



SYMPOSIUM/OTHER PROPOSAL
2012 APA Annual Convention

Proposal ID: sym12356

- 1. Type of program:** Symposium
- 2. Title of program:** Training, Accreditation, and Licensure in Psychology: A Comparison among Four Countries
- First index term: 42 International
- Second index term: 10 Clinical/Counseling/Consulting
- 3. Brief Content Description:** In this symposium, we will focus on the educational, training, and accreditation issues in four countries—Italy, Lebanon, the United Kingdom (UK), and the United States (US).
- 4. Division to submit this proposal:** 17 - Counseling
- 5. Other division appropriate for submission:** 52 - International Psychology
- 6. Length of time requested on program:** 50 min.
- 7. Chair(s) of session:**

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Title of presentation: Counselling Psychologists Regulation and Training in the UK in the Context of Europe

Electronic Archiving: Yes

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Electronic Archiving: Yes
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Title of presentation: The Status of Clinical/Counseling Psychology in Lebanon: Challenges and Future Outlook
Electronic Archiving: Yes

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Membership status: APA Member
Title of presentation: Counseling Psychology Training in the U.S.: Program Accreditation and Licensure
Electronic Archiving: Yes

9. Discussants: None

10. Accommodation request: None

11. Submit for CE: No

Training, Accreditation, and Licensure in Psychology: A Comparison among Four Countries

There has been an increasing interest in international issues in the fields of psychology and counseling. Moreover, a presidential initiative of the Counseling Psychology Division this year is to “support the development of international understanding, collaboration, and relationships among counseling psychologists, psychologists, and counselors, both professionals and students, around the globe.” In this symposium, we will focus on the educational, training, and accreditation issues in four countries—Italy, Lebanon, the United Kingdom (UK), and the United States (US).

In Italy, although the profession of counselor is not governed by specific rules, two psychologist from Italy will address the requirements and models of the counselor training programs. They will also discuss the Career Counseling and Psychotherapy training situation in Italy as well.

In Lebanon, there has been an increasing awareness of the importance of psychological treatment. Currently, a task force made up of psychiatrists and psychologists has joined forces to draft a document discussing guidelines for the practice of psychology. The presentation will also address the other challenges that the field of psychology in Lebanon is facing.

In the U.K., Counselling Psychology is developing a distinct identity from its allied fields of (a) Clinical Psychology, (b) Counselling and even (c) Psychotherapy. This presentation will address the regulation in regards to these varying fields. This presentation will also address the emphasis and key principles in the training of Counselling Psychologists in the U.K.

In the U.S., Counseling Psychology has its overlaps with Clinical and School Psychology in their licensure. There are varying training models of Counseling Psychology programs with different emphasis on research and practice. In this presentation the accreditation focuses and program requirements will be introduced as well as the requirements to obtain a psychologist license.

(1) Counselling Psychologists Regulation and Training in the UK in the Context of Europe

Counselling Psychology in the UK has been developing a distinct identity from its allied fields of Clinical Psychology, Counselling and Psychotherapy, although its boundaries with Clinical Psychology have been regularly questioned.

In contrast to other European countries, current regulation in the UK is for title rather than function. The title "counselling psychologist" is statutory regulated with legal restrictions on who can use the title and penalties for breaches. Counselling and Psychotherapy are not statutory regulated in the UK as titles or as activities; however, there are related voluntary registers held by professional groups and bodies.

Counselling psychologists in the UK, in order to practice, need to be registered with the statutory regulator. The statutory regulator has agreed with the British Psychological Society and its Division of Counselling Psychology that the threshold level of qualification for counselling psychologists is doctorate level. The British Psychological Society and its Division of Counselling Psychology maintain a key role in advancing the profession and the discipline.

Counselling psychologists in the UK are expected to have knowledge of a variety of research designs across quantitative and qualitative approaches to research and inquiry, along with knowledge about the use and interpretation of assessment procedures as well as psychopharmacology. Their training emphasizes multiple therapeutic models, multi-modalities, and the need to integrate them with the philosophical foundations as well as with qualitative subjective imaginative aspects.

Counselling psychologists from other European countries have the right to work in the UK on a temporary basis by following a registration process. Other globalization dimensions of UK regulation include a ruling that programmes delivered by UK education providers outside of the UK may be eligible for approval by the Health Professions Council.

(2) Counseling, Career Counseling and Psychotherapy in Italy

In Italy, the profession of counselor is not governed by specific rules. Diverse schools and private associations can promote training courses, sometimes very heterogeneous, often considered as a business. In Italy a lot of effort is still needed to achieve a definition of the profession of counselor, to rule access to the profession, to guarantee a qualified standard of the services. As regards Specialization Schools, in 2006 the Ministry of Education, University and Research issued an ad hoc decree aiming at unifying the State's educational offer also as concerns the professions associable to the psychological field, by identifying specialist profiles, training goals, and relevant training courses. Although what said above is true for Career Counseling too, in the past decade, also thanks to a series of initiatives taken by La.R.I.O.S (Laboratory for Research and Intervention in Vocational Guidance) at the University of Padua, a debate was developed that resulted in the birth in 2000 of the SIO (Italian Society of Vocational Guidance), that involve researchers, university professors and practitioners. Its members must have specific post-graduate qualifications granted by an Italian university. In order to deal with the situation described above and in line with Europe, in Italy the Italian Network - University Training in Vocational Guidance has been created. The delegates from the Italian universities states that training in vocational guidance must be public and university-based, achieved through attendance of a post-graduate Master course.

As regards psychotherapy, in Italy this is a medical specialization restricted to physicians and psychologists who are members of professional associations. The title is gained after attending training either at post-graduate University Specialization Schools or at private Institutions (5 years). The latter should be formally recognized and authorized by a Special Commission of MIUR (the Italian Ministry of Education, University and Research) before providing specialist training.

(3) The Status of Clinical/Counseling Psychology in Lebanon: Challenges and Future Outlook

In Lebanon, the civil war and the following events in the past thirty years made psychologists more involved with field interventions, which increased the awareness of the importance of psychological treatment. Currently, psychologists' presence is found in a range of services in clinical settings, academic institutions, as well as nontraditional work areas which is an indication of the field being well recognized. Most psychotherapists in Lebanon are trained in the western model of treatment. Therefore, many schools of thoughts are found among clinicians such as psychoanalysis, cognitive behavioral, gestalt, and humanist. Accreditation and licensing are of the main problems faced in the field of psychology in Lebanon due to the absence of clear practice guidelines. A psychology governing board is needed in order to ensure the quality of services provided to clients. The board sets rules of practice based on human rights and the honor code of the profession. Also, Legislation is needed in Lebanon to protect the title of "psychologist", to prevent it from being assumed by ineligible persons. Another obstacle for the field of psychology in Lebanon was the stigma of seeking therapy; this was hugely reduced through increased awareness and the normalization of psychological issues. Other challenges in the Arab world and in Lebanon in particular include the lack of having an "Arab

psychology framework” where theories, diagnostic categories and treatment options are based on the Arab culture; the lack of assessment and measurement tools which are standardized on a Lebanese population; and the confusion among psychologists about the nature of their expected roles which often lead to their frustration and problems with their employers. Another major issue related to psychologists’ clinical work is the lack in the number of practicing psychologists and their high cost, which prohibits many people in need of psychological services to access them.

(4) Counseling Psychology Training in the U.S.: Program Accreditation and Licensure

A program philosophy is an important component of the accreditation process. There are three different emphasis of programs—research-oriented, practice-oriented, and equal-emphasis (Norcross, Evans, & Ellis, 2010). Historically, counseling psychology has endorsed the scientist-practitioner training model that places a significant focus on research and the integration between research and practice.

Accreditation has comprehensive requirements around course areas that need to be covered in the curriculum. These areas include: (a) Biological, cognitive, affective and social aspects of behavior, (b) History and systems of psychology, (c) Psychological measurement, (d) Research methodology and data analysis techniques, (e) Individual differences in behavior, (f) Human development, (g) Dysfunctional behavior or psychopathology, (h) Professional standards and ethics, (e) Theories and methods in various area (i.e., assessment and diagnosis, effective intervention, consultation, supervision, evaluating the efficacy of interventions), (f) Issues of cultural and individual diversity that are relevant to all of the above, and (g) Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving

Accreditation requirements also include examining whether programs have the resource to achieve its training goals. Student-faculty relation is also a criterion, where programs need to demonstrate mutual respect and courtesy between students and faculty. Cultural and individual differences and diversity in the training of psychologists are also areas of emphasis in the accreditation process.

In the U.S. there is only one doctoral level license – Psychologist. Some general requirements include: (a) obtained a doctoral degree (Ph.D. or Psy.D.) in counseling psychology; (b) completed a year-long supervised internship; (c) some states require a certain number of hours of post-doctoral supervised psychology related experiences (i.e., practice, teaching); (d) passing the national Examination for Professional Practice in Psychology (EPPP); and (e) some states also require an oral and/or written jurisprudence examination.