

COUNCIL OF APPLIED MASTER'S PROGRAMS

IN PSYCHOLOGY

ANNUAL REPORT

FEBRUARY, 2001

Report from the Third National Conference

CAMPP sponsored the Third National Conference on Master's Psychology on June 22-25, 2001 at Francis Marion University in Florence, SC. The conference was co-sponsored by the Northamerican Association of Masters in Psychology (NAMPP). The conference was organized around four themes (see below), and the following is an edited list of the conference resolutions. The complete account of the Conference Proceedings is nearing completion at this time.

I. ON THE TEACHING OF APPLIED PSYCHOLOGY

A. Supervision of Students' Applied Work

Resolved: CAMPP and NAMPP should enact a plan for improving the supervision provided to applied psychology students.

Resolved: Continuing education workshops in supervision should be provided at meetings of regional psychology associations (e.g., SEPA).

B. Applied Master's Training in Psychology

Resolved: CAMPP should facilitate dissemination of information on the teaching of applied psychology.

Resolved: CAMPP should explore collaboration with the Society for the Teaching of Psychology by proposing a special issue of *Teaching of Psychology* on best practices in the teaching of applied master's psychology.

C. The Role of Applied Master's Psychologists

Resolved: The Executive Committee of CAMPP should study the feasibility of a project to examine and clarify the roles and functions of applied Master's psychologists, and to explore by whom those roles are defined. This should include the development of job descriptions.

II. ENHANCING THE LEGITIMACY OF MASTER'S PSYCHOLOGY

A. Title

Motion approved: Recognizing statutory and political requirements, the participants in this Conference endorse "Master's Psychologist" as the appropriate professional reference for those holding the appropriate Master's degree in psychology and providing services to clients. Organizations and individuals should use the term "Master's Psychologist" in their language when appropriate.

B. Professionalism

Motions approved: CAMPP and NAMP should:

- 1) encourage universities to develop continuing education opportunities in supervision.
- 2) pursue APA sponsor approval for continuing education credits.
- 3) through at least one CAMPP institution in each region, work with that region's CE coordinator to facilitate provision of continuing education credits at the regional psychological association meetings. This idea should be conveyed to the regional organizations.

C. Data

Motion approved: The Conference recommends to the CAMPP and NAMP Executive Committees that they endorse efforts to seek grant support for projects that will enhance the legitimacy of Master's Psychology.

D. Recommendations to enhance legitimacy of CAMPP and NAMP

- 1) NAMP should prepare information packets to send to CAMPP member programs. The CAMPP Chair should prepare a cover letter for the packet, requesting that program directors encourage current students to join NAMP. The same information should be posted on the CAMPP listserv and in "Letters from CAMPP."
- 2) CAMPP should encourage member programs to promote master's identity by sponsoring one event per year for Continuing Education Units for Master's Psychologists.
- 3) CAMPP should survey member schools via the listserv concerning the nature of internships (pay, supervision, number of hours).
- 4) CAMPP should devise and distribute to member schools a survey of their graduates similar to the APA Research Office's survey of master's graduates.
- 5) CAMPP member schools should encourage the formation of student NAMP chapters for their students.
- 6) CAMPP should work to increase the number of MPAC accredited programs by collecting testimonials from MPAC schools and distributing to other members.
- 7) CAMPP should continue to develop productive relationships with other organizations such as APA's Education Directorate, Division 17 (Counseling Psychology), the Society for the Teaching of Psychology, the American Psychological Society, and the Council of Graduate Departments of Psychology.
- 8) NAMP should develop a Speaker's Bureau with public relations material and information.
- 9) Consensus should be sought on a unified title for master's psychology graduates. Realizing the aspirational nature of this resolution, we will work toward using a version of "psychologist" but will be cognizant of litigation and cost concerns.

III. STRATEGIES FOR COLLABORATION

Recommendations to CAMPP:

Suggested targets of collaboration

Networks of master's degree psychology programs in each state

Developing job opportunities for graduates

Networks of master's psychology graduates in each state

Opportunities and licensure issues in neighboring states

Encouragement to join NAMP

American Psychological Association

Education Directorate, especially Paul Nelson's new efforts on graduate education; work to revive the BEA's Master's Education Working Group.

Practice Directorate, informal discussions through Laura Barbanel and Paul Nelson, Teachers of Psychology in the Secondary Schools (TOPPS)

Society for the Teaching of Psychology (STP), through Lenore Szuchman.

Division of Counseling Psychology (Div. 17 of APA), through James Lichtenberg

American Psychological Society, through Alan Kraut

Activities

Support inclusion of CAMPP general standards of education and training into state

licensing statutes

Strategically pair exceptional students with new internship sites to increase awareness of their capabilities and to build acceptance of master's graduates

Publish articles about master's psychology training and expertise.

IV. NEW FRONTIERS IN PRACTICE

Resolution: A tentative action plan should be adopted to move Master's Psychology into the field of behavioral health care. The Executive Committees of CAMPP and NAMP should establish a Task Force to proceed on this activity.

Report from the Fall Executive Committee Meeting

Abstracted from the Minutes of the Executive Committee (EC) of the Council of Applied Masters Programs in Psychology (CAMPP), Kansas City, KS, September 29 – October 1, 2000.

PRESENT: Mark Ashcraft, Bob Brubaker, Joan Duer, Gary W. Hanson, Jo Ann Lee, Julie Lipovsky, David Solly, Frank Yeatman

Calendar of Activities for 2000 - 2001:

Month	Task	Person Responsible
September	First dues statement	Frank (Bob in 2001 – 2002)
	Fall EC meeting	Coordinated by Chair
	First issue of LFC – to include reminders about dues and announcement of the annual membership meeting	Frank (following receipt of minutes from Julie)
October	Second dues statement	Bob
November		

December	Second LFC – to include notice of annual membership meeting Request for nominations to EC	Mark Julie + inclusion in LFC
January		
February	Annual membership meeting Report to membership at meeting Nominations close at end of month	Frank – host Joan – arrange luncheon Frank
March	Send out ballot at beginning of month	Julie
April	Collect votes Third LFC – to include election results and a report on the annual membership meeting and COGDOP	Julie Mark
May		
June		

July	Annual report of activities Annual treasurer's report Annual report (brag sheet) from the Chair LFC including Chair's report	Julie Bob Frank Mark
August	First dues mailing (to be followed up in October and January)	Bob
September	Fall EC meeting	???

Discussion concerning the resolutions from the Third National Conference on Master's Psychology:

A. Supervision of students' applied work:

Gary reported that a survey of practices was completed before NC3 and the results are available. Joan suggested that we bring in an expert to conduct CE workshops and it was recommended that we begin by getting something on the agenda at the Southeaster Psychological Association (SEPA) annual meeting.

We then discussed a long-term plan for increasing awareness and skill in the area of supervision. Several suggestions were made including

- ü having CAMPP sponsor a free-standing workshop
- ü setting up a task force within CAMPP to examine best practices,
- ü coordinating educational offerings between the Association for Counselor Education and Supervision (ACES), the Society for the Teaching of Psychology (STP), Divisions 17 (Counseling) and 12 (Clinical) from APA, the Society for Industrial and Organizational Psychology (SIOP), APA's Bureau of Educational Affairs (BEA), the National Association of School Psychologists (NASP), and the Association for the Advancement of Behavior Therapy (AABT)

The discussion ended with this resolution:

- Whereas the Council of Applied Masters Programs in Psychology (CAMPP) believes that supervision is an essential component of all training programs in applied psychology,
- and whereas we recognize that there exists a large literature regarding recommended elements for the provision of high quality supervision,
- and although we believe that there may be some differences by type of service and specialty area,
- CAMPP recommends the development of a basic set of standards for the supervision of applied psychology students.

The following motion was passed: CAMPP recommends to COGDOP the initiation of efforts to convene a joint conference or program to address and develop standards for supervision of applied psychology students within training programs to include representatives of the following groups:

- ü Association for Counselor Education and Supervision (ACES)
- ü Society for the Teaching of Psychology (STP)
- ü Divisions 17 (Counseling) and 12 (Clinical) from APA
- ü Society for Industrial and Organizational Psychology (SIOP),
- ü APA's Bureau of Educational Affairs (BEA)
- ü National Association of School Psychologists (NASP)
- ü Association for the Advancement of Behavior Therapy (AABT)

B. Applied Master's Training in Psychology/Role of Applied Master's Psychologists:

We agreed that Letters from CAMPP (LFC) should encourage CAMPP institutions to publish/disseminate articles on training in applied masters programs.

All EC members will send Bob information on knowledge, skills and abilities (KSA's) that we expect our graduates to have. He will pull this together and, ideally, we can develop an instrument that would allow us to validate/operationalize CAMPP standards. We discussed inclusion of questions relating to the activities of our graduates so that we can gather empirical data on the roles/functions of graduates and how well they feel their program prepared them for these activities. It was also noted that it would be helpful to gather information about field supervisors' perceptions of student preparedness. Finally, it was suggested that MPAC might incorporate such measures into the accreditation and accreditation follow-up

process.

C. CAMPP Mission Statement:

Although there is a "Purpose" listed in the by-laws, there is no official mission statement for CAMPP and Frank encouraged the group to develop one. He proposed a mission statement first proposed for discussion at the Annual Member Meeting, February, 2000. The following is the language that we arrived at during this EC:

It is the Mission of the Council of Applied Master's Programs in Psychology (CAMPP) to represent the education and education and training of applied master's level psychology and to increase the appreciation of such by the professional psychology community and the public. To these ends, CAMPP will:

1. establish general standards of education and training;
2. review and refine these standards in light of developments in the profession;
3. encourage and help training programs to meet these standards;
4. recognize program compliance with the standards;
5. communicate with the public about these standards;
6. advocate for CAMPP programs to the professional psychology community.

D. Strategies for Increasing Membership:

There was a long discussion about strategies for increasing membership. Strategies identified included:

- ü making connections with Canada (where master's level is the entry level for psychology). Gary has two new faculty members from Canada and so may be able to make some inroads here. He was encouraged to follow through with plans to develop such connections
- ü getting onto the program at regional conferences
- ü looking through the APA guide to graduate programs and sending out letters of invitation. Frank has tried this in the past with little success. Therefore, this strategy goes to the bottom of the list. Actually, it was suggested that we send an invite to these programs via electronic communication rather than paper. Frank is to investigate the price of APA's e-mail list.

- ü send out a CAMPP informational bulletin to all COGDOP members, emphasizing that we are not limited to schools that only have a terminal masters. Frank will look into getting our own "button" on the APA website
- ü David will look into getting our own "button" on the COGDOP website
- ü All EC members will contact alma maters/schools where colleagues are teaching to encourage membership
- ü Expand mailing list to include master's programs that only require 36 credits. The might be able to use CAMPP standards (minimum of 40 credits) as leverage for negotiating for more resources.
- ü Streamline the application process – Gary will receive information and complete initial part of application by phone.

Report from the Fall meeting of the Board of Educational Affairs (and to COGDOP) concerning the Education Leadership Conference

The following comments are abstracted from a report prepared for the COGDOP Board of Directors, and presented to the Board on Friday, February 16, 2001.

Following last Fall's meeting of the Board of Educational Affairs (BEA) of APA, CAMPP received a copy of an agenda item (see Appendix A), to be presented to the APA Board of Directors (BoD) at their winter meeting.

CAMPP, in our capacity as a liaison organization to the BEA, received a request from the outgoing Chair of the BEA, asking for our support of this initiative. We were asked to write a letter urging the BoD to approve the funding for the Education Leadership Conference, and were supplied with "talking points" (see Appendix B).

CAMPP responded to this request in a timely manner (see Appendix C).

On December 22, Cynthia Belar (Executive Director of the Education Directorate) called me with a "good news/bad news" message: the Education Leadership Conference had been partially funded (good), but that the funding was contingent on CAMPP NOT being invited to participate. She explained that when the proposal went to the APA Board of Directors for funding approval, someone (don't know who) objected to CAMPP's participation, and threatened to withhold funding if we were invited to participate. Although she

and Bob Frank (at that time the Chair of the BEA) tried several maneuvers to head off this decision, they were unsuccessful and were faced with the entire loss of their initiative.

I exchanged a number of emails with Cynthia Belar, Paul Nelson, Robert Frank (all with BEA and the Education Directorate), Rosemary Hays-Thomas (former Chair of CAMPP; former treasurer of COGDOP), and Laura Barbanel (BoD). I expressed my distress at this turn of events, especially after a series of meetings held over the past year with Pat DeLeon, Laura Barbanel, and Paul Nelson. I see this decision as a setback to honest efforts to "resolve the master's issue".

Laura Barbanel indicated that there is "strong feeling" on the Board that, inviting a group that identifies itself as training psychologists to practice at the master's level, would be seen as approving of just that. APA continues to cling to the notion that master's-level psychologists (and those of us who train them) do not exist. This failure to recognize reality stems (in my opinion) from the issue of "title": who gets to call themselves "psychologists", or can the word "psychologist" be used with a noun adjunct (a noun acting as an adjective)? I understand this is a highly charged emotional issue for some people, but I contend that those people should not be allowed to dominate the discussion

I am requesting that COGDOP express it's concern (dismay? outrage? disbelief?) to the BoD about a decision that eliminates an entire "rung" on the education ladder of our discipline. CAMPP represents a wide variety of applied master's programs, many of whom have no part in the battles of clinicians and counselors. Those programs, as well as those who train clinicians and counselors, should be represented when education in psychology is the topic under discussion. Psychology as a discipline is shooting itself in the foot when it takes such irrational positions.

I have included the official response from the BEA in Appendix D. Please note that the letter simply does not acknowledge what has transpired. There exists no public statement or acknowledgement of the BoD's actions. If others fail to draw attention to this action, it will go unnoticed. I ask that you respond to their exclusion of an important segment of the psychology education community.