

## EDITORIAL

Next Steps for *Training and Education in Professional Psychology*:  
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As *TEPP*'s new editorial team begins their term, the authors discuss their vision for the journal as a forum for thoughtful conceptual examination and sound empirical investigation of current issues in health service psychology (HSP) education and training. The editorial team articulates three primary goals for the journal, including (1) engaging the broad training community in sharing its best conceptual and empirical work relevant to the varied levels, settings, and areas of education and training in HSP; (2) advancing the science of education and training through strong empirical research; and (3) expanding our emphasis on the sociocultural context in which education and training occurs, to advance multicultural competence and humility within HSP and the profession's potential to make positive evidence-based impacts on societal issues. The editorial team invites *TEPP* readers to join in pursuit of these goals, as authors, reviewers, and readers. In addition to general submissions, *TEPP* welcomes submission to sections devoted to innovations and emerging practices, diversity and inclusion in education and training, and other high-impact topics. *TEPP* encourages readers to work collaboratively on manuscripts that will

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build the scientific foundations of education and training, to reach out and support new contributors and consumers of the journal, and to contact the editorial team with ideas that can help extend *TEPP*'s reach and relevance to the training community, as well as to the policymakers, practitioners, and consumers of our profession.

**Public Significance Statement**

*TEPP*'s new editorial team presents their goals for the journal's direction, including (1) engaging the broad training community in sharing its best conceptual and empirical work relevant to the varied levels, settings, and areas of education and training in health service psychology; (2) advancing the science of education and training through strong empirical research; and (3) expanding our emphasis on the sociocultural context in which education and training occurs. The team invites *TEPP* readers to join in pursuit of these goals.

*Keywords:* education and training, professional psychology, health service psychology

The first volume of *Training and Education in Professional Psychology (TEPP)* arrived in many of our mailboxes just over a decade ago, in February 2007. Since that time and thanks to the vision and leadership of two previous editorial teams, *TEPP* has become an invaluable resource for our discipline and profession, offering wise insights into important issues and sound empirical work to guide training. As our third editorial team takes the helm, we offer our gratitude to the individuals and groups who have built the strong foundation from which we launch our work, share thoughts about our goals for *TEPP*'s continued contributions to our profession, and invite you, our readers, to help us maximize *TEPP*'s impact on the training community, our profession, the broader discipline, and the public.

### Strong Foundations

We are excited to serve as the editorial team of the flagship journal in education and training in professional psychology (aka health service psychology, or HSP), and know that this opportunity exists due to the vision and outstanding leadership of those who came before us and who continue to champion this journal. The commitment from the American Psychological Association (APA) and the Association of Psychology Postdoctoral and Internship Centers (APPIC) to support a journal that speaks directly to the training community cannot be underestimated—these two groups believed in the potential of *TEPP* and provided a space for it to flourish. We appreciate the work of the inaugural editorial team who, under the direction of Emil Rodolfa, developed the vision of *TEPP* as “a professional forum for psychologists to exchange ideas and contribute thoughtful investigations about the challenges, the discussions, and the future directions of education and training in psychology” (Rodolfa, Bell, Bieschke, Davis, & Peterson, 2007, p. 1). Under the most recent leadership team of Michael Roberts, Clark Campbell, Jennifer Cornish, Elizabeth Klonoff, Wayne Siegel, and later, Stephen McCutcheon, we have seen *TEPP* grow as a “catalytic resource” in creating “evidence-based ways to prepare the next generations of professional psychologists” (Roberts, Campbell, Cornish, Klonoff, & Siegel, 2014, pp. 1–2). From this team, we are thankful to inherit a journal that holds a distinctive place in the literature and serves as a valuable daily resource for our colleagues.

### A Vision for Moving Forward

What's next for *TEPP*? As the leading journal in education and training, *TEPP* plays a critical role in reflecting where we are as a field but also where we are trying to go. We see the journal as a forum for thoughtful discourse, spirited and reasoned debate, candid self-evaluation, and sound evidence on current issues that affect our training community. As self-reflective educators, it is important that we all understand the strengths and weaknesses in ourselves and our trainees, our training programs, and our profession. *TEPP* offers a place to critically examine these issues, conceptually and empirically. With these aims in mind, this editorial team envisions three primary goals for *TEPP*.

#### Goal 1: Engage the Broad Training Community

We see *TEPP* as the place where HSP educators come together as a unified, yet diverse, training community. Although our education and training community spans multiple training levels, developed practice areas, theoretical and philosophical approaches to training, training and employment settings, professional activities, and specific training foci, we are unified by common values and goals. We believe *TEPP* plays a crucial role in finding the “sweet spot” that highlights the intersecting strengths in our shared and unique identities. We welcome articles that address issues affecting the entire training community (e.g., trainee competency development and challenges, accreditation and regulation, pipeline and workforce issues, and training practices associated with/contributing to desired outcomes). Articles addressing these themes will strengthen our core identity as HSP educators. In addition, we value more focused articles (e.g., on knowledge or competencies that may be more applicable to certain training levels, settings, or approaches). We can all learn from these articles. Particularly when framed to clearly articulate the implications for training more broadly, these articles demonstrate how breadth and variety in education and training can add flexibility and range of applicability to our profession. We welcome author-initiated submissions, as well as responses to calls for special issue submissions. In 2019, look for special features on trainee perspectives on supervision processes, master's training in psychology, and social justice, as well as a joint special issue with *Professional Psychology: Research and Practice* on addictions and substance use disorders. We

invite readers to suggest additional topics they would like to see, and ideally contribute to, as the focus of future special issues.

### Goal 2: Advance the Science of Education and Training

Promoting the science of education and training in professional psychology is where we believe *TEPP* makes its largest positive impact, and we are strongly committed to continuing the journal's emphasis on building this empirical foundation. Clearly, many types of articles can advance education and training science, including position articles that help us identify the key issues in developing this science; demonstration or "innovations" articles that may provide pilot methods or analyses to be investigated more deeply in future research; and best practices articles based on review of the available conceptual and empirical literature. In fact, we have an ongoing special section of the journal devoted to innovations and emerging practices. However, empirical evaluations of our training methods and strategies, using the best qualitative and quantitative methods, are critical to advancing effective education and training, and we want to strongly encourage these types of articles. We want to be clear that we do not believe that any training model, specialty, or accrediting body, owns science, nor does any single method hold exclusive claim to new knowledge. We also do not want to restrict our contributor base to the fairly small number of established "education and training researchers." Rather, we invite anyone with a good idea or interesting data to think about how they might develop these into an article that advances our knowledge base. Collaborative efforts can be a great way to capitalize on data available from multiple training sites, pull in methodological or data analytic expertise, or share writing tasks.

### Goal 3: Expand Emphasis on Sociocultural Context

We see *TEPP* as a vehicle for developing our competence as professionals within the broader sociocultural context. There are many potential avenues for this work. For example, *TEPP* can provide a needed reflection of current disparities within psychology education and training and a place to explore solutions that will create greater equity, equality, and access to the field. We envision *TEPP* as a forum that supports the training community's intentional efforts to advance the multicultural competence and multicultural humility of our trainees as well as our educators. *TEPP* is also an ideal forum for the training community to consider how our trainees, training processes, and training outcomes are affected by societal issues, and how HSP education can make positive evidence-based impacts on societal issues. We encourage articles that address these issues. Further, we will highlight these topics as part of our upcoming special issue on social justice and a new ongoing special section on diversity and inclusion in education and training. Beginning with this issue *TEPP* will also begin to include public significance statements for all of its published articles. These brief,

bottom-line, take-home messages will enable readers to, at a glance, understand what our *TEPP* articles are teaching us. Written to be easily converted to press releases or social media blurbs, these statements will give *TEPP* authors unprecedented opportunity to communicate with the public about important issues in our profession.

### An Invitation and Challenge to Our Readers

We invite our readers to partner with us in achieving these goals. By sharing our research and scholarship within the journal, sharing the journal with educators who may not be regular readers and encouraging them to contribute their own work, and utilizing *TEPP*'s contents, we aim to capitalize on the best ideas and evidence-based, socioculturally competent practices in our training community, encourage ourselves and our colleagues to become better educators and contributors to the science of education and training, and extend our reach and relevance beyond just our training community to policymakers, practitioners, and consumers of our profession. We hope that you will read each issue of *TEPP*. If you sign up to receive e-mail alerts each time a new issue comes out, you will be able to review the table of contents and public significance statements for each article. We also encourage you to contribute to *TEPP*, as both a reviewer and also as an author. Collaborating with colleagues can be a great way to pool data, analysis, and writing resources and expertise; please consider reaching out to colleagues to request or offer such collaboration. Reviewing is also a wonderful way to help support authors and shape the quality and utility of *TEPP*'s contents. Importantly, please help extend the reach and inclusion of our training community, by reaching out and supporting new contributors and consumers. Share your journal and online alerts with colleagues and members of the public who may benefit from knowing more about HSP education and training. Encourage, mentor, and collaborate with educators with good ideas and data, and do not hesitate to reach out to one of us about ideas you have about potential articles; if we can offer consultation that will strengthen your article, we will absolutely do so. If you are new to *TEPP*, please reach out regarding ways you can receive support and get involved. We look forward to the opportunity to serve at the helm as this journal continues to help shape training and education in the profession.

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