

Advancing Quality and Accessibility: GSPP's Leadership in Professional Psychology

Shelly Smith-Acuña, PhD

Associate Dean, Graduate School of Professional Psychology

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Challenges and Opportunities in Professional Psychology



Goals of presentation:

Review relevance of systems theory in understanding current trends in professional psychology

Present a model for addressing challenges in professional psychology

Describe GSPP's unique leadership role in advancing professional psychology

Articulate a vision for the future of GSPP

Elements of Fit



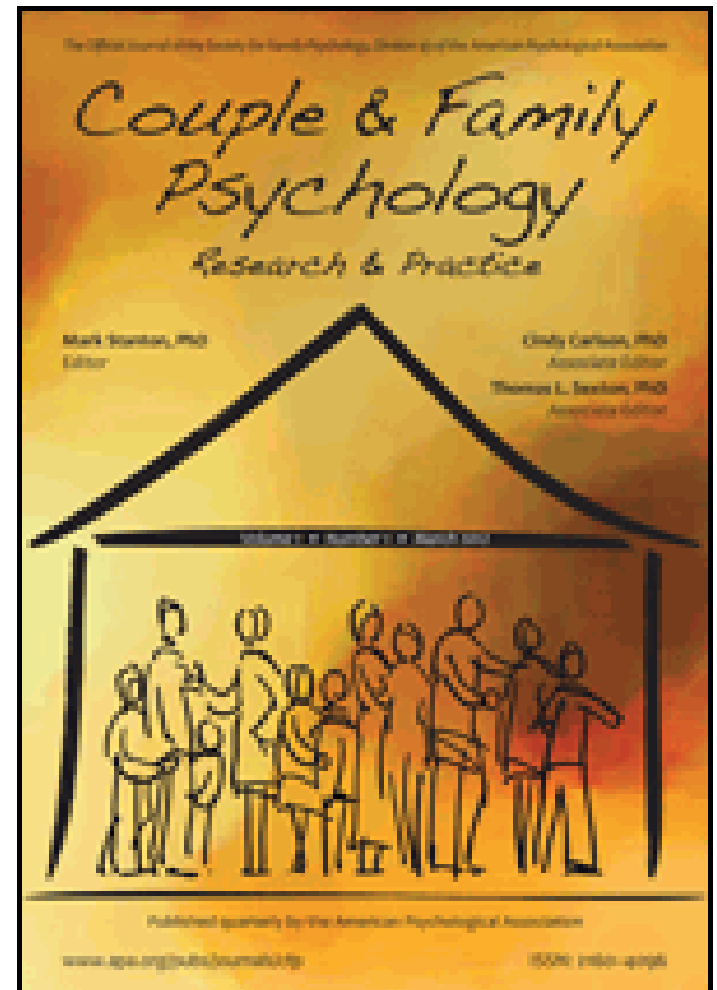
- Influence of 30 years of clinical practice – ability to think like a psychologist
 - Experience with wide variety of systems
 - Breadth and depth of perspectives on change
- Connections to DU and local community through multiple professional roles
 - Teaching, supervision, mentorship, presentations, consultation, administration
 - Involvement in GSPP community/diversity initiatives
 - Programming
 - Scholarship funding
 - Alumni connections
- Leadership at the national level – National Council of Schools and Programs of Professional Psychology (NCSPP)
<http://www.ncspp.info>

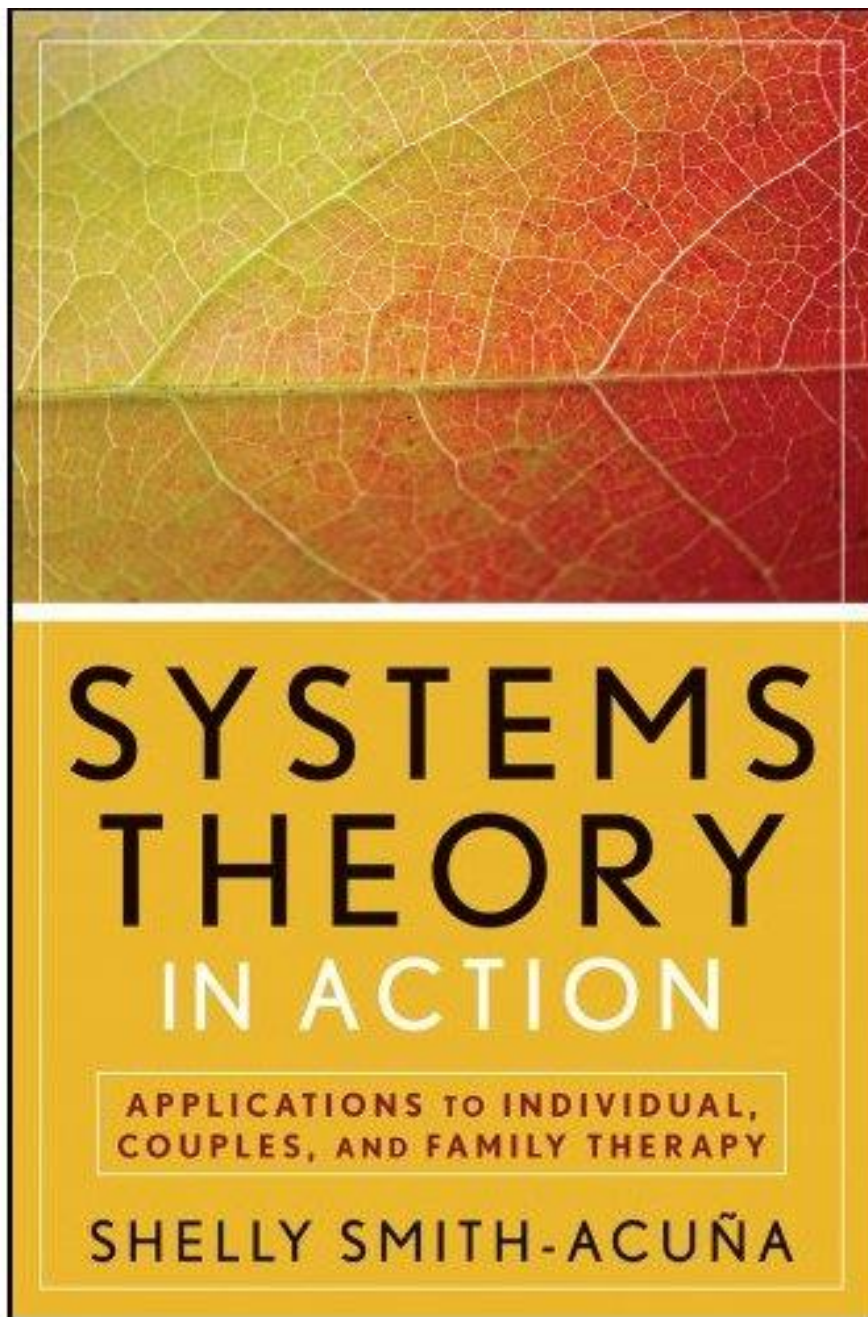
Systems Theory as Organizing Lens – Thinking Psychologically



- Historical roots in biology, physics, and anthropology lead to development of family therapy throughout second half of last century
- Current perspectives in psychology borrow heavily from systems theory
- Trends point to need for greater utilization of systems: APA Competency Benchmarks now includes a separate systems competency, with skills in interdisciplinary systems, management, and advocacy:
<http://www.apa.org/ed/graduate/revised-competency-benchmarks.aspx>

Magnativa (2012) describes “a new wave in clinical science is presented embracing system theory as a unifying paradigm, which makes a unified psychotherapy attainable.”





Broad application is clear in the definition: A system is an entity that is maintained by the mutual interaction of its parts.

Key Systems Concepts



- Context – groups and subgroups, figure and ground
- Causality – circular and multiple
- Change – homeostasis and transformation
- Communication – explicit/implicit, intent/impact, constructive/destructive
- Structure – hierarch, power & privilege, rules, roles, boundaries, triangles
- Development and history – unconscious and multigenerational themes, rituals and routines
- Cultural narratives – socially constructed meanings, moving away from problem saturated narratives

Utilization of Themes in Practice



- Joining – creating and identifying the target system, generating buy in for participation
- Framing the problem – moving from blame (linear causality) to consensual, pattern based definition of problem
- Understanding experience – accepting perspective of each member, creating emotional attunement, surfacing conflict
- Addressing the problem – implementing and practicing strategies for change, problem solving

Presenting problem: Internship Imbalance



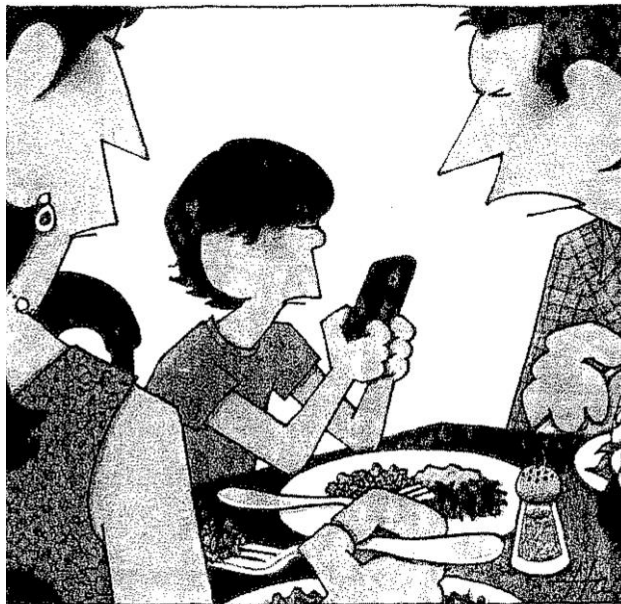
- Current issues: Since 1994 there have been more students than positions
- Number of students has continued to outpace positions, with an average of 23% unmatched over the past decade, 29% unmatched or withdrew in 2012: <http://www.appic.org/Match/Match-Statistics>
- Types of internships have changed – fewer in traditional settings, fewer APA approved – only 53% matched with APA approved in 2012
- APAGS request to change language to “internship crisis” 2008

Supply and demand – Identifying Resources



- Hatcher (2011) describes a shared resource problem, uses grazing and fishing as metaphors
- Supply – funding sources have changed, traditional sites have closed or reduced spots
- Demand – the number of students in the match has increased dramatically
- The number of non-approved slots has also increased dramatically, so ultimately students are placed and licensed – unclear whether this is a bottleneck or an oversupply

What is the Problem?



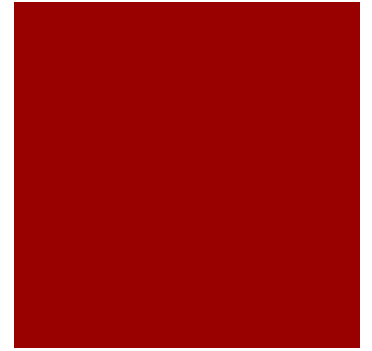
"Hey! Elbows off the table."

Using the Presenting Problem to Identify Key Issue



- Without collaborative perspective, psychology cannot advance as a discipline and profession
 - Need for shared governance
 - Acceptance of mutual responsibility
 - Desire for common outcome

Challenges of Shared Governance



Who are the key players?



- APA – Four directorates: Science, Education, Practice, Public Interest:
<http://www.apa.org/about/offices/directorates/index.aspx>
- BEA – Board of Educational Affairs -
<http://www.apa.org/ed/governance/bea/index.aspx>
- CCTC – chairs of training councils:
<http://www.psychtrainingcouncils.org/members.html>
- Council of Representatives
<http://www.apa.org/about/governance/council/members/index.aspx>
- CoA: Commission on Accreditation – 32 elected members
<http://www.apa.org/ed/accreditation/newsletter/index.aspx>
- APPIC- Association of Psychology and Postdoctoral Internship Centers:
<http://www.appic.org/>
- ASPPB – Association of State and Provincial Psychology Boards:
<http://www.asppb.net/i4a/pages/index.cfm?pageid=1>
- Newer interests groups
 - APS – Association for Psychological Science -
<http://www.psychologicalscience.org/>
 - CAPIC – California Psychology Internship Council : <http://www.capic.net/>

Joining the system: GSPP's involvement in national groups



- Internship Development – DU's internship consortium – “Denver Model”
- NCSP leadership
- APA Divisions and Councils
- APPIC, ACCTA, BEA
- Specialty areas – Self Psychology; ACT; Assessment, Sport and Performance; IDP; Forensic; Family, Couple, and Child; Health and Rehabilitation
- Liaison activities – involvement in other training organizations

Framing the Problem

- Two opposing views:
- PsyD students are flooding the market, diluting the quality of the field and driving down wages – internship imbalance provides the evidence – Baker, McFall, & Shoham (2009), proposed using only EST's and creating a new accreditation system
- PhD departments take an elite, outdated perspective on psychology that restricts access to services – no job market data, and predictions suggest that job market is good – higher than average growth, 22%, <http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Psychologists.htm>



"I'll stop whining when you stop nagging."

Who is right?



- McCutcheon (2011) labels these “model wars,” competition between scientist-practitioner and practitioner-scholar programs
- Underlying agendas undermine the ability to work together
 - Opportunity to close down programs and narrow the field – “heads will roll,” “she’s one of us.”
 - Opportunity to resist outside regulation and control, continue the revolutionary spirit

Positive Reframe - Creating the Common Vision



- One side advocates high quality, science based practice that maintains the status of the discipline and enhances human potential
- One side advocates culturally sensitive treatment that is widely available to the public
- Are these In conflict? “Quit circling the wagons and shooting at each other.” Both sides can agree that the way to advance the discipline and profession of psychology is through quality and accessibility

The Pattern is the Problem

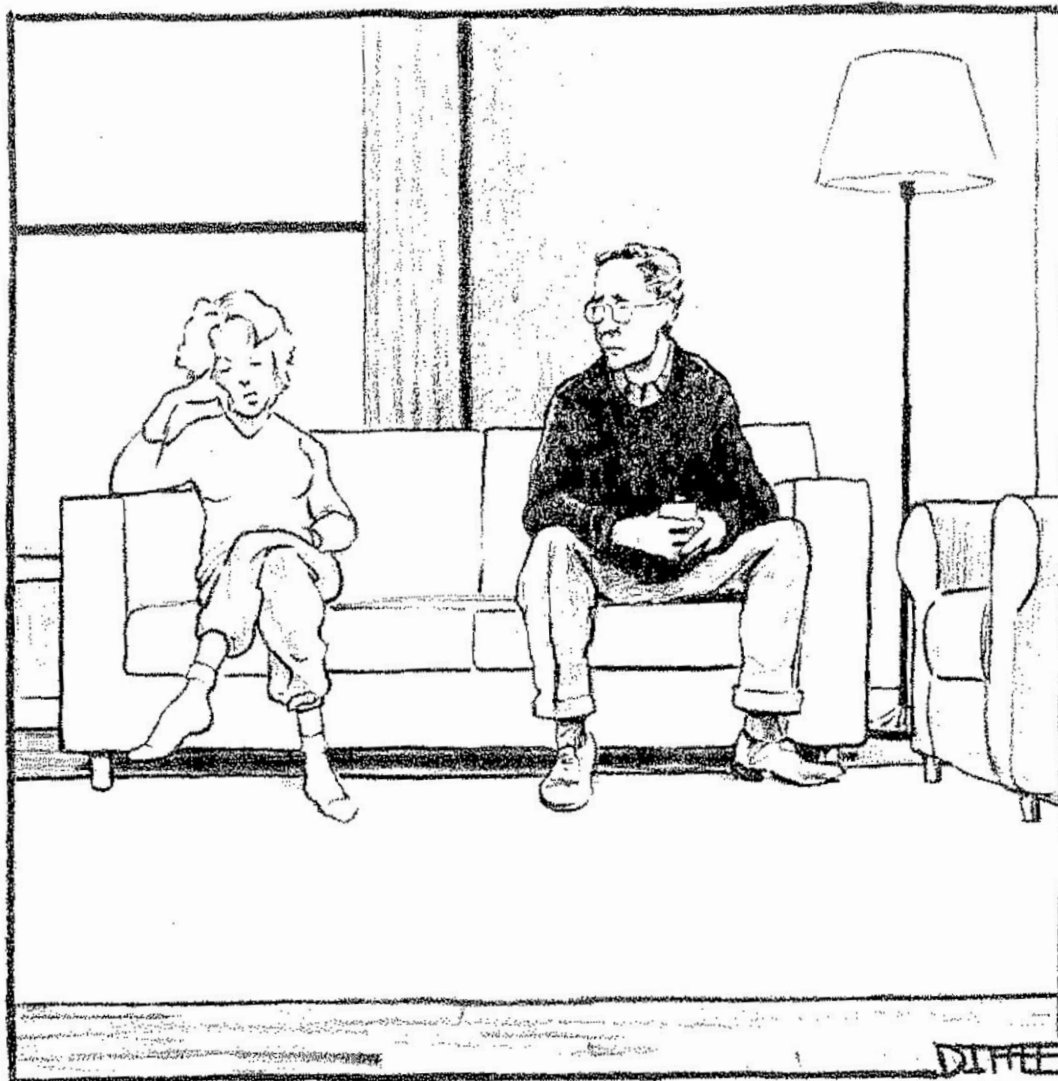


- Working together to create a new pattern
- Disparate groups advance the discipline and the profession of psychology by working together
- Look for ways that we undermine and strengthen each other

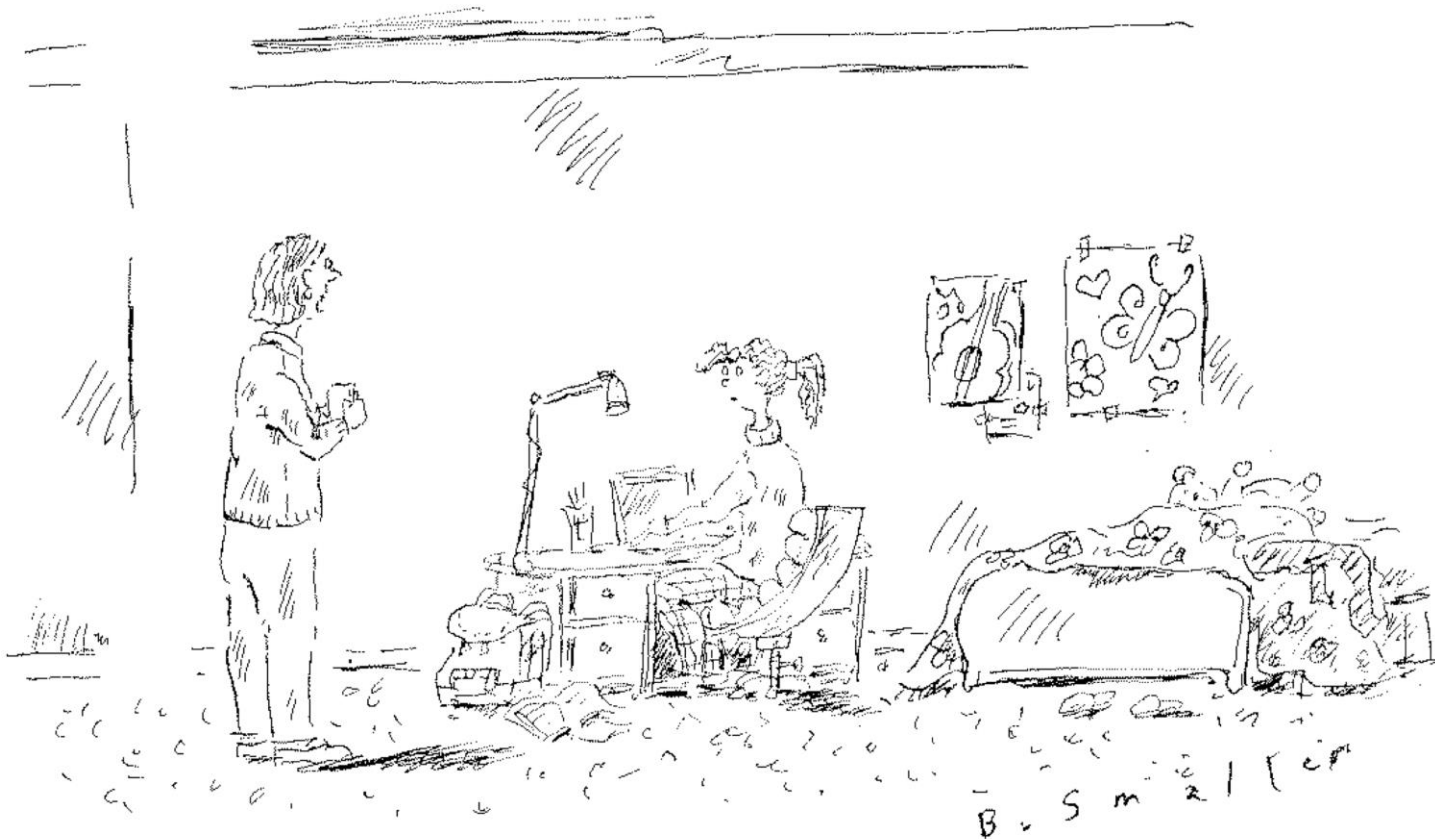
Creating Healthy Working Relationships



- Understanding each other – harder than it looks!
Involves both listening and expressing
- Deliberate use of liaison activities – accepting differences in professional culture
- Articulating core values of NCSP and GSPP
 - Foundation in practice
 - Emphasis on diversity – professors, students, providers, and clients
 - Competency based education – training and supervision are essential



"It's like you haven't heard a single thing I've thought."

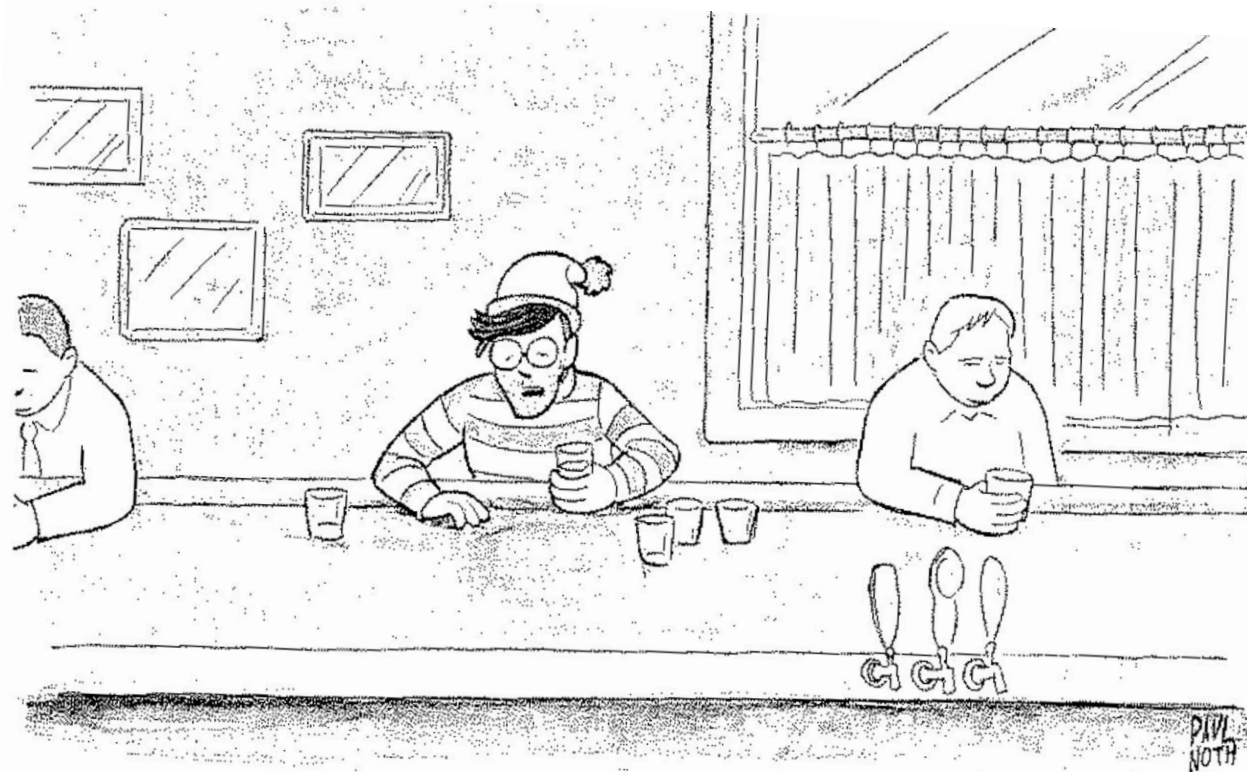


*"It's you who don't understand me—I've been fifteen,
but you have never been forty-eight."*

Expecting Conflict



- Psychology as a discipline and a profession – unique perspectives with different traditions and assumptions
 - Value of research vs. practice
 - Expectations of funding vs. tuition payments
 - Different definitions of admission criteria
 - Disparate views of best outcome data
- Beginning to see opportunities for dialog – Bieschke, Bell, Davis, Hatcher, Peterson, and Rodolfa (2011) paradigm shift



"Nobody ever asks How's Waldo?"

Identifying Potential Solutions



- Gaining a greater share of the mental health dollar – defining and advocating for evidence based practice in a variety of settings
- Identifying the role of master's level providers
- Creating a more workable procedure for accreditation
- Tracking employment rates and trends to stay current in marketplace
- Using technology in efficient and ethical ways to improve access to treatment and track progress

Working together – How to Produce Change

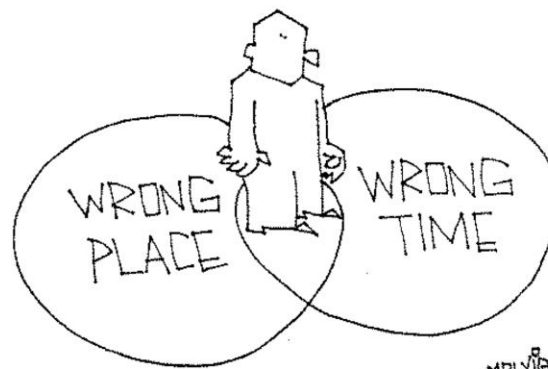
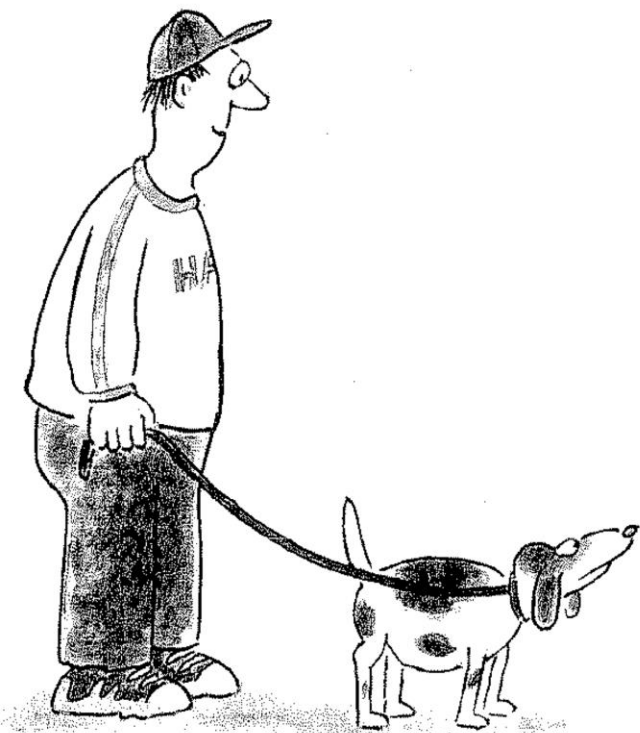


- Supporting BEA accreditation document – <http://apaoutside.apa.org/EducCSS/Public/>
- Opposing new IRD7 standard – too soon, “all things being equal,” when all things are not equal
- Supporting accreditation changes, including provisional status, and different self study for internships
- Leading joint initiatives for training – student involvement in practice directorate, sharing resources for internship development

Application to GSPP



- Quick review of sample accomplishments under current Dean
 - Maintained integrity, quality, vision, and size of PsyD program – recently completed accreditation
 - Added three innovative MA programs, which allowed for addition of faculty members (from 9 to 23), programs and faculty received awards
 - Developed internship consortium (the Denver Model), recently received award, maintained high match rates (approximately 90%)
 - Increased faculty publications, presentations, national leadership dramatically
 - Completed successful building renovation
 - Increased scholarship funding



"I started out eating homework. Now I shred documents." S. GROSS



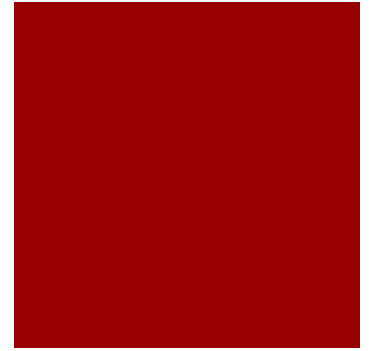
Transition to New Leadership



- Opportunity for for strategic planning – use process to identify key strengths and potential areas for growth – five year and ten year vision
- Overarching goal – to increase our role as a leader in professional psychology
- Use of our relational strengths – identify and utilize the opinions of our constituents
- Benefits of current timing – stability of MA programs, positive feedback from APA, honest relationships between faculty, significant shift in university culture

Four Elements of Vision

- Build on our Practice and Innovation Based Model
- Expand our Application of Inclusive Excellence
- Diversify our Funding Sources
- Establish GSPP as the Premier Center for Professional Psychology



Build on our Practice and Innovation Based Model



- Expand our clinical and professional services – include MA programs and training in supervision in the vision
- Support writing and sharing ideas – faculty consultation groups – articulate our specialty areas
- Develop greater ability to use our clinical experiences for training – produce video series
- Work with other departments to find more meaningful ways to measure clinical and training outcomes

Expand our Application of Inclusive Excellence



- Continue our internal work of defining Inclusive Excellence as a core value – "Inclusive Excellence (IE) is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents," http://www.du.edu/cme/ie_du.html
- Move forward with difficult dialogs, making room for multiple perspectives - diversity is not a specialty
- Continue, track, and expand our efforts to recruit and retain diverse students, broadly defined
- Utilize our community and global partners to increase our experience of diversity



*"In case of a loss of cabin pressure, oxygen masks will
drop down in front of you for two dollars."*

Diversify our Funding Sources



- Explore training and service grants
 - HRSA, GPE, local community agencies
- Partner with other departments for research funding
- Increase continuing education offerings, add online training
- Generate funds through direct service
 - Additional specialty clinics
 - Faculty practice group
- Expand opportunities for alumni involvement

Establish GSPP as the Premier Center for Professional Psychology



- Use continuing education to showcase faculty expertise and publicize national trends
 - Stewart, Stirman, & Chambless (2012) article on clinician's use of research – we can lead the way
 - Innovative specialty areas solidify our reputation for meeting community needs
- Capitalize on interdisciplinary efforts through the university
 - Participation in incubators
 - IIALS group – identify and articulate collaborative practice
- Support ongoing publication and presentation by faculty – including use of media
- Expand relationships with alumni for mutual benefit

Summing Up



- GSPP has a long and rich history which includes three core values: Relationship, Practice-based Training, and Innovation
- We have used this vision to maintain a model PsyD program and to add relevant specialty training at the MA level
- We have used community partnerships to advance the field of psychology and benefit the public
- We can consolidate our position as a premier center for professional psychology by moving to the next level of practice-based scholarship, inclusive excellence, creative funding, and interdisciplinary training and advocacy.

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