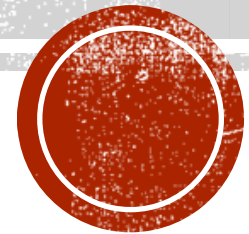


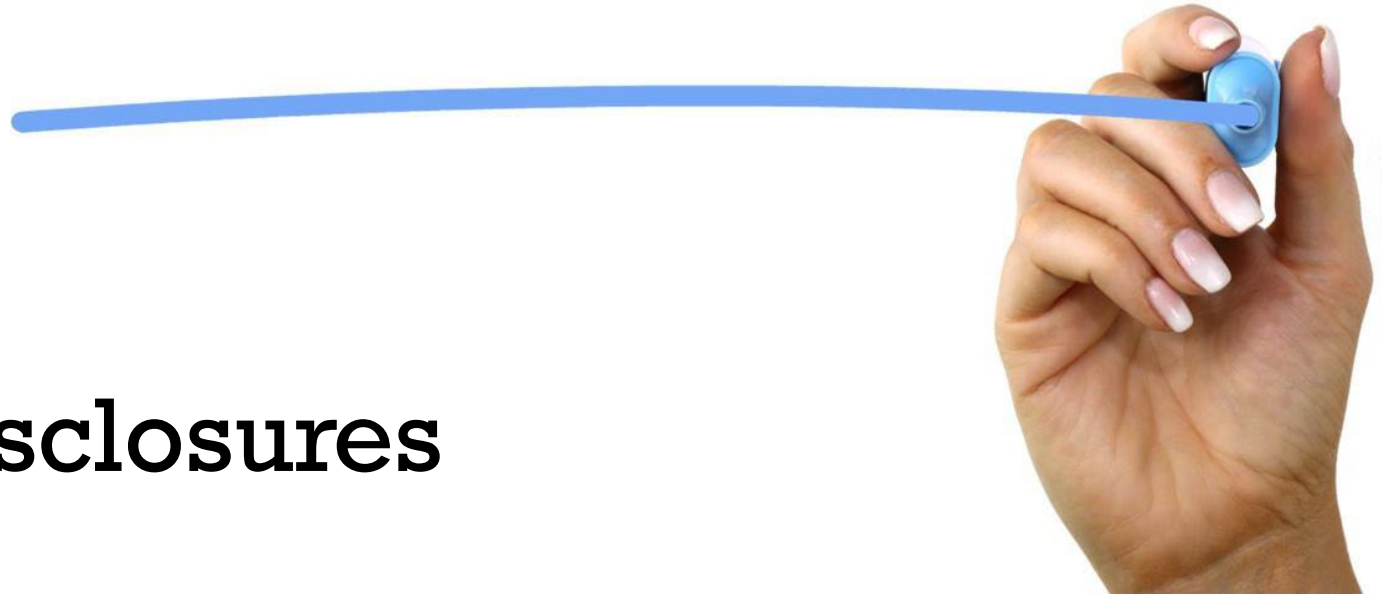
# **PATHWAYS TOWARD THE SPECIALTY: A CHANGING LANDSCAPE**

**Mark Vogel, PhD, ABPP**

**Lloyd Berg, PhD, ABPP**



# DISCLOSURE STATEMENT



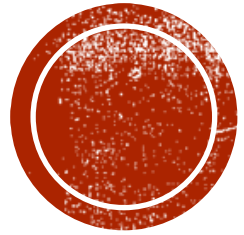
- **No financial disclosures**



# LEARNING OBJECTIVES:

- By the end of the session, precipitants will be able to:
  - ❖ Evaluate **future skills needed** for professionals in Clinical Health Psychology over the next 5–10 years and their implications for training programs across different educational levels (doctoral, internship, and postdoctoral).
  - ❖ **Explore how the taxonomy informs** program design, aids students in understanding specialty training, and guides the development of retraining programs for professionals transitioning into Clinical Health Psychology.
  - ❖ Examine **the new ABCHP board certification criteria** and insights from the 2024 CRSSPP document to understand how these updates shape future training pathways and programmatic decision-making in Clinical Health Psychology.





# VISION FOR THE FUTURE

Evaluate **future skills needed** for professionals in Clinical Health Psychology over the next 5–10 years and their implications for training programs across different educational levels (doctoral, internship, and postdoctoral).

*From the:*

**2024 SfHP Clinical Health Psychology Education & Training Summit:**

# Pathways to the Specialty

**Sponsored by SfHP - January 2024, New Orleans, LA**

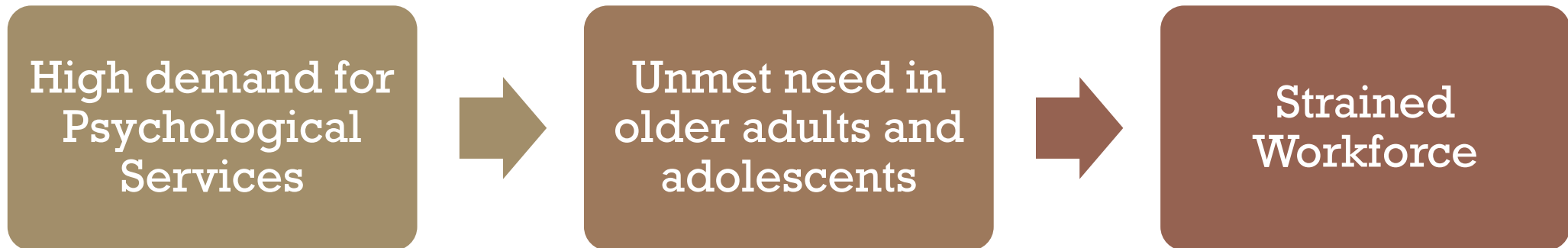
- **Process**
  - 20 invited participants with broad representation
  - Large group plenary sessions and small group discussion
- **Discussions**
  - Examined trends in CHP and Workforce issue
  - Affirmed value of Taxonomy in Clinical Health Psychology
  - Explored Board Certification requirement
  - Vision for the future



*Society for*

**HEALTH PSYCHOLOGY**

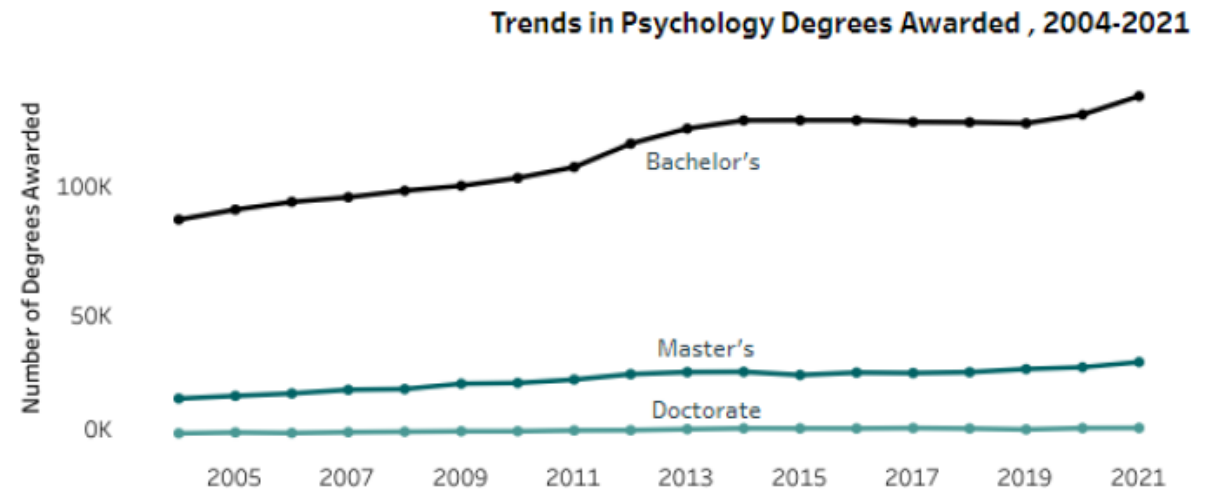
# CURRENT PSYCHOLOGY WORKFORCE TRENDS





# FUTURE PSYCHOLOGY WORKFORCE

- Psychology is the “least regretted major” (65%)<sup>1</sup>
- Steady increase in bachelor’s degrees in psychology<sup>2</sup>
- Little increase in masters and doctoral degrees in psychology<sup>2</sup>
  - Higher education is expensive
  - Shift to other educational models
    - Online learning
    - Vocational education



Data Source: American Psychological Association; Integrated Postsecondary Education Data System, Department of Education

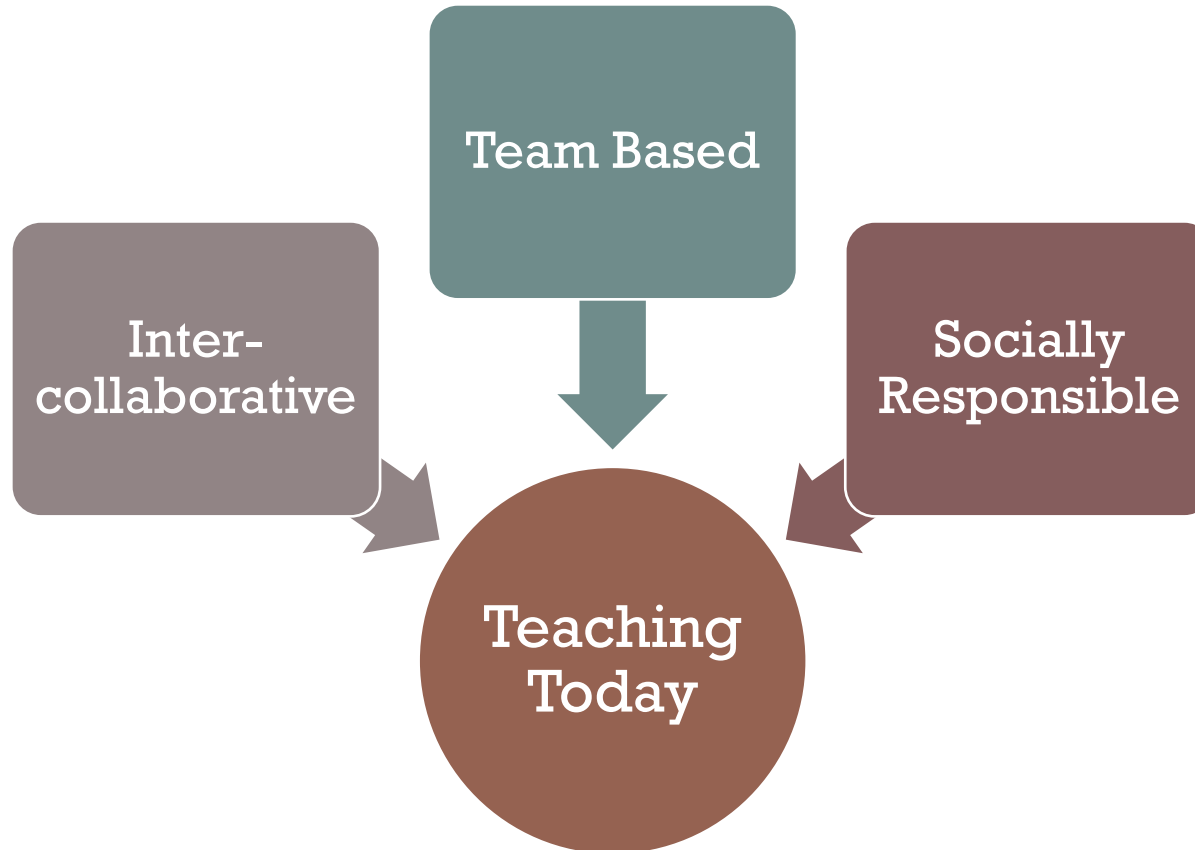
- 1 ZipRecruiters monthly survey of 1,500 job seekers published November 2022
- 2 American Psychological Association; Integrated Postsecondary Education Data System, Department of Education



# HOW WE TEACH IS EVOLVING



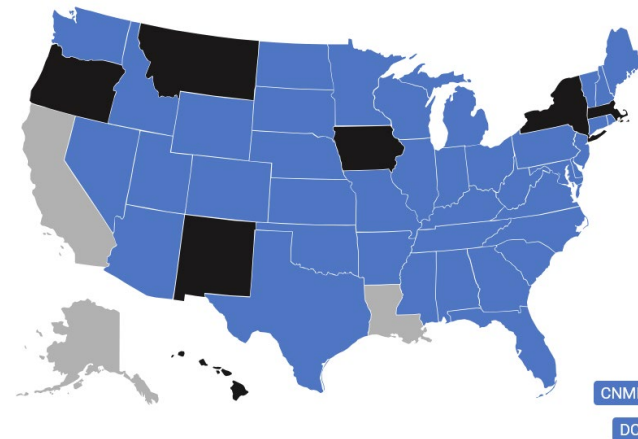
IPEC Core Competencies  
for Interprofessional  
Collaborative Practice





# CLINICAL PRACTICE CHANGES

- **Interprofessional Practice**
  - The frequency with which psychologists are working with other disciplines is high.
- **Diversity, Equity, and Inclusion**
  - Foundational to psychology and effective care
- **Increase in Masters Trained Clinicians**
- **Retail Clinic Settings**
- **Telehealth (Tele-Supervision)**
- **Technology changing care delivery**
  - Digital Therapeutics
  - AI Tools
- **Interjurisdictional practice**
  - Spurred by telehealth
  - PSYPACT



<https://psypact.gov/mpage/psypactmap>



# EMERGING AREAS OF PRACTICE (AND RESEARCH)

## Integrated Primary care

- Long history FM -> IM & Peds

## Integrated Specialty Care

- E.g. Bariatric/Weight Management, Cancer, Pain, Sleep, Transplant

## Industry

- CHP applied (pharmaceutical, Tech Industry, marketing)

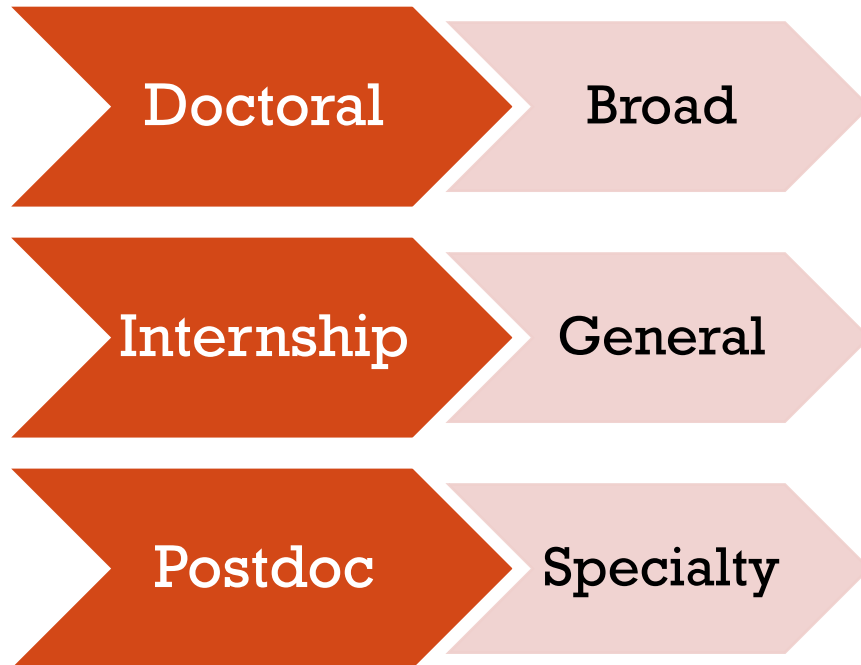
## Population based care

- Keeping people health and risk mitigation

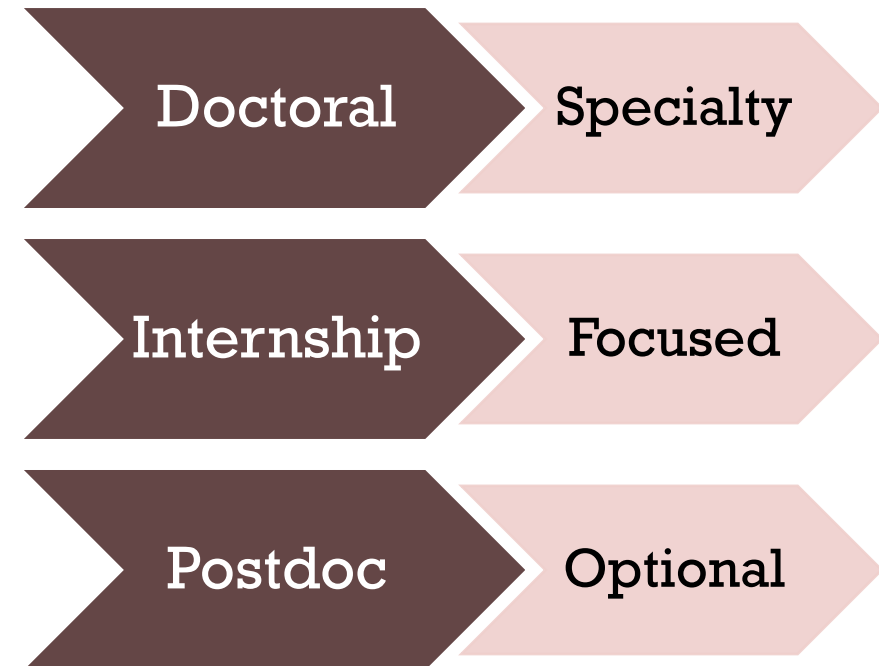


# CHP TRAINING SEQUENCE

## Traditional



## Current/Emerging



# CHANGES IN CHP TRAINING

Negotiate a more complex delivery models

Application of the business side of practice

- Able to talk “business”

Applying Measurement Based Care

Understand and appreciate a population-based focus

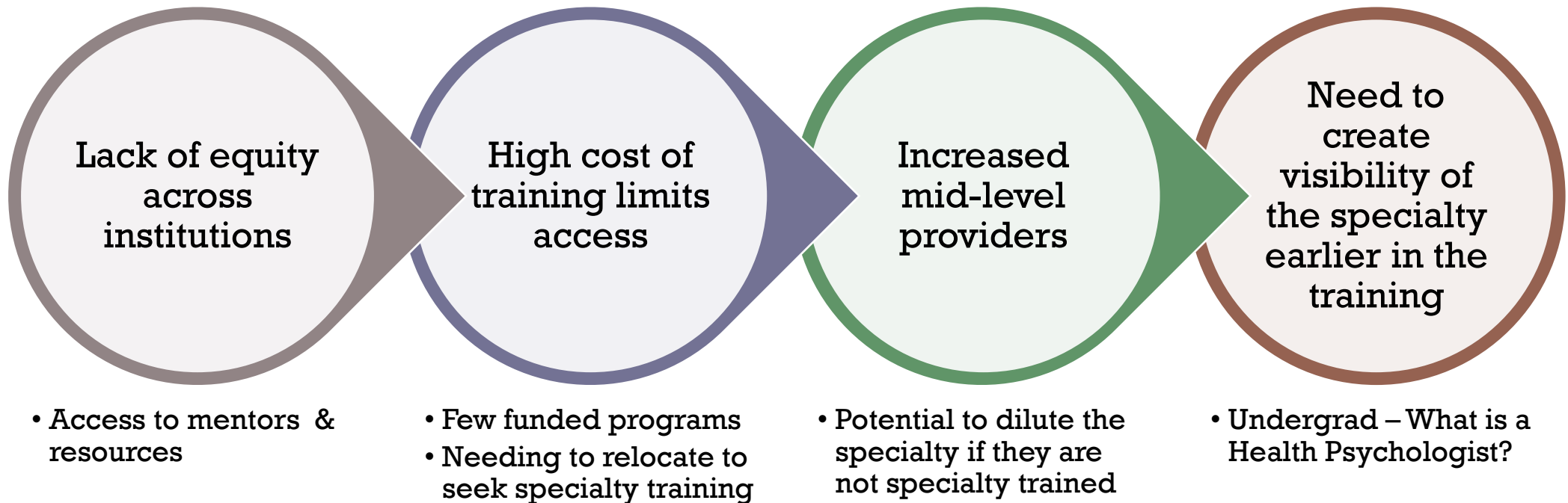
- Prevention, health promotion, risk mitigation – not just those that present for treatment

Increasing role for CHPs to work to system level interventions

- System redesign (working with our I/O colleagues)



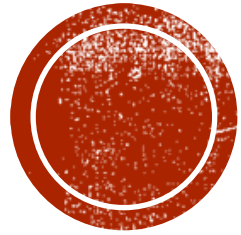
# CHALLENGES TO CHP TRAINING SYSTEM



# THEMES FROM THE APA SUMMIT ON THE FUTURE OF EDUCATION AND PRACTICE – VISION FOR MOVING FORWARD

- Inclusive
  - Master's practitioners
  - Interprofessional collaborative practice
- Expansive
  - New roles, responsibilities, services
- Representative
  - Increased diversity in the workforce
  - What we teach, how we teach, our science
- Responsive
  - Continuous quality improvement efforts





# USING THE E&T TAXONOMY

[Explore how the taxonomy informs](#) program design, aids students in understanding specialty training, and guides the development of retraining programs for professionals transitioning into Clinical Health Psychology.



# WHAT IS A TAXONOMY?

- tax·on·o·my | tak-'sä-nə-mē
  - Orderly classification or arrangement of a set of related concepts based on common factors
  - Typically, a hierarchical structure with clear rules defining its components



# PSYCHOLOGY E&T TAXONOMIES

- Lays out consistent terms and descriptions for **four** levels of education and training that doctoral, doctoral internship, postdoctoral and post-licensure programs should use to describe their offerings
  - Major Area of Study
  - Emphasis
  - Experience
  - Exposure



Specialty

Stages of Training

Doctoral  
Training Program

Internship  
Training Program

Postdoctoral  
Training Program

Post-licensure  
Training Program

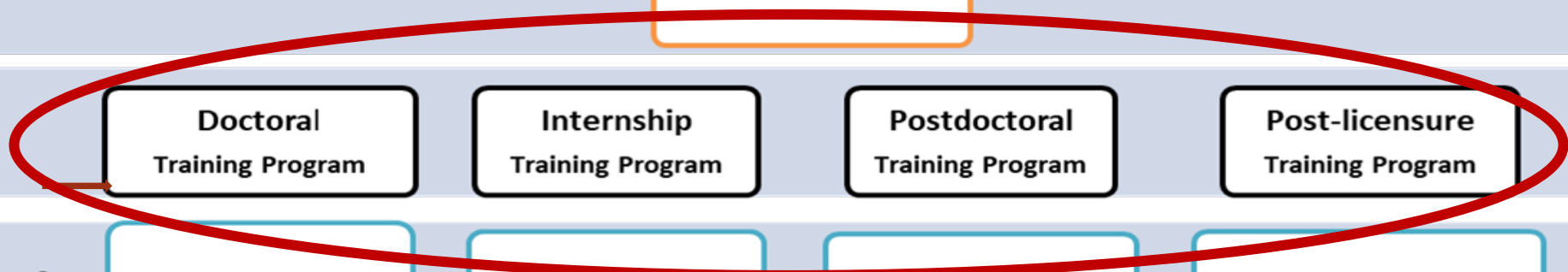
Major Area of Study

Emphasis

Experience

Exposure

Levels of  
Opportunity\*\*



Specialty

Stages of Training

Doctoral  
Training Program

Internship  
Training Program

Postdoctoral  
Training Program

Post-licensure  
Training Program

Major Area of Study

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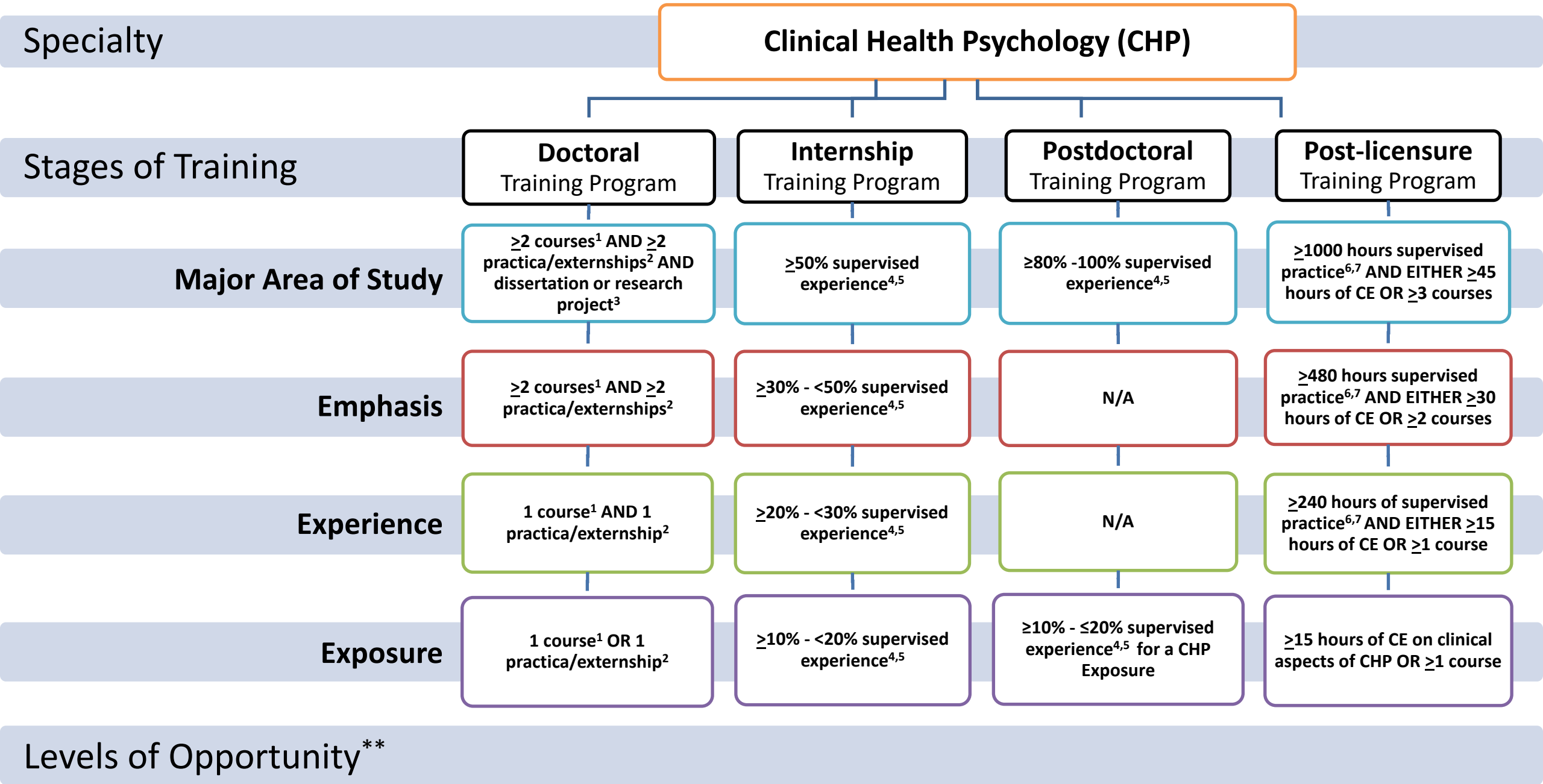
Levels of  
Opportunity\*\*



# DEVELOPMENT OF THE CHP E&T TAXONOMY

- 2013 – Council of Specialties (CoS) requested each constituent specialty council to complete a specialty-specific E&T taxonomy
  - 2014 – 1<sup>st</sup> CHP E&T Taxonomy finalized with CCHPTP input
- 2021 – CoS Strategic Plan
  - Update all specialty taxonomies to ensure consistency across disciplines
  - Revised CHP E&T Taxonomy approved by CoS Oct 2023, with CCHPTP input
  - Minor revisions incorporated as part of the CHP Specialty Renewal process Dec 2024





# CHP E&T TAXONOMY FOOTNOTES

- Common definitions and criteria across all recognized specialties
- Specialty specific definitions and criteria
  - Course content
  - Practicum/externship
  - Dissertation/research project
  - Supervised experience/practice
- Examples of program descriptors for stages of training in Clinical Health Psychology





# SAMPLE DOCTORAL PROGRAM DESCRIPTION

- In our APA-accredited psychology doctoral program at [university], we offer a *Major Area of Study* in Clinical Health Psychology, wherein students complete 4 courses of didactic coursework, a minimum of 3 semesters of supervised clinical training and a dissertation on a clinical health psychology-related research topic.



# USING THE TAXONOMY FOR PROGRAMS

- Standardizes program descriptions for potential students and trainees
  - Making it easier for students to be informed consumers and choose programs aligned with professional goals
- Outlines clear expectations for advancement in a particular area of study
- Ensures standards for consistency at all levels of training
  - Protecting mental health care consumers



# USING THE TAXONOMY FOR LEARNERS

- As the E&T Taxonomy becomes increasingly adopted by training programs...
- Learners might use it to help document their path toward specialty training

Stages of Training	Doctoral Training Program	Internship Training Program	Postdoctoral Training Program	Post-licensure Training Program
Major Area of Study				
Emphasis				
Experience				
Exposure				

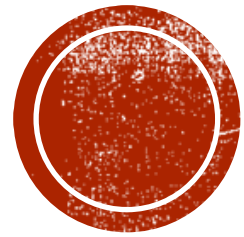


# RESPECIALIZATION PROGRAMS IN CHP

- Need to develop post-licensure programs to create a pathway for those not trained in clinical health psychology earlier in their training trajectory
- New ABCHP Requirements give some guidance:
  - At least  $\geq 45$  continued education credits in clinical health psychology **AND/OR**  $\geq$  three clinical health psychology courses.
  - Clinical Health Psychology course: Must have content congruent with *Clinical Health Psychology 2018 Education and Training Guidelines*\*

\*CoS website: <https://cospp.org/education-and-training-guidelines>





# BOARD CERTIFICATION

Examine [the new ABCHP board certification criteria](#) and insights from the 2024 CRSSPP document to understand how these updates shape future training pathways and programmatic decision-making in Clinical Health Psychology.

# BOARD CERTIFICATION

- Only 4% of all psychologists are board certified. <sup>1</sup>
- The settings with the highest percentages of board-certified psychologists were Hospital Settings (18%), Other Educational Settings (16%), and VA Medical Centers/Military Hospitals (14%) <sup>1</sup>
- Clinical Health Psychology is among the more common specialties for those obtaining board certification (7%)
  - but is far below Clinical Neuropsychology (30%) and Clinical Psychology (27%) in terms of specialty area of board-certified psychologists



# BOARD CERTIFICATION — MAKES SENSE?

## Pros/Benefits

- Definitive way to demonstrate clinical expertise in the specialty
- Elevates the profession
- Puts psychologist on same level as physicians and other doctoral degree colleagues
- Helps the individual take stock of their competencies
- May lead to higher compensation

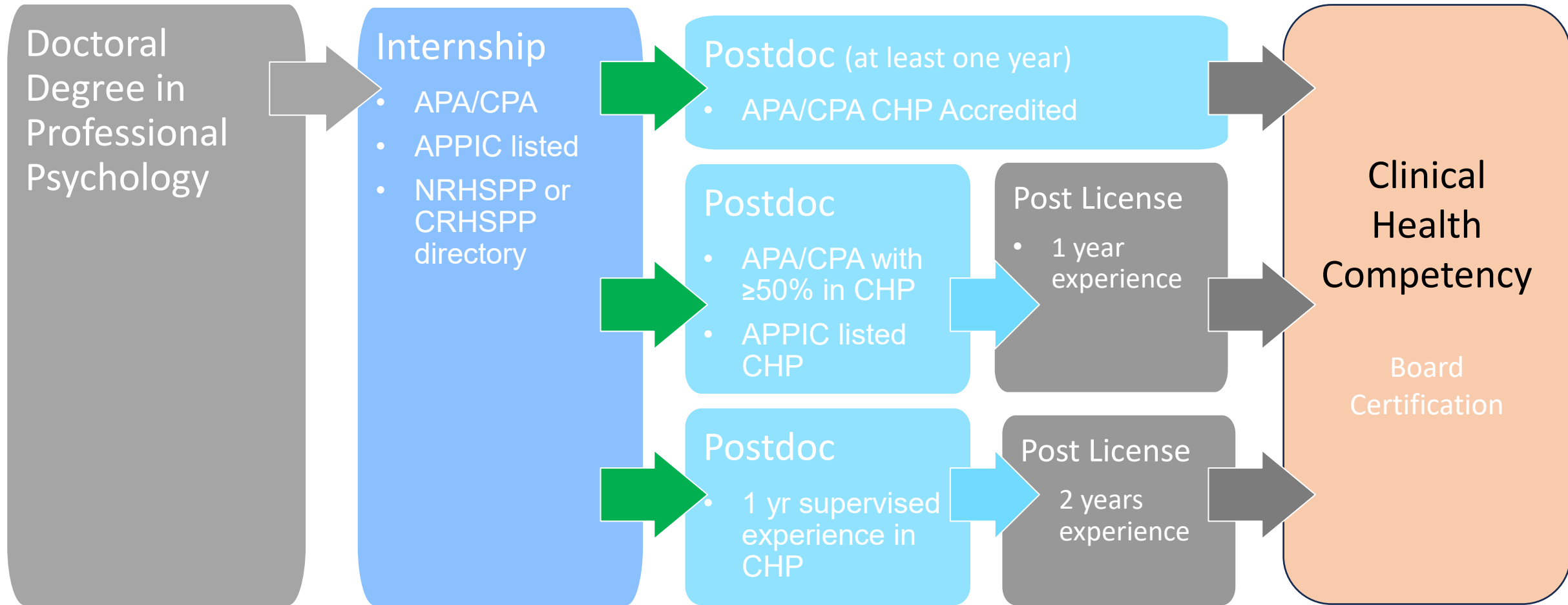
## Drawbacks/Cons

- Long and expensive process
  - Excludes those who cannot afford the time and money
- Can be seen as creating a barrier to practice
- Not often required or rewarded by employers/hospital system
- Not considered by insurers as a requirement
- Later career individual may not see ROI

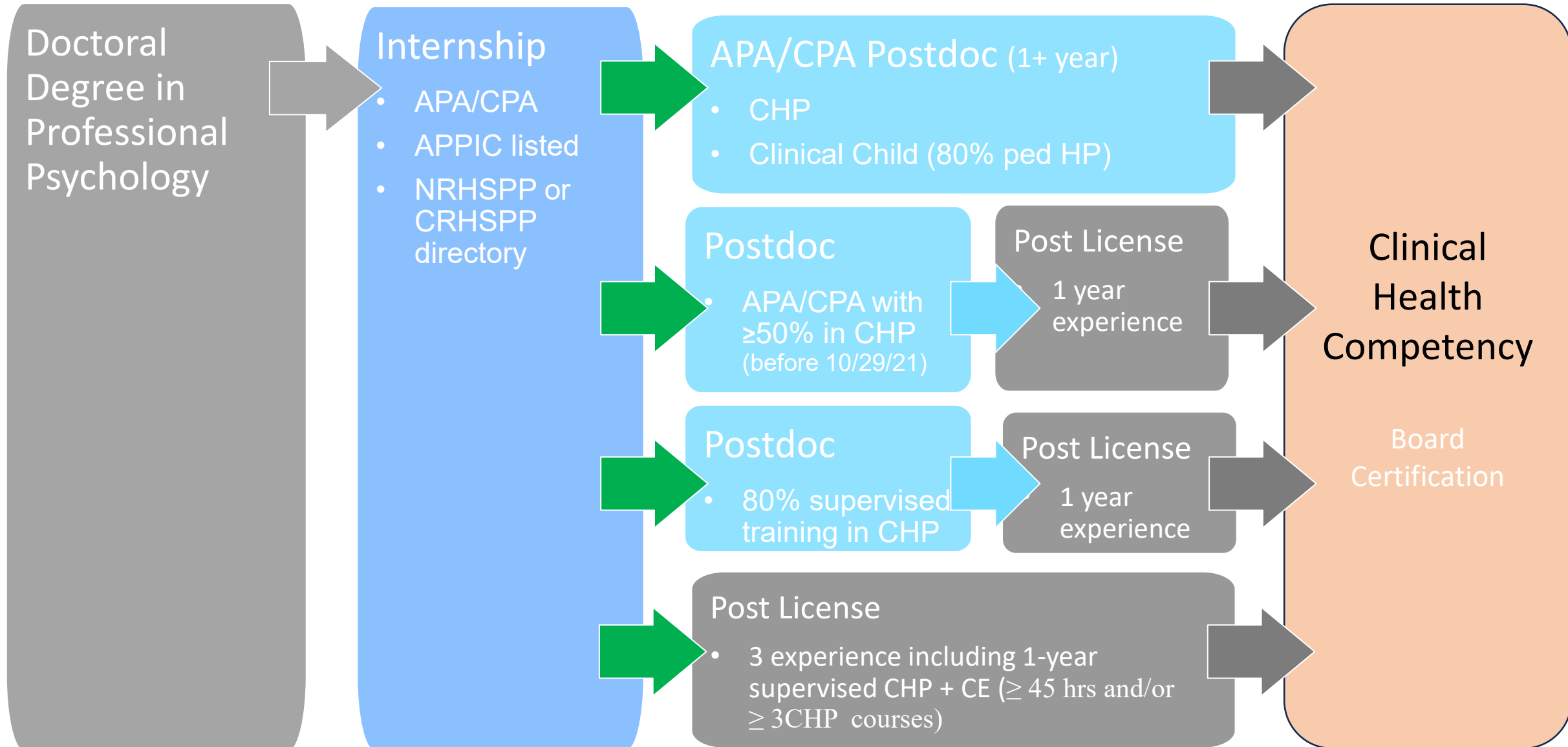




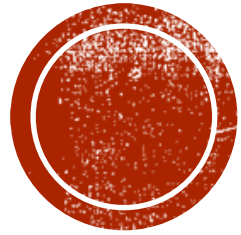
# 2024 ABPP CHP Requirements



# 2025 ABPP CHP Requirements\*



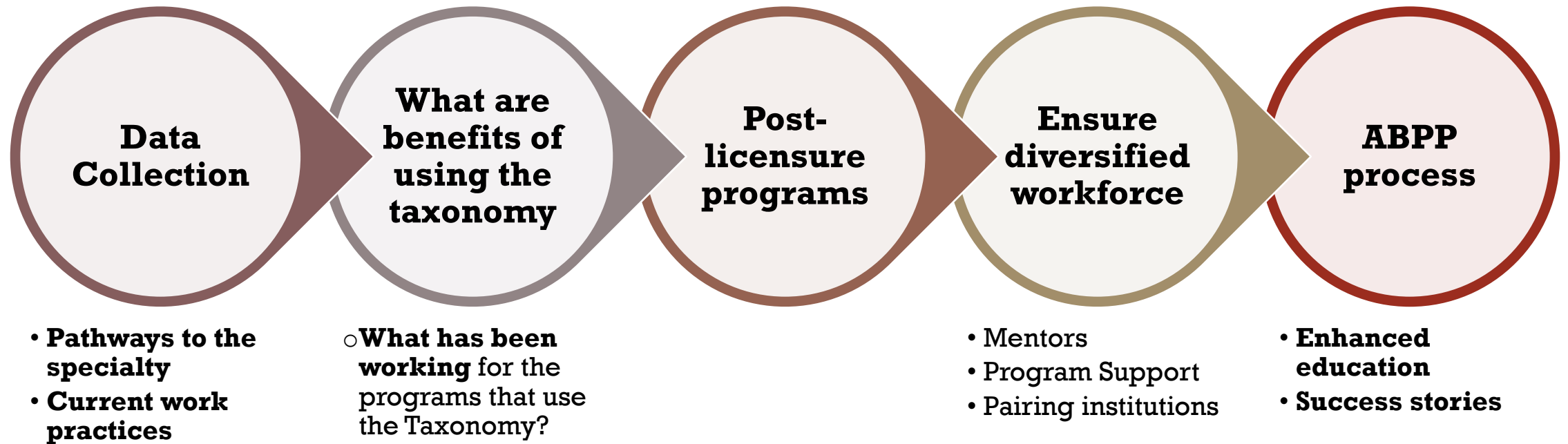
\* Not official until Fall 2025



# RECOMMENDATIONS GOING FORWARD

As a result of the 2024 Pathway Summit and CRSSPP Petition

# HEALTH PSYCHOLOGY EDUCATION AND TRAINING



# GOAL OF SESSION

- Evaluate **future skills needed** for professionals in Clinical Health Psychology over the next 5–10 years and their implications for training programs across different educational levels (doctoral, internship, and postdoctoral).
- ❖ **Explore how the taxonomy informs** program design, aids students in understanding specialty training, and guides the development of retraining programs for professionals transitioning into Clinical Health Psychology.
- ❖ Examine **the new ABCHP board certification criteria** and insights from the 2024 CRSSPP document to understand how these updates shape future training pathways and programmatic decision-making in Clinical Health Psychology.



# QUESTIONS & DISCUSSIONS

- How do outcomes of the Summit fit with your program and individual needs?
- What feedback would you provide?

