

# Lecture 2

Clinical Psychology: Profession & Training

What do we do as Clinical Psychologists?

# Activities

Norcoss, Karpiak, and Santoro (2005).

## *Professional Activities of Clinical Psychologists*

Activity	% Involved in			Mean % of Time				
	1986	1995	2003	1973	1981	1986	1995	2003
Psychotherapy	87	84	80	31	35	35	37	34
Diagnosis/assessment	75	74	64	10	13	16	15	15
Teaching	55	50	49	14	12	14	9	10
Clinical supervision	67	62	50	8	8	11	7	6
Research/writing	54	47	51	7	8	15	10	14
Consultation	63	54	47	5	7	11	7	7
Administration	55	52	53	13	13	16	11	13

# Clinical Psychology – Clinical Activities

- Assessment
  - Diagnosis
  - Formulation
- Treatment
  - Psychotherapy
- Consultation

# Clinical Psychology – Research and Academic Activities

- Research: Can do research on anything, but focus tends to be on psychopathology or psychological problems, assessment issues, or treatment outcome or process
- Teaching
- Training of clinical psychologists

# Core Competencies: Scientifically-Minded Psychologists

- Scientifically-Minded Psychologists
- Hallmark of our discipline

- Nomethetic
- Idiographic

# Competencies of Scientifically - Minded Psychologists

1. Access and apply current scientific knowledge and skills appropriately and habitually
2. Contribute to knowledge
3. Critically evaluate one's own interventions and outcomes
4. Practice vigilance about how sociocultural variables influence scientific practice

# Competencies of Scientifically Minded Psychologists

5. Subject work to scrutiny of colleagues, stakeholders, and public.

Where do we work?

# Employment Sites:

## Norcross, Karpiak, and Santoro (2005).

### *Primary Employment Sites*

Employment site	1960 <sup>a</sup> %	1973 %	1981 %	1986 %	1995 %	2003 %
Psychiatric hospital	15	8	8	9	5	4
General hospital	15	6	8	5	4	3
Outpatient clinic	15	5	5	4	4	4
Community mental health center	NR	8	6	5	4	2
Medical school	7	8	7	7	9	8
Private practice	17	23	31	35	40	39
University, psychology	20	22	17	17	15	18
University, other department	NR	7	5	4	4	4
VA medical center	NR	—	—	—	3	3
None	NR	1	1	4	1	0
Other	20	11	12	10	11	15

<sup>a</sup>The percentage figures given for the Kelly (1961) study are approximate since exact figures were not reported.

Different from or similar to whom?

# Clinical Psychologist: Overlap with other Professionals

- Counseling Psychologist
- School Psychologist
- Rehabilitation Psychologist
- Health Psychologist
- Academic Psychologist
- Psychiatrist
- Psychiatric Social Worker

# Clinical Psychologist: Overlap with other Professionals

- Psychiatric Nurse
- Counselor, Psychotherapist

# Norcross & Rogan, 2012

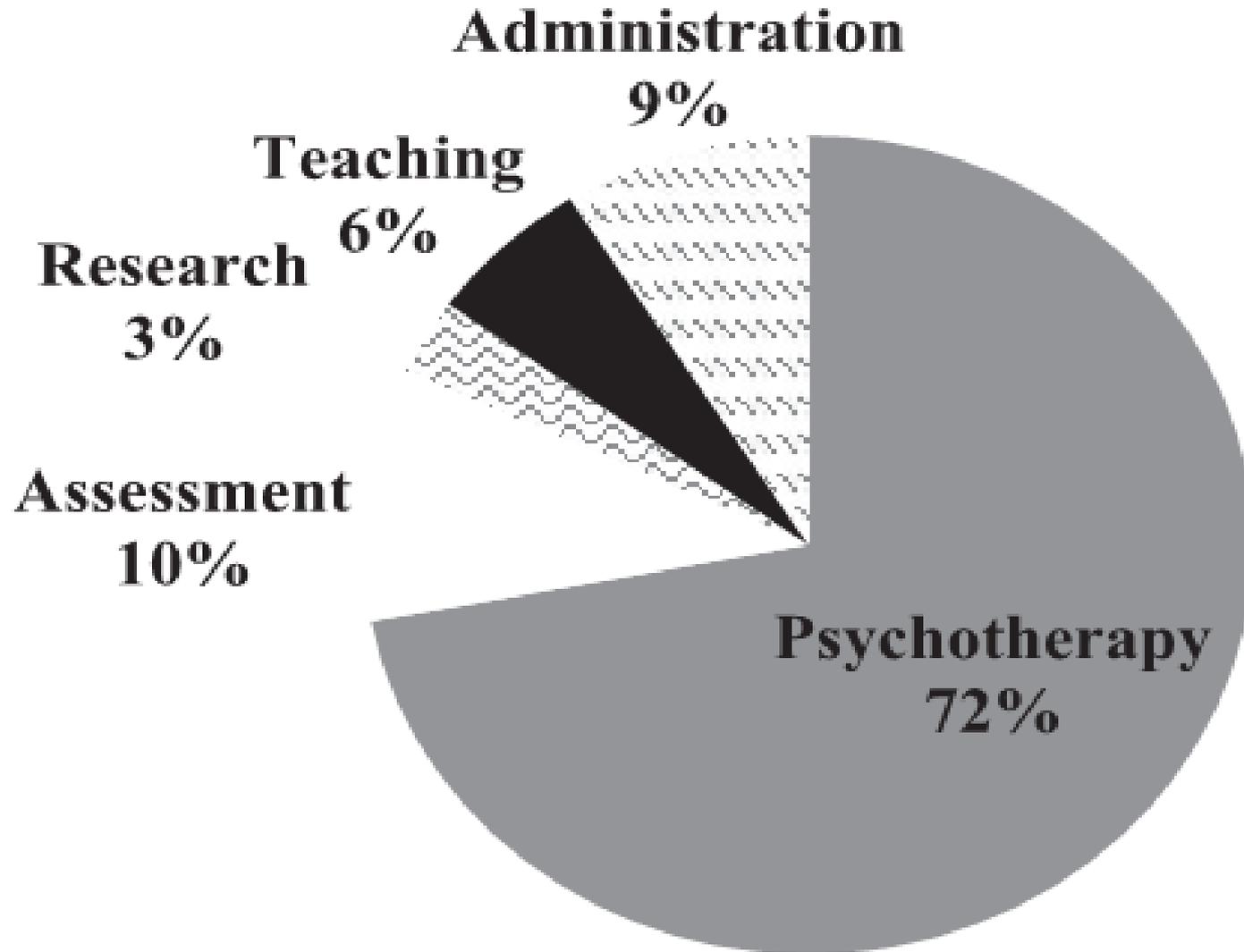
- 401 APA Division 39 (clinical psychology)

Table 1

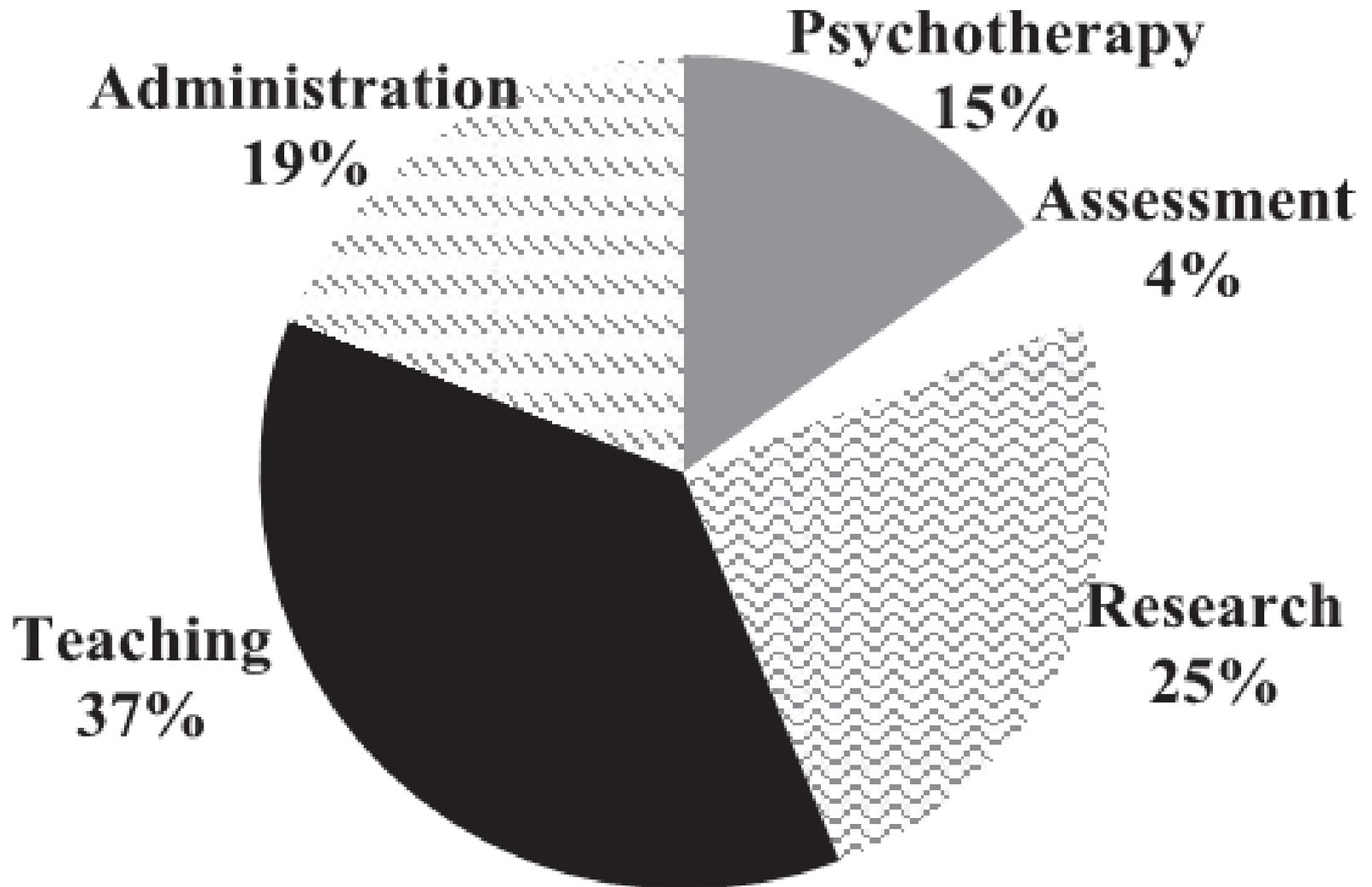
*Distribution of Study Sample and Entire Division 29 by Membership Status, Gender, and Ethnicity*

	This study		Actual %
	<i>N</i>	%	
<b>Membership Status</b>			
Member	365	91	93
Fellow	36	9	7
<b>Gender</b>			
Female	133	33	37
Male	267	67	63
<b>Ethnicity</b>			
American Indian	0	0	.2
Black/African American	2	0	2
White/Caucasian	379	95	88
Hispanic	5	1	1
Asian American	6	2	1
Other/not specified	8	2	7

# Independent Practitioners



# University Professors



# Hospital Psychologists

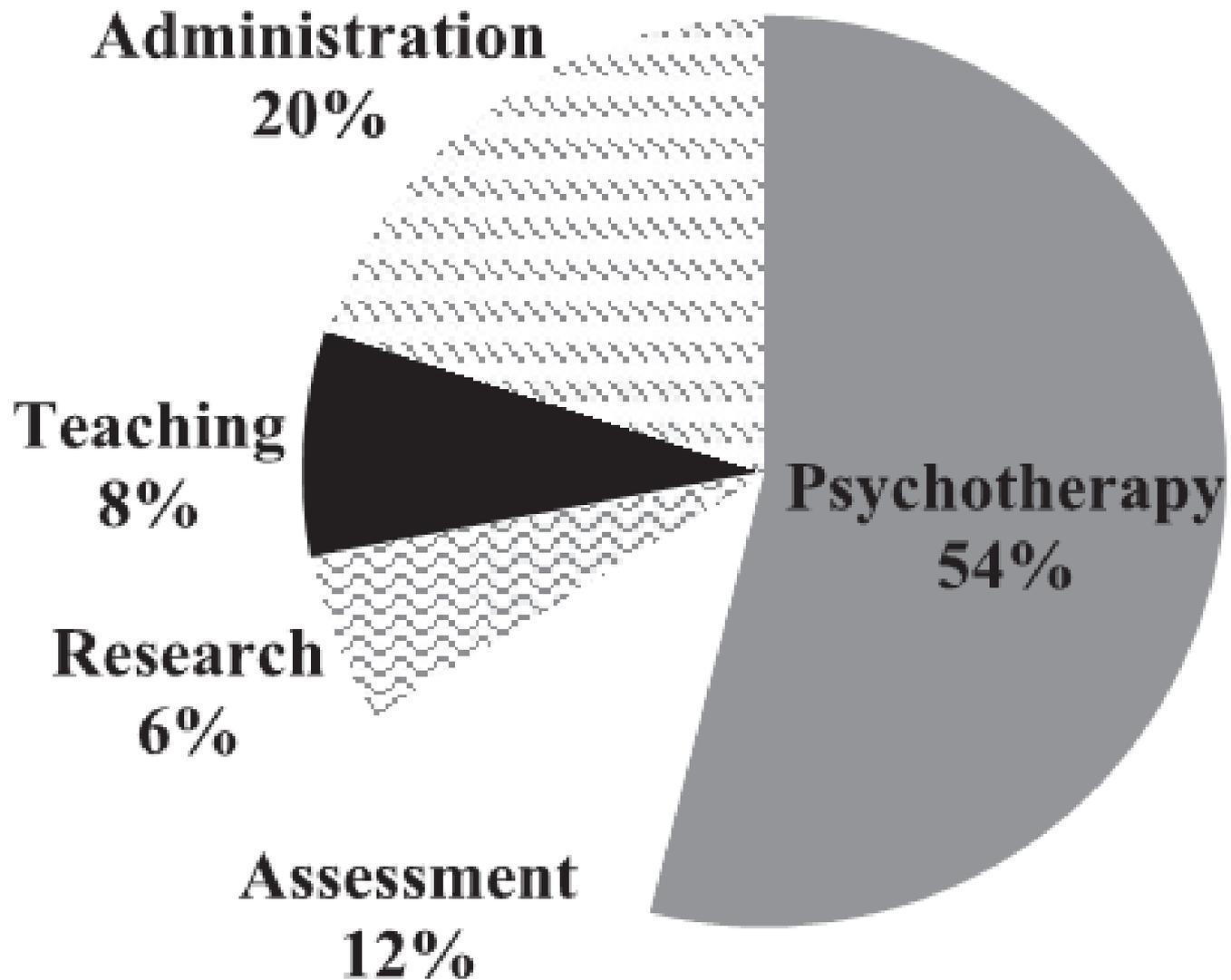


Table 2

*Percentage of Time Devoted to Various Professional Activities*

Activity	% Involved				Mean % of time			
	2012	2001	1991	1981	2012	2001	1991	1981
Psychotherapy	92	95	98	99	57	58	59	54
Diagnosis & assessment	55	60	56	73	9	11	9	11
Teaching	36	37	40	49	6	7	8	9
Clinical supervision	41	48	57	65	5	5	6	7
Research & writing	34	30	24	33	7	5	4	4
Consultation	40	43	48	64	5	5	5	7
Administration	40	39	43	47	7	7	8	9
Other	10	12	12	11	2	3	2	1

Table 3

*Percentage of Time Devoted to Therapy Formats*

Format	2012		2001		1991		1981	
	% Involved	Mean %	Mean %	%	Mean %	%	Mean %	%
Individual therapy	99	80	77	76	65			
Group therapy	20	3	3	5	8			
Couples/Marital therapy	75	13	14	13	13			
Family therapy	33	4	5	4	8			

Table 4

*Percentage of Time Devoted to Various Assessment Activities*

Activity	% Involved		Mean % of Time	
	2012	2001	2012	2001
Clinical interview	94	96	54	54
Behavioral/functional analysis	33	35	5	5
Intellectual/cognitive testing	53	57	10	12
Structured personality testing	66	60	15	13
Projective testing	32	40	5	8
Neuropsychological testing	26	18	6	4
Health psychology testing	14	7	2	1
Other	9	10	3	3

Table 5  
*Primary Employment Settings*

Setting	2012		2001	1991	1981
	<i>N</i>	%	%	%	%
Psychiatric hospital	5	1	2	1	6
General hospital	4	1	1	4	4
Outpatient clinic	25	6	4	4	6
Community MHC	9	2	3	2	6
HMO	1	1	1	N/A	N/A
Medical school	6	2	2	2	3
Private practice	247	62	66	65	51
University, psychology	39	10	7	8	9
University, other dept.	19	5	7	6	8
VA medical center	7	2	1	N/A	N/A
Other	28	8	6	8	7
Total	390	100	100	100	100

*Note.* N/A = not asked.

**Table 6**  
*Primary Theoretical Orientations*

Orientation	2012		2001	1991	1981
	<i>N</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Behavioral	13	3	3	3	6
Cognitive	66	17	16	10	8
Existential	7	2	1	3	5
Experiential/Gestalt	15	4	1	2	3
Humanistic	7	2	1	2	4
Integrative/Eclectic	97	25	36	29	30
Interpersonal (IPT)	11	3	3	7	1
Psychoanalytic	21	5	8	12	9
Psychodynamic/Relational	106	27	21	21	18
Rogerian/Person-centered	16	4	2	2	2
Systems/Family systems	6	2	3	4	3
Other	25	6	5	5	11
Total	393	100	100	100	100

*Note.* N/A = not asked.

Table 7

*Career Choices If Life Could Be Lived Again*

Career choice	2012		2001	1991	1981
	<i>N</i>	%	%	%	%
Psychology/Psychotherapy	308	79	67	68	59
Other field in psychology	11	3	2	2	1
Psychiatry	8	2	7	17	20
Other field in medicine	21	5	6	N/A	N/A
Law	2	1	2	3	3
Business	9	2	6	3	3
Literary & performing arts	5	1	2	N/A	N/A
Other	28	7	8	7	14
Total	392	100	100	100	100

*Note.* N/A = not asked.

# Training Models of Clinical Psychology

# Professional Issues

- Training
  - Overview
    - Scientist-Practitioner (Boulder, PhD)
    - Practitioner (Vail, PsyD)
    - Clinical Scientist (PhD)

# Professional Issues

- Scientist Practitioner (Boulder, PhD)
- Practitioner (Vail, PsyD)

# Scientist Practitioner (Boulder, PhD)

- Boulder Conference – 1949 (70 participants)
  - Equal weight to science and practice
  - PhD as the required degree
  - Training within a university setting
  - Psychologists were to be scientist-practitioners prepared to work in academia or clinical practice
  - Since 1949 has been the dominant model for Clinical Psychology Training
  - Rationale

## Practitioner (Vail, PsyD)

- Questions about adequacy of the Boulder Model.
- Interest in training for practice as is the case in law, dentistry, and medicine
- Focus on training practitioners – Allow research findings to inform practice but without focus on development of research skills.
- Rationale

# Vail

- In 1973 the national training conference in Vail Colorado was successful in legitimizing practitioner oriented clinical psychology training programs
- Despite objections from academic types, such programs now turn out almost as many graduates as do Boulder Model programs (in USA)

# The Clinical Science Model

- Impetus for Clinical Science training was “Manifesto for a Science of Clinical Psychology” (McFall 1991)
- Began a movement that has resulted in a number of clinical science programs and the development of the Academy of Psychological Clinical Science.

# The Clinical Science Model: Cardinal Principles and Corollaries

- The primary and overriding objective of doctoral training programs in clinical psychology must be to produce the most competent clinical scientists possible.
- General focus is on becoming a clinical scientist and this may or may not involve applied clinical activities.
- All applied clinical work engaged in needs to be evidence-based.

# The Clinical Science Model: Cardinal Principles and Corollaries

- Psychological services should not be administered to the public (except under strict experimental control) until they have satisfied four minimal criteria:
  - The exact nature of the service must be described clearly
  - The claimed benefits of the service must be stated explicitly
  - These claimed benefits must be validated scientifically
  - Possible negative side effects that might outweigh benefits must be ruled out empirically

# Professional Issues

- Training
  - Course work
  - Practical work
  - Research
  - Residency
  - EPPP

# Prescription Privileges

- Controversial
  - Medicine
  - Clinical Psychology opposed
  - Clinical Psychology supportive