



COUNCIL OF APPLIED MASTER'S PROGRAMS IN PSYCHOLOGY

Letters from CAMPP

CAMPP Mission

It is the Mission of the Council of Applied Master's Programs in Psychology to increase the confidence of the professional psychology community and the public in the education and training of Applied Master's-Level Psychologists by:



1. Establishing general standards of education and training;
2. Encouraging and helping training programs to meet these standards;
3. Certifying compliance with the standards;
4. Communicating with the public about these standards;
5. Advocating for CAMPP programs to the professional psychology community.

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SAVE THE DATE

The COGDOP meeting is the last weekend of February. Thus our next membership meeting will be

February 26, 2011 in Charleston.



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Column from the Chairman



Carol Shoptaugh Chair, CAMPP Executive Committee

Dear Colleagues and Fellow CAMPP Members:
I started my term as CAMPP Executive Committee Chair in October 2009 following the CAMPP/NAMP Conference. It is my privilege to represent you and to work on behalf of applied Master's programs and I would like to share a little of what has been going on this past year.

The two day conference, "*Challenge and Opportunity*", was described as very successful by those attending. The staff at the University of West Florida's Center for Applied Psychology (CAP) was exceptional and is largely

responsible for a smoothly run conference. Participants described the conference as relevant, welcoming and inclusive. The CE Workshop, "*Students with Competency Problems: Assessment Methods, Resources and Considerations*" presented by Dr. Catherine Grus was relevant, helpful and struck a chord with those attending. The combination of breakout sessions and workshops provided more choice, while allowing participants the opportunity to interact with all presenters and participants. Strategic areas developed at the conference are now guiding many of CAMPP's current initiatives including advocacy; delineating competencies for master's level practitioners, and public education. Many thanks to Jan Smith (2008-2009 EC Chair), Joan Duer (Conference Coordinator), the Psychology Department at UWF, and CAP for their assistance and support.

CAMPP EC board members have been busy representing the interests of master's level psychologists and those who

train them. Early this year, Mac Powell very effectively summarized the issues and you received a listserv email outlining issues regarding Medicare recognition of master's level psychologists and calling for members to advocate for their inclusion. As you can see from Jan Smith's report on the APA Board of Educational Affairs meeting, masters programs made a major step forward when BEA voted unanimously to approve a draft policy statement that recognizes master's level education and employment. While this resolution must be approved by APA Board of Directors and put to the membership for comment, it is a major step forward.

If you are an APA member, you may wish to comment and support the resolution.

Jaime Henning, and Sabina Winder conducted a working meeting on core competencies for master's level practice at Southeastern Psychological



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Association meeting in March. That meeting serves as the basis for work the CAMPP EC is doing to produce operational definitions of competencies as guidelines for master's level education and practice.

On the accreditation front, the MPAC (Masters in Psychology Accreditation Council) proposed standards for accreditation of counseling programs are moving forward. For more information on this read Jan Smith's report in this newsletter. MPAC has developed a new manual for accreditation of both psychology and counseling programs; marketing materials are being developed; and initial members for the counseling board are being identified. It is expected that the changes will be approved at the July board meeting.

Other projects the EC is working on include the creation of a list of external reviewers for master's

programs exploring accreditation and the development of useful informational materials for member programs.

Finally, the next CAMPP Conference will be **October 2011**. The conference, being hosted by National University, will be in San Diego. The theme is "*Applied Psychology: Methods, Issues, and Future Directions*". Our upcoming EC meeting will identify the topic for the half-day preconference workshop and potential guest speakers.

If you have a suggestion feel free to contact and EC board member or email us on the listserv. We will have a call for presentations and posters next spring, so consider submitting research that you and/or your graduate students have completed that represent the best of master's level research and practice.

Carol Shoptaugh, Chair
CAMPP Executive
Committee

SEPA Update

Jaime B. Henning

A working session on "Issues in Masters Education" was held at the 2010 annual meeting of the Southeastern Psychological Association (SEPA) in Chattanooga, TN. The session was hosted by CAMPP EC member Jaime Henning and former EC and current MPAC committee member Sabina Widner. Over 10,000 students complete terminal master's programs in psychology every year, and almost three quarters of these degrees are in applied areas of psychology, such as clinical/counseling, industrial-organizational, or school psychology. Based on their numbers, the graduates of master's programs in psychology should represent a major force within the field, yet often go unrecognized. For example, master's level individuals in the clinical/counseling area practice under a multitude of non-psychology titles. In addition, only a small percentage of master's programs have taken advantage of accreditation opportunities. Given these significant issues, attendees at the working session discussed issues such as competencies of students with a master's degree in psychology, current accreditation standards, licensing and title issues, and the future of the master's degree.



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CAMPP/NAMP Combined Conference

Executive Summary

Joan D. Duer

The CAMPP/NAMP Combined Conference was held November 5-7, 2009 with 42 participants. It was hosted by the Center for Applied Psychology of the University of West Florida at the Bowden Building in historic downtown Pensacola, FL.

The opening session on Thursday was a continuing education workshop led by Dr. Catherine Grus of the Education Directorate of the American Psychological Association. Entitled *Students with Competence Problems: Assessment Methods, Resources, and Considerations*, Dr. Grus's presentation provided excellent tools for evaluating student success in meeting program goals, especially those concerned with interpersonal skills and development.

The Combined sessions began Thursday afternoon with breakout sessions on internship issues in Industrial Organizational Psychology and experiences running an online psychology master's program. These were followed by an expert presentation by Dr. Jane Halonen focused on student assessment. She urged the development and dissemination of learning outcomes at the master's level, specifically, what should these graduates be able to do?

Friday was devoted to combined sessions. The day was begun with a panel presentation by representatives of CAMPP, NAMP, and MPAC outlining current challenges for each organization. Some expressed were the challenge to keep up membership (CAMPP), the stumbling block of title (NAMP) and their limited reach (MPAC). This was followed by Dr. Laura Koppes, who led the audience in a strategic planning session. She emphasized the importance of short term wins and subsequently sustaining these changes. The first task for the group was the development of a mission statement that cuts across the three organizations. *Establish and promote the value of the master's degree in Psychology* was suggested and endorsed via consensus. Each organization was tasked with identifying domains for action planning that might include vision, membership, funding, advocacy, visibility, competencies, and education/training.

Afternoon breakout sessions concerned an update on the status of licensure for master's psychologists, MPAC accreditation process and benefits, and pending health care legislation with the potential to exclude as providers some master's psychologists. A demonstration of applied psychological research was provided on distracted driving.

Saturday's sessions included two continuing education opportunities primarily for master's practitioners. Dr. Rebecca Kennedy presented on work/life issues and Margaret Joyal led a session on domestic violence.

A renewed sense of common purpose was developed at the conference and it is hoped that each organization will continue with strategic planning to improve the likelihood of success in achieving the mission of enhancement of master's psychology.



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Report: Board of Educational Affairs

At the March 2010 APA Board of Educational Affairs (BEA) meeting, board members voted unanimously to approve a draft operating policy statement that recognizes master's level education and employment in psychology. The draft, however, continues to maintain that the doctorate is the entry level degree for the practice of psychology along with limiting the use of the title psychologist to doctoral recipients. But perhaps more importantly, the draft recognizes the master's degree in psychology "as academic certification of graduate education in the scientific foundations of psychology, including its methods of research and application, in preparation for: (a) advanced graduate education for the doctoral degree in psychology; (b) graduate or professional education in fields other than psychology; or (c) employment in teaching, research, policy, or human services positions for which such education is appropriate."

The draft policy statement is the result of a Master's Working Group that consisted of a number of BEA members plus members of other APA boards. The statement may represent significant progress for master's level psychology programs and graduates. One component of the mission and purpose of BEA is to recommend educational policy for APA to the Board of Directors and Council of Representatives. BEA has traditionally addressed education at the high school level, community college level, undergraduate and doctoral levels, as well as continuing education. Inclusion of the master's level has been conspicuously absent, with the exception of viewing the masters as a threat to maintaining the doctorate as the entry level degree into the practice of psychology. This does not mean that APA has previously ignored the master's level in psychology. Indeed, APA has a 60-year history of examining the master's degree, making recommendations, but then taking no action. It is certainly possible that the draft policy statement will be another recommendation that results in no action. However, the Master's Working Group, chaired by Dr. Louise Douce, did an excellent job of making the case for APA taking a broader perspective than simply maintaining the doctorate as the entry level for practice as a psychologist, instead framing the core issue as education rather than practice at the master's level.

The draft operating policy will now go forth for comment within APA governance. The timeline is unclear at this point, but CAMPP is making a formal request to be included in any future discussions of master's level education in psychology within the BEA Working Group or broader APA community. CAMPP will continue to send a liaison to the BEA meetings and update our members, including alerting you to any calls for public comment.



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Executive Committee

Members and non-members alike, please feel free to contact any member of the Executive Committee for information about membership, with information about developments in your program or university relevant to M.A. training in psychology, or with information from your state or region that would be of interest to CAMPP and its member programs. Or visit the CAMPP website, for further information. Website: <http://www.camppsite.org>

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CAMPP History

CAMPP was formed in 1986 to foster the advancement of master's training and education in applied psychology in all of its aspects, by disseminating information and formulating policies concerning master's training and education, by representing applied master's programs in appropriate forums, and by establishing and maintaining standards of training and education for master's programs in applied psychology.

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