Training and Education in Professional Psychology
Editor’s Report to APPIC Membership Meeting
May, 2016

Statistics
2015 (complete year)
2016 (to May 4th)

1. Number of submissions in 2015
   a. New submission received = 104
   b. Revised submission received = 50

2. Number of acceptances in 2015
   (acceptance/rejection percentages)
   Accepted = 25 (38.5%)
   Rejected = 40 (61.5%)
   Withdrawn = 0
   Pending = 38
   In Revision = 16

   Rejected without external review: 14 (Inappropriate) and 16 (Inadequate)

3. Editorial lag: Length of time for review and action letters in 2015
   Average to 1st decision = 51.4 (Days) or 1.7 (Months)
4. **Publication lag:** Length of time from acceptance to publication in 2015

   **Average Online First Publication (OFP) Lag = 70 (Days)**
   which is 2.3 (Months)

   **Average Print Lag = 183 (Days) which is 5.9 (Months)**

5. **Number of articles published in 2015 (and 2016) in print (online first publication numbers not accounted for)**

   45 (2015) – in print
   16 (Feb & May 2016) in print

6. **Special sections/special issues in 2015 (and 2016) – These numbers are include in the count for item 5 (above)**

   15 (2015)
   - 5 - Feb 2015 (Special Section: Pre-Practicum Education and Training)
   - 6 – May 2015 (Special Section: Postdoctoral Training in Professional Psychology)
   - 6 – November 2015 (Special Section: Education and Training Issues Related to the Conscience Clause)

   0 (2016)

### Submissions Received by Year

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**Notes from the Editor**

I appreciate the hard work of the Associate Editors: Clark D. Campbell, Ph.D., ABPP; Jennifer A. Erickson Cornish, Ph.D., ABPP; Elizabeth A. Klonoff, Ph.D., ABPP; and Wayne G. Siegel, Ph.D., ABPP. They provide a diversity of orientations and expertise in encouraging authors and evaluating “publishability” of submissions; they serve as action editors on many manuscripts and
as consultants on puzzling submissions and issues that arise. The editorial board members represent a variety of affiliations and expertise; we also utilize a number of ad hoc reviewers.

The submission rate is lower, likely because we have not advertised a number of special calls for submissions as we did earlier in our term, other than our ongoing topical areas (see below). I felt we were getting a bit backlogged and held back any calls that would create an even larger backlog. These do encourage submissions and increase the numbers, but with the same number of article pages to fill, it also discounages because we either reject more overall or get into a backlog situation again. Nonetheless, it is probably time to run one or two.

**Call for Submissions on the special projects on measuring competencies?**

In particular, is it time for TEPP to solicit submissions from the APPIC grant awardees for the special projects on measuring competencies? That is, perhaps do a special issue that would highlight some of the work resulting from the grants? We also discussed having submission of a descriptive (and hoped to be data-based) paper as a component of all projects requesting funds (even failures, which could be instructive).

**Another potential special issue (or call for submissions) on the “Independent Review” (Hoffman Report)**

In the fall, I contacted several journal editors to ascertain potential interest in a collaborative effort to publish simultaneously special sections/issues of articles on topics related to the *Independent Review of the American Psychological Association Relating to APA Ethical Guidelines, National Security Interrogations, and Torture* (Hoffman Report; July 2, 2015). Several trainers had called for help in utilizing the events and ensuing discussion as “teachable moments.” Simultaneous publication refers only to temporal contiguity of publishing the papers in our respective journals, not to the duplicate publication of the same articles. The proposal for thematic issues across journals would be on the topic of “Education, Training, and Practice Implications Emerging from the Independent Review of APA” in which journals would partner for simultaneous publication of relevant articles for each domain covered by journals on the ethical and professional issues resulting from the Independent Review of APA (Hoffman Report; July, 2015). Where there is interest, each journal would assign either the Editor or an Associate Editor as contact person to discuss with the other journal representatives to develop special issue/thematic sections, topical coverage, timelines, cross-referencing,

Affirmative interest was received from all but the new journal, *Translational Issues in Psychological Science*, which is a collaboration of APAGS and APA; that journal’s format would not be conducive to this type of special publications.

**Scholarship of Teaching and Learning in Psychology [undergraduate]**

Editors: Regan A. R. Gurung, Ph.D., and R. Eric Landrum, Ph.D.

gurungr@uwgb.edu elandru@boisestate.edu

**Teaching of Psychology [undergraduate]**

Editor: Andrew N. Christopher, Ph.D. achristopher@albion.edu

**Training and Education in Professional Psychology [doctoral, internship, postdoctoral]**

Editor: Michael C. Roberts, Ph.D. mroberts@ku.edu
The TEPP editorial team presented the following potential topics:

- Announce call for papers or solicit from the domains of TEPP: doctoral academic programs; practicum; internship programs; postdoctoral levels of training
- Teachable moments (how to discuss with students at all levels, colleagues, public, media); what does this mean for the future of psychology and APA?
- Integrating and resolving reactions from public, media, blogosphere, and listservs
- Meaning of findings and reactions for psychologists, graduate trainees and undergraduate students
- Definitions and operationalization of conflicts of interest as a core issue in the report
- Institutional contexts and ethics (institutional culture and ethics) as a core issue in the report:
  - how to observe and respond while in it;
  - raising questions on the whys and why nots;
  - trust and verify;
  - behavioral drift toward the slippery slope of ethics compromise
- How to respond proactively and concurrently with an ethical dilemma
- Multiple Lessons to be learned from the Independent Review & potential classroom exercises
- Implementation Commentary at different levels from trainers, students, ethicists

This proposal seems to be stuck on “hold” pending further developments in various ways, but remains an interest in stimulating useful articles for the field.

**A Bit O’History**

As APPIC board and many members may remember, TEPP emerged from an existing APA journal, *Professional Psychology: Research and Practice* (PPRP) in that doctoral training and continuing education articles were previously published in PPRP. Over time, PPRP became more practitioner focused and less oriented to the trainer. The TEPP journal was created on the initiative of APPIC in order to give more attention and space to education and training issues. At that time, the APA Publications and Communications Board tried to establish some boundary lines between the two journals:

TEPP’s domain was to include: Doctoral programs + internship + formal postdoctoral professional training

PPRP’s domain was to include: post-licensure continuing education + information important for professional functioning of licensed practitioners (recognizing that the content of this information would also be useful for training programs, faculty, and students).
When editor of PPRP, I referred all training submissions to TEPP. These boundary lines may not be as clearly defined as they once were because PPRP has now published a few training articles. Thus, our editorial team questioned whether continuing education could be in the TEPP domain.

**Special Language About “Guidelines”**

This spring, after a few submissions of guidelines for training experiences and specialty training, the TEPP Editorial Team discussed the need to remind authors of the APA BEA issued “guidelines on guidelines” to help guide the development and presentation of any E&T guidelines. Other groups have been concerned that too many guidelines contain “shoulds” and “musts” in them, rather than present recommendations and suggestions for improving training and competence as truly aspirational. Guidelines have the potential to become a *restraint of trade* issue and could be used against psychologists in courts, etc. (although I’m adamant that we should not let incompetent and poorly prepared professionals continue to practice). The Editorial Team proposes to use the following footnote on papers that present guidelines:

> This document is not official policy of the American Psychological Association, Training and Education in Professional Psychology, or the Association of Psychology Postdoctoral and Internship Centers. This document presents a set of recommendations for how education and training might be organized for this specialty [topic/content area], they are “aspirational” in nature and should not be viewed as mandatory.

**Outstanding Scholarly Article**

The TEPP Editorial Team reviewed the published papers since the last APPIC membership conference in order to select the APPIC’s Outstanding Contribution Award in *Training and Education in Professional Psychology*. The following article was selected from the many strong papers published:


**APA as a Publisher**

In my view, APA Publications has been an excellent publisher in general quality of its work, and in terms of developing and maintaining good relations with the publishing partner and the editor. There has been some turnover in staff at various points, which has resulted in just a bit searching at times, but the transitions have been mostly seamless and always cordial.
Ongoing Calls for Submissions

“Innovative and Creative Training Strategies”

A regular forum in TEPP for brief articles on training activities. We seek relatively brief manuscript submissions that report on innovative and creative strategies and implementation for education and training including reports from doctoral, internship and postdoctoral programs. These brief reports should be no longer than 15 manuscript pages in total (inclusive of cover page, reference section, and any figures/table) for a publication length of 4 printed pages; manuscripts should be submitted through the regular publication portal.

- Competencies (with an emphasis on measurement and data-based outcomes for a level of training and education in professional psychology)
- Integrated sequence of training in professional psychology and health service psychology through an innovative organization of didactics and practicum
- Supervision activities and measurable supervision outcomes at all levels of training
- Training in CRSPPPP recognized specialties
- Diversity issues in education and training
- Community involvement and social justice
- Considerations of religion and faith in training
- Ethical issues in educational settings and training in ethics
- Innovative training responding to the changes in health care environment
- Evidence-base for training practices including research and evidence-based practice
- Training in advocacy
- Integrated care, patient-centered care, primary care settings for psychology
- Technology in various applications
- Innovative funding models
- Dissertation, publication, and grant-writing training
- Focused emphases on internship and postdoctoral training

“Evidence-Base for Education and Training in Professional and Health Service Psychology”

In general, the TEPP editorial team seeks submissions that will help the field of professional and health service psychology develop a stronger evidence base for training and education in the field. Consequently, these brief reports need to include data and initial reports of effectiveness (or at a minimum, authors need to indicate how there is a plan of action for conducting such evaluations).