

COUNCIL OF CHAIRS OF TRAINING COUNCILS
Joint Conference of Training Councils in Psychology

February 10 – 13, 2010

Walt Disney World Hilton ♦ Orlando, Florida

Assuring Competence in the Next Generation of Psychologists

Available continuing professional education credits (CE), in hours, are indicated.

If you require special accessibility or accommodations, please visit the registration desk so that conference organizers can attempt to accommodate your needs.

Wednesday, February 10, 2010

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|-------------------|--|
| 9:00 AM – 5:00 PM | Registration (see individual council for details) |
| 8:30 AM – 5:00 PM | CoA Site Visitor Training: Doctoral Programs |
| 8:30 AM – 5:00 PM | CoA Site Visitor Training: Internship and Postdoctoral Programs |
| 5:00 – 7:00 PM | Welcome Reception |
| 6:00 – 9:00 PM | CoA Self-Study Training: Doctoral Programs |
| 6:00 – 9:00 PM | CoA Self-Study Training: Internship and Postdoctoral Programs |

Thursday, February 11, 2010

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| 9:00 AM – 5:00 PM | Individual Councils' Meetings |
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Friday, February 12, 2010

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|-----------------|---|
| 8:00 – 9:00 AM | Registration and Continental Breakfast |
| 9:00 – 9:15 AM | Welcome and Joint Meeting Overview
<i>Cindy Juntunen, CCTC Chair</i>
<i>Bob Hatcher, Program Chair</i> |
| 9:15 – 10:15 AM | Keynote Address: Health Care Reform, Chronic Disease and the Emerging Role for Psychologists (1 CE)
<i>David Shern, Mental Health America</i> |

10:15 – 10:30 AM **BREAK**

10:30 AM – 12:00 PM **Plenary Session: Foundational Competencies (1.5 CE)**

Cathi Grus, Moderator:

Competency Benchmarks: Putting it into Practice

Philinda Hutchings

**Developmental Approach to Competency Development:
Coordinating Across Programs, Sites, and Institutions**

Beth Doll

The Competency Assessment Toolkit for Professional Psychology

Emil Rodolfa

**Applying the Recommendations of the Competency Benchmarks
Workgroup and the Competency Assessment Toolkit**

Steven McCutcheon

12:00 – 1:00 PM **LUNCH**

1:00 – 4:30 PM **Concurrent Programming**

This afternoon is scheduled with small group sessions to facilitate discussion and interaction. Coffee will be available mid-afternoon for those who want a break between sessions. All of these sessions are associated with 1.5 CE credits.

1:00 PM **1. Preparing Students for Rural Practice: Opportunitis, Challenges, and Future Directions**

Ed Gaughan (Chair), Josephine Tan, & Nicola Wright

This interactive session will involve a brief summary by each of the facilitators regarding issues and opportunities in preparing Psychologists for rural practice followed by small group discussion. The opening remarks will orient participants to important issues in preparation for rural practice that will serve as organizing points for the small group discussions. The goal of the session is to identify issues of sufficient importance in rural practice to provide direction for core components and competencies in education and training in rural practice. Special considerations of focus for developing competence in rural practice may include 1) unique ethical issues encountered in rural practice, 2) awareness and competency development related to culture and types of diversity that may be encountered in rural practice, 3) challenges and creative approaches for addressing distance issues and practitioner shortage and 4) the breadth of patient populations, assessment and consultation questions and treatment needs encountered in rural practice. Discussion and recommendations will address the above issues as well as issues and solutions generated by the participants in the small group discussions. We hope this will lead to a consolidation of ideas to provide for future directions.

1:00 PM

2. The Use of Technology to Enhance the Training and Delivery of Psychological Services

Nicholas Ladany, Douglas W. Woods (Chair), & Ken Weingardt

This symposium will describe advances in the use of technology to facilitate the training and delivery of psychological services. In the first talk, Dr. Woods will discuss the importance of considering alternative methods of treatment delivery for psychological disorders with relatively low prevalence and will present outcome and acceptability data from a pilot study in which a newly tested behavior therapy for 3 children with Tourette Syndrome was successfully implemented via videoconferencing format. Next, Next, Dr. Ladany will provide participants with an understanding of the challenges and successes associated with offering an online practicum supervision course to master's students in international counseling. Areas of discussion will include setting up and running the course, challenges associated with gatekeeping, dealing/not dealing with APA accreditation, and integrating doctoral student supervisors into the mix. Finally, Dr. Weingardt will describe three innovative projects that combine web technologies with traditional clinical training and supervision in an effort to improve training effectiveness and efficiency; (a) a NIDA-funded project that combines self-paced online course with web-based supervision, (b) a VA project that combines a web-based assessment & feedback protocol with a self-paced online course, and (c) Department of Defense and NIH-funded efforts to develop virtual standardized patients for psychotherapy training.

1:00 PM

4. Diversity Competence: Diverse perspectives, models and methods

Jim Dobbins, David Rollock, & Erica Wise (Chair)

This session will provide participants with an opportunity to hear about and discuss varied approaches to the integration of multicultural and diversity competence into clinical training. David Rollock will focus on the importance of establishing a shared understanding of basic historical and current political facts. He will present his perspective regarding the evidence base from which EBPP should be cultivated--including the "culture" of psychology--and appreciating the diversity among what appear to be "monocultural" groups of individuals by looking at intersections among domains of differences. James Dobbins will focus on the importance of the social construction of identity as an ever evolving and fluid personal and social psychological space. He will address the implications of this perspective for the use of evidence-based practice in professional psychology education and training. Finally, Erica Wise will describe strategies for integrating multicultural and ethical competencies into practicum training through the use of targeted vignette-based discussions.

1:00 PM

5. Thinking Together: APA and ASPPB Explore Where Ethics, Licensure, and Training Responsibilities Converge

Steve Behnke, Linda Campbell, Jack Schaffer (Chair), & Elizabeth Welfel

This session will offer a vignette-based program that looks at complex challenges faced by psychologists in training settings. The program will introduce psychologists to how ethics committees, psychology boards, and training councils analyze situations that arise in these contexts. The session will include individuals who have served on ethics committees at the state and national levels, individuals who have been involved in psychology regulation at the state and national levels, and representatives from training councils. The purpose of the session will be to examine how ethics committees, licensing boards, and training councils best work together to enhance the ethical and competent practice of psychology, with a specific focus on how and where their work converges to meet this important goal and potential impediments to thoughtful and seamless collaboration. The session will use a vignette that touches upon issues involving ethics, regulation, and training. Through an open-forum, discussion format, panelists and attendees will discuss the vignette from various perspectives that will include ethics, law, risk management, and good training practice. In this manner, the session will seek to examine and integrate multiple

perspectives. Panelists will actively and explicitly address such integration during their discussions.

1:00 PM

6. Training Students for Practice in Primary Care Settings

Cynthia D. Belar (Chair), Gilbert H. Newman, & Stephanie C. Wood

Our healthcare system is a system that is evolving and likely to become focused on the behavioral health needs of populations being served by over 7,000 community health care clinics in the United States. Psychology's role in primary care is essential to the welfare of patients whose medical problems are addressable through behavioral interventions. Our role in improving healthcare outcomes needs to be understood by educators in our professional education and training community, other healthcare providers, health system administrators and government officials. This presentation will provide a historical context of professional psychology's efforts to serve the public's healthcare needs with an emphasis on the importance of establishing a significant role for psychology in our healthcare system. The potential for primary care to address our internship shortage and how APA (Education and Practice) is working to support these efforts will be addressed. In addition, an overview of training issues associated with integrating primary care practicum and postdoctoral training into professional programs will be provided including competency-based approaches and the structure and benefits of training doctoral and postdoctoral students to work in primary care settings; how training in primary care illuminates needed changes in the doctoral curriculum; how other training experiences (rotations) can support student interest in pursuing primary care internships; and how primary care training is relevant and exemplary of our stated training mission. Experiences establishing primary care opportunities for students, and the experience of faculty role models and challenges posed by faculty and competing disciplines will be shared. A brief overview of financing issues for training in primary care (including grant funding such as the Graduate Psychology Education Program) and the collaboration with the State Psychological Association for advocacy and to help establish ties with the State Primary Care Association will be provided.

1:00 PM

7. Practica for Emerging Service Delivery Models for Changing Demographics: Aging

Martha Crowther (Chair), Michael Duffy, & Tammi Vacha-Haase

The growing aging population has brought about unique challenges for today's health care, social services systems, and businesses, with education serving as the foundation for continued and future optimal care for the larger than ever older population. Graduate training in professional psychology continues to be under pressure to respond to the growing number of elderly and their mental health needs (e.g., Fretz, 1993; Hinrichsen, Myers, & Stewart, 2000; Jacobs & Formati, 1998; Qualls, 1998). A previous survey determined that only 16-20 clinical and counseling psychology programs offered specialized training in aging (Blieszner, 1994). ; Hinrichsen, Myers and Stewart (2000) identified 65 doctoral internship sites training in clinical geropsychology. This presentation will address the following: 1. Review the competencies in clinical geropsychology; 2. Discuss the importance of including cultural competence in geropsychology; 3. Outline several approaches for integrating geropsychology into clinical/counseling psychology doctoral programs; and 4. Provide information on geropsychology resources, as well as identify methods to share resources, collaborative implementation and assessment of geropsychology material.

1:00 PM

11. Increasing Ethnic Minority Representation in Professional Psychology: Advocacy and Local Action

Jean Chin, Marie Miville, & Michael Roberts (Chair)

This symposium will discuss strategies for improving recruitment of ethnic minority students and faculty in education and training. Different types of training programs and locations are represented. Dr. Chin will focus on retention and the importance of addressing issues of diversity in the climate

and curriculum as well as the representation of the student population. Dr. Miville will discuss larger contextual issues with programs and institutions that can help (or serve as a barrier) with recruitment efforts (e.g., diverse faculty, ideas for networking, extra-curricular activities). Dr. Roberts will present on recruiting diverse students into a specialty program in clinical child psychology from a nationwide applicant pool. After initial presentations, the participants and audience will interact to identify successful strategies for increasing ethnic minority representation.

1:00 PM

12. Revisions to the ASPPB and APA Model Licensing Acts

Steve DeMers (Chair) & Cathi Grus

This session will provide a comprehensive overview and update on revisions to the APA and the ASPPB model license acts. To set the context for this session the audience will be given a brief history of licensing laws and the creation of model license acts by these two organizations. This will include mention of the intent and use of such documents within these organizations and by relevant parties. The process by which revisions are being made to the respective model acts will be described as well as the proposed timeline for approval of these documents by their member organizations. Participants will learn of the key changes being proposed in each document in the revision process. A comparison of the similarities of the two documents as well as review of the major differences will also be provided during this session. Current and emerging issues raised as part of the revision process to these documents that relate to enhancing the competence of the next generation of licensed psychologists such as the role of technology, assessment of competence, practicum training, mobility and supervision will be mentioned. Ample time will be allocated for discussion and questions.

1:00 PM

14. Conversation with APA Commission(ers) on Accreditation: Session for New Doctoral Program Applicants for Accreditation

CoA members TBA

This session is geared toward training directors or other program representatives from doctoral psychology programs interested in applying for initial accreditation or that have recently applied. In this session, members of the CoA and staff of the APA Office of Program Consultation and Accreditation will answer your questions related to the process of seeking initial accreditation. Participants are encouraged to raise any questions related to accreditation policies and procedures, but please note that this is not a venue for individual program consultation.

1:00 PM

15. Conversation with APA Commission(ers) on Accreditation: Session for Currently Accredited Doctoral Programs

CoA members TBA

This session, which runs at both 1pm and 3pm, is geared toward training directors or other program representatives from accredited doctoral psychology programs. Members of the CoA and staff of the APA Office of Program Consultation and Accreditation will address your questions related to accreditation policies and procedures. Current issues affecting accredited doctoral programs may be discussed, but please note that this is not a venue for individual program consultation.

1:00 PM

18. Accreditation Standards in Canada: Where We Are and Where We Are Going

Karen Cohen (Chair) & Peter Henderson

In this session, Drs. Henderson and Cohen will present a brief overview of the history and model of accreditation in Canada but will focus on a review of the draft 5th revision to CPA's Accreditation Standards and Procedures for Doctoral Programmes and Internships. They will present a summary of

issues identified by our stakeholders in response to the draft revision and, as timelines permit (the revision closes for public comment only on January 15, 2010), they will also outline the direction the final 5th revision is likely to take. The presenters will also provide an overview of the positions and directions that the CPA is taking in terms of partnerships and initiatives in international accreditation. Finally, the presenters would like to reserve the final 20 minutes of their session to invite feedback from attendees about their views on the roles and directions they feel accreditation bodies should develop or pursue.

1:00 PM

19. Increasing the Number of Internships: Local Action

Sharon Berry, Luli Emmons (Chair), & Roberta Nutt

This symposium/workshop will begin with a presentation of broad-based ground rules for what makes a viable and accreditable internship, reviewing necessary components and pitfalls to be avoided. After the general ground rules, some internship models will be presented, followed by several illustrative examples from the presenters' experience. The examples will demonstrate both successful how-to's and challenges. Substantial time will be allowed for questions and discussion with attendees to problem solve their own situations. The CCTC Internship Toolkit will be referenced as a resource for this session.

1:00 PM

21. Beyond Individual Psychotherapy: Using Training Clinics to Promote Clinical Competence in Research, Program Evaluation, and Supervision

Jennifer Callahan & Eric Sauer

Programs can foster integration of science and practice by using training clinics to promote not only traditional clinical competencies in assessment/intervention, but also competencies in research, program evaluation, and supervision. This session will provide an overview of empirical studies centered on training clinic research, program evaluation, and supervision. In addition, participants will be invited to discuss the challenges programs face in transitioning to such an environment (e.g., creating a data infrastructure, getting faculty "buy in").

1:00 PM

23. Organizational Structure, Business Models, and Finances of Training Clinics

Colleen Byrne & Phyllis Terry Friedman (Chair)

Psychology training clinics are applied settings designed to provide graduate students the best possible training in professional psychology. When integrated into clinical psychology education, they enable close supervision and controlled learning as cases can be meted out in accordance with each student's skills and developmental level. Training clinics are typically diverse as they serve varied interests, programs and communities, with differences in theoretical orientations, in the emphasis placed on research and service delivery, in client populations, and in the cultural context in which treatment takes place. Given this wide diversity, this session will present various models for successfully organizing structures, business operations and financing for training clinics.

1:00 PM

25. Integration of Science and Practice: Teaching Empirically Based Practices Across All Levels of Doctoral Education

David DiLillo, Elizabeth KlonoffThad Leffingwell, & Wayne Siegel (Chair)

This session will begin with a brief introduction to training in empirically based treatments followed by brief examples of training in empirically based treatments at the practicum, doctoral instruction, internship, and postdoctoral levels. Much of the presentation time will be reserved for discussion among the presenters and participants focusing on pertinent issues and struggles encountered when implementing training in empirically based treatments.

1:00 PM

29. Moving Toward Competencies and Away From Hours: An Interactive Discussion About Transforming the AAPI

Sue Crowley, Cindy Juntunen, & Karen Taylor (Chair)

This is a discussion session in which participants will brainstorm ideas about how to transform the AAPI. We will focus on developing strategies for measuring and reporting the competencies students develop in their practicum experiences. The long-term goal (outcome?) of this conversation is to establish the ability to focus on developed competencies, rather than the number of hours in practicum experiences, as evidence of readiness for internship. This anticipated outcome is also consistent with efforts to facilitate improved communication between doctoral and internship training programs. Please come prepared to share your creative ideas and be active participants in the conversation.

2:30 – 3:30 pm

COFFEE BREAK

3:00 PM

3. Education, Training, and Credentialing of Psychologists for Global Mobility

Judy Hall (Chair), Steve DeMers, & Elena Savina

This session will begin with an exploration of the education and training system in the US and Canada as compared to the European Union (and Russia), Australia/New Zealand, and South/Central American, including Mexico. Competencies will be discussed in the context of the EU's approach to mobility. The presenters will aim to inform the audience about some of the differences among the various countries' approaches to education, training, and credentialing of psychologists – and the preparation that would be needed for mobility of US/Canadian graduates to various regions of the world (and vice versa).

3:00 PM

8. Developing High-Quality Community-Based Practica

Kathleen Chwalisz, Michael Roberts (Chair), & Mark Skrade

This symposium will focus on practica outside of professional psychology training clinics. The presenters will describe experiences in their programs of creating practicum opportunities for students in various real world settings. They will describe practica developed in community sites and agencies including mental health centers, public schools, rural and inner city agencies, and Federally Qualified Health Centers. The participants will talk about strategies for developing such practica and assistantships as well as the benefits of community-based practica for students, programs, client populations, and communities. After initial presentations, the participants and audience will interact on issues involved in developing community based practica.

3:00 PM

9. Preparing Students for Licensure: What Training Directors Need to Know

Jacqueline B. Horn & Jack Schaffer (Chair)

This session will focus on the Licensure Board perspective on Competence and what Training Directors need to know to prepare their trainees to demonstrate their competence to achieve psychology licensure. Differences between “training” and “regulation” and between licensing boards versus psychological associations will be highlighted. Requirements for licensure will be detailed with particular attention given to the EPPP, including discussion of strategies for preparation for success. Presenters will share examples of problems applicants have had when they have been misinformed about licensure requirements. The development of the ASPPB guidelines for practicum experience for licensure as a response to changes in postdoctoral requirements will be explored, as

will future ASPPB plans for projects on Supervision Guidelines and Telehealth Practices. The importance of banking credentials and planning for licensure mobility will also be presented. This presentation will make clear the multiple resources ASPPB has available to assist training programs in strengthening students' preparation for licensure, and hopes to strengthen the collaborative relationship between regulatory and training organizations.

3:00 PM

10. Recruiting and Mentoring Underrepresented Students: Best Practices Examples

Louise Baca (Chair), Rachel Casas, & Annette La Greca

Three perspectives and different best practice examples will illustrate the joys and complexities of recruiting and mentoring underrepresented students. Each presenter will offer twenty minutes of expertise, and the panel will answer questions from the audience for the last half hour. Dr. Baca will give concrete examples of effective practices to recruit and retain underrepresented students from a Practitioner/Scholar model. Rachel Casas will share the student perspective regarding what it takes to recruit and retain an underrepresented student. Dr. La Greca will be discussing her involvement with a summer research program for minority undergraduates at the University of Miami. She will describe funding, selection procedures and the importance of faculty involvement.

3:00 PM

13. Workforce Issues: Current Status

Cathi Grus (Chair), Ron Rozensky

Workforce analysis can be a key tool in determining the current and future societal needs for psychological services. That information, in turn, can inform educators when revisiting curricula in preparing competent psychologists to meet those service needs. This session will address three aspects of workforce analysis and the professional psychology pipeline; (1) an overview of the concept of workforce analysis including who, how, and what data is collected, (2) available data on the professional psychology pipeline and need for psychologists with comparison to workforce studies carried out by other professions, (3) concluding with a discussion of the implications of the data on education, training, and future employment, the gaps in the data, and why those gaps must be filled.

3:00 PM

16. Conversation with APA Commission(ers) on Accreditation: Session for Currently Accredited Doctoral Programs

CoA members TBA

This session, which runs at both 1pm and 3pm, is geared toward training directors or other program representatives from accredited doctoral psychology programs. Members of the CoA and staff of the APA Office of Program Consultation and Accreditation will address your questions related to accreditation policies and procedures. Current issues affecting accredited doctoral programs may be discussed, but please note that this is not a venue for individual program consultation.

3:00 PM

17. Conversation with APA Commission(ers) on Accreditation: Session for Internship and Postdoctoral Programs

CoA members TBA

This session is geared toward training directors or other program representatives from psychology internship and postdoctoral residency programs. Members of the CoA and staff of the APA Office of Program Consultation and Accreditation will answer your questions related to accreditation policies and procedures, as well as the process of seeking initial accreditation. Current issues affecting internship and postdoctoral programs may be discussed, but please note that this is not a venue for individual program consultation.

3:00 PM

20. APPIC and You: Answers to Your Questions about the AAPI Online and the APPIC Match

Sharon Berry (Chair), Greg Keilin, & Karen Taylor

This break out session will provide a forum for discussion between APPIC leaders, internship training directors/faculty, graduate program directors/faculty, practicum supervisors, and students regarding the Match and the AAPI Online. Statistics and trends will be presented along with recent survey results to guide the discussion. We will address questions related to the process of the Match, obtain feedback about the newly launched AAPI Online, and solicit your recommendations for improvement. This will be a chance for all involved with the internship process from graduate school through internship to talk together about the process and gain a better understanding of the role each plays along this continuum.

3:00 PM

22. Facilitating Lifelong Learning and Promoting Professional Development

Nadine Kaslow (Chair), Rick Morris, & Greg Neimeyer

This program addresses issues that are critical to the development of lifelong learning, professional development, and continuing competencies among psychologists. Three presentations are designed to target key considerations and to stimulate discussion concerning mechanisms for promoting lifelong learning and assessing its positive outcomes. Presentations focus on how to cultivate a commitment to lifelong learning, what we currently know about the impact of continuing education, and regulatory/licensing issues surrounding the maintenance regulation of ongoing professional competencies. The presentations are designed as springboards for discussion concerning the wide range of issues surrounding the importance of a commitment to lifelong learning and the mechanisms available to promote its development and assess its outcomes.

3:00 PM

24. Integrating Student Competency Evaluations into Training

Lee Cooper, Rob Heffer (Chair), Brian Lewis, & Douglas K. Snyder

Clinical, counseling, and school psychology doctoral training programs share a mission to prepare trainees to be competent scientist-practitioners. This session will apply and extend recommendations from APA, CCTC, and ASPBB to assess and track the development of core competencies in professional psychology trainees. Presenters will provide a brief overview of the competency assessment approach, examples of how the Hatcher and Lassiter (2007) Practicum Competencies Outline has been used to develop an assessment process of applied competencies, and how the Practicum Competencies Outline has been expanded to include assessment of research competencies. This session will focus on practical application, active discussion, and information exchange with participants.

3:00 PM

26. Competency-Based Assessment in Training Evidence-Based Practice: Case Studies of Works in Progress

Joanne Davila (Chair) & Douglas Woods

Clinical psychologists have been successful at creating efficacious and effective interventions for a variety of mental health conditions. However, disseminating these interventions to treatment providers remains a significant concern (Insel, 2009). In response to this problem, the National Institutes of Mental Health (NIMH) recently requested applications to develop and evaluate novel curricula aimed at training mental health professionals to implement scientifically supported behavioral treatments. In this panel discussion, two recent recipients of this grant will provide an overview of each project, focusing primarily on their efforts to incorporate competency assessment into the training curriculum. Dr. Woods will describe the University of Wisconsin-Milwaukee's proposal to develop an integrated curriculum to train students to competently develop, test, and

translate into clinical settings behavior therapy for tic disorders/trichotillomania, behavioral activation for depression, and prolonged exposure for PTSD. Dr. Davila will discuss Stony Brook University's efforts to develop and refine a curriculum that provides clinical psychology graduate students with a broad training that focuses on the conceptual and empirical bases of exposure-based therapy for anxiety disorders and provides them with skills for effective practice and dissemination of evidence-based approaches. After summarizing the projects, discussion will be held regarding the larger issue of disseminating competently-administered CBT procedures across various levels of experience and training.

3:00 PM

27. Building Competence in Supervision

Carol Falender, Sheryn Scott, & Cal Stoltenberg (Chair)

Carol will provide the most recent product of the Benchmarks Work Group for supervision as a handout and will trace the development of supervision competencies from the Competencies Conference, through Benchmarks to the recent work by Rings, Genuchi, Hall, Angelo, & Cornish (2009). Additional work out of Australia will also be presented. Sheryn will present recommended rubrics for the Benchmarks Work Group competencies and guidance on their implementation for first through fourth year students (prior to internship). Integration of the Reflective Practice/Self-Assessment material as part of the training sequence and work on bringing practicum placement supervisors up-to-date in assessment of competencies will also be addressed. Handouts will be provided. Cal will augment these presentations with a brief discussion of applying Evidence-Based Practice in Psychology (EBPP) principles to competence in supervision. Particular attention will be paid to three basic components of EBPP and how they can be applied to the supervision process: best available research, clinical expertise, and patient (and supervisee) values. Handouts will be provided.

3:00 PM

28. Training Psychologists for Advocacy

Karen Cohen, Konjit Page, & Laura Palmer (Chair)

Currently, there are unprecedented pressures and stressors on the field of psychology, which requires a robust and sustained investment in advocacy. Psychology is being shaped by factors including globalization, evolutionary changing workforce demands, shifting demographics, as well as unanticipated forces. The impact of these factors, which are exacerbated by professional under-involvement in advocacy, present risks to the relevance of psychology – as well as opportunities to ensure our future. This symposium presents advocacy as a core competency for psychologist and psychologists in training. Presenters will review current American and Canadian advocacy structures serving psychology; critical issues facing psychology that require legislative advocacy; current trends of psychologists' involvement in legislative advocacy; advocacy as a core competency and ethical responsibility for psychologists; opportunities available to students and psychologists for involvement in local, national and global advocacy; and examples of how other disciplines as well as other countries incorporate advocacy in training, ethics and scope of practice.

3:00 PM

30. Trends in the Training and Education of Professional Psychologists

Deborah Bell Kathy Bieschkelaytie Davis Bob Hatcher (Chair) Emil Rodolfa Roger Peterson

Training and Education in Professional Psychology (TEPP) is the primary journal for professional psychology educators. Based on manuscripts published, the TEPP editorial team will discuss current trends in the field of supervision and training. Each member of the Editorial Team will present a topic of significance recently published in TEPP. The issues will include: the profession's view of competency and the competency movement; assessment of competencies; how psychology programs include social justice training into their curricula as well as what the field can learn from the experiences of ethnic minority supervisors.; broad and general training; overview of the

professional psychology pipeline (i.e. public disclosure, what graduate students look for and characteristics of successful psychology graduate students and graduate programs); and finally a guide to help fill the gaps in the literature by publishing in TEPP. The presenters will encourage comments and questions from participants.

Saturday, February 13, 2010

8:00 – 9:00 AM Continental Breakfast

9:00 – 10:40 AM **Plenary Session: Leadership** (1.5 CE)

Moderator: Jean Chin

This session will present information and resources related to common leadership issues for training directors in professional psychology.

Training Director: Benefits and Challenges of the Role

James Lichtenberg

Elizabeth Klonoff

Creating a Supportive Environment for Trainees and Faculty/Supervisors: Focus on Diversity

Jeannette Hsu

Dealing with Difficult Students: Legal Concerns and Available Resources

Nancy Elman

Ann Springer

10:40 – 11:00 AM Break

11:00 AM – 12:15 PM **Leaders' Panel Discussion** (1 CE)

Cynthia Belar

Dianne Chambless

Karen Cohen

Bob Hatcher (Chair)

Stephen McCutcheon

Roger Peterson

12:15 PM Boxed Lunch

CE credits for the joint program are administered by the University of Kansas Clinical Child Psychology Program. The University of Kansas Clinical Child Psychology Program is approved by the American Psychological Association to sponsor continuing education for psychologists. The University of Kansas Clinical Child Psychology Program maintains responsibility for this program and its contents.

19 October 2009 version