

# “Broad and General Curriculum in Psychology”

Operational definitions over time

## Review of Accreditation Standards

- Beginning with initial standards in 1947 through JCPEP documentation leading to current G&P
- Importance of historical context and state of higher education
- Role of Professional Judgment and the “who” of accreditors

## 1947 – standards for clinical psychology

- Included lengthy discussion of the attributes of a psychologist
- Undergraduate prerequisites in - psychology, biology and the physical sciences, mathematics and statistics, education, social sciences, history of culture, psychology as revealed in the literature, languages

## 1947 General Psychology Requirements

- general, physiological and comparative psychology;
- history of psychology and contemporary schools of thought;
- developmental psychology;
- social psychology

## 1947 - Psychodynamics of behavior

- personality
- motivation of normal and abnormal behavior
- experimental dynamic psychology - research
- psychopathology

## 1947- Diagnostic methods

- observational techniques
- survey of clinical psychology
- methods of case study, case analysis and interviewing
- theory and practice of diagnostics

## 1947 Research methods

- experimental psychology
- advanced statistics and quantitative methods
- research in dynamic psychology
- dissertation

## 1947 - Related disciplines requirements

- physiological sciences
- introduction to clinical medicine
- social organization and social pathology
- influence of culture on personality

## 1947 Therapy Training Requirements

- internship during the third year - return for 4th year
- advanced practice in post-doc
- therapeutic methods, group methods, techniques of guidance and counseling, personality therapy

## Composition of Evaluators

- 6 psychologists chosen through APA as the -
  - Committee on Clinical Psychology
  - Added additional members in 1948
- Individuals that composed the E&T conducted the site visits as well as being the decision making body

## 1952 Standards for Counseling Psychology

- Counseling Psychology added to the charge
- Composition of Evaluators – 1951 - increased the number of members to 12 and the name became the Committee on Doctoral Education
- A 5 person Committee on Practicum Education was also formed at that time

## 1952 General Curriculum for Counseling

- Core of basic psychological concepts
- Personality organization and development
- Knowledge of social environment
- Appraisal of the individual
- Counseling
- Professional orientation
- Practicum
- Research

## Committee on Evaluation

- Committee on Doctoral Education and Committee on Practicum merged to become the a 6-member Committee on Evaluation in 1953
- In 1957, the Committee added 3 members to have a total of 8 - 9 members

## Preparation for USDE recognition

- In seeking recognition from the US Department of Education, the group changed its name to the Committee on Accreditation in 1971 and revised the standards for accreditation
- The size of the Committee was relatively stable with 10 members until 1992

## 1973 – Standards for Clinical, Counseling, and School

- Introduces the concept of a Model of training
- Curricular expectations – specific areas of psychology including:
  - Abnormal
  - Developmental
  - Individual differences
  - Learning
  - Motivation

- Physiological
- Personality
- Social
- statistics
- research design
- psychological assessment – individual and group
- intervention techniques
- professional ethics
- environmental influences on human behavior

## 1979 – Standards for Professional Psychology

- scientific and professional ethics and standards – demonstration through comprehensive examination or credit hours
- Research design and methodology
- Statistics
- psychological measurement
- history and systems
- specific intervention skills appropriate to their area of professional psychology
- ethics and integrity

## Scientific areas -

- biological bases of behavior – e.g. physiological, comparative, neuropsychology, sensation, psychopharmacology
- cognitive bases aspects – e.g. learning, memory, perception, cognition, thinking, motivation, emotion
- social bases – e.g. social psychology; cultural ethnic and group processes; organizational and systems theories
- individual behavior – e.g. personality theory, human development, individual differences, abnormal psychology

## 1988 - 1990 – Joint Council on Professional Education in Psychology

- Focus on core competencies –
- Selection of students demonstrated analytic skills demonstrated aptitude for developing interpersonal skills and appreciation of diversity
- Delineated Knowledge Domains
- Importance of basing knowledge on evolving body of knowledge in psychology
- Discussion of standards for postdocs

## JCPEP - areas of evolving knowledge

- Theories of individual and systems functioning and change
- Life span development
- Dysfunctional behavior or psychopathology
- Psychological measurement
- Professional ethics and standards
- History and systems of psychology

## Required knowledge

- Biological bases of behavior (e.g. physiological psychology, comparative psychology, neuropsychology, psychopharmacology)
- Cognitive-affective bases of behavior (e.g., learning memory, perception, cognition, thinking, motivation, emotion)
- Social; bases of behavior (e.g. social psychology, group and family processes, sexual orientation, organizational and systems theory, gender differences)
- Cultural bases of behavior (e.g., cultural and ethnic group differences, bicultural processes, generational differences within immigrant populations)

## Research Competencies

- Research issues related assessment and treatment
- Research competencies:
  - Statistics
  - Research design and methods (including qualitative)
- Requirement of a dissertation

## Practice Requirements

- Interpersonal skills
- Assessment
- Intervention
- Application of research

## 1991 21 person Committee on Accreditation formed

- The history of former standards and JCPEP clearly influenced both the CoA and licensure laws in core requirements
- A major difference is the listing of courses on a transcript vs the demonstration that competency has been achieved at an appropriate level

## Issues Throughout the History

- Judgment of the adequacy of the curriculum is in the hands of the accreditors
- Reliability of judgment was high when the accreditors were a small group who also conducted the site visits and the programs were very similar
- The increase from a 10 member group to more representative members from communities of interest led to the need for common definitions

## Professional Judgment

- As an accrediting body, members of CoA use professional judgment
- The parameters of those judgments in terms of the interpretations of the standards needs to be consistent across reviewers
- Further, CoA felt that programs had the right to know the basis for decisions on curriculum

## Operationalization

- Subcommittee of CoA was formed to operationalize decision rules for determining whether, according to the G&P students were educated in broad and general areas of psychology – this was the development of Implementing Regulation C-16
- Now to Roger for the next part of the story...