c) a battery for adults to take a similar self-assessment, and (d) a more extensive set of "a la carte" measures for professionals to select among for use in their own work.

The first three batteries have been used much more extensively than the a la carte version. In 2022-2023 we made our first major adaptations to the assessment center in light of these usage patterns.

One change was for a team to build a page and set of resources geared specifically towards college students. It concentrated on three topics (depression, anxiety, and hypomania/bipolar disorder) and changed the links and resources to be more relevant and age appropriate for the target audience. The team working on this (HGAPS Project #1789) successfully launched the new resources this year. We plan to use our social media platforms to raise awareness and utilization as students return for the fall 2023 semester.

The other change was to explore using a different survey platform. HGAPS team Project #2006 is the group to migrate the clinician assessment center–which currently lives on Qualtrics–to REDCap. We realized that Qualtrics had some fundamental limitations as a software program. REDCap, however, allows us to do several things we couldn't in Qualtrics. First, it will allow clinicians to track client progress over time (through creation of IDs within the REDCap system). Second, it will allow for the creation of batteries from extant questionnaires (rather than us programming in one questionnaire several times in several different batteries, giving more room for error); it does this through the use of a "study queue" created individually per client by their clinician. Though REDCap has many benefits for the clinician assessment center, it has relatively fewer benefits for the general public assessment center. For this reason, we are primarily focusing on converting all contents of the clinician assessment center over to REDCap.

During June 2022 to May 2023, we accomplished several key goals:

1. Collecting information from clinicians and clinicians-in-training about what their ideal online assessment software might look like in terms of tools, design, and contents.
2. Identifying tools within REDCap that could meet the clinical needs of users.
3. Creating a "sandbox" project on Lancaster University REDCap to experiment with design elements.
4. Creating over 10 clinical assessments within our REDCap "sandbox" project.
5. Forming a summer 2023 team of two graduate students and a highly skilled undergraduate at UNC to move project 2006 forward.