

Jessica Henderson Daniel, PhD, ABPP

2014 Candidate: APA President-Elect

Reponses

National Council of Schools and Programs of Professional Psychology

Questions

1. What are your views regarding training models in professional psychology (e.g. scholar-practitioner, scientist practitioner)? What are the most pressing issues in the education of professional psychologists?

Answer: I believe that we should focus on educational and clinical competence. Regardless of the label, having skills to provide effective service is the critical issue along with the credentialing that will document the same. The latter could be board certification, a credential well understood in the medical community.

2. What should be the focus of APA's advocacy efforts in education and practice?

Answer: My presidential theme is *Psychology is Every Day in Almost Every Way*. Psychologists need to be in the room, at the table and yes, at the head of the table when policy and practice decisions are being made. Advocacy may focus on increasing funding for graduate education in psychology, noting that psychological services can contribute to adherence to both prevention and intervention techniques. Given the applicability of psychological skills in improving the quality the life in a range of contexts, one could make additional arguments for both funding for education and increased employment of such a skilled group of clinicians.

3. What actions are needed to address the changing employment market for professional psychologists?

Answer: We live in a society where fiscal matters can take precedence over differences in education and training. Doctoral level providers may lose out to lesser trained providers in some settings. This is where the concept of the citizen psychologist becomes important. We must broaden public perspectives and emphasize the value added by doctoral education. When psychologists participate with other citizens at the local, state, national and international levels, they can educate others about all our discipline offers. This will take time. However, if psychologists engage fully in their communities they can make a difference by helping others think differently. Psychology cannot make changes alone. It will take a combination of collaboration and leadership to convey this crucial message.

4. What should be APA's next steps in addressing diversity issues in psychology education and practice?

Answer: The range of human diversity raises numerous and complicated issues in education, training, and service. Education can provide information about critical concepts basic to a discussion about diversity including data about the range of diversity and strategies related to serving diverse populations.

Staffing the teaching on diversity can pose challenges (i.e. finding instructors who are comfortable and competent to teach in this arena). Technology (e.g. webinars) can help improve the quality of instruction as well, especially in programs where no one feels qualified to teach such courses.

5. How do you conceptualize the "Supply and Demand" issues currently facing psychology? What actions should APA take, if any, to deal with the shortage of pre-doctoral internships and post-doctoral fellowships?

Answer: APA has already provided funding to increase the number of APA-approved internship programs. But the issue is larger than that. Having the data to justify the employment of psychologists whose services may increase adherence to both medical prevention and intervention recommendations can be very persuasive. Increased use of psychologists may result in cost-savings for medical care. Who can best provide that data in strategic venues? Perhaps, citizen psychologists and allies they have created through their participation in their respective communities. Collaboration and leadership as citizen psychologists can make a difference for the discipline. While not an instant solution, over time if psychologists assume the role, the potential for having more allies will be greater than what the profession has currently.