

## Making Political Advocacy Relevant and Personal

### Presenter Information\*

Presenter Name	APPIC Member Program Name	City	State
Andy Hogg	Arizona Psychology Training Consortium	Tempe	Arizona
John Stapert	Arizona Psychology Training Consortium	Tempe	Arizona
Karen Studwell			

Abstract\* Political advocacy is increasingly being viewed as an interprofessional competency for psychology interns and residents. The Arizona Psychology Training Consortium developed a political advocacy training program which is a required didactic activity for interns. This presentation describes the advocacy training program, which resulted from collaboration among the Arizona Psychology Training Consortium, the leaders of the state psychological association, and the association's legislative committee. The program includes the structure and function of the American Psychological Association and the Arizona Psychological Association. Interns learn why political and legislative awareness are important for causes they may wish to support, such as prescriptive authority for psychologists. They also learn how to engage legislators regarding threats to the profession. Interns are encouraged to join state and national organizations to support political advocacy initiatives. The focus of the presentation is on how other internship programs can adapt the training model to teach political advocacy to their own interns. Political information needs to be relevant and personal for individuals to choose to act as advocates. In an effort to empirically evaluate the training model, a measure of attitudinal and behavior change was developed to measure our model of interprofessional competency training. The Buckman Political Advocacy Scale is a ten-item, Likert scale instrument that was administered to sixteen interns in a pre-, post-, and three month follow up repeated measures design. Results found that following their training, interns were significantly more interested in gaining knowledge and experience in political advocacy. Although results on other scales were not significant, there were clear trends showing increased understanding of APA and AzPA structures and functions, increased familiarity with national and state legislation that affects psychology, increased inclinations to engage legislators about issues that affect psychology, and an increased interest in serving on state and national psychological association committees. These increases had slipped somewhat by the three month follow up, but all remained above the intern's pre-training levels. The presenters intend to submit the competency assessment findings to TEPP for publication.

Learning Objectives:

#1: Participants will be able to name three examples of legislation that directly affect the profession of psychology in their communities

#2: Participants will be able to describe two strategies to encourage interns to collaborate in political advocacy activities within their state and national associations.

#3: Participants will be able to list two key outcomes from the competency outcome research on the political advocacy training model.

References:

Cohen, K. R. & Lee, C. M. (2012). The psychology of advocacy and the advocacy of psychology. *Canadian Psychology*, 53 (3), 151-158.

Flores, M.P., De La Rue, L., Neville, H., Santiago, S., ben Rakemayuhu, K., Garite, R., Spankey, Brawn, M., Valgoi, M., Brooks, J. Sul Lee, & Ginsburg, R. (2014). Developing social justice competencies: A consultation training approach. *The Counseling Psychologist*, 42 (7), 998-1020.

Lating, J. M., Barnett, J. E., & Horowitz, M. (2010). Creating a culture of advocacy. In M. Kenkel & R. L. Peterson (Eds.) *Competency-based education for professional psychology* (pp. 201-208). Washington, D.C.: American Psychological Association.