## Department of Veterans Affairs

## VAPTC

**Psychology Training Council** 

**Update Spring 2014** 

## Disclaimer



Not speaking on behalf of VA or OAA.

Nor will I try to speak Texan.



## VAPTC Executive Committee

- John Beauvais, Ph.D. Chair
- R. Keith Shaw, Ph.D. Past Chair
- Loretta Braxton, Ph.D. Chair-Elect
- Allison Aosved, Ph.D. Secretary/Treasurer
- Kellie Rollins, Psy.D. Member-at-Large
- Evelyn Sandeen, Ph.D., ABPP Clinical Advisory Committee Chair & Member-at-Large
- Jody Rubenstein, Ph.D. Administrative Committee Chair & Member-at-Large

# Significant Events & Issues for VAPTC in 2013 - 2014

- Wayne Siegel, Ph.D. led a guidance session for newly funded programs.
- APPIC Postdoctoral Development Workgroup (Co-chaired by Wayne Siegel and Marla Eby) is studying and developing recommendations re: APPIC's roles with postdoctoral training programs. The current VAPTC representative is Allison Aosved.
- Technology group continues to provide extraction software for the AAPI portal
- Dr. Wayne Siegel recipient of the 2013 Antonette and Robert Zeiss Award for Distinguished Contributions to VA Training!!

# Upcoming Events & Issues for VAPTC in 2014

### CoA's Standards of Accreditation

- VAPTC EC is preparing a response to the proposed revisions in the Standards of Accreditation (SoA) in Health Service Psychology. Due July 7, 2014
- Standards will outline the requirements for the accreditation of psychology training programs. They will articulate a common core of profession-wide competencies; programs may also specify their own program specific competencies that students/trainees must achieve.

## **VAPTC Missions**

Mission 1

 Facilitate sharing of information and resources among VA psychology training programs.

## Mission #1 Accomplishments

- Ongoing development of the VAPTC SharePoint with many training resources; new format being developed.
- http://vaww.infoshare.va.gov/sites/Psychology
   TrainingCouncil/default.aspx



#### **VA Psychology Training Council**

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Useful Links to Other Resources

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Resources for Training Program Administration



#### Resources for VA Psychology Training Program Administrator

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#### Training Forms & Documents

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#### Self Study Exemplars

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#### Do You Know?

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#### New Additions to Our Site!

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**APPIC Match Resources** 

## Mission #1 Accomplishments

 Continuing expansion of materials to identify and disseminate best practices by VAPTC's committees, selected highlights include modules on:

#### **Model Curriculum Committee:**

Mentoring, DSM-V, History of Psychology in the VA, Clinical Video Telehealth, Assessment, Professionalism, VA research careers, Suicide Risk Assessment and Documentation

### <u>Multicultural And Diversity Committee</u>:

**Best Practices Document** 

## Mission #1 Accomplishments, cont'd.

- Facilitated sharing of information and documents through the VA Training Director e-mail groups
- Regularly updating and seeking input at AVAPL/Division 18 meeting; and, when feasible, at APA Convention (ACES?)
- VAPTC Annual Business Meeting, which will be a virtual VANTS/LiveMeeting/Lync in August, 2014

 Solicit ideas for advancements in the evolution of psychology training programs.

## Mission #2 Accomplishments

- Executive Committee has regularly encouraged the membership to share their ideas and concerns through email, through other organizations (e.g., APPIC, APA/CoA) involvement and national meetings.
- Clinical Advisory Committee completed an initial training need assessment project that was presented at APPIC
- 2013 2014 Annual Survey of the VAPTC membership in progress.



#### The Training Needs Assessment: Creating a Culture of **Competency through Proactive Competency Assessment**

Kristin Rodzinka, Ph.D., ABPP\*: Evelyn Sandeen, Ph.D., ABPP\*\*





#### Problem

While most internship and residency programs are in intellectual agreement with the competency movement within professional psychology (e.g., Fouad et al., 2009), most programs are also struggling with the practical aspects of how to implement this movement within their own programs. One of the most important practical issues is how to measure competency at the beginning of a training sequence in order to measure growth and to design training to meet individual trainees' needs. This is essential if we wish to identify and have meaningful discussions about competency deficits with trainees early in the training year. Strategies for developing competency based assessment have been well outlined (Kaslow et. al., 2009) and now practical tools are needed. This project sought to address the lack of available concrete resources as well as potential Training Director concerns about how trainees would respond to strategies offered.

#### Collaboration

The VA Psychology Training Council (VAPTC) is made up of Training Directors in VA-based internships and postdoctoral residencies. A standing com mittee of the VAPTC, the Clinical Advisory Committee (CAC), has taken on the task of developing a menu of initial assessment tools which are designed to be aligned with competency dimensions identified by the APA Competency Benchmarks Committee (2011 revision available on APA website). We call this process the Training Needs Assessment (TNA).

#### Initial Competency Assessment Tools (ICAT)

The CAC has created a flexible menu of Initial Competency Assessment Tools, employing multiple modalities, which Training Directors can use to design a program specific Training Needs Assessment (TNA). The ICAT will be available to all VA Training Directors prior to the beginning of the 2014-2015 training year through a Share Point site which facilitates collaboration and shared use of resources between VA Training Directors

Benefits of performing a Training Needs Assessment include:

- 1) creating a culture of competency through
  - a) early introduction of the competencies
  - b) priming of trainees by demonstrating emphasis on critical competencies for your program
  - c) setting the stage for thoughtful work by both trainees and supervisors by providing evaluative feedback to both
  - d) emphasizing self-awareness within critical domains
- 2) identifying outliers early in the training sequence so that training plans can be altered toward remediation or accelerated advancement; and
- 3) facilitating advanced, competency based supervision

A matrix was developed to easily identify tools developed by modality and competency to be evaluated. Competencies most amenable to early evaluation are included in the current matrix. Teaching, Supervision, Interdisciplinary Systems, Management/Administration, and Advocacy may also be developed in the future

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#### **Survey Results**

As the CAC developed resources, many were piloted in Summer and Fall of 2013. To gauge intern responses to participation we conducted a survey. In particular, we wished to clarify whether the process was unnecessarily stressful and how helpful it was at meeting our goals.

Modalities employed included: written vignettes, video based vignettes, content quizzes, group discussion with Training Director, standardized patients, and case presenta-

Competencies targeted included: ethics, professionalism, differential diagnosis, treatment planning, relationships, cultural diversity awareness, report writing, selfawareness, and evidence-based

Feedback was provided to trainees regarding both strengths and areas for growth.

- appeared to relax and even enjoy the mod-
- "We found the assessment to be very helpful. Based on this, we changed some of our seminars to help us highlight some areas where interns were having difficulty. We also were able to integrate this more into our supervision and rotation assignments. "
- "We found that the process of the Simulated Patient interview was particularly helpful in highlighting interns' relative strengths and Survey results suggest that trainees are they normally did."



- · "The trainees were initially anxious but they · "The process was actually pretty fun and confidence-building."
  - . "It might be helpful to revisit the results of the competency assessment more often during the year and discuss progress and contin ued goals."
  - . "I felt more confident in the training plan developed by the program directors because I knew they had seen my clinical skills and knowledge in action.

weaknesses, which we then could pass on to able to participate in meaningful initial astheir supervisors to provide them with extra sessment of competencies without it genattention. Our supervisors felt that they got erating an unreasonable amount of disinformation about their interns earlier than tress. Many offered feedback regarding the benefits of the process. 100% of the sample reported that participating in the assessment identified areas for growth. "It helped ensure that supervisors/train- Additionally, supervisors who were ining directors and interns were all on the Volved in the Simulated Patient process, same page regarding our specific training either as actors or as observers, found it "fun and informative."

#### Challenges

- There are still an inadequate number of resources available for effective competency assessment in all relevant domains:
- Each individual program will need to evaluate which ICAT best represent the competencies they wish to measure as a part of their Training Needs
- Some tools will require editing to produce a good fit between program and competency measured:
- · Many tools will need to be updated to reflect developments and changes within the field (i.e., new versions of assessment measures and diagnostic nomenclature);
- · Some tools require time and resources that are unavailable to all Training Directors.

#### **Future Directons**

- · Develop more resources;
- . Develop mechanisms for sharing tools and information to include more crowdsourced resources;
- Develop guidelines for selection of tools;
- Develop guidelines for administration:
- Develop a variety of strategies and modalities;
- · Work toward a more seamless transition from initial assessment of competencies to ongoing supervisory feedback and summative evaluations:
- Incorporate tools or benchmarks to reflect multiple levels of training

#### References

When asked, How many psychology trainees (on average) do you have - within each level -- annually?

Practicum (graduate students)	5
Internship	5
Postdoctoral Residency	4
Total Respondents: 42	

Supervisor Eligibility: Expectations for Supervisors: Please select all of the following, which are relevant to your training program(s) standards:

Duties / responsibilities	90.00%
Attendance / participation at Training Committee or supervisor meetings	82.50%
Continuing education related to supervision	22.50%
Feedback on performance (e.g., evals of trainees)	92.50%
Procedures for dealing with performance problems/concerns	80.00%

	1 Not at all important	2	3 Somewhat important	4	5 Extremely important
Supervision training	<b>2.38%</b> 1	<b>2.38%</b> 1	<b>9.52%</b> 4	<b>54.76%</b> 23	<b>30.95%</b> 13

## Paper vs. Electronic records for your training program:

We keep our training records in paper files	57.14%
We keep our training records in electronic files	33.33%
We are working to transition from paper to electronic files	9.52%
We plan to use both paper and electronic files (no plan to discontinue use of both paper and electronic).	59.52%
We have found the following benefits or problems with electronic files (please comment).	7.14%

# From your perspective, what are your program's strengths in terms of multicultural and diversity training?

Existence of a diversity trainer, task force, and/or committee	43.90%
Recruitment of diverse staff and trainees	60.98%
Multicultural/Diversity didactics	90.24%
Multicultural/Diversity journal clubs	34.15%
Multicultural/Diversity issues emphasized in supervision	51.22%
Planned initiatives for diversity training (please describe, below)	19.51%
Other (please describe, below)	12.20%

 Promote the development of procedures and programs that facilitate program accreditation at the internship and postdoctoral levels.

 Again, VAPTC EC is preparing a response to the proposed revisions in the Standards of Accreditation (SoA) in Health Service Psychology. Due July 7, 2014

 Facilitate the professional development and mentoring of training directors.

Mentorship program going strong under the leadership of Bernadette Lauber, Ph.D.

All newly funded program TDs have been paired with a seasoned mentor.

 Facilitate the awareness and promotion of VA psychology training programs among eligible, accredited doctoral academic psychology programs.

# Mission 6

 Promote the views of VA psychology training to groups and organizations whose functions and objectives affect psychology training within the VA.

## VAPTC's National Voice

- Represents VA at twice-yearly meetings of Council of Chairs of Training Councils (CCTC) and APA Board of Educational Affairs (BEA)
- Encouraged candidacies of VAPTC members and supported VA candidates in national elections of other psychology organizations, such as APPIC
- Sharing VAPTC training resource (SharePoint) materials with APPIC has been approved - and have been available for the past few months.

 Provide guidance to the Office of Academic Affiliations and the Office of Mental Health Services regarding needs for training in Psychology.

## Mission #7 Accomplishments

- Ongoing monthly conference calls of the VAPTC
   Executive Committee include our VACO Liaisons
   Dr. Ken Jones (OAA); Dr. David Carroll (Mental Health
   Services), Dr. Stacy Pollack (Mental Health Services);
   and, Dr. Lisa Kearney (Mental Health Operations) and Dr.
   Robert Zeiss.
- Provided input and assistance to OAA in the allocation of new training positions

## **Upcoming Projects**

- Sharepoint resource group for practicum training
- Electronic competency evaluation (APPIC or VINCI)
- Technology Workgroup: FAQ project
- MDC project: help programs to effectively address Domain D (Cultural Diversity) in the APA accreditation package
- MCC project with Dr. Antonette Zeiss; Modular training on Interprofessional Practice and training.
- And many more!

# Invitation: Roles for TDs and other Psychologists

- Need for APA Site Visitors: This conference is a good example!
- Call or e-mail any Executive Committee members to provide feedback or ask for consultation on any training-related matters
- Both new and established VAPTC Committees and Workgroups; roles for TDs and other psychologists
- Raise new issues for the EC to consider