

**Title of Presentation\* When Everything Falls Apart: Guidance from Seasoned Training Directors**

**Presenter Information\***

Presenter Name	APPIC Member Program Name	City	State
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**Abstract\*** Guidance for internship and postdoctoral training program development and implementation is available through a variety of sources, most notably the APA Commission on Accreditation's Implementing Regulations. Additionally, the scholarly literature is replete with recommendations for measuring trainee competencies and providing remediation, ensuring ethical and useful supervision, and creating a training environment that fosters growth and respects individual differences. These sources provide an excellent framework for instituting an ethical, effective, and productive training approach for psychology doctoral interns and postdoctoral residents. Despite a training program's best intentions to adhere to the collective wisdom related to program design, development, implementation, and review, external factors may unduly influence the internship or postdoctoral training process in unpredictable and unpreventable ways. There is a paucity of guidance available to aid training directors encountering circumstances beyond their control. Although challenges to a training program's integrity may present in many forms, addressing these challenges has not been a major focus for scholars interested in psychology training. The proposed session offers a roundtable discussion among seasoned internship and postdoctoral training directors who have successfully navigated challenges to their programs falling into three broad categories: organizational/systemic challenges (e.g., changes in organizational culture, structure, leadership, funding, or prioritization of training), personnel challenges (e.g., training faculty illness, death, ethical transgression, or retirement), and external/environmental challenges (e.g., natural disasters or terrorist attacks). Currently, the most relevant guidance available in the literature briefly addresses problems fitting into two of the three categories described above: problems with trainers and problems with the training context (Kaslow, Johnson, & Schwartz, 2014). Potentially undermining circumstances are broadly considered, and valuable recommendations related to preemptive efforts training leaders can make are offered. It seems, however, that specific training concerns within our collective (anecdotal) awareness remain unexamined, and advice for training directors encountering unpredictable and uncontrollable circumstances threatening their programs' livelihoods is nebulous. This discussion will appeal to training directors of all levels of experience and is anticipated to be especially beneficial to early career training directors. Examples of each type of challenge will be offered, and some of the nuances of each will be examined to highlight how the planned course of training may be altered as a result of the challenge. Panel participants will provide insights related to how they have learned to approach similar challenges through their experiences as directors of training. Finally, resources related to professional consultation will be provided. At present, five directors of training have accepted the invitation to participate in the panel discussion, should the program be approved: Kenneth Adams, Ph.D., ABPP, Steve McCutcheon,

Ph.D., Keith Shaw, Ph.D., Wayne Siegel, Ph.D., ABPP, and Cecilia Sun, Ph.D. Additional invitations will be extended to include other leaders in the training community upon proposal acceptance. Kaslow, N. J., Johnson, W. B., and Schwartz, A. C. (2014). When training goes awry. In W. B. Johnson & N. J. Kaslow (Eds.,). *The Oxford handbook of education and training in professional psychology*, 377-393. New York: Oxford University Press.

### **Learning Objectives:**

#1\* Participants will identify three types of challenges to training program integrity, and list examples of each.

#2\* Participants will be able to describe at least one strategy per challenge category that has been effectively implemented by seasoned directors of training.

#3\* Participants will be able to list and access consultation resources available to help training directors navigate threats to their program's well-being.

### **References:**

American Psychological Association (2002). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author.

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Aten, J. D., Madson, M. B., Rice, A., & Chamberlain, A. K. (2008). Postdisaster supervisor strategies for promoting supervisee self-care: Lessons learned from Hurricane Katrina. *Training and Education in Professional Psychology*, 2, 75-82.

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