Reimagining the Future: Implications for Clinical Health Psychology Training

Catherine Grus, PhD
Chief Education Officer, APA

February 18, 2022 CCHPTP mid-winter meeting
- Participants will be able to describe three drivers of change that have implications for clinical health psychology training.
DREAM BUILDERS

“TIMES AND CONDITIONS CHANGE SO RAPIDLY THAT WE MUST KEEP OUR AIM CONSTANTLY FOCUSED ON THE FUTURE.”

-Walt Disney
Why now?

Unmet societal needs
• Long-standing significant untreated and undertreated mental/behavioral health concerns
• COVID-19 pandemic
• Health inequities

Psychology workforce can/must be prepared to lead
• Improve population health
• Advance psychological science
• Develop EDI foundation for psychology discipline & profession

Align education/training and evolution of the profession
• Ensure workforce is prepared to meet societal needs

Clarify roles and value of doctoral psychologists in changing conditions
• Independent of and in relation to other providers, including HSP masters’ graduates
Incremental or Transformational Change?

- **Incremental change** – small, to adapt to challenges
- fine-tuning current practices
- **Transformational change** refers to a dramatic evolution
- fundamental change to extant structures
Drivers of Change

Population health

Assembly on the Value and Distinction of the Doctoral Degree

Summit on the Future of Education and Practice

CCTC Social Responsiveness Toolkit
Population health

- “improving the health, health equity, safety, and wellbeing of entire populations, including individuals within those populations”
Population Health Approach

Goal
- Effective & Efficient Clinical Care

People
- Diagnosed
- At Risk
- Healthy

Keeping People Healthy
Mitigate Risk & Early Intervention
Three Pillars of APA’s Population Health Strategy

- Engaging in Advocacy
- Serving as a Convener and Resource
- Building Consensus among APA Membership
Population Health Leadership Curriculum

- Pilot program
- Collaboration with Well-being Trust and Harvard Empower Program
Program Participants

- State mental health program directors (recruited via National Association of State Mental Health Program Directors – NASMHPD)
- State alcohol and substance use directors (recruited via National Association of State Alcohol and Drug Abuse Directors – NASADAD)
Goals for Participants

- Explain the relevance and utility of a population health approach for the different challenges they face as system administrators
- Describe operational skills to implement an array of population health strategies
- Identify the unique leadership skills necessary to elevate the overall health of their communities
Proposed APA Policy on Population Health

- Society for Health Psychology (Division 38) lead
- New Business Item (NBI) for the February 2022 Council of Representatives (CoR) meeting
Key Considerations

- All of psychology must come together if we are advance population health and wellbeing
- Will require investment in education of psychologists and students/trainees in all settings, specialties, and communities
APA Assembly on the Value/Distinctiveness of the Doctoral Degree in Health Service Psychology

• Questions Considered:

How is the doctoral degree/license in psychology distinctive and add value to our multi-tiered profession, beyond the master’s degree?

What are psychology’s contributions to population health and society vis-à-vis other mental health professions?

How will/should psychology education and practice be different in the future to address emerging demands?


• The doctoral degree/license adds significant value within our multi-tiered profession.
  • Evaluation, specialty practice, leadership, interprofessional teamwork
  • Areas that include and go beyond direct service provision
  • Multiple tiers within the profession may be important to advance population health, wherein doctoral psychologists' practice with a scope of greatest complexity in both breadth and depth.

Science characterizes and distinguishes psychology, and it undergirds all education and practice.
• Doctoral professionals are adept at understanding and utilizing science to make complex decisions to improve the health of the people and communities we serve.

Equity, diversity, and inclusion (EDI) is foundational to psychology and effective health care.
• The psychology workforce must diversify and reflect the U.S. population.
• Developing and maintaining competence in EDI is essential across the professional lifespan of the psychology practitioner.
- Goal: to develop a shared vision and roadmap for the future of health service psychology, including alignment of education and practice around that future vision
- Over 130 individuals participated and represented multiple diverse identities
- Planning for the summit was a multi-year process and included significant input from a summit steering committee
Summit Structure

• Five pillars
• Areas of health service psychology that are both urgent and important to prepare the profession for the future
• Reflect the profession’s commitments to contemporary matters such as population health and health equity, social justice, high-quality and accessible services, marketplace relevance
• Equity, diversity, and inclusion (EDI) and psychological science are foundational to all pillars and the profession
Summit – 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
CCTC Social Responsiveness Toolkit
CCTC Social Responsiveness Toolkit

- Module 1: Diversifying the HSP pipeline
- Module 2: Revisiting Our Program Structures With Increased Shared Governance
- Module 3: Liberating and Transforming Our Curriculum Toward Social Responsiveness Across All Levels of Training
- Module 4: Moving Toward Socially Responsive HSP Research Training
- Module 5: Socially Responsive Ethics and Professionalism
- Module 6: Social Justice and Advocacy
- Module 7: Community Engagement
- Module 8: Socially Responsive Evaluation of Students, Faculty and Supervisors
- Module 9: Lifelong Learning
• Health service psychology is at an inflection point in its history
• To what extent are we comfortable embracing changes to education (and practice)?
Thank you!

Catherine Grus
cgrus@apa.org