Welcome to the Postdoctoral Summit

Please pick up your lunch with the main APPIC conference and return with your food to this room
APPIC and APA 2016 Postdoctoral Training Summit

- Jenny Cornish, PhD, ABPP, APPIC Chair
  - Welcome

- Allison Aosved, PhD

<table>
<thead>
<tr>
<th>Saturday Agenda</th>
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<tbody>
<tr>
<td>12:00pm - 1:00 pm</td>
<td>Lunch Brief Welcome APPIC Chair Jenny Cornish, PhD, ABPP</td>
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<tr>
<td>1:00pm – 2:30pm</td>
<td>Opening Presentations Wayne Siegel, PhD, ABPP &amp; Cynthia Belar, PhD, ABPP</td>
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<td>2:30pm – 2:45pm</td>
<td>Break</td>
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<tr>
<td>2:45pm – 5:00pm</td>
<td>Facilitated Small Group Discussions</td>
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</tbody>
</table>
PD Workgroup and Summit Planning Group

- Allison Aosved - APPIC Board & Summit Chair
- Doug Bodin
- Claytie Davis - APPIC Board
- Marla Eby
- Myron Hays
- Kimberly Hill – APPIC Board electee
- Russell Lemle
- Beth McQuaid
- Celiane Rey-Casserly
- Wayne Siegel - APPIC Board, PD Work Group Chair
Overview

- **Dr. Belar’s history of PD training**
  - How did we get to where we are now?
- Were exactly are we now?
- What are the major factors or forces impacting PD Training?
- How bad is it? Examples
- Were does PD Training need to go from here?
- What has APPIC done already?
- What do **we** need to do?
Greetings from APA
Education and Training Conferences
What do they say about postdoctoral training?

- Boulder (1949)
- Stanford (1955)
- Miami (1958)
- Chicago (1965)
Menninger Clinic
1972

- First conference focused on postdoctoral training
- Concerns about false dichotomy between research and clinical work
- Clinical research is integral
National Conference on Internship Training in Professional Psychology
1987

- Sponsored by APIC and UF
- Agreed that 2 years of supervised experience was needed to train an autonomous practitioner
- Recommended 900 hours pre-internship training (vs. 400 required for accreditation)
Gainesville Conference

- Dissertation should be completed prior to internship
- Concerns about “hit or miss” quality of postdoctoral year of supervised experience
- Call for conference to develop standards for postdoctoral E&T
- Call for accreditation
Further Developments

- Joint Council of Professional Education in Psychology (1990)
- ABPP Conference on Postdoctoral Programs (1991)
- APIC becomes APPIC (1991?)
- Standards for specialty postdoctoral training by specialty groups
National Conference on Postdoctoral Training in Professional Psychology 1992

- APPIC and 4 co-sponsors – Ann Arbor
- Goal: to develop standards
- Core values: ethics, diversity, respect & dignity
- Purpose of postdoctoral training was for advanced competence
- Call for accreditation – standards incorporated later into first set of CoA accreditation criteria
APA National Conference on Postdoctoral Education and Training in Psychology 1994

- Expanding knowledge base
- Changing demographics
- Societal needs
- Technology
- Developed taxonomy
Interorganizational Council for Accreditation of Postdoctoral Programs in Psychology 1992-1997

- Instrumental in getting CoA to agree to begin accreditation
- Brought voice of specialties
- Sunsetted when CoA began accreditation of postdocs
APA Accreditation (1997)

- Harbor UCLA
- Menninger Clinic
Council of Specialties

- Michigan State – Clinical Health Psychology
- Wilford Hall – Clinical Health Psychology
Things did not evolve as anticipated…

- The amount of practica training pre-internship increased markedly.
- By 2003 the average number of hours at the time of application to an APA accredited internships was 2,041 (median 2,000).
Other changes…

- Time to degree lengthens from 4 years to an average of 6.34 years
- Students experience increased debt
Changes in the Landscape of Professional Practice

- New specialties in professional practice are formally recognized (ABPP, APA/CRSPPP)

- ABPP changes minimum supervised experience requirements for eligibility for board certification for advanced competence from 3 years postdoctoral experience to
  - 1 year doctoral and 1 year postdoctoral or,
  - 2 years postdoctoral, or accredited postdoctoral program
Concerns Continue to Grow…

- Academic programs and training programs raise concerns re problems in faculty and supervisory staff
- Increased concern over escalation of pre-internship practicum hours
- Graduates unable to fully participate in federal funding programs (e.g., National Health Service Corps)
Issue

- Role of the postdoctoral year of supervised experience for entry to practice as a psychologist

- Inconsistencies in perspectives regarding the education and training required for entry to practice
By 2000, Disconnects in Policies

- Postdoctoral training - is it for advanced competency or is it required for entry to practice?
- Accreditation Guidelines and Principles
- APA Model Act for State Licensure (1987)
- 2010 Revision of MLA
Culture of Competence
Overview

- Dr. Belar’s history of PD training
  - How did we get to where we are now?
- **Were exactly are we now?**
- What are the major factors or forces impacting PD Training?
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- Were does PD Training need to go from here?
- What has APPIC done already?
- What do we need to do?
Where are we now? The current state of PD Training

- Purpose
- Unknown universe
- Heterogeneity
- Specialty/ emphasis
- Role of research
- Regulation/Professional structure
- Selection
Current state..... Purpose

- Advanced or focused training
- Remediation of clinical skills
- In lieu of a job
- How much research
- Hours for licensure – some states require no postdoc hours
- APPIC Applicant survey– Why apply to PDs (1100 responses)
  - To get hours for licensure 82%
  - To be more competitive for jobs 73%
  - To get particular specialized training 72%
- 21% of interns did not apply to any post docs. And for those who did, the comments suggest that some used applications as a fall back in case they didn’t get a job offer
- Who don’t apply to post docs, rural interns are much more likely to have a job lined up than urban interns
Current state..... Universe

- Unknown universe of programs
  - 185 APPIC member programs
  - 145 additional programs
  - VA 390 positions at 68 VA hospitals
  - 240 responses APPIC PD Survey (who did not resp?)

- Specialties/Emphases – varied terminology
  - CoA makes distinctions between clinical programs and training in recognized specialties

- More unknown – what makes a program a program?

- Is there a role for general clinical PD programs

- Relates to the prior topic – purpose of PD training
Current state.....

Specialties/Emphases

- The role of recognized specialties
- The role of emphasis training
PD Program Survey - Identify the major area of study of your postdoctoral fellowships. Check all that apply

<table>
<thead>
<tr>
<th>Emphasis Area</th>
<th>Specialty</th>
<th>Accreditation</th>
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<tbody>
<tr>
<td>Clinical Health Psychology</td>
<td>-</td>
<td>60</td>
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<tr>
<td>Clinical Psychology - Adult</td>
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<td>98</td>
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<tr>
<td>Clinical Psychology - Child</td>
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<tr>
<td>Clinical Neuropsychology - Adult</td>
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<td>18</td>
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<tr>
<td>Clinical Neuropsychology - Child</td>
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<tr>
<td>Counseling Psychology</td>
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<td>Couple and Family Psychology</td>
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<td>Forensic Psychology</td>
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<tr>
<td>Primary Care</td>
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<td>Psychological Assessment</td>
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<td>Rehabilitation Psychology</td>
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<tr>
<td>Research (Primarily)</td>
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<td>10</td>
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<tr>
<td>School Psychology</td>
<td>-</td>
<td>6</td>
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<tr>
<td>SMI (serious mental illness)</td>
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<td>33</td>
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<tr>
<td>Substance Use</td>
<td>-</td>
<td>39</td>
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<tr>
<td>Trauma (PTSD)</td>
<td>-</td>
<td>59</td>
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Current state..... Research

- Postdocs were originally geared towards research training
- Accreditation for clinical programs – late 90’s
- A range of research training in postdocs
- The Boulder Model – seems to have lost importance in recent years
- APPIC Applicant Survey – research training and ranking
  - Extremely Important 15.3%
  - Fairly Important 29.4%
  - Not Important at all 50.62%
- Not either or. Many applicants apply to strong research focused programs and clinical programs offering research training
Current state..... Outside Structure?

- APPIC/ APA-CPA Accreditation/Other?
- How much regulation is needed?
  - Most PD are not APPIC members or accredited
  - Accreditation is not as critical as for internship. Not required for certain positions
- How to ensure a program is of quality
  - Responsibility to trainees and the public
- How to ensure students are treated fairly
- How to ensure programs are not subject to unreasonable burden during selection
- New CoA SoA provide more flexibility to PD programs
Current state..... Selection

- No uniform selection practice or time frame
- UNDr, Suggested Guidelines, and Free Market have not worked
- Overlap with internship selection
- Ethical implications – depends on reference point – the program or the applicant or the public. Do no harm?
- Stress on applicants and TDs
- Cheaters Win - people will “cheat” if they can to best serve their programs, geography. But, is it cheating?
- Prisoner’s Dilemma - game theory that shows why two purely "rational" individuals might not cooperate, even if it appears that it is in their best interests
Current state..... Selection

- Applicant Survey - Secure a post-doctoral fellowship?
  - Yes, before Uniform Notification Day March 7 (51.83%)
  - Yes, on Uniform Notification Day (22.45%)
  - Yes, after Uniform Notification Day, using APPIC’s Post Notification Day Match site (10.22%)
  - No (15.51%)
Current state..... Selection

- Program Survey - People feel that the current status is not tenable
  - 75% feel that they lost a candidate because the candidate did not ask for a reciprocal offer
  - 33% could not make a reciprocal offer because they did not get asked by the top ranked candidate
  - 25% lost someone because of when they did interviews and when the candidates started receiving offers
  - Programs feel that March 7 is too late but they don’t want it earlier because of internship/postdoc selection overlap
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Other Factors – Imbalance?

- Are there too many postdoc programs? – many left unfilled this year
  - Some applicants felt there were not enough - ?
- Post Selection Portal – unfilled after March 7th

- 149 Programs
- 219 Positions (150+ still left unfilled)
- 14 Academic Health Centers
- 2 Armed Forces
- 5 Child/ Adolescent
- 11 Comm. MH Center
- 8 Consortium
- 4 Medical Schools
- 3 Private General Hospitals
- 14 Private OP Clinic
- 9 Other Public Hospital
- 10 Univ. Counseling Center
- 51 VA Medical Center (55)
Other Factors – A Common Directory

- How do applicants learn about programs?
- APPIC directory is only for members
  - 185 – Likely that most programs are not members
- VA has its own web page
- Most programs use mail groups (VA, APPIC and APA Divisions)
Other Factors – The next generation?

- What message do we send to students entering the field about the way our profession operates?
  - Comments from this year’s survey demonstrated that i.e.
    - “your word doesn’t mean anything”
    - “look out for yourself.”
    - “playing by the rules will hurt you.” Some applicants regretted not gaming the system
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After receiving approximately 5 interviews, I was hoping for the best during the match. On Monday the 7th, I brought my phone to session. The site left me a message and an hour later messaged me that they had given the position away. I was devastated since it was my top choice.
The varying timelines for application, interview offers, interviewing, and position offers made it difficult and stressful to navigate. I was offered positions at my 2nd and 3rd choices before I even heard about an interview with my 1st choice. Only one of the sites I applied to abided by the Selection Guidelines, which seemed to be unfair to them. I had personally heard from all of my other sites by that deadline.
Program/Applicant Challenges

- I was offered an interview just 10 days before I was expected to interview. The flight alone cost over $600. Obviously interns do not make exorbitant salaries, so this felt like a significant financial burden to incur. Such persons would likely not recall very well what it is like to be:
  - a) in the student mindset, rather than the professional or clinician mindset (referring to the power differential and lack of confidence/competence felt by many trainees),
  - b) panicking about paying back student loans just a few months down the road
  - c) worrying about getting enough client contact, post-graduation, to obtain licensure as a psychologist.

- I do not see any reason why sites cannot give more notice of an interview.
Program/Applicant Challenges

- Postdoc fellowships were listed in several different places. Some I found on the APPIC directory, others by Google searching, and many through the APPIC listserv. One I only heard about through my internship training director.

- Having a central location for all fellowship opportunities would be ideal (i.e., at least one website that has all of them).
Program/Applicant Challenges

- We received an email from the TD at one applicant’s internship site. The internship TD was very upset that we had cancelled the applicant’s interview and felt that our decision to do so was unethical and unprofessional, The applicant had purchased a non-refundable plane ticket and had passed over another offer in order to interview at our site, and requested that we refund the applicant’s money. Several emails were exchanged. We tried to convey both our apologies and our decision making process. We deeply regret that emotional and financial difficulties this caused the applicant. This was a very unfortunate situation, and we realize emotions run high for both applicants and TD’s in this process.
We are a program with 3 different training tracks. For one track, we have only one slot available. We received over 30 applications for that one slot, and set up 9 interviews. Early on in our interview process, an applicant who we felt very strongly to be a top candidate was given an offer by another site outside of the APPIC match guidelines. Our training staff weighed our options – completing all interviews and losing someone we felt was a top choice vs. having to make a quick decision to take that top candidate and miss out on other potentially qualified applicants. We made a reciprocal offer because we did not want to lose this applicant. We did not think it would be right to go ahead with the interviews when there was no longer a slot available. We felt terrible that we would have to cancel the other interviews.
Applicant called me on February 23 in tears stating that she interviewed at 5 sites and all positions had been filled. She talked about how applicants talked about strategically applying to a weak site in order to get a reciprocal offer to the use at a more prestigious site. She said she felt this was not ethical at the time but now regrets not doing it herself.
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Were does PD Training need to go from here?

- The developmental process of the profession of psychology and PD training
- Its evolved significantly in the past 20 years
- Does the profession’s need dictate what postdoc training should be?
- Or, can and should we use postdoc training to shape the profession of psychology?
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What APPIC has done

- For years established membership criteria and the directory
- UNDr 1 year (2013)
- No guidance on timing of offers (2014)
- PD Workgroup formed – new philosophy (2014)
  - What value does APPIC provides for its PD members
  - Provide resources to bring the PD training community together.
What APPIC has done

- Suggested Guidelines and date (2015, 2016)
- APPA CAS (Centralized Application) 2015 (free to all programs)
- Post Notification Date Position Portal (2016) - free to all programs
- New Orleans 2016 PD Training Summit
- 2017 and beyond ????
In Sum

- PD Started as research opportunities
- Advent of specialty postdocs (neuro)
- Clinical PD program accreditation 1997
- Proliferation of PD programs and various emphases
- Completing a PD program became a standard. No longer why but why not?
- Selection issues and major controversy - split in the field
- Presently – more of a recognition that its not working and something needs to change
- This is our challenge........
What do we need to do?

- Realistic expectation
- Define our goals
- Identify barriers
- A roadmap
  - What are the next steps?
- It's not all doom and gloom. Yes - there are problems but......
Our Field of Dreams – If we build it they will come

Build on the good that we have – But we do have some work ahead of us!
Who?

- Solutions absolutely must involve a coordinated and highly collaborative effort among all relevant groups and individual programs.
- We all need to pony up......
- We may all need to compromise

- Benifits
  - Programs
  - Applicants
  - Public
Expectations for Summit Participation

- We are looking for the common good, together
- Compromise is important
- Creative, out of the box, ideas are welcomed
- Respect, collaboration, and openness are crucial
- Invitation for all voices to contribute - expectation that all participants will contribute to the process
- We all bring significant knowledge and experience from a range of settings, specialties, emphases that can be used to develop a roadmap for the betterment of the PD Training, Psychology, the public, and trainees
- Allow the Summit process to work
Facilitated Small Groups
Saturday – Small Group Instructions

- **Topics**
  - Purpose – Bodin & Rey-Casserly
  - Components – Hays & Hill
  - Community – Lemle & Self
  - Research – Davis & McQuaid

- **Process**
  - Groups are seated together, you will remain at your table
  - Facilitator & recorder will come to your table
    - Facilitator will lead you in discussion of key questions
    - Recorder will take notes in google document
  - All participants will be able to view the document in real time from their devices
  - When it is time to switch topics, a new facilitator & recorder will join you at your table & the process will be repeated
Saturday – Wrapping Up

- Thank you for your participation!
- Enjoy your evening
- See you at 8am tomorrow!
Welcome Back to the Postdoctoral Summit

Day Two ~ Sunday
### Sunday Agenda

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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8:00am – 9:00am</td>
<td>Breakfast</td>
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<tr>
<td>9:00am – 10:00am</td>
<td>Large Group Discussion</td>
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<tr>
<td>10:00am – 10:45am</td>
<td>Facilitated Small Group Discussion</td>
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<tr>
<td>10:45am – 11:00am</td>
<td>Facilitated Small Group Discussion</td>
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<tr>
<td>11:00am – 12:20pm</td>
<td>Facilitated Small Group Discussion</td>
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<tr>
<td>12:20pm – 1:20pm</td>
<td>Lunch</td>
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<tr>
<td>1:20pm – 2:00pm</td>
<td>Facilitated Small Group Discussion</td>
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<tr>
<td>2:00pm – 3:00pm</td>
<td>Large Group Discussion</td>
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<tr>
<td>3:00pm – 3:15pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15pm – 4:30pm</td>
<td>Large Group Discussion</td>
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<tr>
<td>4:30pm – 5:00pm</td>
<td>Closing Remarks</td>
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</table>
Key Themes

- Purpose – Bodin & Rey-Casserly
- Components – Hays & Hill
- Community – Lemle & Self
- Research – Davis & McQuaid
Facilitated Small Groups
Sunday – Small Group Instructions

- **Topics**
  - Organizing Structure – Hill & McQuaid
  - Recruitment & Selection – Rey-Casserly & Hays
  - Prioritize Solutions from Saturday – Lemle & Bodin
  - Future Directions beyond the Scope of this Summit – Davis & Self

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Reporting Back
Large Group Discussion
Key Themes

- Organizing Structure – Hill & McQuaid
- Recruitment & Selection – Rey-Casserly & Hays
- Prioritize Solutions from Saturday – Lemle & Bodin
- Future Directions beyond the Scope of this Summit – Davis & Self
Large Group Discussion
Closing Remarks