

# The Health Service Psychology Education Collaborative Blueprint

The Role of Counseling Psychology

CCPTP 2013

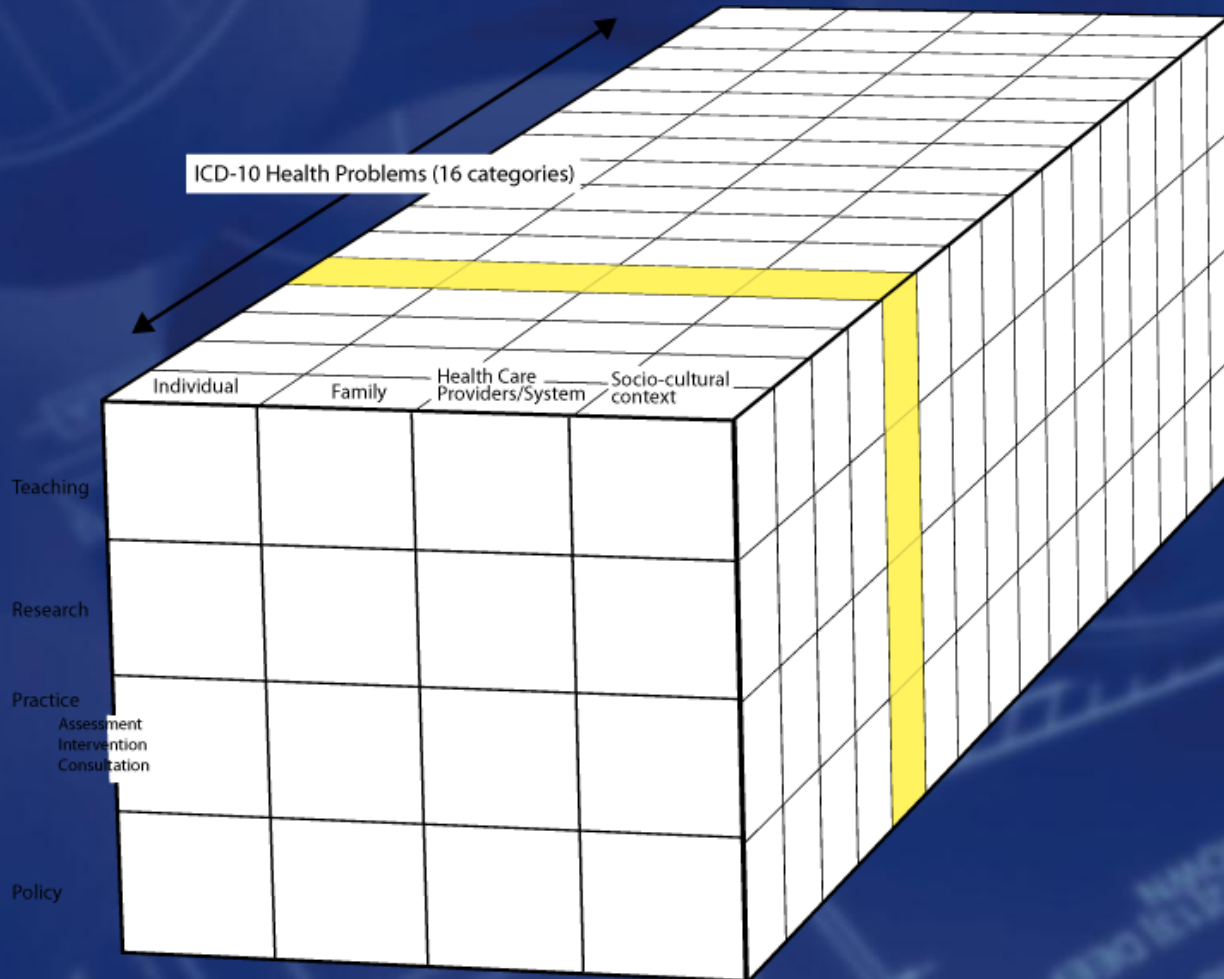
# APA Strategic Plan

- Organizational effectiveness
- Advance psychology in health
- Advance psychology as STEM discipline

# Advance Psychology in Health

- APAPO – Reimbursement
- Primary care
  - BEA Task Force on Training in Primary Care
  - Primary Care Training Directory
  - Primary Care Competencies
- Integrated care, CHC's
- Interprofessionalism
- Continuing Education
  - > 700 credits in health promotion, disease prevention and chronic disease

# Psychology as a Health Profession



# Advocacy for Federal Funding

HRSA- \$38.9 million since 2002

- GPE – \$35.3 million to date
- MBHET - \$3.6 million

Garrett Lee Smith Memorial Act

- College Counseling Centers/Psychology Clinics



# Health Service Psychology Education Collaborative HSPEC

- APA
- Council of Graduate Departments of Psychology
- Council of Chairs of Training Councils

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# Participants

- **COGDOP**
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  - Terry Lee, University of Michigan\*
  - Ellen Mitchell, Illinois Institute of Psychology
  - Frank Andrasik, University of Memphis\*
- **CCTCC**
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\*split terms

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# Focus

- Increasing concern over multiple problems in multiple communities
  - Internship imbalance
- Survey – 1330 respondents
- Charge: build a vision and how to get there
- Vision and gap analysis
- 1<sup>st</sup> Question: What is professional psychology?

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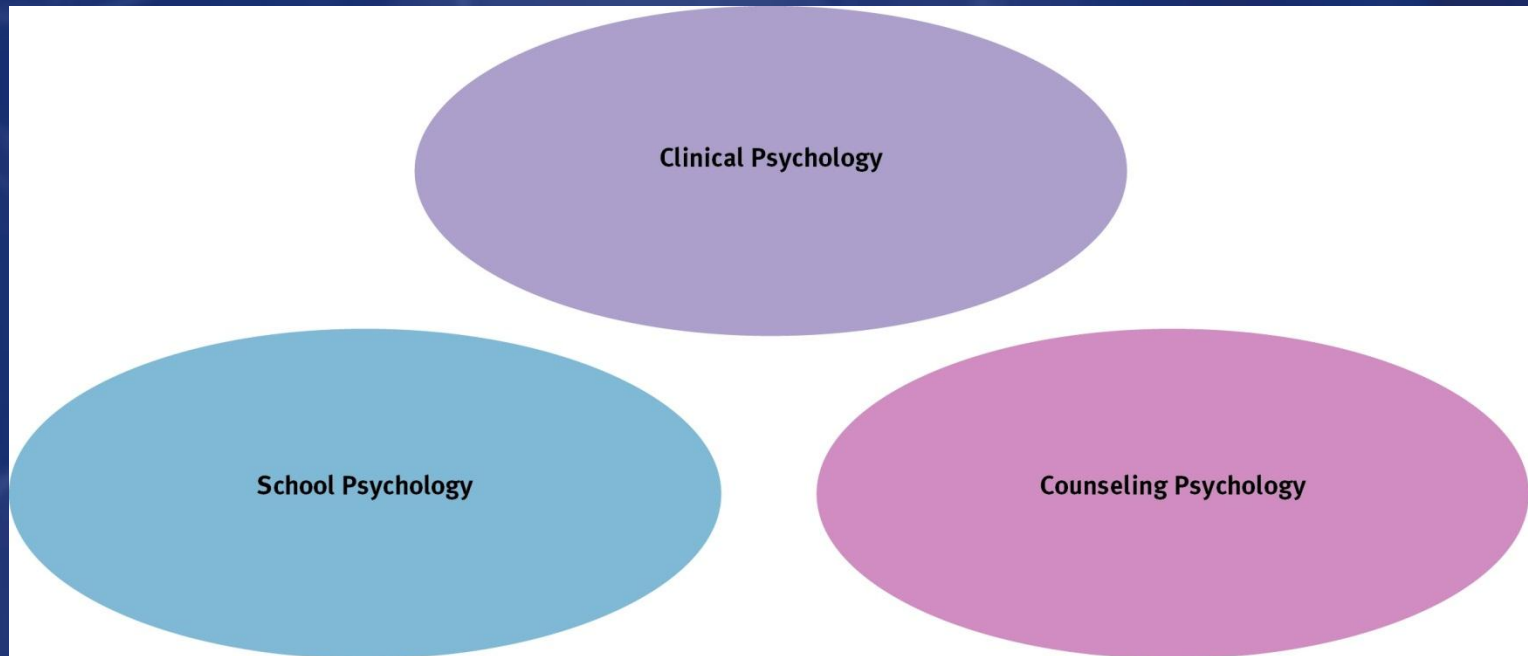


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# Professional Psychology

## Clinical, Counseling and School Psychology

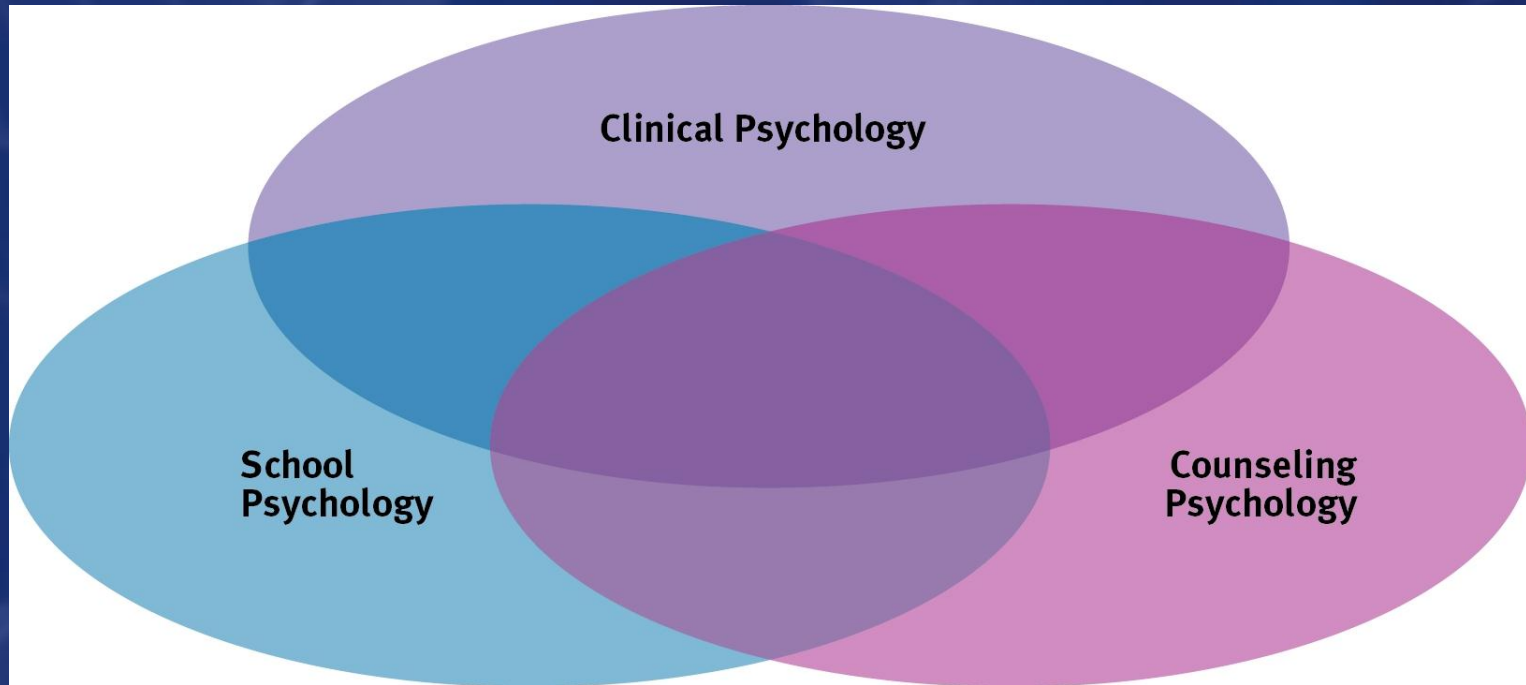


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# Overlap

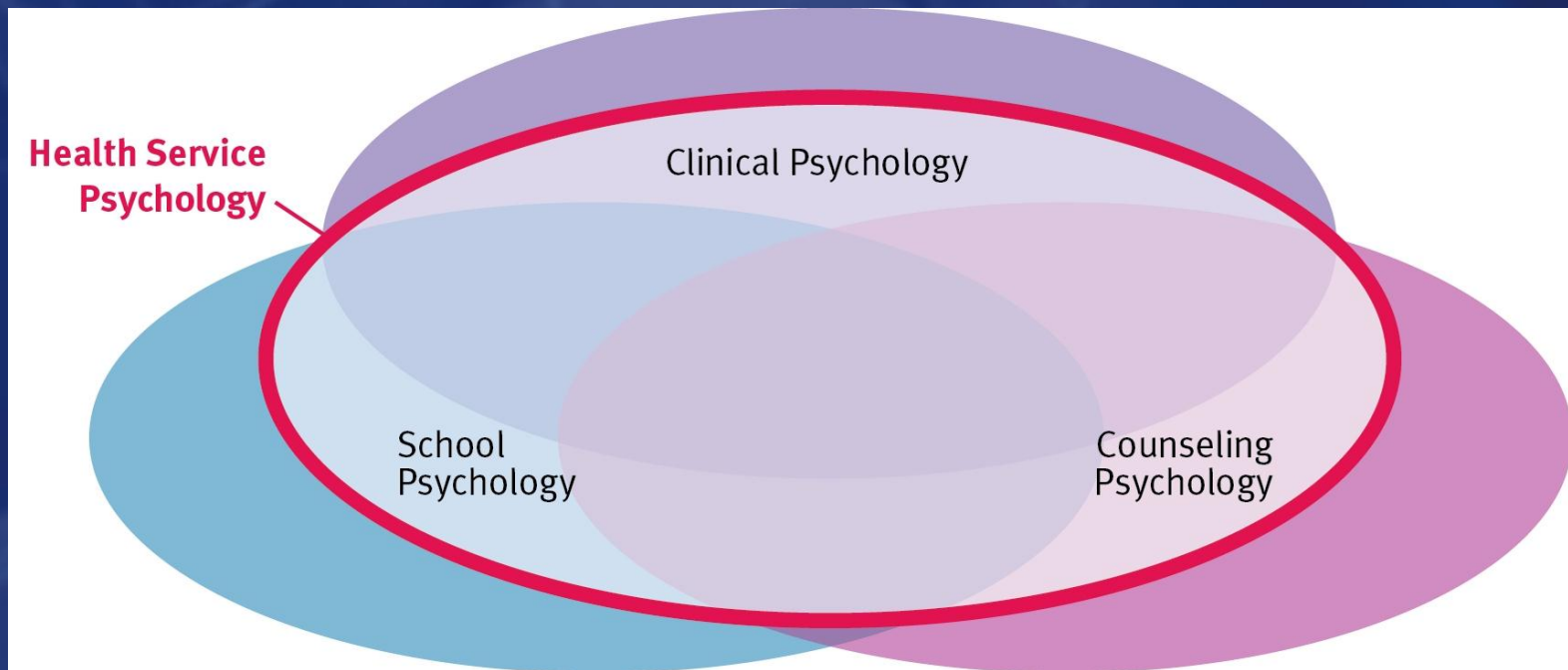


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# Overlap: Health Service Psychology



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# Health Service Psychology



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**Recommendation #1. The competencies of psychologists who provide health services should be clearly articulated and understood by faculty, students, regulators and the public.**

To guide:

- E&T community
- Students
- Public
- Policymakers
- CoA

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# Health Service Psychology Competencies

- Reflects profession's commitment to accountability in higher ed and healthcare
- Psychology is a broad health profession
- Psychosocial to biopsychosocial model
- Not specific to locations of practice or practice specialties
- Does not describe specific courses/experiences
- Based on cluster system of competency benchmarks model

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# Categories

- Scientific Knowledge and Methods
- Research/Evaluation
- Professional Values and Attitudes
- Individual and Culture Diversity
- Ethical, Legal Standards and Policy
- Reflective Practice/Self-Assessment/Self-Care
- Interpersonal Skills and Communication
- Evidence Based Practice

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# Categories

- Assessment
- Intervention
- Consultation
- Teaching
- Supervision
- Interdisciplinary/Interprofessional Systems
- Professional Leadership Development
- Advocacy

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# Distinctive Features

- Biological aspects of health and illness
- Interprofessional competencies
- Health care systems and policy
- Practice based research skills
- Value of safe, effective, patient-centered, timely and equitable care

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# Features

- Evidence-Based Practice
- Self-assessment
- Health informatics
- QI methods
- Teaching and supervision
- Professional development
- Advocacy

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**Recommendation #2. There should be guidelines for minimal qualifications to enter doctoral programs that prepare health service psychologists.**

Two components

- Entry requirements
- Coherence with undergraduate education

Need to create methods of assessing preprofessional requirements and for documenting achievement/competence in broad and general foundational knowledge

**Recommendation #3. Psychology needs to articulate and evaluate the competencies for each level of education and training of health service psychologists, as well as examine the sequence itself.**

- Obligation of faculty
- Identify developmental sequence
- Examine sequence itself
- Enhance culture of quality assurance

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**Recommendation #4. There needs to be increased focus on competency assessment in psychology education and training for the delivery of health care services.**

- Culture of assessment
- Expand toolkit
- Develop research agenda
- Role of scholarship of teaching and learning

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**Recommendation #5. The integration of science and practice requires HSPs to implement evidence-based procedures, utilize a sophisticated degree of scientific mindedness, and do more than “consume” research findings.**

- Psychology is a STEM discipline
- Science must be part of ALL E&T

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# Research Activities

How much research training is required?

	Search for new Understanding	Apply existing knowledge
Aimed at practical problem	A	<b>B</b>
Pure science, no clear application	C	D

Stokes, 1997

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**Recommendation #6. Psychology needs to engage in self-regulation for the education and training of health service psychologists by adopting a national standard of accreditation.**

- Hallmark of a mature profession is that it is self-regulating – social contract
- Student careers and protection
- Internship imbalance concerns
- BEA, APAGS

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**Recommendation #7. Psychology needs more research relevant to the preparation and roles of health service psychologists and must have an ongoing, comprehensive workforce analysis.**

Psychology lags behind.

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# Next Steps

- Stakeholders are the discipline and profession
- Input to CoA
- Advocacy for single standard
- Summit to address assessment of competencies by level, sequence of training, core components for EBPP
- Continued advocacy for workforce analysis
- Mechanism for periodic review – HSPEC
  - Add APS and students

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