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Canadian Council of Professional Psychology Programs
Conseil canadien des programmes de psychologie professionnelle

CCPPP NEWSLETTER

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President's Message

Dr. Valerie Holms

May 1, 2005

The CCPPP executive met in Winnipeg the last weekend in January for its annual mid-winter meeting. The entire board was able to attend, and I was very pleased with the amount of work we were able to accomplish.

We are looking forward to our Pre-Convention workshop to be held at the Fairmont Queen Elizabeth in Montréal prior to the Canadian Psychological Association's conference. Dr. Ian Nicholson (London Health Sciences Centre) and Dr. Bob Robinson (Calgary Health Region) will co-facilitate the workshop, entitled "Sales, promotion and justification: The costs and benefits of internship training in Canada". Read more about the workshop in this newsletter. We hope to see you there.

Over this past year, Dr. Paul Veilleux (member-at-large) has continued advocating for internship funding in Québec. He and a group of others have written letters and met with various groups to stress the necessity of support for interns.

The executive has decided on a strategy to help develop and mentor new training programs. We are beginning with a letter inviting parties who are in the position of developing an internship to encourage them and invite them to consult with CCPPP.

CCPPP is very pleased to welcome two new internship program members:

- **Saanich Child and Youth Mental Health Services, British Columbia**
- **River Valley Health, New Brunswick.**

One of the main focuses of the executive has been the development of a process for programmes to voluntarily choose CPA-only accreditation. Dr. Laurene Wilson has made major strides in this area. Further information on this is found in her report on page 4.

The Association of Directors of Psychology Training Clinics (ADPTC) has developed an exceptional document for outlining practicum competencies (www.adptc.org). Dr. Ed Johnson has provided us with a very thorough and thoughtful review of this document (p. 13).

The number of Canadian applicants and internship positions participating in the Match has remained relatively stable over the past three years. In 2005, there were 2 more applicants than positions, and there were 7 more applicants than positions in 2003 and 2004.

Supply-demand results 2003-5

Students	2005	2004	2003
Registered	120	123	126
Withdrew	7	6	15
Participated	113	117	111
Matched	82%	80%	83%

Programs	2005	2004	2003
Sites	32	34	32
Positions	111	110	104
Matched	83%	87%	89%

As students move into their new internship positions this fall, recall that our Canadian survey of internship programs demonstrated that over 2/3 of students attending internships relocate to begin their internship.

Note: In response to CCPPP's request for clarification, the CPA Accreditation panel has been very clear.

Only supervision by doctoral-level, registered psychologists counts toward the 4-hour/week accreditation requirement.

Other supervisors can contribute to training (e.g., doctoral-level psychologists in the process of obtaining licensure, master's-level practitioners) but their supervision hours are **not** counted toward the training requirements.

Note to Graduate Programs

Programs are strongly encouraged to distribute information regarding application deadlines in their brochures, on their applications and on their websites.

Please ensure that the guidelines regarding offers of graduate admission (below) are followed. The guidelines can be found on CPA's website.

2004-2005 Graduate Guide Policy for offers of graduate admission and/or financial support

1. Departments will endeavour to make offers of admission and/or support to applicants before April.
2. Applicants have until April 15th to accept an offer of admission.
3. After April 15, offers will be made only to applicants who state that they are not committed to another department.

Movement towards CPA-only Accreditation

Dr. Laurene Wilson

The CCPPP movement towards CPA-only accreditation continues to move forward. Our website continues to document updates on this initiative, <http://www.ccPPP.ca/en/cpa-only.html>. A draft Memorandum of Agreement was posted on the website and was circulated to membership with the December 2004 newsletter. Membership was asked to offer input on necessary revisions and interest/support in the movement. Although there was a survey on this just a year ago, we are asking for input again given increasing interest in the initiative and the draft document which requires review and input. Not all members were heard from prior to the mid-Winter executive meeting at the end of January 2005. As such, the executive has continued to seek feedback by contacting member programs individually. This work continues.

The draft MOA has been revised because of concerns about the timeframe allowed for doctoral programs. That is, some academic programs will need to renew their APA accreditation in order to allow current students to complete training under the existing accreditation status (e.g., to 2010/2011). The MOA has been revised accordingly and posted on the website, <http://www.ccPPP.ca/en/cpa-only.html>. Also, there was no specific statement concerning the CPA's accreditation, so one has been added at 3.4 for review, along with definitions of CPA and APA at 2.6 and 2.7 respectively. We continue to welcome feedback on necessary revisions.

In attending the March meeting of the CCTC, I was able to speak with Dr. Ted Packard and Dr. Susan Zlotlow concerning their recent accreditation survey. First, in consulting concerning some of CCPPP members' concerns about possible repercussions of the CCPPP movement, they

indicated that there would be no animosity or negative effects towards this movement or its participants from APA. Second, in discussing their inability to act upon “mutual recognition”, they indicated that they have been advised against it by their legal department due to such things as “anti-trust” implications. Thus, this situation is unlikely to change.

In having reviewed the proposed Memorandum of Agreement, Dr. Karen Cohen sent a message to report that CPA continues to advocate for the currency of CPA accreditation among members of APPIC and ASPPB and is committed to continuing this work.

Next steps:

- Continued consultation with member programs concerning reactions, counter-proposals, revisions and intentions regarding the draft MOA
- Consultation with programs expressing an interest in endorsing the agreement regarding when they may wish to make their endorsement public. Identities continue to remain confidential within the CCPPP Executive until the process is finalized.
- Consultation with other organizations (e.g., CPA, CPAP, ASPPB) as appropriate, concerning additional advocacy that may be undertaken concerning CPA accreditation to promote optimal mobility in North America
- Continue to address perceived student disadvantage by challenging job postings that do not mention CPA accreditation; ask that these be revised accordingly
- Information-sharing will continue through the CCPPP listserv, newsletters and the upcoming AGM in Montréal

Feedback on this initiative is welcomed by Dr. Laurene Wilson, President-Elect or Dr. Valerie Holms, President.

The CCPPP executive wishes to acknowledge Dr. Brenda Speigler for her ongoing advocacy efforts. Dr. Speigler has consistently alerted institutions announcing psychology positions about the need to include ‘CPA-accreditation’ along with ‘APA-accreditation’ in position requirements.

Website/Listserv Liaison Report Dr. Laurene Wilson

Additions to the website continued this winter.

- Welcomed and listed new internship members in Saanich, B.C. and River Valley, New Brunswick, <http://www.ccppp.ca/en/member-programs.html>
- Added a link to the ADAPT Practicum Competencies document, an excellent resource for practicum training, as well as the development of evaluation measures at the internship level www.adptc.org
- Added the December Newsletter to publications, <http://www.ccppp.ca/en/newsletters.html>
- Under resources for students <http://www.ccppp.ca/en/students.html>, we linked “Match Made on Earth”, http://www.cpa.ca/documents/Internship_workbook.pdf
- We continue to post the executive’s work on the CPA-only initiative, <http://www.ccppp.ca/en/cpa-only.html>

Given difficulties with the accuracy of the directory and the amount of work it takes to maintain it annually, the Executive asked that I pursue the option of an on-line directory (like APPIC’s). I discussed this with our technical support person. Unfortunately, given our current host, this seems relatively undoable. If any of the membership has more advanced technical knowledge and

suggestions on such an initiative, please let me know.

**Report on the Membership Drive
Valerie Holms/Paul Veilleux/Laurene Wilson**

During the process of budget review at the AGM, Executive was directed to undertake a review of its membership and consider whether there are additional Canadian programs that could be approached about joining the organization. The membership was asked to make recommendations. Members of the executive also reviewed membership in their respective geographic regions. As a result, a number of programs were identified and letters of invitation were sent out to 16 programs across Canada inviting them to join our organization. Also, at mid-Winter meeting it was decided that a French translation of the invitation letter be prepared and this letter was sent to French-speaking programs.

APPIC waives the \$250 Application Fee for Postdoctoral training programs that want to become APPIC members.

This waiver is valid for applications received through September 30, 2005.

Contact Jeff Baker at jbaker@utmb.edu for further information.

**Report of liaison to CCTC Meeting (November 2004)
Laurene Wilson**

This meeting was held in Washington on November 4, 2004. APA offers financial support to all member organizations (including CCPPP) to attend. The meeting began with introductions and updates from member organizations. Highlights from the

CCTC minutes are included where they might be particularly relevant to CCPPP members.

CCTC Business

- **2002 Competencies Conference** articles are being published in *Clinical Psychology* and *Professional Psychology*.
- **CCTC Mission, Structure, and Planning Report** Dr. Rodolfa clarified that any national organization with an articulated organizational system that represents various education and training programs may contact the CCTC Chair to join the Council. The focus of this organization includes forming working groups and gathering at meetings to work on issues of common concern across psychology training programs. The CCTC website is to become a resource area for materials of direct relevance to CCTC members; the structure report will be posted as well.
- **Diversity Task Force** is getting started; anyone who has materials that should be included in such a document is to forward those directly to the task force, or to me and I will forward these on.
- **Supply and Demand** workgroup has not yet convened, but has many important questions to examine: e.g., How many psychologists do we really need? How many more internship programs/positions could be developed? Whether less supply was or was not serving a gate keeping function? Could doctoral programs offer more internships? Could more internship/postdoctoral program combinations appeal (this option does appear to be appealing to many students)? Where students are actually employed? Rates of employment/salaries for women and minorities? What's the impact of master's level clinicians on this entire situation? Resources are a complicating issue. Billions of dollars are funneled into medicine, but only about 6 million going into psychology education and training in the U.S.
- **CCTC Delegate Conference:** Among CCTC members, there was general support for such a meeting, although the specific focus had not yet

been determined. The group agreed that there were three issues to be addressed: 1) When should such a meeting happen? 2) What would be the relevant topics? 3) Who would be in attendance? It was thought that at least two delegates from each council should be part of any topic area to be considered. It was also thought that a tentative target date for such a conference could be the mid-fall of 2006.

- **Training Journal:** Dr. Rodolfa asked whether various training groups would consider a \$20.00 per member assessment in order to offset the costs of a new training journal. It was agreed that training groups would direct this question to their members. To assist in that effort, Dr. Rodolfa agreed to draft an explanatory letter regarding this journal and the request for funding assistance. We will discuss this issue further at the March meeting of CCTC.

Member highlights:

Association of Directors of Psychology Training Clinics' (ADPTC): The current version of the Practicum Competencies document incorporated additional feedback and the process continues. Dr. Cooper also reported that ADPTC is developing a practice research network, which would allow for large scale research projects related to assessment measures, training clinic processes and functions, HIPPA compliance measures, and so forth. The group was in the process of addressing IRB issues. Interested groups/individuals may contact ADPTC at www.adptc.org . **If you use this document, please send feedback to Dr. Hatcher.**

Association of Counseling Center Training Agencies (ACCTA) is currently writing a book on developmentally based multicultural competencies. Dr. Sue will be writing the forward to the book, which is co-edited by Drs. Cornish and Schreier. ACCTA is concerned about a number of issues including the Board of Educational Affairs (BEA) advisory council, the possibility of removing “combined-integrated” programs from the G & P, and the supply-demand imbalance. Dr. Schreier

emphasized that the ACCTA clearinghouse is available for students who have not matched during internship selection. The ACCTA Clearinghouse can be found at: www.ACCTA.net. He also noted that ACCTA was exploring the possibility of opening the doors for international members.

National Council of Schools and Programs of Professional Psychology (NCSPP) plans to build a “teaching kaleidoscope” that would include recommendations of technique, classroom innovation, model syllabi, and sharing of exemplary teaching/ training practices. The materials will be posted on the NCSPP website. A complementary focus on competencies will also occur, based upon the NCSPP model. Workgroups will examine a number of specific competency issues including definition, development, and assessment

American Psychological Association of Graduate Students (APAGS) finalized its strategic plan in March of 2004 and will be considering a number of issues related to education, including part time internships, the number of unmatched applicants, and the CoA’s proposal on “emerging substantive areas” as well as the BEA Advisory Report. APAGS Practicum Resource Guide for Students is in development, and will address issues such as how to find an internship site, getting the most out of practicum training experiences, life after internship, and the hours requirements for postdoctoral training.

Association of State and Provincial Psychology Boards (ASPPB) data on licensure exam scores by program will be available on the ASPPB website. Regarding the Mobility Watch, 32 jurisdictions now accept the CPQ and another 15 are in the process of implementing changes in order to accept the CPQ for licensure. 43 out of 62 jurisdictions will now allow candidates to take the EPPP after completion of all the requirements for the doctorate. A document defining criteria for programs in clinical psychopharmacology has been developed with the National Register. The ASPPB midwinter meeting (in April) will be focused on prelicensure issues

including character/fitness and practicum competencies.

Council of University Directors of Clinical Psychology (CUDCP) continued to expend a considerable amount of time discussing accreditation issues, and were interested in lessening the amount of time at meetings devoted to accreditation issues. At the upcoming midwinter meeting in San Diego, CUDCP will examine: the future of research and practice in clinical psychology, issues of supply and demand, how CUDCP would like to participate in the shaping of the field, faculty development and socialization into the larger education and training community, examination of the broader research market and the value-added nature of research, dissemination of research to the scientific community and public, and the assessment of student competency.

Association of Psychology Postdoctoral and Internship Centers (APPIC) reported that the recent Fair Labor Standards Act (FLSA) was of significant concern for internships where interns worked over 40 hours per week, and were not paid at least \$23,360 (this item is discussed further below). The question before APPIC—and the Education Directorate—was whether interns were categorized as students or employees. Legal advice on this matter had been solicited. Although a significant number of training directors were raising intern salaries to the prescribed amount, a concern was whether such a step might result in a net loss of internship slots. Such an outcome would be particularly problematic in light of the supply and demand data that continue to show there are a significant number of applicants who do not get placed each year in an internship. APPIC is also investigating the issue of whether older and minority students are being matched at a lower rate than the general applicant pool. Exploring these issues on a multiyear basis appeared to be an important step. Among other issues, the APPIC membership conference will focus on the topic of supervision.

Council of Postdoctoral Programs in Professional Psychology (COPPPP) is a small group, comprised of 15 organizations, which is hopefully growing. COPPPP was created to provide a voice for post-doctoral programs. Among other issues, COPPPP is concerned with supply and demand as the supply is quite limited at this point. Dr. Brodsky reported that bylaws were being developed so that it was clear who can and cannot be a member of COPPPP. At present, probably the most significant obstacle faced by these programs is resources; many of these programs are simply not able to provide substantial stipends. It is also the case that some students are leaving their postdoctoral experience for employment prior to completion of the entire postdoctoral year.

Association of Medical School Psychologists (AMSP) worked hard on developing a consultation program and on helping new faculty acculturate into medical settings. A conference is being planned for 2005 (possibly in Seattle), to examine how behavioral science issues and interpersonal skills are being addressed in medicine. The conference will specifically address the Institute of Medicine's approach to social and behavioral issues.

Committee on Accreditation (CoA) has been discussing how the committee might be restructured to deal with workload issues. Dr. Packard noted that there is an ongoing debate in Canada regarding the utility/necessity of joint accreditation. Three separate surveys have been designed to explore this issue: one survey is to be distributed to all currently accredited programs; another survey will be distributed to all site visitors in the U.S. who have gone to Canada, and a third survey will be distributed to CoA members who have reviewed both programs. On a different note, an attempt is being made to see if the concept of "broad and general" training can be defined (e.g., course requirements such as biological bases, developmental bases, history, and so forth need to be clarified). Clarification is also needed regarding how many years a program gets accredited and why (3, 5, or 7 years). Dr. Packard reported that there

are currently 866 total doctoral, internship, and postdoctoral programs accredited (the exact breakdown is specified by the Office of Consultation and Accreditation). Regarding the emerging substantive areas proposal, Dr. Packard emphasized that the CoA had not intended to “do in” the “combined” model, and noted that this issue would be discussed in greater detail later. He also reported that CoA was very interested in the results of the BEA Advisory Committee on Accreditation, and wanted to hear the discussion related to this document and determine the interrelationship between it and the CoA’s own authority to reorganize itself.

Education Directorate noted how participating education and training communities could learn from each others’ experiences and events. His particular vision of CCTC was of a series of puzzle pieces that all have value and meaning; he sees a mosaic developing, and hopes that CCTC can put the different pieces/ contributions together in a congruent manner. Dr. Nelson emphasized in particular the need to understand and support our Canadian colleagues, and referenced the Trilateral Forum as one vehicle for doing so (this system includes representatives from the United States, Canada, and Mexico). He also indicated that it might be a good idea to extend an invitation to a representative Mexican psychologist (e.g., Dr. Juan Jose Sanchez Sosa) to join CCTC. Dr. Nelson also referenced the assessment of competencies workgroup, which is chaired by Dr. Nadine Kaslow, and indicated that this workgroup would be producing a report that would be distributed to CCTC members.

Board of Educational Affairs (BEA) faced controversy on the report of the Advisory Committee on Accreditation, as the consolidated programs would no longer be accredited as such (e.g., combined clinical-school). Other items of relevance included the work force analysis document (which would address issues of supply and demand) and the Fair Labor Standards Act (which would also be discussed at CCTC).

Consortium of Combined-Integrated Doctoral Programs in Psychology (CCIDPIP) noted that two issues of the *Journal of Clinical Psychology* (2004, Volume 60, 9-10) regarded the 2003 Consensus Conference and Combined-Integrated (C-I) model. At this point, the major issues for CCIDPIP include the CoA proposal to remove the “combined” option from scope under the Guidelines and Principles, and the upcoming report of the BEA’s Advisory Council on Accreditation.

Association of Postdoctoral Programs in Clinical Neuropsychology’s (APPCN) recent postdoctoral match had the highest number of applicants in four years, and there has been an increase in the number of students being matched while the number of students not matched remained the same. APPCN developed an exam to assess the degree to which postdoctoral residents possessed necessary knowledge, and emphasized the need for program directors to certify that students had completed all relevant steps prior to entering postdoctoral programs.

THREE APPIC AWARDS FOR EXCELLENCE IN TRAINING

APPIC AWARD FOR EXCELLENCE IN INTERNSHIP TRAINING

APPIC AWARD FOR EXCELLENCE IN POSTDOCTORAL TRAINING

APPIC AWARD FOR EXCELLENCE IN DIVERSITY TRAINING

The APPIC Board of Directors announced the call for nominations for three annual Awards for Training Excellence. The three Awards provide recognition of distinguished achievement in training and teaching in APPIC Member internship and postdoctoral training settings.

**Report of liaison to CCTC Meeting
(March 2005)
Laurene Wilson**

This meeting was held at Landsdowne Resort in Virginia on March 17, 2005. The meeting again began with introductions and updates from member organizations.

CCPPP members are encouraged to check the CCTC website for information such as the history of CCTC and valuable training resources that the organization's working group are developing. It's hard to find! Here's the link:

<http://www.apa.org/ed/graduate/cctc.html>. For example, the **Diversity Task Force** has created a webpage of resources that will be posted.

CCTC Delegate Conference: The recommended theme for this conference is "Articulation and assessment of competence". It will be scheduled with the September 2006 Education Leadership Conference. Two delegates from each CCTC member organization are wanted. The structure of the conference may be small working groups.

Training Journal: This concept has been supported by CCTC members and APPIC so final approval and planning was scheduled to occur at the APPIC Conference in March at Orlando. All articles previously published in *Professional Psychology* (on education) will be rerouted there.

Sequence of training: will be discussed at a June 2005 meeting, following up on the 2000 commission (e.g., post-doc year—onerous? Often not reimbursed). CCTC has not been invited to this meeting.

Position statement on LGBT and suicide: given recent efforts to remove references on LGBT for federal funding (e.g., conference), members of CCTC supported an ad hoc committee of members in drafting and sending a letter recommending that such practices change.

The **Supply and Demand Workgroup** met for a lunchtime meeting during the day. The group worked towards defining its focus (e.g., under-employment, under-supply, variance by specialties?). Emerging question areas included the inadequacy of internship position supply, numbers of students and what they are being prepared for, outcome possibilities (new and innovative/emerging). Fundamentally, we need to know how we can create more internships (with funding) if the psychologists are needed (and where) and/or where supply of trainees needs to be limited or expanded. This group elected to focus on the short-term problem of the supply-demand imbalance for internships (in the APPIC match each year). We will work through email and calls as needed. The group responded to questions from APA concerning research they will be undertaking in this area. Feedback was provided on additional questions to incorporate in their survey.

Member highlights:

Association of Directors of Psychology Training Clinics' (ADPTC) current version of the Practicum Competencies document is now considered finalized and is posted at www.adptc.org.

However, the organization continues to welcome feedback. **If you use this document, please send feedback to Dr. Hatcher.** With respect to CCTC, there are now thoughts about how to relate these competencies to higher levels of training (e.g., internship), but official work has not yet begun on this as no one has stepped forward yet to form a committee. There was also discussion about how the AAPI might be related more to competencies rather than focusing so much on number of hours. However, concern was also expressed that practicum competency evaluations would be distorted (i.e., become "global and glowing") if it were known that they would be used for internship references.

NCSPP's annual conference on "Realizing our Competencies" included a section on "teaching &

learning kaleidoscope” of stories, methods, outcome measures, inspirational stories, and homilies which is available as a teaching resource on their website.

<http://www.ncspp.info/kaleidoscope.htm>

ASPPB noted their website has links to laws and regulations for states & provinces. As more states accept the CPQ, differences between requirements for registration essentially “evaporate”. The website also includes supervision guidelines and guidelines for oral examinations. Finally, the ASPPB Code of Conduct is there, which we are all expected to follow.

COA was reaccredited by the Department of Education; is moving more towards a paperless office with more of its documents; has enacted changes to its operating principles effective July 2005 (e.g., to include a mechanism for rapid withdrawal of accreditation in the event of a program that ceases to exist); have developed a “quick reference guide” to accreditation; will hold a summit in Utah in June to develop a new, more autonomous structure.

APPIC has a mentorship program for individuals who are developing new training programs, which is coordinated by Dr. John Robinson.

APPIC Liaison Report Valerie Holms March, 2005

Over 200 participants enjoyed APPIC’s Fifth Membership Conference held in Orlando, Florida March 31-April 2. The theme of the conference was “Supervision: Training, Ethics, and Competence”. Keynote speakers were Dr. Rodney Goodyear (UCLA) and Dr. Madonna Constantine (Columbia University). Dr. Goodyear talked about reflectivity in supervision and the ultimate goal of supervision being to enable a trainee to learn self-supervision and develop a commitment to continued self-scrutiny. He endorsed the reflection-driven model, which teaches a person how to do the craft as well as how to learn from their own experience

(as opposed to the feedback-driven model, which simply teaches the craft).

Dr. Constantine identified and clarified many of the ‘myths, fantasies, and realities’ of culturally competent supervision. She stated that current supervisors are often not as academically prepared as are students, to work with culturally diverse clients, since trainees have usually had more coursework, training, and experiences. She advocates thinking of the cultural and individual differences in each and every situation, involving client, intern, and supervisor. She would like to see supervisors continually exploring their own personal values and cultural experiences as well as initiating and openly discussing cultural issues with trainees.

A number of other workshops and paper sessions addressed issues, from “Incorporating Morality, Justice and Social Responsibility in Psychology Training”, “Character and Fitness Concerns in Supervision”, and “Training in Geropsychology” to “Making the Jump to Electronically-Submitted Applications (Dr. Mark Vogel, Michigan State).

As liaison, I attended the Board Meeting March 31. After brief liaison reports from the CAPP along with twelve other national organizations, board members reported on a variety of issues. Highlights are as follows:

- School psychology applicants are matching at the same rate as counseling and clinical students. However, there is a concern about some internship programs not being open to these students.
- *Membership*: APPIC now has a record number of members, approximately 600 internships and about 90 postdocs.
- *Informal Problem Resolution*: Dr. Kaslow reported “business is booming”. She averages 10 calls a week, which increases to 30-50 calls/week at match time. A number of calls this year pertained to students wishing to withdraw from the match after

being matched, or from internship programs who had interns withdrawn from their site by a graduate program because of failed comprehensive examinations (after match deadline). Dr. Kaslow called for a deadline for completion of comprehensive examinations and for more sanctions to programs who withdraw their students.

- *Centralized applications*: Dr. Illfelder-Kaye stated that the idea of electronically-submitted applications sounds like a good one; however, the organizations that currently offer the service charge students a fee for printing them out and mailing them to programs (defeating the idea of an electronic application). However, some individual sites have gone ahead and created their own on-line version of the AAPI. APPIC continues to explore possibilities.
- *Directory*: Students' biggest complaint about the directory is that there are often discrepancies between it and individual program brochures. Training directors were reminded that the on-line directory can be updated by individual programs at anytime throughout the year.
- *Clearinghouse*: Dr. Keilin reported that the average number of students using the Clearinghouse is usually 800, but this past year saw an increase to 1200. Many of the issues around the Clearinghouse seemed to relate to how offers are made (sometimes students are given a few minutes to make a decision or an offer is made to multiple candidates and the position is given to the student who calls back first). APPIC is deciding whether or not to suggest Clearinghouse guidelines.
- *Match*: There was a definite spike in the number of applicants making this year the worst yet in terms of a shortage of internship positions. Results of a newly expanded applicant survey will be available on APPIC's website in the near future.
- *Committee on Accreditation*: The CoA representatives commented that most

internships now state that they are internships in 'Professional Psychology' rather than discriminating among clinical, counseling, etc. The CoA supports internships using the title 'Professional Psychology'. The CoA is also sponsoring a summit this spring in order to address how to have an accreditation system that is inclusive and representative.

- *Journal of Training*: The journal is going ahead and members are asked to begin thinking about articles they would like to submit.
- *Mentorship program for Internships*: Dr. John Robinson now has a list of 31 mentor programs (two in Canada). He would like to have more, especially in medical settings.
- *Postdoctoral year*: The state of Washington has eliminated the postdoctoral year of training as a requirement for licensure. The issue of whether or not to require a postdoctoral year for licensure is becoming a hot topic in the U.S. and is currently being studied by a Task Force of the ASPPB (Association of State and Provincial Psychology Boards).
- *Reference Letters*: When asked about whether APPIC would adopt our standardized reference letters, the response was "It's not going to happen". Apparently internship directors liked it and academic programs didn't. Academic training directors expressed fears of saying anything evaluative in case it harmed the chance that their students secured an internship. They argued the difference between 'evaluation and advocacy'. They believe reference letters should be used to advocate for students, rather than evaluate. They also fear issues of litigation, which they admitted seem to be more 'palpable in the U.S. than in Canada'.
- *VISA issues*: Programs have found that accepting international students has become much more complicated since 9/11 and APPIC recommended that a committee

examine the problems involved. The website Visanow.com has a newsletter that provides pertinent information.

APPIC Student Research Award

2005 APPIC STUDENT RESEARCH AWARD

APPIC has announced the fifth annual APPIC STUDENT RESEACH AWARD to encourage and support supervision and training research. APPIC will award \$500.00 to the recipient. The purpose of this award is to acknowledge the contributions interns and postdoctoral fellows make to the supervision and training literature.

Nominations will be accepted until **MAY 15, 2005**. Further information about the award can be found on APPIC's website or from Dr. Jeff Baker jeff.baker@utmb.edu

The Association of State and Provincial Psychology Board's (ASPPB) Code of Conduct can be found at www.asppb.org. Please ensure that all staff and students in your training program are aware of the code.

**Defining Practicum Competencies:
Report of the Association of
Directors of Psychology Training
Clinics**

Ed Johnson

The term 'competencies' is very much in the air at present. The competencies that are required or expected of professional psychologists are being discussed, defined, and proposed by regulatory boards, accrediting bodies, and organizations that are concerned with professional training. In Canada the term first entered our collective awareness with the Mutual Recognition Agreement (MRA), which broadly identifies the competencies (skill sets and knowledge bases) expected of professional psychologists. With the arrival of the MRA the emphasis in evaluating licensed psychologists has shifted away from vetting academic credentials toward assessing specific professional competencies. Consequently, academic and internship training programs need to consider whether they are developing the competencies upon which their graduates will be examined. Such reflections will be greatly aided by the arrival of a draft report on practicum competencies from the Association of Directors of Psychology Training Clinics (ADPTC). The report provides a clear and comprehensive description of the level of competencies that practicum students ought to have achieved prior to embarking on internship. In this article, I provide a brief overview and evaluation of the report.

To begin with, those interested in this topic will certainly want to obtain their own copy of this fine report. It is available at:
<http://www.adptc.org>

What sets this report apart from previous discussions is the obvious thought that went into the specification of competency areas (described below) and the scheme developed for assessing competency levels. To characterize the different levels of competency, the authors have drawn on the Dreyfuses work on expertise in developing a 5-level ordinal scale that ranges from novice to expert. The assumption here is that as students develop their skills their performance advances in a predictable fashion from conscious and deliberate to automatic, intuitive, and fluid. The names given to these 5 levels are Novice, Intermediate, Advanced, Proficient, and Expert. For most competency areas

the authors propose that prior to internship students have achieved either intermediate or advanced skills.

The authors usefully divide the domain of professional competencies into those that are needed prior to entering practica and those which are developed during practica. Pre-practica competencies encompass the foundational knowledge and skill areas of ethical and legal issues, assessment and interviewing, intervention, individual and cultural differences, and general knowledge from classroom experience. It also specifies that students need to possess suitable personality and intellectual qualities as well as interpersonal skills to benefit from training. Altogether, this aspect of the report provides a valuable framework for academic programs that wish to reflect on their admissions processes and how they prepare students for practica.

The core of the report lies in the specification of 12 competency areas that are to be developed during practica. These competency areas are:

1. Relationship/Interpersonal
2. Research
3. Psychological Assessment
4. Intervention
5. Consultation/Interdisciplinary collaboration
6. Diversity
7. Ethics
8. Leadership
9. Supervision
10. Practical skills to maintain clinical practice
11. Professional Development
12. Meta-knowledge/Metacompetencies – Skilled learning

Why I think this report is important

There has been much concern in the training community about the increasing number of practicum hours that students feel compelled to obtain in order to match to an internship. This

traditional anxiety has begun to grow in recent years as the supply of internship positions has eroded and the demand increased.

What this document provides is a well-defined description of the end-point of practicum training. With this picture in hand, it is possible for graduate programs to track these competency areas across practica and to ensure that students are moving toward this target on all competency dimensions to the required degree. In theory, this scheme offers the basis for achieving greater efficiencies in practicum training. A student who has had well-structured practicum experiences and supervision may be able to achieve a high level of competency in fewer practicum hours than another student who receives a more haphazard set of experiences.

A second potential use of the report is in helping to generate greater agreement among internship programs about what constitutes an adequate level of competency for intern applicants. The report provides a set of criteria on which applicants might be assessed during interviews. Knowing that an applicant meets the entry standard could allow an internship to consider other dimensions of their application such as fit.

Finally, for students who want to be ahead of the curve, this report provides a framework for conceptualizing their training experiences and for characterizing their competencies during internship interviews.

Of course, before any of this can occur, programs will need to review and reflect on the report to decide whether it is congruent with their philosophy of training. Beyond this within-program analysis there would need to be a discussion among programs about the value of adopting an approach like this. This column is my attempt to encourage such discussion. Happy reading!



Upcoming CCPPP Pre-Convention WORKSHOP *(June 8, Montréal)*

Sales, Promotion, & Justification: The Costs & Benefits of Internship Training in Canada

Supply and demand for Canadian internships is becoming imbalanced. Academic programs are producing in greater numbers, while internship programs operate in a climate of fiscal uncertainty. Some internships are closing, others are opening or expanding, and still others want to advocate for appropriate stipends for trainees, where funds were previously nominal or non-existent. In this climate, internship training directors must be sensitive to the costs of training, as well as benefits and cost-offsets that their trainees provide. Academic directors and professional psychology students also need to be informed, in order to offer their support in advocacy efforts for increased internship training funding. This workshop will consider available professional psychology literature and the socio-political-economic climate in which we train, then compare cost-benefit reviews of two Canadian internship programs. Participants will have the opportunity to reflect on their own programs, and are invited to bring similar evaluations that may have been completed. Participants will also collaborate on additional means for promoting their training programs (e.g., recruitment-retention arguments). This day devoted to training includes: breakfast;

the half-day formal workshop; lunch; additional informal discussion of topics related to training (as raised by workshop participants) after lunch; the AGM of the CCPPP.

Ian Nicholson, Ph.D., London Health Sciences Centre
Robert Robinson, Ph.D., Calgary Health Region

CE CREDITS: 4

Call for Nominations

CCPPP is inviting nominations to the Executive. Please send nominations to Dr. Valerie Holms, President, accompanied by a statement of agreement to allow their name to stand, by the candidate.

Directory Update

The annual CCPPP directory update will take place June 1-30. Please take a look at your program's description on CCPPP's website and email Dr. Holms with any changes/updates.

ANNUAL GENERAL MEETING

The Annual General Meeting of the CCPPP will be held after the Preconvention Workshop (9:00 a.m.-noon) and Member Discussion (1:00.-2:30 p.m.) on June 8, from 3:00-5:00 p.m. at the Fairmont Queen Elizabeth Hotel, Montréal, Québec.

Please submit agenda items to Valerie Holms (vholms@hsc.mb.ca). The proposed agenda will be distributed to membership via the CCPPP listserv on May 16, 2005.

