Truth in Advertising: II: Describing Training Programs to Students
Welcome

• Roberta L. Nutt, PhD, ABPP
• Kevin D. Arnold, PhD, ABPP
• Robyn L. Gobin, PhD, ABPP

• David Zelaya, PhD - Discussant

• Ronald S. Palomares-Fernandez, PhD - Chair
The Taxonomy: Overview

Roberta L. Nutt, Ph.D., ABPP
University of Houston
The Problem: Inconsistent Language

• Track
• Emphasis
• Concentration
• Focused experience
• Subspecialty
• Area
Variable and Overlapping Definitions

- Number of courses
- Number/Hours of practicum
- Topic of dissertation
- Focus of internship
- Additional seminars
- Additional research experience
- Advanced externship
End Confusion for Relevant Stakeholders

• Students & prospective students
• Trainers
• General public
• Accrediting bodies
• Licensing boards
• Insurance panels
• Individual psychologists—to self identify competencies
Content

• CRSPPP recognized specialties

• Other topics
Definition of Specialty

“A specialty is a defined area of professional psychology practice characterized by a distinctive configuration of competent services for specified problems and populations. Practice in a specialty requires advanced knowledge and skills acquired through an organized sequence of education and training in addition to the broad and general and core scientific and professional foundations acquired through an APA or CPA accredited doctoral program. Specialty training may be acquired either at the doctoral or postdoctoral level as defined by the specialty” (APA, 2011)
APA Recognized Specialties

- Behavioral & Cognitive
- Clinical
- Clinical Child
- Clinical Health
- Clinical Neuropsychology
- Counseling
- Family
- Forensic

- Rehabilitation Psychology
- Police & Public Safety
- Professional Geropsychology
- Psychoanalysis
- Sleep
- School
- Industrial-Organizational
Examples of Other Topics

- Community psychology
- Multicultural psychology
- Trauma psychology
- Behavioral medicine
- Feminist psychology
- Neuroscience
- Autism
- Biofeedback
- Diabetes
- Cancer
- Anxiety
- Recognized proficiencies such as SMI, Personality Assessment, Psychopharmacology, Sport Psychology, Addictions Psychology
Efforts to Develop a Taxonomy

- Efforts by CRSPPP, CoS (Council of Specialties), CCOPP (Council of Credentialing Organizations in Professional Psychology)
- “A Taxonomy for Postdoctoral and Continuing Education Training in Psychology” (APA, 1996)
- APA’s first Educational Leadership Conference in 2001
- 2004 CCOPP guiding principles for specialization in health service psychology
Efforts to Develop a Taxonomy 2

- 2007 APA Board of Directors funded a Taxonomy Task Force which developed preliminary definitions and framework

- CRSPPP completed the Task Force work
Structure of the Taxonomy

• Four levels of education and training
  – Major Area of Study
  – Emphasis
  – Experience
  – Exposure

• Four stages of education and training
  – Doctoral
  – Internship
  – Postdoctoral
  – Post-licensure
Type and Intensity of Education and Training Opportunities Across and Within Stages

<table>
<thead>
<tr>
<th>Stages of Education and Training</th>
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<tbody>
<tr>
<td>Doctoral Program</td>
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<tr>
<td>Internship Program</td>
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<tr>
<td>Postdoctoral Program</td>
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<tr>
<td>Post-licensure Program</td>
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**Levels of Education and Training Opportunities**

- **Major Area of Study**
  - 2-3 years didactics, supervised practicum, and dissertation or research project in specialty
  - At least 50% of supervised activity in specialty
  - 80-100% of supervised activity in specialty
  - 50 hours organized CE, 50 direct contact hours with supervision in specialty

- **Emphasis**
  - At least 4 courses and 2 practicum in specialty
  - 30% and <50% of supervised activity in specialty
  - n/a
  - 25 hours organized CE, hours direct clinical contact with supervision in specialty

- **Experience**
  - At least 1-2 courses and practicum in specialty
  - >20% and <30% of supervised activity in specialty
  - n/a
  - Some CE at conference with part-time (supervised) practice in specialty

- **Exposure**
  - At least 1-2 courses in specialty
  - Up to but not more than 20% of supervised activity in specialty
  - Up to but not more than 20% of supervised activity in specialty
  - Some CE on clinical aspects of practice or university course in specialty
Implementation

• Specialty groups within CoS will provide details for each level of the structure for each recognized specialty
Reference

Implementation and Examples of the Taxonomy in Practice
Kevin D. Arnold, PhD, ABPP
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Kevin D Arnold, PhD ABPP
Center for Cognitive and Behavioral Therapy, Columbus, Ohio & CRSPPP Commissioner

Specialty Education and Training

• What is the Taxonomy
  • Stages of Education
  • Levels of Coverage

• What Specialties Exist
  • Recognized
  • ABPP Affiliated
  • CoS Members
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**Specialty Education and Training**

Which Specialties on CoS Have Established their Stages and Levels?
- Clinical Neuropsychology
- Clinical Health Psychology
- Psychoanalysis in Psychology
- School Psychology
- Clinical Psychology
- Counseling Psychology
- Behavioral and Cognitive Psychology
- Forensic Psychology
- Family Psychology
- Professional Geropsychology
- Police and Public Safety Psychology
- Rehabilitation Psychology
### Stages of Education and Training

<table>
<thead>
<tr>
<th>Levels of Opportunity</th>
<th>Doctoral</th>
<th>Internship</th>
<th>Post-Doctoral</th>
<th>Post-Licensure</th>
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<tr>
<td>Major Area of Study</td>
<td>Within broad and general training in an COA accredited Clinical, Counseling, or School, 2-3 years of coursework covering attitudes, ethics, knowledge and skills in CBP, multiple supervised practica in CBP, dissertation or research project in CBP.</td>
<td>At least 75% of the APPIC member or COA accredited internship includes didactics in which the focus is the attitudes, knowledge and skills of the specialty, and delivery of treatment or consultation employ research supported CBP treatments.</td>
<td>Preferably a COA accredited post-doctoral program with at least 80% of the program devoted to educational and training experiences based on attitudes, knowledge and skills in CBP, including participation in research and treatment using research supported treatment models within the specialty. The post-doc leads to a clear professional identity as a behavioral and cognitive psychologist. At least one of the post-doctoral supervisors is an ABPP Board Certified in the specialty. If the post-doctoral program focuses on applied behavior analysis, it shall include an ABPP Board Certified in CBP with competencies in applied behavior analysis, or an ABPP Board Certified in CBP AND a</td>
<td>With at least two years of post-licensure experience that demonstrates the use of behavioral and cognitive, research supported treatments or consultations: An organized continuing education program, delivered by an APA or State Psychological Association approved provider that provides both coursework and consultative training in the attitudes, knowledge and skills in CBP, comprised of at least 60 hours of educational experience, and consultation at a level consistent with surveys of training programs setting the amount of coverage at this level.</td>
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1. Attitudes, knowledge and skills in cognitive and behavioral psychology are described in Klepac, et al., 2012.
2. Cross-content competencies are defined as those in which another specialty’s education and training employs attitudes, knowledge and skills in cognitive and behavioral psychology (see Klepac, et al., 2012) as a theoretical model, psychotherapeutic or consultative intervention methods, and/or research methodology. For example, a program offering education and training in the specialty of Clinical Child and Adolescent would have cross-content coverage if the primary model of case-conceptualization and psychological treatment was CBP. Thus a program might state that they have a specialty program with a major area of study in Clinical Child and Adolescent Psychology, with an Emphasis/Experience/Exposure to CBP.
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<th>Major Area of Study</th>
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<td><strong>Within broad and general training in an COA accredited Clinical, Counseling, or School, 2-3 years of coursework covering attitudes, ethics, knowledge and skills in CBP, multiple supervised practica in CBP, dissertation or research project in CBP.</strong></td>
<td><strong>Within broad and general training in an COA accredited Clinical, Counseling, or School, at least the equivalent of 1 year of coursework covering attitudes, ethics, knowledge and skills in CBP, at least one supervised practicum in CBP, and at least one independent study or research project in CBP.</strong></td>
</tr>
<tr>
<td><strong>At least 75% of the APPIC member or COA accredited internship includes didactics in which the focus in is the attitudes, knowledge and skills of the specialty, and delivery of treatment or consultation employ research supported CBP treatments.</strong></td>
<td><strong>At least 50% of the APPIC member or COA accredited internship includes didactics in which the focus is the attitudes, knowledge and skills of the specialty, and delivery of treatment or consultation employ research supported CBP treatments. The coverage may include cross-content competencies.</strong></td>
</tr>
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<td><strong>Preferably a COA accredited post-doctoral program with at least 80% of the program devoted to educational and training experiences based on attitudes, knowledge and skills in CBP, including participation in research and treatment using research supported treatment models within the specialty. The post-doc leads to a clear professional identity as a behavioral and cognitive psychologist. At least one of the post-doctoral supervisors is an ABPP Board Certified in the specialty. If the post-doctoral program focuses on applied behavior analysis, it shall include an ABPP Board Certified in CBP with competencies in applied behavior analysis, or an ABPP Board Certified in CBP AND a licensed psychologist holding a BCBA-D.</strong></td>
<td><strong>Preferably a COA accredited post-doctoral program with 50-79% of the program providing cross-content coverage in another specialty employing the attitudes, knowledge and skills comprising CBP, including participation in research and treatment using research supported treatment models within the specialty. At least one of the post-doctoral</strong></td>
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<td><strong>With at least two years of post-licensure experience that demonstrates the use of behavioral and cognitive research supported treatments or consultations: An organized continuing education program, delivered by an APA or State Psychological Association approved provider that provides both coursework and consultative training in the attitudes, knowledge and skills in CBP, comprised of at least 60 hours of educational experience, and consultation at a level consistent with surveys of training programs setting the amount of coverage at this level.</strong></td>
<td><strong>With at least two years of post-licensure experience that demonstrates the use of behavioral and cognitive research supported treatments or consultations: An organized continuing education program, delivered by an APA or State Psychological Association approved provider that provides both coursework and consultative training in the</strong></td>
</tr>
<tr>
<td>Experience</td>
<td>Within broad and general training in an COA accredited Clinical, Counseling, or School, 2-3 years of coursework covering attitudes, ethics, knowledge and skills in CBP, at least one supervised practicum that includes use of behavioral and cognitive interventions.</td>
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Implementation and Examples of the Taxonomy in Practice
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Center for Cognitive and Behavioral Therapy, Columbus, Ohio & CRSPPP Commissioner

Specialty Education and Training

• Issue of Specialty Education and Training vs. Board Certification Competency Expectations
  – Developing Competency: Specialty Education and Training
  – Being a Specialist: Acquiring Competency and Practicing Competently
  – Standardized Method of Demonstrating Competencies: Board Certification
Implications for Undergraduate Students

• Representation to Undergraduates by Graduate Programs of Specialty Education and Training

• Informed Consumers Selecting Graduate Programs
Implications for Graduate Students

- Truthful Representation of Internships and Post-Doctoral Training
- Informed Consumers
- Education and Training in Health Service Psychology AND in Specialty
Implications for Graduate Programs, Internships, and Post-Doctoral Programs

- Cessation of Terms like Track
- Incorporation of Specialty Names and Levels of Coverage in Program Descriptions
- Reliance on Specialty Specific Taxonomies to Determine Correct Level of Coverage Terminology
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Implications for Graduate Programs, Internships, and Post-Doctoral Programs


“The task force intends that the Guidelines for Doctoral Psychology Programs Incorporating Cognitive and Behavioral Education and Training be consistent with the major area of study level; however, doctoral programs may use these guidelines at other education and training levels (i.e., emphasis, experience, or exposure). The guidelines may also intersect with education and training in other specialties. For example, a clinical psychology program that provides a major area of study in clinical child and adolescent psychology may utilize these guidelines to provide an emphasis in CBP.” (pp. 689-698, emphasis added).
Implications for Accreditation

- Obligation to Students and Public that Programs use Consistent and Adopt Policy
- Incorporation of Taxonomy Stages and Levels Language in the Standards at the Post-Doctoral Levels
- Reliance on Specialty Specific Competencies when Evaluating Programs Stating they Provide Specialty Education and Training
Implications for Accreditation

Behavioral and Cognitive Psychology Postdoctoral Residency Competencies

Integration of Science and Practice

• Demonstrate knowledge, skills, and attitudes reflective of foundational research and current publications relevant to behavioral and cognitive psychology from animal and human subject studies, including effectiveness and efficacy studies of behavioral and cognitive assessment and intervention methods. Residents evidence knowledge of, and reliance on,
  – scholarly journals that are refereed (e.g., Journal of Applied Behavior Analysis, Behavior Therapy);
  – specific studies and theoretical publications with documented acceptance in the specialty as demonstrated by citation counts or other criteria; and
  – specific research methodologies.
Implications for Accreditation

Behavioral and Cognitive Psychology Postdoctoral Residency Competencies

- Demonstrates (through participation in at least one study) competencies in the use of the methods of randomized clinical trials, quasi-experimental studies, or single-subject research in the study of behavioral and cognitive psychological constructs or interventions.

- Demonstrate integration of foundational and current science in behavioral and cognitive psychology which is evidenced by incorporation of foundational and current science into case conceptualization, assessment, and intervention approaches cutting across major areas within the specialty (e.g., behavior therapy, cognitive therapy, cognitive-behavioral therapy, applied behavior analysis).
CONCLUSION

- The Taxonomy provides a standardized organizational structure for specialty education and training
- Students are better served when it is used by graduate programs, internships, and residencies in HSP
- Specialty education and training can be organized using the taxonomy if prioritized by the specialty and valued by programs
What You Need (ed) to Know: Perspective from an Early Career Psychologist

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Licensed Clinical Psychologist (IL)
Assistant Professor, University of Illinois at Urbana Champaign
APA CECP, Psychology in the Public Interest Representative
Choosing a Program

Choosing a Program

- Which are the best psychology programs? How can I decide which psychology program to attend?
  - The Commission on Accreditation (CoA) accredits psychology programs; it does not provide qualitative information about programs, nor does it compare or “rank” them. The decision about what program is “best” is up to the individual student.
  - The CoA encourages students to look for a program that meets both their professional and personal goals. Ask practical questions such as: Does the program offer the type of training I want? Can I live here? Is it affordable? Is the institution too big/small? Does the program appear to have a faculty and staff with whom I can work? Talk to the faculty, students, and alumni about your questions, concerns, and about your specific interests.
  - You can also ask programs about their outcomes, such as the types of jobs their graduates obtain. All APA-accredited doctoral programs are required to provide prospective students with data on their time to completion, costs, internship acceptance, attrition and licensure (See Implementing Regulation C20 for details).

- How can I verify which programs are accredited?
- Are there any accredited programs that are offered online?
- When can I say I am a graduate of an accredited program?
How the Taxonomy Would Have Been Helpful?

• Clarity of descriptions
• Distinction among major area of study, emphasis, experience, and exposure
• Knowledgeable undergraduate instructors
How the Taxonomy Would Have Been Helpful?

- Uptake and guidance from training program
- Plan of study based on students’ desired emphasis, experience, and exposure
- Explicit connection between specialty education and graduate training
What will be helpful in the future?

• Consistent use of this language across academic programs, stages of education, and psychological subspecialties

• User friendly online taxonomy with more individualized examples

• Reconciling specialty trajectory with generalist internship training

• Direct answers to FAQs
<table>
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<tr>
<th>Some ECPs are aware of the benefits of board certification</th>
<th>Benefits could be more explicit</th>
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<tbody>
<tr>
<td>There is a demand for specialty</td>
<td>Growth in specialty recognition</td>
</tr>
<tr>
<td>Guidance and transparency desired</td>
<td>Requirements vary by specialty board</td>
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</table>
Potential Barriers and Solutions for ECPs pursuing Board Certification
Cost

- Do your research
- Budget
- Inquire about employer assistance
- Payments are split across tasks (i.e., application, written material review, oral)
Time Commitment

• Plan
• Utilize early entry option
  • APA- or CPA-accredited internship required
Step-wise Process

• Quality is important
  • Seek feedback and consultation
  • Broad base of activities
• Utilize mentorship to facilitate timely progress
• “Read EVERY single word of the manual VERY carefully”
Travel may be required

- Budget
- Reserve leave
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Discussion

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