

Navigating Drivers of Change Impacting Education and Training in Clinical Health Psychology

Catherine Grus, PhD

Chief Education Officer

January 15, 2023

Learning Objectives

- Discuss the demographic cliff and its implications for the future of clinical health psychology
- Describe the CCTC Social Responsiveness Toolkit for Health Service Psychology
- Identify two federal policies that are relevant to education and training in clinical health psychology

Agenda

- Driver 1: Demographic Cliff
- Driver 2: Socially Responsive Education and Training
- Driver 3: Federal Policy Landscape

Driver 1: Demographic Cliff

Psychology in Higher Education - Now

Least-regretted college majors

Percentage of graduates who would choose the same major again

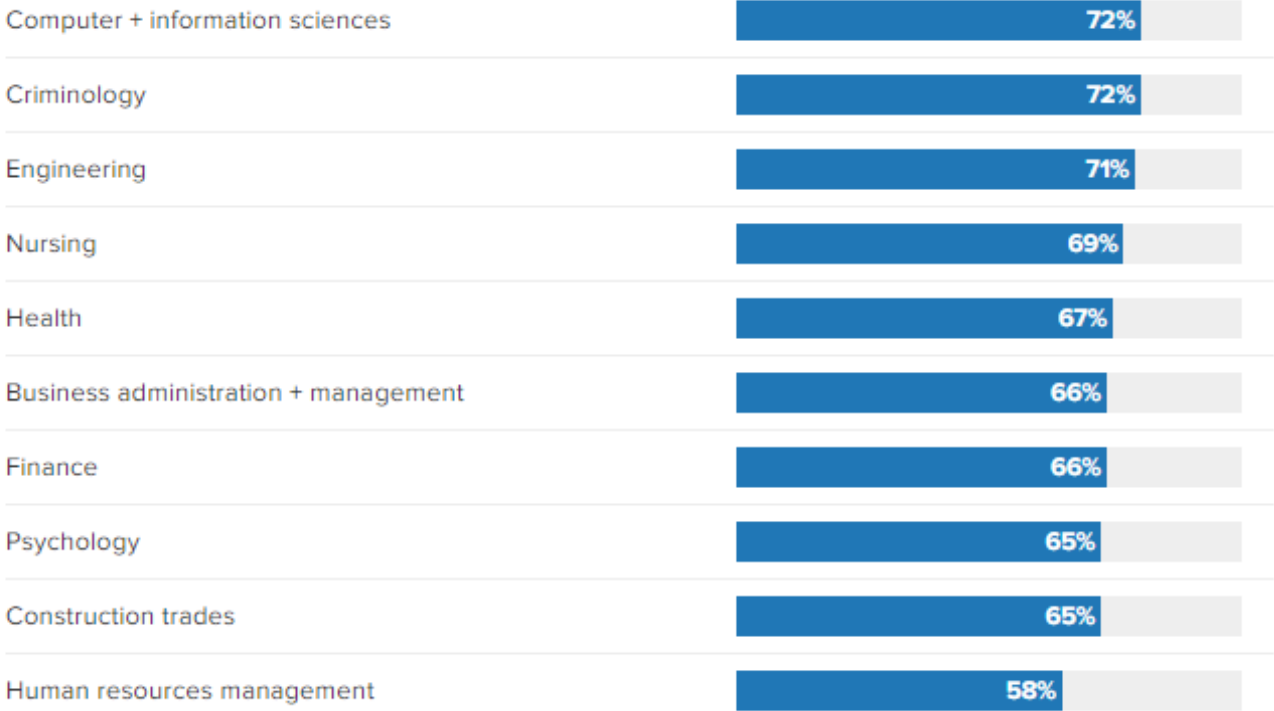


Table: Gabriel Cortes / CNBC
Source: ZipRecruiter's [monthly survey](#) of 1,500 job seekers published November 2022

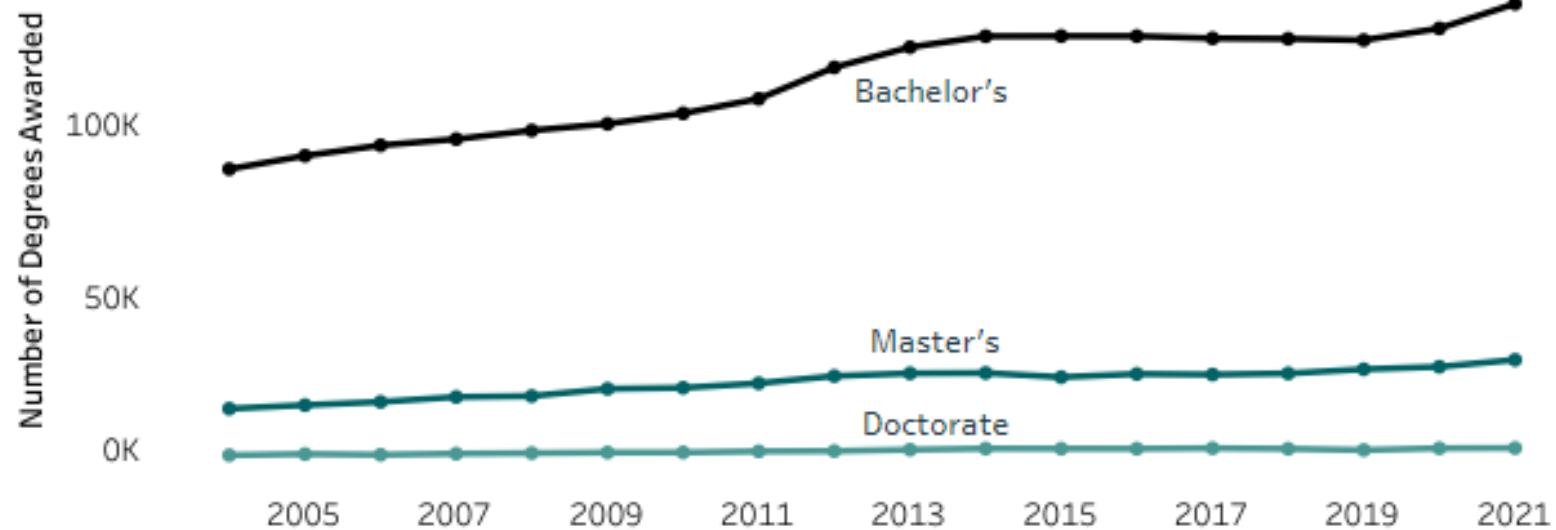




Table 9. Estimated Undergraduate Enrollment by Major at Four-Year Institutions: 2020 to 2022

Major (CIP Code)	CIP Title	Spring 2022		Spring 2021		Spring 2020	
		Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year	Enrollment	% Change from Previous Year
52	Business, Management, Marketing, and Related Support	1,500,247	0.6%	1,491,999	-2.3%	1,527,889	-1.7%
51	Health Professions and Related Clinical Sciences	1,024,849	-2.7%	1,053,578	0.1%	1,052,148	-1.0%
24	Liberal Arts and Sciences, General Studies and Humanities	827,743	-4.2%	863,899	-7.4%	932,596	-5.2%
26	Biological and Biomedical Sciences	560,197	-0.1%	560,884	-2.5%	575,084	-0.9%
14	Engineering	534,992	0.6%	531,889	-3.5%	550,966	-1.8%
11	Computer and Information Sciences and Support Services	518,844	7.8%	481,294	3.0%	467,204	4.7%
42	Psychology	502,202	4.7%	479,582	4.8%	457,506	4.1%

Trends in Psychology Degrees Awarded , 2004-2021



In 2021, 134,407 psychology bachelor's degrees were awarded; 32,270 psychology master's, and 6,969 psychology doctorate degrees were awarded.

Click on the chart on the left to see the number of degrees awarded each year between 2004 and 2021.

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

Enrollment/Demographic Cliff

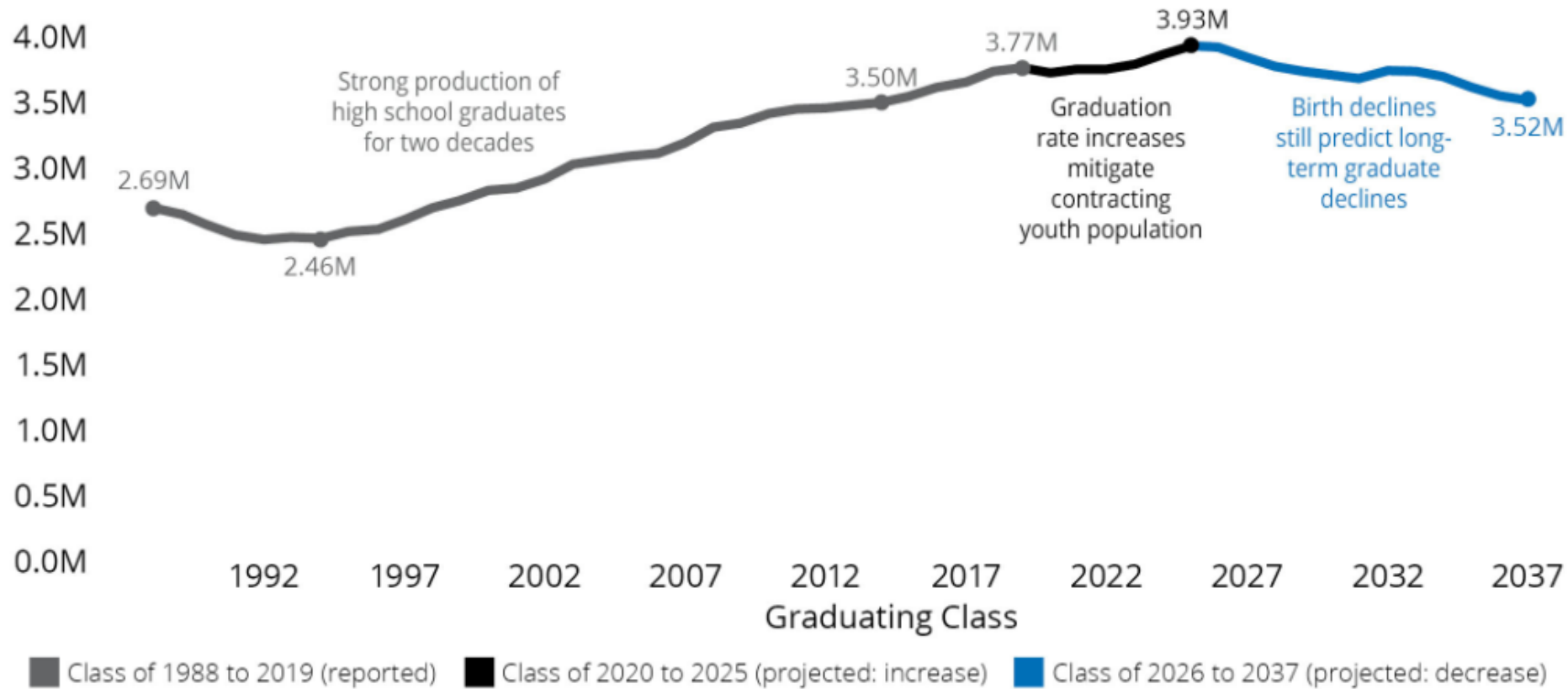
- Declines in US birth rates since 2008 mean there are fewer individuals who will enter into higher education
- Without proactive efforts in a few years psychology could see dramatic drops in numbers of students studying psychology

Table 1. Annual Births by Mother's Race/Ethnicity (U.S., Thousands)

	Total	Hispanic	White	Asian/ Pacific Islander	Black	American Indian/ Alaska Native
1990	4,158	604	2,705	138	674	38
1995	3,900	680	2,435	157	593	35
2000	4,059	816	2,400	196	607	39
2005	4,138	986	2,303	221	587	41
2010	3,999	945	2,180	238	596	41
2015	3,978	924	2,152	271	594	37
2018	3,792	886	2,017	270	584	34
2019	3,746	n/a	n/a	n/a	n/a	n/a

Source: WICHE analysis of natality data from U.S. Centers for Disease Control, National Center for Health Statistics. Showing selected years. The latest year available is 2018 for births by race and ethnicity, 2019 for totals.

Figure 1. Slowing Growth in Number of U.S. High School Graduates, then Decline (U.S. Total High School Graduates)



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. See [Technical Appendix](#) for detailed sources of data through the Class of 2019; WICHE projections, *Class of 2020 through 2037*. ([View states or regions](#))

Other Factors to Consider

- rising student loan debt
- ambivalence toward higher education
- alternatives to traditional higher education
- COVID-19 pandemic

Implications

- Lack of ability to sustain psychology academia and level of quality in psychology education and training
- Loss of psychological scholarship and research to address societal issues
- Greater pressure (time and financial) on students and faculty remaining in psychology education and training programs
- Loss of psychologists to provide mental health and healthcare services at a time of increased need
- Loss of psychologists who work in schools, particularly in remote or rural areas
- Loss of psychologists who assist educators and school personnel from perspective of behavior, motivation, learning, instruction, etc.

Initial Actions by the Board of Educational Affairs

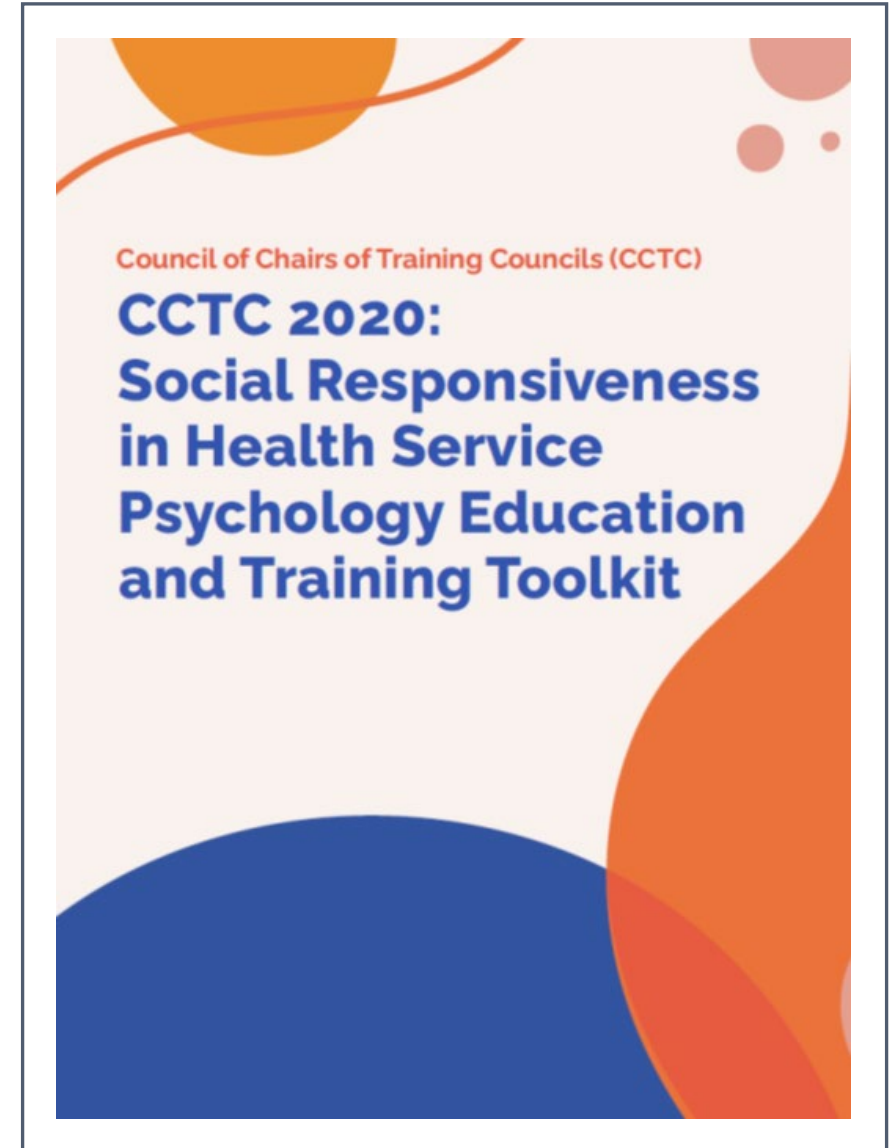
- Monitor on Psychology Article
- Pilot Project: Southeastern Psychological Association Conference Proposal
- APA Convention proposal

- Connecting with Current Resources/Initiatives:
 - [The Skillful Psychology Student](#)
 - [TOPSS video on the value of high school psychology courses](#)
 - CWS Data

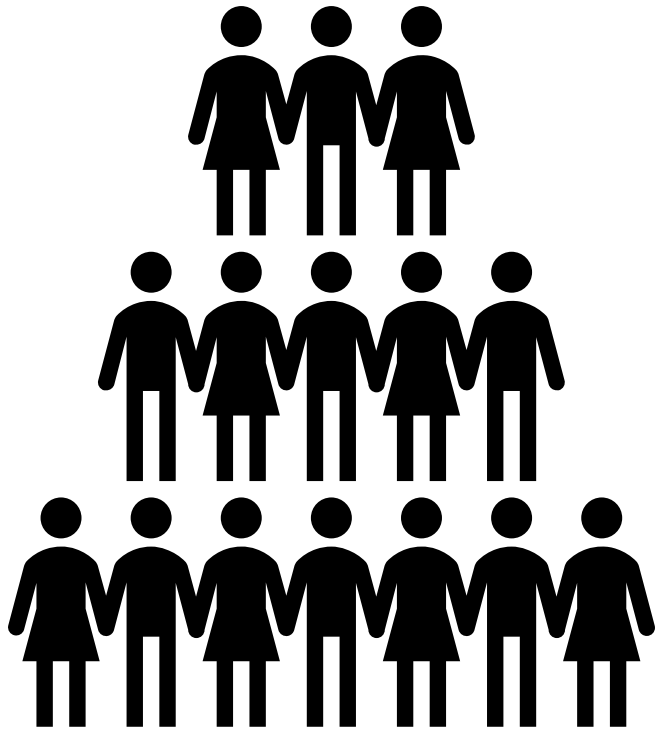
Driver 2: Socially Responsive Education and Training

CCTC Social Responsiveness Toolkit

- Social responsiveness toolkit
- 9 modules provide strategies and resources for educators
- Special issues of TEPP and PPRP are in press and will provide further support for enhancing socially responsive education and training
- **Social Responsiveness Toolkit**



STEERING COMMITTEE AND HISTORY OF THE TOOLKIT



**10 steering
committee members
from CCTC**



150+ participants

Module 1: Diversifying the HSP pipeline

Recommendations for diversifying training in higher ed

Module 2: Revisiting our program structures with increased shared governance

Definition, values, practices for increasing shared governance in programs

Module 3: Liberating and transforming our curriculum across all levels of training

Academic Course/Seminar Audit Tool and Syllabus Liberation Project

Module 4: Moving Toward Socially Responsive HSP Research Training

Recommendations for producing, consuming and supporting socially-responsive research training

Module 5: Socially Responsive Ethics and Professionalism

Recommendations for equity, diversity, and inclusion in ethical decision making

Module 6: Social Justice and Advocacy

Advancement of a Social Justice, Competency in HSP education

Module 7: Community Engagement

Specific strategies relative to program self-reflection, action implementation, and evaluation

Module 8: Socially Responsive Evaluation of Students, Faculty and Supervisors

Developing reflective supervisory practices, SCORE Checklist (Socially-responsive Culturally Sensitive Reflective Evaluation)

Module 9: Lifelong Learning

Resources for creating a culture of communication, navigating difficult dialogues, and offering guidelines on repair

APA Racial Equity Action Plan



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

**PSYCHOLOGY'S ROLE IN
DISMANTLING SYSTEMIC RACISM**

Racial Equity Action Plan



- Proposes actions that APA will undertake related to the 2021 Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.
- Focus areas: Knowledge Production, Health, Workforce, Training of Psychologists, Education

Content Domains

- **Knowledge Production:** Integrate the use of equitable and inclusive approaches to advance racially-conscious knowledge production and scholarship.
- **Health:** Utilize the full breadth of the field of psychology to promote, contribute, and advance health equity in communities of color.
- **APA/Workforce:** Efforts that promote an equitable, diverse, and inclusive work environment within APA staff, the association at-large, and the broader psychology workforce, and serve as an exemplar for using EDI principles as foundational to fostering psychologically healthy workplaces.
- **Training of Psychologists:** Efforts that promote racially conscious and equitable training in order to open pathways for students of color to successfully pursue careers in psychology.
- **Education:** Efforts that work to address racial inequities within education environments, [including early childhood development, K-12 schools, and undergraduate and graduate programs].

Training of Psychologists and Education Examples

- Task Force on Holistic Admissions
 - Examining the science behind impacts of different admissions processes
- Diverse Hiring Practices
 - Developing recommendations to recruit (and retain) a more diverse psychology faculty
- APA BEA Racial Disparities Task Force Report
 - Reviews the science on educational disparities birth to 18
 - Recommendations for action
 - Comment period closes January 31st.

Driver 3: Federal Policy Landscape

Department of Education Policies

- Proposed negotiated rule-making sessions 2023
- State Authorization and Distance Education
- In 2010 the Department of Education published a regulation proposed to offer greater oversight of interstate education programs (e.g., distance learning)
- Deemed unenforceable by a federal court
- New regulations released in 2016 to be effective in 2018
- 2018 two-year delay to allow for negotiated rulemaking
- 2019 public comment
- Rules released November 2019
- Enacted in 2020

- physical presence – “a measure by which a state defines the status of an educational institution’s presence within the state”
- supervised field experiences – “a student learning experience under the oversight of a supervisor, mentor, faculty member or other qualified professional, located in the host state, who has a direct or indirect reporting responsibility to the institution where the student is enrolled, whether or not credit is granted. Examples include practica, student teaching or internships.”
- NC-SARA
- Required student disclosures

CIP Codes

- 6-digit codes used to classify degree programs at colleges and universities in the United States
- published by the National Center for Educational Statistics (NCES)
- used by the Department of Education to track trends in fields of study higher education
- institutions are required to identify the CIP codes for their programs as part of their federal reporting to the Department of Education

Why are CIP codes important?

- federal agencies use CIP codes to identify programs or graduates that meet their mission and goals
- ICE Optional Practical Training program enables foreign students on an F-1 (student) visa who graduate from U.S. institutions (with a bachelor's, master's, or doctoral degree) to remain in the U.S. for continued training and work in their field of study for up to 12 months
- students who receive a degree from a program that has a CIP code that is classified as a STEM field can remain in the U.S. for relevant training and work for an additional 17 months (for a total of 29 months) on their F-1 visa

Psychology CIP Codes

Psychology, not classified as STEM fields

- clinical psychology
- community psychology
- counseling psychology
- industrial and organizational psychology
- school psychology
- educational psychology
- clinical child psychology
- environmental psychology
- geropsychology
- health/medical psychology
- family psychology
- forensic psychology
- applied psychology
- applied behavioral analysis
- performance and sport psychology
- somatic psychology
- transpersonal/spiritual psychology
- clinical, counseling and applied psychology, other
- psychology, general
- psychology, other

Psychology, STEM Fields

- cognitive psychology and psycholinguistics
- comparative psychology
- developmental and child psychology
- experimental psychology
- personality psychology
- behavioral neuroscience
- social psychology
- psychometrics and quantitative psychology
- psychopharmacology
- research and experimental psychology
- industrial and organizational psychology, other

Changing a Program's CIP code

- Institutional advocacy
- National advocacy



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Thank you!

Catherine Grus
cgrus@apa.org

