

## **Match Imbalance Meeting September 5-6, 2008**

### **Background:**

BEA and the Council of Chairs of Training Councils (CCTC) have been discussing the match imbalance as an ongoing agenda item. That is, there is a discrepancy between the numbers of students seeking an internship through the APPIC match system and the number of positions available. In recent conversations, consensus in the group has been that the internship match imbalance is a long standing and complex situation, embedded in a number of significant issues facing professional psychology at present. Nonetheless, given the significant impact the match imbalance is having on our next generation of professional psychologists, the sentiment is that it is the responsibility of the education and training community to take actions to try to mitigate the situation. At their March 2008 meeting the members of CCTC agreed to hold a meeting of key stakeholder groups represented in the membership of CCTC to discuss the points of agreement and disagreement between groups and, more importantly, agree to engage in specific action steps directed toward improving the match imbalance. The groups identified were:

American Psychological Association Education Directorate Staff (APA)  
Association of Psychological Association of Graduate Students (APAGS)  
Association of Psychology Postdoctoral and Internship Centers (APPIC)  
Council of Combined and Integrated Doctoral Programs in Psychology (CCIDPIP)  
Council of Counseling Psychology Training Programs (CCPTP)  
Council of Directors of School Psychology Programs (CDSPP)  
Council of University Directors of Clinical Psychology (CUDCP)  
National Council of Schools and Programs in Professional Psychology (NCSPP)

It was further agreed that each group would send one representative, who would be to the extent possible empowered by their group to make decisions on the group's behalf. The intent was to facilitate conversation by keeping the size of the meeting small. Groups would be responsible for covering the expenses of their representative, with general meeting expenses jointly shared by APA and APPIC. APA and APPIC agreed to facilitate the meeting with the understanding that they would also be active participants and that the discussions were to be shaped by all at the table.

In preparation for the meeting, each representative was asked to review the proposed pathways discussed in the articles that were published in the November 2007 special issue of Training and Education in Professional Psychology on the match imbalance and a report presented to the APA Board of Educational Affairs in the fall of 2007 on this issue.

Participants were also asked to discuss the following questions with their members prior to the meeting:

What are the key issues for your group?  
What have you been doing to address the match imbalance?  
What could/would you be willing to do?  
What wouldn't you be willing to do?  
How would you organize your actions steps in terms of a time line?  
What would you ask of the other groups sitting at the table?

### **Overview of the Meeting:**

The meeting took place over a day and a half. Mid-way through the first afternoon an extended break in the meeting occurred such that representatives could contact their respective boards or units, report on the discussions held to that point, and make decisions regarding the actions to which they were willing to commit. The remainder of the meeting was spent crafting the action steps that are detailed in this report.

**Outcomes:**

The group agreed to the following overarching concepts:

1. We have a collective responsibility for actions to address the match imbalance.
2. Collaborative efforts across the groups will benefit students and professional psychology.
3. Continuing attention to the match imbalance is required and necessitates the development of strategies that can be implemented in the short-, mid-, and long-term.
4. Any action designed to impact the quantity of positions must ensure that the quality of education and training experiences is maintained.

Pathways and group actions are proposed and presented in Appendix A.

The group also discussed two additional recommendations that were proposed in the special issue of *TEPP*, but did not target them as specific action items for the following reasons.

1. Market forces will resolve this issue in time: the group felt this was not an acceptable course of action in favor of the steps they agreed to
2. Academic program policies should be changed to remove requirements that students attend an accredited internship: the group felt this raised issues of quality which they felt was important to promote; especially accreditation

## Appendix A

	Proposed Pathway	Proposed Action by Group			
		Doctoral Training Councils	APA	APPIC	APAGS
1.	Innovative ways of increasing slots in existing accredited programs	NCSPP will create a “storyboard” of ways that they have been successful in creating new positions, how they found funding sources, and what did not work to distribute to training councils in November		To launch survey to members and subscribers (short-term: distribute November)  Work on ways to pair programs/ resources – APPIC will serve as broker	
2.	Doctoral councils will establish consensus of what are minimal requirements for eligibility to participate in the match (e.g., having completed and passed comprehensive exams)  Requirements would need to be met at the time DCT/DoT signs part II of the AAPI	Need training councils to discuss, get agreement, and report back to APPIC  Also visit this issue as part of national training conference		Awaiting feedback from training councils and APAGS  APAGS request to APPIC: consider not allowing students to enter the clearinghouse without first registering for the Match.	To survey their membership about how this would impact students
3.	Decrease barriers for internship programs to be accredited	Included as a separate population to be sampled in the APPIC survey noted above (#1)	Request to CoA from group: consider modification to fees such as fees ramp up or no fees, fees dependent on size of program; consider provisional accreditation for internships; make application changes  APA to provide more consultation to newer		

			programs		
4.	Develop Toolkits (paper and on-line)  a. for starting internships b. for helping existing internships expand c. for becoming accredited	CCTC project  Training councils to purchase for members	Host on-line version on website	Publishing hard copy might be supported by APPIC	
5.	Changes to APPIC match			APPIC will explore the proposal that the Match only be open to students from accredited doctoral programs. Need to develop a mechanism for new doctoral programs; existing doctoral program subscribers that are not accredited; impact on students; implications for non-accredited members	To obtain feedback from members
6.	Commitment to altering APPIC match imbalance by either increasing supply or decreasing demand	Additional actions to be discussed within councils  Link responsibility for action to match rates in a proportional manner. That is, programs would have a match goal (e.g., 90%) and if their match rate was lower than this, they would have a responsibility to either find or create placements for the unplaced students, or then to reduce their enrollment by that number  Issues that need further discussion: a) agree on	Request to CoA to consider revisiting implementing regulation D4.7 with respect to internship placement/rates and discuss possible actions  Steps toward improving outcomes should also be evaluated; not just overall rates		

		<p>whether it would be proportional to APPIC match rates or placement rates? b) agree on whether this would be based on long-term rates and if so for what period of time; c) determine how newly developed and ad hoc placements will be subject to external review</p> <p>Develop partially or wholly affiliated internships</p>			
7.	National training conference on sequence of education and training	<p>CCTC to take action/lead on what the issues are and how conference should be structured</p> <p>Training councils discuss ability to commit financially</p> <p>Discussion of item #5 to be on agenda</p>	<p>Request: provide support for arranging meeting logistics; financial support</p> <p>Discussion of item #5 to be on agenda</p>	<p>Request: provide support for arranging meeting logistics; financial support</p> <p>Discussion of item #5 to be on agenda</p>	Discussion of item #5 to be on agenda
8.	Workforce analysis		Continued efforts		
9.	Truth in advertising		Ongoing and greater efforts. Data from Graduate Study in Psychology about internship to be posted on Education Directorate Website.	Ongoing and greater efforts	Ongoing and greater efforts
10.	Efforts to better educate potential consumers of graduate training through data and information dissemination	CUDCP to develop resource materials for undergraduates preparing to go for graduate study about going into the match also to develop materials for students/ programs in	APA to develop resource materials for undergraduates preparing to go for graduate study about going into the match also to develop materials for students/ programs in cases for students who did	APPIC to develop resource materials for undergraduates preparing to go for graduate study about going into the match also to develop materials for students/programs in	APAGS to continue to develop resource materials for undergraduates preparing to go for graduate study about going into the match also to develop materials for students/ programs in cases for students who did not match

		cases for students who did not match	not match	cases for students who did not match	
11.	Advocacy	All training councils agree to lobby their members' faculty and staff to join APA, get trained in advocacy, to become members of AAP, donate to the Education Advocacy Trust (EdAT), to designate a campus training representative in the FEDAC network, and to engage in local and national advocacy for funding for education and training in professional psychology	Encourage APA to consider allocating additional resources to ensure adequate staffing in education government relations office such that there would be a designated individual whose focus would be on funding for internship training		APAGS will make this effort an advocacy team priority.