Ph.D. PROGRAM

IN

COUNSELING PSYCHOLOGY

(APA Accredited)

2002-2003

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Counseling Psychology
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TABLE OF CONTENTS

PREFACE

The purpose of this handbook is to serve as a general reference in addition to the Washington State University Graduate Catalog for the faculty and students in the Department of Educational Leadership and Counseling Psychology in regard to both departmental and college policies and requirements. Hopefully, this document will aid in the student's orientation and progress through the Counseling Psychology Program.

Students agree to accept responsibility for being informed, for following the procedures outlined herein, and acknowledge that they will be required to qualify for the degree under established policies. Updates and changes in the program will be dated and included in future revision of this Handbook. A student's program is governed by the policies and procedures operative on the date of the student's initial enrollment.

WASHINGTON STATE UNIVERSITY - COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND COUNSELING PSYCHOLOGY

INTRODUCTION

The doctoral program in Counseling Psychology at Washington State University (WSU) subscribes to the scientist-practitioner model of doctoral training. That is, while graduates are prepared to function as counseling psychologists in diverse academic and service delivery settings, the common thread of all training is a balance of applied, theoretical, and scientific components in the practice of professional psychology. Students prepare for careers in counseling, teaching, research, and other professional settings. The program is currently approved for accreditation by the American Psychological Association and graduates are able to obtain licensure as psychologists in Washington as well as most other states. However, because licensure requirements differ across states, potential applicants should be aware of the specific requirements for the various states in which they choose to practice (ASPPB, 1997).

The emphasis of the program is on the facilitation of psychological growth and development, stressing the interaction of individual, environmental and socio-cultural factors in the treatment of psychological problems, as well as the promotion of health through better self management and self renewal. Examples of faculty expertise and interest include multi-cultural issues, clinical and experimental hypnosis, neurotherapy, neurometric EEG assessment, personality structure and assessment, vocational psychology, counselor supervision, eating and habit disorders, and program evaluation.

The field of Counseling Psychology defines itself apart from other applied psychological specialty areas. Some recent definitions describing the focus of Counseling Psychology are consistent with the focus of the program. For example, Gelso and Fretz (1992) describe Counseling Psychology in terms of three major roles and five predominant themes:

> The major roles are (a) the remedial (assisting in remedying problems), (b) the preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and (c) the educative and developmental (discovering and developing potentialities). Although these three roles are similar across fields related to counseling psychology (e.g., clinical psychology, social work), the ways in which these roles are implemented distinguish counseling psychology from related fields. Thus, the predominant themes are (a) a focus on intact rather than severely disturbed people; (b) a focus on assets, strengths, and positive mental health regardless of the degree of disturbance; (c) an emphasis on relatively brief interventions; (d) an emphasis on person-environment interactions rather than an exclusive emphasis on the person or the environment; and (e) an emphasis on educational and career development.

The most recent National Conference for Counseling Psychology further delineated this position, describing Counseling Psychology's orientation as based on the following characteristics:

> A perspective that values the empowerment of individuals to gain mastery over their own lives and methods that focus on strengths, adaptive strategies, and strategies for change such as advocacy, political involvement, and direct teaching skills relevant to promoting the psychological health of individuals, groups and systems. A focus on development across the life span with attention to diverse developmental issues and paths, building upon the developmental models that form the cornerstone of counseling psychology and generating new techniques for application in three primary service modes: prevention,

developmental enhancement, and remediation. The importance of viewing people and their behavior in a contextual manner because psychology itself exists in a socio-cultural context influenced by ethnicity, gender, sexual orientation, age, and socio-historical perspective (Kagan, et al., 1988, p 351).

Counseling Psychologists apply this orientation to a variety of practice settings (e.g., educational, business, advertising, industry, medical). As a result of Counseling Psychology's educational and preventive focus, the vast majority of APA accredited Counseling Psychology programs are housed within Colleges of Education. Consequently, prospective applicants are strongly encouraged to contrast the Counseling Psychology perspective with those of other applied areas, especially Clinical Psychology which has traditionally focused on the diagnosis of psychopathology and remediation of deficits by long term therapeutic techniques. In addition to the above references, the Journal of Counseling Psychology and The Counseling Psychologist will provide information on the research and practice areas of Counseling Psychology to determine if this specialty area fits with one's professional goals.

References

Association of State and Provincial Psychology Boards (1997). Handbook of licensing and certification requirements for psychologists in North America. ASPPB: Montgomery, AL.

Gelso, C.J. & Fretz, B.R. (1992). Counseling Psychology. New York, NY: Harcourt Brace Jovanovich.

Kagan, et al. (1988). Professional practice of counseling psychology in various settings. The Counseling Psychologist, 16, 347-365.

PROGRAM OBJECTIVES

The Counseling Psychology program at Washington State University seeks to train socially responsible scientist-practitioners who demonstrate the highest standards of excellence and ethical behavior in the variety of academic and practice settings in which Counseling Psychologists are employed. Our intent is to train counseling psychologists who function in diverse settings with diverse client populations as opposed to narrow specialists. Students may develop expertise in various specialty areas in addition to general skills through the choice of faculty advisor, internship site, elective course work and dissertation topic area. Students entering the program with a bachelor's degree can expect to spend three to four years in full-time on-campus course work and an additional year on internship. Students entering the program with a Master's degree may waive certain courses, depending on their equivalence, thus shortening their length of time in the program.

I. PROGRAM REQUIREMENTS FOR THE PH.D. IN COUNSELING PSYCHOLOGY

The doctoral program is designed for <u>full-time study</u>. Course work requirements span five curriculum areas. Specific courses or types of courses that meet requirements are as follows:

A. Professional Core in Counseling Psychology

Course work includes theory, research, techniques in individual and group interventions, assessment procedures, vocational/career development, and professional issues.

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hrs</u>
COPSY 511	Theories, Research & Techniques in Counseling Psychology I	4
COPSY 512	Theories, Research and Techniques in Counseling Psychology II (Prerequisite: COPSY 511)	4
COPSY 513	Career Development	4
COPSY 515	Professional Problems and Ethics in Counseling Psychology	4
COPSY 518	Theoretical Foundations of Group Counseling (Prerequisites: COPSY 511)	3
COPSY 501	Introduction to Counseling Psychology: Historical and Philosophical Perspectives	3
COPSY 525	Counseling Diverse Populations (Prerequisites: COPSY 511, 512)	3
COPSY 527	Individual Appraisal I (Prerequisite: EDPSY 508 or undergraduate statistics course)	4
COPSY 528	Individual Appraisal II (Prerequisite: COPSY 527)	4
COPSY 529	Counselor Supervision: Theory, Research and Practice	3-4
COPSY 541	Clinical and Experimental Hypnosis Seminar (Choice of 541 or 542 required)	4
COPSY 542	Cross-cultural Research in Counseling and Assessment (Choice of 541 or 542 required)	4

Core Area "A" total minimum credit hours = 40

B. Supervised Practicum in Counseling Psychology

All required practicum course work involves (a) regular weekly class meetings with the University instructor and (b) weekly meetings with the Counseling Center staff as part of CoPsy 551 and 552. Courses are sequential and graded on a satisfactory/fail basis. A minimum of 15-16 credits in practicum is required. Doctoral Practicum I and Doctoral Practicum II are taken at the WSU Counseling Center. CoPsy 551, 552, and 553 (16 credits) are required. An additional 3 credits of Psych 547 (Medical Psychology Practicum) or 4 credits of CoPsy 553 may be used. All students seeing clients in any capacity (e.g., Counseling Assistantships, volunteer hours, etc.) and/or as part of a practicum experience must enroll for CoPsy 551-553 credits or CoPsy 600 Independent Study (summer only). A practicum agreement form must be completed and returned to the Director of Training for all external sites.

Course Number	Course Title	Credit Hrs
COPSY 551	Doctoral Practicum in Counseling Psychology I (Prerequisites: COPSY 511, 512, 513, 515)	4
COPSY 552	Doctoral Practicum in Counseling Psychology II (Prerequisite: COPSY 551)	4
COPSY 553	Doctoral Practicum in Counseling Psychology III (Prerequisite: COPSY 552)	4-12
PSYCH 547	Medical Psychology Practicum	3

Core Area "B" total minimum hours = 15-16

C. Statistics, Research Design, Measurement, and Program Evaluation

It is important for counseling psychologists not only to be good consumers of research, but also to become proficient with the research process. This includes problem identification and definition, familiarity with relevant literature, operationalizing and measuring constructs, designing studies, collecting and analyzing data, and reporting the results. Beginning in the second semester of the first year, continuous enrollment of at least one credit of CoPsy 600 is required until work on the dissertation begins. At this point CoPsy 800 enrollment is required. All courses listed below are required including a minimum of 3 credits of CoPsy 600.

Course Number	Course Title	Credit Hrs
EDPSY 505	Research Methods I	3
EDPSY 509	Educational Measurement	3
EDPSY 565	Advanced Educational Statistics (Prerequisite: EDPSY 508 or upper division undergraduate equivalent)	3
EDPSY 568	Research Methods II (Prerequisites: EDPSY 505, 565)	3

EDPSY 569	Seminar in Quantitative Techniques in Education (Prerequisite: EDPSY 565)	3
EDPSY 570	Introduction to Program Evaluation	3
COPSY 590	Research Seminar in Counseling Psychology (Prerequisites: COPSY 512, 515, 527, EDPSY 565, 568)	4
COPSY 600	Special Projects or Independent Study (2 credits minimum for completion of dissertation precis)	3-9

Core Area "C" total minimum hours = 25

TARGET COMPETENCIES AND ACTIVITIES FOR COPSY 600 CREDITS

COMPETENCIES

The following objectives and indicators are target goals for CoPsy 600 coursework.

1. Students will be able to conduct a literature review in an area of relevance to counseling psychology and prepare, with good quality writing, an integrated and critical review of this literature in APA journal article format. This review would include typical research questions asked or hypotheses tested, typical methodology and instrumentation, major findings, significant gaps in knowledge, and a critical evaluation of the literature area. This written review could take the form of a stand-alone review article or succinct introduction typical of empirical journal article.

2. The student will demonstrate the ability to formulate appropriate research questions and hypotheses in an area of research relevant to counseling psychology, informed by a previous review of the literature in that area.

3. The student will demonstrate the ability to consider various methods or options for the sampling of research participants in an area of relevance to counseling psychology, and demonstrate knowledge of procedures for the ethical use of human participants in research.

4. The student will be able to select and evaluate, using appropriate criteria, instruments that operationalize key constructs in an area of research designs.

5. The student should be able to discuss various threats to the validity of research designs.

6. The student will demonstrate the ability to analyze and interpret the results of quantitative or qualitative data that address research questions or hypotheses

that are relevant to counseling psychology. In the case of quantitative data this would typically include demonstration of the ability to enter and transform data and conduct and interpret statistical analyses using relevant programs in SPSS-PC. In consultation with the student's CoPsy 600 supervisor, the quantitative or qualitative procedures in which the student is most competent may vary depending on the student's research focus (e.g., analysis of variance, factor   analysis, multiple regression, etc.).

Typical Activities

The above competencies suggest that the following activates would be appropriate or typical for one or more enrollments in CoPsy 600, under supervision of a faculty member.

1. Initial exploration of scientific literature in area(s) of potential research or dissertation interest of the student.

2. Critical review of the literature in a chosen area of relevance to counseling psychology, to include an analysis of research questions asked and hypotheses tested, typical methodology and instrumentation, major findings, and significant gaps in knowledge.

3. Literature review assistance to faculty in areas of mutual interest or ongoing faculty research.

4. Assisting faculty and receiving training in the preparation of research materials and the collection of data associated with ongoing projects.

5. Training and practice in how to fill out and submit forms associated with human subjects review procedures.

6. Assisting faculty and receiving training in data entry associated with ongoing research projects, for example, using SPSS-PC or EXCEL.

7. Assisting faculty and receiving training in qualitative or quantitative analysis of research data, including such tasks as data coding and statistical analysis with SPSS-PC or other specialized statistical software.

8. Working with faculty on the conceptualization and design of a research project of mutual interest.

9. Collaboration with faculty as a co-author in writing up a literature review or empirical study for conference presentation or journal submission

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D. Psychological Foundations

Course work in the psychological foundations area covers four major substantive areas within general psychology: biological determinants of behavior, social determinants of behavior, individual behavior, and cognitive/affective bases. One course is required from each area. In addition, a course in Human Development is required.

1.   Biological Determinants of Behavior course:

Course Number	Course Title	Credit Hrs
PSYCH 534	Clinical Psychopharmacology (strongly recommended as an elective course for Washington Licensure and may be required by other states)	3
PSYCH 574	Physiological Psychology (Required)	3

2.   Cognitive/Affective Determinants of Behavior:

Course Number	Course Title	Credit Hrs
PSYCH 591	Models of Learning	3
PSYCH 592	Cognition and Memory	3

3.   Social Determinants of Behavior courses:

Course Number	Course Title	Credit Hrs
PSYCH 550	Attitudes and Social Cognition	3
PSYCH 551	Group and Interpersonal Processes	3

4.   Individual Bases of Behavior course choices:

Course Number	Course Title	Credit Hrs
PSYCH 533	Psychopathology (Required)	3
PSYCH 553	Theories of Personality	3

5.   Human Development:

Course Number	Course Title	Credit Hrs
PSYCH 561	Human Development	3

HD 511   Theory and Substance of Human Development   3
Area "D" total minimum hours - 15

E. Electives

Elective course work may be chosen to broaden the scope of the student's program or facilitate further specialization.

F. Research Tool Requirement and Foreign Language Option

All students in Counseling Psychology must demonstrate competence in a research tool appropriate to their doctoral research. In implementing this standard, the Department requires that students demonstrate competence in an appropriate technique of systematic inquiry at a level beyond inferential statistics, introductory research design, and other core requirements. Only one research tool is required. A student may satisfy this requirement through completion of a year's sequence of courses related to a specific research tool. Completion of EDPSY 565 (Advanced Educational Statistics) and EDPSY 569 (Seminar in Quantitative Techniques) is the normal route taken by Counseling Psychology Ph.D. students in satisfying the research tool requirement (see Area C). Under certain circumstances, a foreign language may also be accepted as satisfying the research tool requirement. The link between foreign language usage and the doctoral dissertation topic must be clear. For example, a dissertation topic related to Autogenic Training involves surveys of literature written primarily in German. The assessment of a student's foreign language competency will be based on a standardized examination, when available, and the 50th percentile level according to the national graduate student norm will be used as the minimum requirement.

The research tool requirement must be complete prior to taking the written doctoral preliminary examination.

G. Doctoral Preliminary Examination

To move to status as a doctoral candidate, a student must pass the specialty paper examination.

Pre-Doctoral Internship

Every student is required to complete an internship that must span one year of full-time or two years of half-time supervised experience equivalent to a minimum of 2,000 hours of internship experience. The internship is an educational experience involving counseling, supervisory and research activities under the supervision of a psychologist. The internship is normally scheduled after completion of program course work requirements and approval of the Dissertation proposal. The selection and suitability of internship sites is decided by the student and his other advisors in conjunction with the Director of Training. Typically, students are encouraged to apply primarily to sites accredited by the American Psychological Association. Again, internship requirements for licensure may vary from state to state and students are encouraged to become familiar with degree requirements for the state where they intend to practice to be sure that all criteria are met.

Students enroll for two internship credits per fall and spring semesters of the internship year. A grade of "X" is entered until receipt of notification from the internship site that all requirements have been met. Graduation does not take place until internship requirements have been met, although students may attend graduation ceremonies with only internship credits pending.

Course Number	**Course Title**	**Credit Hrs**
COPSY 597	Counseling Psychology Internship	4
		(minimum)

I. Doctoral Dissertation

Each student must submit an acceptable dissertation that demonstrates his/her ability to conduct independent research and formulate appropriate conclusions that will modify or extend previous knowledge. Students may enroll for up to eight COPSY 800 credits prior to dissertation colloquium, with permission of a supervising faculty member, towards successful completion of the prerequisites for the dissertation proposal. This includes a precis and approval of a dissertation committee by the Graduate School. Students must be enrolled in additional COPSY 800 during semesters in which they are working with faculty advisors, including Summer Session. Guidelines for the Ph.D. dissertation are available in the Dissertation Handbook available from the department program coordinator.

Course Number	**Course Title**	**Credit Hrs**
COPSY 800	Doctoral Research, Dissertation, and/or Examination	24
		(minimum)

II. ADVANCED STANDING POLICY

Students in the doctoral program who have completed a master's degree may be allowed to waive certain required courses. A list of courses proposed for waiver must be submitted at the time of application to the program. Once admitted, a complete waiver application must be submitted to the Director of Training for each course a student wishes to waive by May 1st. Applications are subject to the following conditions:

1.   In Curriculum Area B, no advanced standing will be granted for practicum.

2.   All applications for advanced standing in areas other than Area E will be considered only when based upon evidence of <u>graduate</u> credit in Counseling Psychology or equivalent <u>graduate</u> course work. All applications for advanced standing (other than in Area E, Electives) must be approved by the Department of Educational Leadership and Counseling Psychology Waiver Committee, the Director of Training and the Department Chair. Appeals may be made in writing to the chair of the Department of Educational Leadership and Counseling Psychology.

3.   Students need only to obtain their advisor's approval for any WSU course they choose to submit as evidence of advanced standing for Area E electives. In the case of non-WSU courses, regular waiver procedures apply.

 4.   No courses credited by waivers will apply toward the student's total number of credits completed at Washington State University.

III. ACADEMIC STANDING

A student must earn an average of at least a "B" (3.0 cumulative average) in all resident graduate courses applicable to the degree. A grade "S" (satisfactory) must be received in all courses applicable to the degree that are graded on a "S/F" basis. All courses completed with grades of "A," "B," "C," or "S" may be applied to credit hour requirements for the degree.

If a graduate student receives a grade of "F" ("fail," in a research seminar, practicum, or internship), or has demonstrated unethical behavior, this performance may constitute grounds for terminating the student's doctoral program status; he/she cannot register for further study unless there is later reinstatement by a two-thirds vote of the Graduate Faculty of the Department of Educational Leadership and Counseling Psychology. Under certain conditions and with the recommendation of the Department, such a student may apply to the Dean of the College of Education for reinstatement. Ordinarily, at least one semester or summer session must intervene before reinstatement.

A student failing to maintain a minimum grade point average in any given semester will be dropped from the program. The reinstatement of such students will be handled according to the normal University due process procedures. Students are routinely evaluated and provided written feedback on a yearly basis. All incomplete (I) grades must be completed within one year of the occurrence. Compilation of an excessive amount of incomplete (I) grades may result in a decision of the Training Committee to prohibit further course enrollment until all incomplete grades are removed.

All requirements for the Ph.D. must be completed within ten calendar years from the initial registration in the program and within three (3) years of the date of successful completion of the doctoral preliminary examination. In rare cases where unusual circumstances prevent the student from meeting this deadline, an extension may be granted only through a formal review of the student's petition to the Department Graduate Faculty and the Washington State University Graduate School. Graduate School policies for the Ph.D. degree require a period of study of at least three years (six semesters) beyond the baccalaureate degree, at least two of these three years shall be in residence at WSU, including a minimum of four semesters, two of which must be continuous, when the student is enrolled full time and present on campus.

Counseling Psychology Faculty will conduct periodic reviews of students' progress in the program. These reviews will include, but are not limited to, evaluations of the students' qualifications for degree-seeking status and annual evaluations of currently enrolled students. These evaluations will focus on the students' academic performance, counseling and

psychoeducational skills, and professionalism. The Faculty will determine if students have adhered to either the American Psychological Association Ethical Code or the American Counseling Association Ethical Code, whichever is appropriate for the students' field of study.

The Faculty may require interviews with a student as part of the students' review. If the Faculty determine a student is deficient in any area, the Faculty may recommend that the student engage in remedial work. In severe cases, Faculty may terminate the student from the program.

Nothing herein affects the Standards of Conduct for Students, Chapter 504-25 WAC.

IV. LEAVE OF ABSENCE FROM THE PROGRAM

The doctoral program in Counseling Psychology is a full-time program encompassing theoretical and scientific applied training. When students accept admission to the program, they are making a commitment to pursue the program on a full-time basis. Once full time residency is completed, students are required to maintain a minimum of 2 credit hours of continuous enrollment each semester (except summer session) from the time of first enrollment until the granting of the degree. Violation of this requirement is grounds for termination of the student's doctoral program status. A student who anticipates inability to maintain normal progress through the program should consult with his/her advisor. Students who decide that a leave of absence is necessary, normally consult with the Director of Training and must petition for such status through the Department Chairperson. Such petitions must state reasons for requesting leave of absence and present a plan for completing the remainder of the doctoral program. The plan must include a time table specifying when course and program requirements will be completed and approved by the Doctoral Training Committee. The Department will not consider any requests for leave of absence until the student, in consultation with his/her advisor, submits a plan.

V. TEACHING AND RESEARCH ASSISTANTSHIPS

The College of Education makes a limited number of teaching and/or research assistantships available to doctoral students in Counseling Psychology each year. Additional research assistantships funded by specific research projects may also be available. An attempt will be made to provide financial support for those students requesting it for at least the first two years of their doctoral programs. Graduate Student travel grants are available through the Graduate School and the Graduate and Professional Student Association (GPSA) to help students in scholarly activities, research, and presentations at significant meetings.

VI. ADVISING

Upon entry into the Counseling Psychology graduate program, students are assigned a faculty member as a temporary advisor by the Director of Training. The faculty member will advise the student on his or her curriculum plans during the early stages of a student's graduate career. As you become familiar with faculty and their areas of interest, requests for a new advisor may involve, but are not limited to, the pursuit of new interests which would be more adequately supervised by a different member of the faculty. Such a change usually occurs at the time a student forms a dissertation committee.

VII. DOCTORAL SPECIALTY PAPER PRELIMINARY EXAMINATIONS AND COMPETENCIES

The doctoral specialty preliminary examination is designed to assess a students' proficiency in several broad areas of counseling psychology. The student must pass this examination in order to be admitted to candidacy for the Ph.D. The student must be admitted to candidacy before collecting data for the Ph.D. dissertation.

Prerequisites

The preliminary examinations may not be scheduled until the student's Individual Program of Study has been submitted and approved by the Graduate School. After the program has been approved the student needs to complete the "Preliminary Examination Scheduling Form" and submit it to the Graduate School at least 10 working days prior to the exam date. In general before scheduling the exam, the student must complete (a) the core counseling psychology courses (Area A, except the research seminars); (b) the first two practica (Area B); (c) three or more courses in statistics, research design and psychological measurement (Area C, except CoPsy 590). A student should consult with his/her advisor regarding the appropriate prerequisites and co-requisites which may be approved in his/her particular case. **All outstanding grades of incomplete must be complete before students can schedule for preliminary examinations.**

Specialty Paper Examination

Purpose

In writing and defending the specialty paper, which also serves as the doctoral preliminary examination in Counseling Psychology, the student should demonstrate his or her readiness or ability to conduct research in a focused area of relevance to counseling psychology. Such readiness would include knowledge of, and the ability to critically evaluate, typical research questions asked or hypotheses tested in the area of focus, typical methodology, instrumentation, and data analytic methods used, major findings, significant gaps in knowledge, and current research needs.

Format Options

There are two format options for the specialty paper.

l. <u>Literature review format</u>

In this format the specialty paper will take the form of an integrative scholarly review of the literature in the student's area of focus. Thus, the article should resemble review articles published in journals such as <u>Psychological Bulletin</u>, <u>Personality and Social Psychology Review</u>, and, on occasion, <u>The Counseling Psychologist</u>. It is anticipated that papers written in this format will comprise, with limited adaptation, Chapter 2 (Literature Review) of a dissertation written in the traditional format.

2. <u>Empirical article format</u>

In this format the specialty paper will take the form of an empirical journal article, reporting the results of an empirical study conducted by the student, and for which the student would qualify as the sole or first author. Thus, the article should take the form of empirical articles such as those published in the <u>Journal of Counseling Psychology</u> or other journals that publish empirical studies relevant to counseling psychology. Successfully defended papers written in this format would qualify as one of the two article-format papers that can comprise the alternate dissertation format approved by the Graduate School.

Other format guidelines:

l. All specialty papers should be written in APA format and with good quality writing.

2. Paper length should conform to the typical manuscript length for articles submitted to journals. For a review article, this length would typically be in the range of 25 to 40 typed double-spaced pages for the body of the text (i.e., not including the reference list). For the empirical article format, the article would typically include about 20 to 30 text pages, a maximum of 5 tables or figures, plus the reference list. If the student wishes to submit the article for publication to a particular journal, the manuscript preparation guidelines for the particular journal should be consulted. Although it is not required that specialty papers be submitted for publication, students are encouraged to do so, in consultation with their dissertation advisor and committee. Journal submission should be facilitated by adherence to the format guidelines described here.

Procedures

The specialty paper should be prepared in consultation with the student's dissertation advisor and committee. In particular, when the student intends to use the empirical article format for the specialty paper, it is highly recommended that the committee be consulted about the student's

plans regarding the nature and design of the empirical study as soon as feasible. This does not preclude the student from applying a study previously conducted during the program; however, the student needs to keep in mind that the student's doctoral committee must ultimately approve the final product and defense of any empirical studies incorporated into the preliminary exam and dissertation.

Committee members will sign the preliminary examination scheduling form when they believe that the specialty paper is ready to be defended by the student during the preliminary oral exam. The goal of the oral exam will be to determine the readiness or ability of the student to conduct research in the area addressed in the specialty paper. Typically, but at the discretion of the committee, the student will provide a brief overview or summary of the specialty paper at the beginning of the examination. When the specialty paper has been written using the literature review format, questions will typically focus on evaluating the student's knowledge of, and ability to critically evaluate typical research questions asked or hypotheses tested in the area of focus, typical methodology, instrumentation, and data analytic methods used, major findings, significant gaps in knowledge, and current research needs. When the specialty paper has been written using the empirical article format, questions will typically also address the nature and quality of the empirical study reported. Students may also be asked in general terms about their dissertation plans in the chosen area of focus, but will not be expected to have prepared, or to defend, a formal dissertation proposal during the preliminary exam.

Students must successfully defend their specialty paper at a preliminary oral exam before defending their dissertation proposal and both events must take place before <u>November 1 of the academic year in which the student applies for their internship.</u>

ASSESSMENT COMPETENCY

<u>GOALS/OBJECTIVES</u>
1. Conduct a comprehensive psychological assessment based on a clinical
     interview and at least two of the following, which may include: an objective
    personality measure, a vocational assessment instrument, a projective
    instrument and/or a measure of intelligence.
2. Gather and present relevant background information on a client.
3. Administer two or more tests as appropriate for the case.
4. Interpret and report results.
5. Diagnose, conceptualize, and provide treatment recommendations in a
standard
    written format.

<u>PROCEDURE</u>
Students will select from their current caseload a client with whom to (a) conduct
a clinical assessment,

(b) obtain written permission from the client, (c) administer and interpret two or more psychological
measures, and (d) turn in a written report, along with all the raw data, to be graded by the current practicum instructors. The competency will be graded on a pass/fail basis, with two of three practicum instructors voting to pass for an overall passing score. In the case of an inadequate performance, students will be allowed to submit a second battery to demonstrate this required competency. In the case of a second inadequate performance, faculty permission (by vote of a majority of an area faculty) will be required to approve one additional retake. Failure to pass the therapy competency is grounds for dismissal from the program.

The student's current clinical supervisor will be informed of, and oversee the assessment activities, but not supervise the student's formulation. The competency must be turned in prior to receiving feedback from the current clinical supervisor. Students will sign a written statement that they have not received input from supervisors, fellow students or other professionals beyond the supervisory input required for the client's welfare. The student will outline the specific input received from their supervisor and/or other colleagues and the supervisor will countersign to indicate their agreement. Students will sign a written statement saying that the work they present is their own. Students must successfully demonstrate this competency by November 1 of the year that they are applying for internship. In the case of an inadequate performance, the instructors evaluating the assessment will meet with the student to provide feedback, discuss areas of concern and expectations for improvement. In the case of a second inadequate performance, faculty permission (by vote of a majority of the area faculty) will be required to approve one additional retake. Failure to pass the assessment competency is grounds for dismissal from the program.
 In the case of an inadequate performance, students will be allowed to submit a second comprehensive assessment report to demonstrate this required competency. In the case of a second inadequate performance, faculty permission (by vote of a majority of the area faculty) will be required to approve one additional retake with a different client. Failure to pass the assessment competency is grounds for dismissal from the program.

FORMAT
Standard written report format including history/background information, reason for referral, tests administered, results, clinical impressions/conceptualization/diagnosis, and recommendations.

TIMELINE
This competency must be completed and passed by November 1 of the academic year in which the student applies for their internship, in order to be eligible to apply for a pre-doctoral internship.

THERAPY COMPETENCY

Objectives:

Students will demonstrate their active listening skills and their ability to communicate advanced accurate empathy to their clients.

Students will demonstrate their ability to conceptualize a case and formulate a treatment plan based on their integrated theoretical orientation.

Students will demonstrate their ability to implement their integrated theoretical orientation in a therapy session.

Procedure:

Empathy Competency:

Students will select an appropriate client and obtain his/her consent to submit an audio or videotape to Counseling Psychology Practica Instructors. The student will submit an audio or videotape in which he/she demonstrates basic counseling skills and mastery of the ability to communicate advanced accurate empathy. Counseling Psychology Practica Instructors for that year will review the tape. An evaluation of pass by 2 of the 3 instructors is required to pass the competency. Since this competency involves the demonstration of basic counseling skills, the mastery of these skills should be demonstrated by the end of the second semester of doctoral practica. In the case of an inadequate performance, students will be allowed to submit a second tape to demonstrate this required competency. In the case of a second inadequate performance, faculty permission (by vote of a majority of the area faculty) will be required to approve one additional retake with a different client. Failure to pass the therapy competency is grounds for dismissal from the program.

Theory based TX Competence:

Students will select an appropriate client and obtain his/her consent to submit an audio or videotape to Counseling Psychology Practica instructors. The student will submit an audio or videotape in which he/she demonstrates the ability to implement his/her integrated theoretical orientation. The tape should be accompanied by, (a) a statement of the student's integrated theoretical orientation, (b) a written case conceptualization of the client based on the theoretical orientation, (c) a DSM IV based diagnosis, (d) a treatment plan based on the theoretical orientation and, (e) the student's written critique of the session. Counseling Psychology Practica instructors for that year will review the tape and written materials. An evaluation of pass by 2 of the 3 instructors is required to pass the competency. The student's current clinical supervisor will be informed of, and oversee the assessment activities, but not supervise the student's formulation. The competency must be turned in prior to receiving feedback from the current

clinical supervisor.   Students will sign a written statement that they have not received input from supervisors, fellow students or other professionals <u>beyond the supervisory input required for the client's welfare.</u> The student will outline the specific input received from their supervisor and/or other colleagues and the supervisor will countersign to indicate their agreement. Students will sign a written statement saying that the work they present is their own. Students must successfully demonstrate this competency by <u>November 1 of the year that they are applying for internship.</u> In the case of an inadequate performance, the instructors evaluating the tape will meet with the student to provide feedback, discuss areas of concern and expectations for improvement. In the case of a second inadequate performance, faculty permission (by vote of a majority of the area faculty) will be required to approve one additional retake with a different client. Failure to pass the therapy competency is grounds for dismissal from the program.

VIII. PRE-DOCTORAL INTERNSHIP IN
COUNSELING PSYCHOLOGY

Consistent with the scientist-practitioner model of professional training, students in the doctoral program in counseling psychology are required to integrate the theoretical and research offerings of the University with substantial applied experiences. These practitioner-oriented requirements are practica and internship. Their purpose is to provide actual supervised experience in interventions (e.g., counseling, diagnosis, consultation, assessment, and supervision).

According to the guidelines of the American Psychological Association (APA), the internship must consist of one year of full-time or two years of half-time professional experience.

<u>Prerequisites to Apply for Full-time Off-campus Internships</u>

The following general requirements must be satisfied before a student submits applications to internship sites: 1) Except in unusual circumstances the student must have completed, or be enrolled in, all course work requirements under curriculum Area A (Counseling Psychology core except COPSY 590), Area B (Supervised Practicum in Counseling Psychology), Area C (Statistics, Research Design, and Psychological Measurement), and Area D (Psychological Foundations); 2) The student must have passed the doctoral preliminary examination competency and any areas of remediation must be completed before the internship is begun; 3) The student is required to discuss with his/her advisor, readiness and specific professional goals to be met by the choice of particular internship sites. The advisor will consult with the Director of Training regarding the student's plans. The Director of Training and/or the Doctoral Training Committee may have additional information about a specific proposed internship site and may exercise the right of veto over any proposed site. When approval of the student's plans has been achieved, this approval will be noted by the Director of Training in the student's department records.
<u>Prerequisites to Accepting an Internship Position</u>

All APA approved, and many non-APA approved internship sites follow a strict application time period. Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines regarding application procedures and time lines are set forth in <u>APPIC General Policy Regarding Internship Offers and Acceptance, APPIC forms for verification of Internship Eligibility and</u>

Readiness and Definition of Terms for Documenting Practicum Experience are also included in Appendix D.

The Department has the following prerequisites for accepting and beginning a full-time internship: (1) A student must have passed all prelim examinations and competencies. Thus, if a student failed one of the area examinations, he/she must successfully complete or retake the examination prior to accepting an internship offer for the following academic year; (2) **A student must have an approved dissertation proposal signed by the students' dissertation committee by November 1 of the academic year in which he/she will begin the internship. Failure of this requirement will result in postponing the internship application process until the following year**. Procedures for the dissertation proposal and the dissertation committee will be found in a later section. Students should recognize that dissertation proposal approval is a minimum requirement. Several internships may require completion of all data collection of the dissertation phase; (3) all grades of "I" (incomplete) must be satisfied.

The Washington State University Counseling Center may select a doctoral student from the Counseling Psychology program to serve as a half-time intern for two consecutive years. Under these circumstances, the student is required to complete prelims no later than the fall semester of his/her first year as an intern.

Guidelines for Doctoral Internships in Counseling Psychology

References/Resources

See Appendix E for a bibliography of Internship articles

Types of Settings

V.A. Hospitals   State Hospitals
Military   Consortium/Collaboratives
Mental Health Centers   Medical Centers
University Counseling Services

Suggested Time Frame for Application

August/September

Get a copy of the new APPIC Directory of <u>Internship Programs in Professional Psychology</u> -
available from http://www.appic.org/index.html or:

> Association of Psychology Predoctoral Internship Centers (APPIC)
> 1400 K Street NW
> Washington, D.C. 20005

The APPIC Directory is also available for <u>check-out only</u> from the Department office.

APA approved internship sites are also listed yearly in the November or December issue of
<u>American Psychologist</u>. The April 1987 issue of <u>The Counseling Psychologist</u>, 15(2) is devoted
to internships.

October

Update your vita and gather internship information (See Appendix D).

Identify what you want in an internship experience and use this criteria in evaluating internships
and in formulating interview questions (e.g., rotations, stipend, benefits, starting date, client ages
and problems, theoretical orientation, groups, assessment, consultation, hours worked per week,
caseload size, dissertation time, supervision, etc.).

You will need letters of reference. Most want letters from one or two practicum supervisors and
all want one from the training director stating you are ready for internship. Your letter from the
Director of Training simply states your eligibility and readiness for internship as required by
internship sites. If you desire a recommendation in addition to a statement of readiness by the
Director of Training, please make the request known. It may also be a good idea to get a letter

from outside the Department (e.g., work supervisor) if possible. You can send more letters than they request.

November 1, 2001

Apply to the sites of your choice. By this date, a Listing of Participating Programs will be available for access by applicants and programs on the APPIC web site.

December 1, 2001
Date by which applicants should return their Agreement forms to National Matching Services Inc.

December 31, 2001

By this date applicants and training directors will receive instructions for submitting Rank Order Lists and obtaining Match results.

Deadlines for application materials are set between November and January 15th. You may want to begin your interviewing now. You should allow plenty of time and advance notice for your references to ensure that all materials are received by internship sites by their deadline.

January 2002

In January try to conduct all of your personal and telephone interviews with both the training director and/or one or more of the psychology staff and a current intern.

February 6, 2002

Final date for submission of applicant and program Rank Order Lists. **No Rank Order Lists or Agreements can be accepted after this date.**

Upon completion of interviews, each applicant submits a Rank Order List of his/her desired programs, in numerical order of preference (first choice, second choice, etc.). Applicants may rank as many programs as they wish. Each internship site submits one or more Rank Order List(s) of their desired applicants, listing as many applicants as they wish, in order of the program's preference (multiple lists may be used by a program to fill multiple positions). These lists are submitted to National Matching Services by February 6, 2002, and are confidential. Currently, these lists are submitted by fax or mail.

February 22, 2002

Applicants will be informed as to whether or not they have been matched to an internship position. However, applicants will **NOT** be told the specific program to which they are matched until Match Day.

February 25, 2002

APPIC Match Day: Results of the Match are released to applicants and training directors. No action to fill positions remaining unfilled is to be taken prior to 11:00 a.m. Eastern Standard Time on this date. Training directors must send letters of confirmation of the Match result to matched applicants and their academic program directors within 72 hours, according to the APPIC Match Policies.

The Matching Program places applicants into positions based entirely on the preferences stated in the Rank Order Lists. Each applicant is placed with the most preferred program on the applicant's Rank Order List that ranks the applicant and does not fill its positions with more preferred applicants. Similarly, each internship program is matched with the most preferred applicants on its Rank Order List(s), up to the number of positions available, who rank the program and who do not receive positions at programs they prefer.

The most effective way of making sure applicants get the results as "simultaneously" as possible is the use of a web site for each matching program. Results are posted on the web site at 12:00 noon EST on February 25, 2002, under strict security. Each registered applicants is assigned both a "public" applicant code number (used by programs to identify applicants on their rank order lists) and a confidential PIN number. The applicant code numbers are published in a directory provided to programs, but the PIN numbers are confidential; each applicant receives the PIN number from the Matching Program with their Rank Order List forms and instructions. An individual applicants results can be obtained from the web site by entering BOTH the published applicant code number AND the applicant's confidential PIN number.

In addition to individual applicant results, a list of programs with available positions and a list of unmatched applicants is posted on the web site at the same time. Passwords must be entered to gain access to this information.

If you have problems gaining the information via of the web, the Matching Program will provide match results by telephone after 12:00 noon on February 25, 2002.

Guidelines for Approving Non-APA Internship Sites

A student's selection of an APA approved internship position will normally be accepted by the Department.   Although a student completing an APA approved doctoral program is not required to receive his/her internship training in an APA facility, a non-APA approved site must adhere to the basic APA accreditation guidelines for internship training. Students should submit a list of those sites to which they wish to apply to the Training Director by October 1, preceding the year of internship. For those internships that are not APA approved or are not counseling psychology in nature, the student must submit a rationale stating why that internship would be appropriate for his/her training. The student is responsible for knowing the application procedure for the internship site. This generally includes a letter of recommendation from the Training Director with a statement regarding the student's strengths and weaknesses.

When a question arises regarding a specific non-APA approved internship site, the Director of Training will convene the Counseling Psychology Doctoral Training Program Committee. They

will evaluate the internship site and approve or disapprove it using general APA internship guidelines. The basic criteria are as follows: (a) evaluation of the number of licensed psychologists who are supervisors; (b) specialization areas of supervisors; (c) number of interns; (d) exposure to other professionals; (e) regular organized professional education seminars; and (f) whether or not the site is already over populated with WSU graduates.

IX. DISSERTATION

Dissertation Proposal and Committee Guidelines

Dissertation topics are generally selected in meetings with members of the student's Dissertation committee. In order to assist students in selecting an appropriate advisory committee, faculty in the counseling psychology program will identify, each year, their areas of research interest. Selection of a Dissertation Advisory Committee is accomplished according to procedures outlined in the Department document entitled Guidelines for the Ph.D. Dissertation in Counseling Psychology (copies available from the Graduate Coordinator). A copy of the Request for Approval of Dissertation Committee form should be completed and filed with the Department prior to taking COPSY 800 credits and after completion of the dissertation precis and concurrent enrollment of 2 credit hours of COPSY 600.

After a Dissertation Advisory Committee has been selected, approved, and a relevant research topic has been identified, the graduate student will conduct a careful review of the literature and formulate a research design in consultation with the members of that committee. The candidate will prepare, in accordance with APA style, a formal dissertation proposal (D-1) consisting of an introduction, statement of the problem, survey of literature, methodology, plans for data analysis, and a Washington State University Human Subjects Review Summary Form. With the consent of the dissertation advisory committee, students may also prepare their dissertation using the "manuscript format" approved by the Graduate School (see document "Dissertation Guideline for WSU students). The Dissertation Advisory Committee will review the candidate's dissertation proposal (D-1) and make recommendations for further refinement.

Colloquium

The completed dissertation proposal (D-1) will be presented orally in a Departmental Colloquium consisting of members of the Colloquium Committee, interested faculty members, and graduate students. The colloquium is scheduled through the Program Coordinator during the academic year. Following the colloquium presentation, the Colloquium Committee, consisting of the student's Dissertation Advisory Committee members, will meet to recommend acceptance or rejection of the dissertation proposal. Typically, the committee will make additional recommendations to the student to improve the proposed research. Students who have passed the Doctoral Preliminary Examination and have been admitted to candidacy may begin the dissertation work when the Colloquium Committee has approved the dissertation proposal. (More detailed information is available in the document entitled "Guidelines for the Ph.D. Dissertation in Counseling Psychology.")

Final Approval of the Dissertation

Each member of the student's Dissertation Advisory Committee will examine the dissertation manuscript and indicate preliminary approval or disapproval with comments and suggestions for improvement. When all members of the committee have given their preliminary approval, the student will submit final copies of the dissertation according to the Graduate School Guidelines. All faculty members are invited to read the dissertation before the final examination.

The final oral examination will be scheduled officially through the Department Graduate Coordinator and the WSU Graduate School during the regular academic year. Under exceptional circumstances a summer examination may be approved by the Doctoral Training Committee.

The final examination will be conducted by the student's Dissertation Advisory Committee and an official representative of the Washington State University Graduate Studies Committee, and will take about two and a half hours. The examination will focus on the student's defense of the dissertation and any topics relevant to the field of counseling psychology. All faculty members are invited to attend doctoral oral examinations, but only the members of the Graduate Faculty, the student's Dissertation Advisory Committee, and the Graduate Studies Committee Representative are eligible to vote.

X. AWARDING OF THE DEGREE

When all requirements for the Ph.D. degree have been met, the candidate may request a letter from the Dean of the Graduate School certifying that the candidate has successfully completed all requirements for the degree. The official diploma will be awarded in the next commencement ceremony.

Academic Complaints

Washington State University adheres to the following general procedure with regard to academic complaints:

> "Students having complaints relative to instruction or grading should refer them first to the instructor, and, if not resolved, then to the chairperson of the department in which the course is offered. The chairperson, if not able to resolve the problem to the student's satisfaction, will refer the complaint, presumably with the chairperson's written impressions, to the dean of the college. The student is encouraged then to go directly to the dean of the college. The Ombudsman, the Vice Provost for Student Affairs Committee, or the Provost are always available for any complaint not resolved to the student's satisfaction". (Registrar Academic Regulations, No. 104).

The above statement outlines the generally accepted procedure for Washington State University students to follow in filing a complaint regarding a University unit or office. Please see the Graduate School Policies and Procedures Manual (1.8) and Graduate Student Code booklet (pp.

8-10) for more information and policies specifically regarding graduate students academic standards and procedures.

Employment - Assistantships while in full time study

Graduate students have been employed on a part time basis at the Lewiston Mental Health, Moscow Mental Health, and Rogers Counseling Center in Clarkston. Students have been employed in a number of offices of Student Affairs including the Student Counseling Center, Career Services, Financial Aid, Residence Living, Out Placement Counseling, Office of Grant and Research Development, Police Department, etc. Check the bulletin board in French Administration Building and check with the Training Director for possible job opportunities.

The student is usually required to make an effort of touching base with these different offices and applying for possible jobs that are available or may become available. Currently, within the Department of Educational Leadership and Counseling Psychology, we have T.A.'s for EDPSY 301 and EDPSY 401/402. We have R.A. positions within the department, as well as with various faculty members who have external funding. Other departments within and outside our college (e.g., Multicultural Student Services, Financial Aid) also employ our students. The Graduate School also funds student research projects through travel grants, etc. Please check with your advisor. The Office of Grant and Research Development locates sources of funds.

Self Employment as a Graduate Student

Students enrolled as graduate students in the Counseling Psychology Ph.D. program will not engage in the independent provision of psychological treatment and services. If working in an independent practice setting, students must be under the direct supervision of a licensed psychologist. Exceptions to this policy must be presented to the Doctoral Training Committee.

Ethical Behavior

Students are expected to behave in an ethical manner at all times and should become familiar with the Ethical Principles of Psychologists and Code of Conduct and Washington State law pertaining to psychologists. These are provided at the beginning of the first semester in COPSY 515 (Professional Problems and Ethics in Counseling Psychology). Counseling for greater self-awareness and any problems the student might be experiencing maybe available from local independent practitioners on a sliding fee basis. To avoid dual-role relationships, services should only be provided by practitioners with no academic affiliation with the department of University Counseling Center. If an ethical breach should occur, it may be grounds for dismissal from the program. The following procedures will be followed if a breach of ethics occurs:

    1. The student will be informed in writing of the charge made against him/her.

    2. The Training Director will ask the student to meet with him/her and other members of the Counseling Psychology Doctoral Training Committee to explain the student's view of the charges. The Training Committee will investigate the charge, disciplinary action will be recommended if appropriate. The student will be informed in writing of the decision

and may appeal the Counseling Psychology Training Committee decision through the Department Chair and/or the Ombudsman at WSU. The WSU due process procedures will be followed.

XI. SUGGESTIONS FOR DEVELOPING
AN INDIVIDUAL PROGRAM

A Graduate School form titled "Program for Doctor's Degree" must be completed and filed by each student before he/she may sit for the preliminary examination. While the individual program of study for each student should be developed carefully under the direction of the student's advisor, the following is presented as a basic outline to assist students in the program development process as is intended for students who intend to complete their WSU courses in a three or four year time period. If feasible, students who have not taken a graduate level course in statistics or upper division undergraduate equivalent are encouraged to enroll for **EDPSY 508** in the summer prior to the first full-time semester of enrollment. It is to a student's advantage to complete coursework early in their residency and one may wish to consider taking summer courses to fulfill prerequisites for advanced courses in the academic year.

4 Year Suggested Course Sequence

First Year

Fall			**Spring**	
COPSY 511	4		COPSY 512	4
COPSY 513	4		COPSY 518	3
COPSY 515	4		*EDPSY 505	3
COPSY 501	3		*EDPSY 509	3
			COPSY 600[1]	1-3

Second Year

Fall			**Spring**	
COPSY 527	4		COPSY 525	3
COPSY 551	4		COPSY Seminar[5,6]	4
PSYCH 533	3		COPSY 552	4
EDPSY 565	3		EDPSY 568	3
COPSY 600/800[2]	1-3		COPSY 600/800	1-3

Third Year

Fall			**Spring**	
COPSY 529[6]	3-4		COPSY 528[6]	4
COPSY 553	4		COPSY 553[4]	4
COPSY 590	4		PSYCH 591	3
PSYCH 574	3		EDPSY 569	3
COPSY 600/800	1-3		COPSY 600/800	1-3

Fourth Year

Fall			**Spring**	
EDPSY 570[6]	3		COPSY Seminar[5,6]	4
HD 511 or PSYCH 561	3		PSYCH 592	3
PSYCH 550/551	3		PSYCH 534[3]	3
COPSY 800			COPSY 800	

Please see footnotes on next page.

3 Year Suggested Course Sequence

First Year

Fall		**Spring**	
COPSY 511	4	COPSY 512	4
COPSY 513	4	COPSY 518	3
COPSY 515	4	*EDPSY 505	3
COPSY 501	3	*EDPSY 509	3
		COPSY 600[1]	1-3

Second Year

Fall		**Spring**	
COPSY 527	4	COPSY 525	3
COPSY 551	4	COPSY 528[6]	4
PSYCH 533	3	COPSY 552	4
EDPSY 565	3	EDPSY 568	3
COPSY 600/800[2]	1-3	COPSY 600/800	1-3
HD 511 or PSYCH 561	3		

Third Year

Fall		**Spring**	
COPSY 529[6]	3-4	COPSY Seminar[5,6]	4
COPSY 553	4	EDPSY 569	3
COPSY 590	4	PSYCH 591	3
EDPSY 570[6]	3	COPSY 800	
PSYCH 574	3		
PSYCH 550 or 551	3		
COPSY 600/800			

[1] CoPsy 600 is offered for variable credit.

[2] No more than 8 credits of CoPsy 800 may be completed prior to the dissertation colloquium.

[3] Strongly recommended as an elective course for Washington Licensure and may be required by other states.

[4] Additional practica (CoPsy 553) are recommended in the third and fourth years.

[5] Only one CoPsy Seminar is required.

[6] Courses taught every other year.

* Students who desire to take lighter course loads during the regular academic year or who want to include coursework beyond the minimum requirements, may still complete their on-campus requirements in three years by attending one or more summer sessions. Courses which are regularly taught during summer sessions are identified in the above table by an asterisk (*).

FACULTY
Counseling Psychology Training Committee

Arreed F. Barabasz. Professor, Ed.D., State University of New York; Ph.D., University of Canterbury, New Zealand; Post-doctoral at Harvard University Medical School. A.B.P.P. Diplomate, American Board of Professional Psychology. Fellow, American Psychological Association. Dr. Barabasz' current research areas include: Clinical and Experimental Hypnosis, Sensory Deprivation, Attentional Processes and Sports Psychology. He serves on three editorial boards and is a consultant to seven psychology journals. He has a small practice as a licensed psychologist and served, by appointment of the Governor, as a member of the Washington State Board of Psychology Examiners.

Marianne Barabasz. Professor, Ed.D., State University of New York at Albany. Fellow, Association for Applied and Preventive Psychology and Society for Clinical and Experimental Hypnosis. Dr. Barabasz' research areas include: Eating Disorders, Habit Disorders, Clinical and Experimental Hypnosis, Cognitive-Behavior Therapy and Attention Deficit Disorders. She is a member of the editorial board of the Child Study Journal and is a consultant to five psychology journals. She has a small practice as a licensed psychologist.

A. Timothy Church. Professor, Ph.D., University of Minnesota. Dr. Church's areas of interest include cross-cultural psychology, personality and mood structure, and vocational and psychological measurement and assessment. Dr. Church is an editorial consultant for the Journal of Cross-Cultural Psychology.

Brian W. McNeill. Professor, Associate Chair, Director of Training, Ph.D., Texas Tech University. Dr. McNeill's interests include clinical supervision, social influence in counseling, and multi-cultural counseling. Dr. McNeill has served as an editorial consultant for Professional Psychology: Research and Practice and the Journal of Counseling Psychology and maintains a small independent practice in Moscow, Idaho.

James T. Shoemaker. Associate Professor, Ph.D., University of Missouri. Dr. Shoemaker's interests include cognitive therapy and counselor supervision. Dr. Shoemaker is well versed in practice issues and maintains a part-time independent practice in Lewiston, Idaho. He has served on the Ethics committee for the Washington State Psychological Association.

Michael S. Trevisan. Associate Professor, Ph.D., University of Washington. Dr. Trevisan's interests include program evaluation, psychological measurement/assessment, and quantitative methods. He serves as a frequent reviewer for Evaluation Practice.

Dennis A. Warner. Professor, Ph.D., University of Oregon. Dr. Warner teaches in the areas of learning and instruction, statistics, educational measurement, and research methodology. His areas of research and writing include learning and instruction, evaluation of student learning, and program evaluation.

Appendix A

WASHINGTON STATE UNIVERSITY
Counseling Psychology Ph.D. Program

APPLICATION FOR COURSE WAIVER

APPLICANT'S NAME _____
                        Last   First   MI

TITLE AND NUMBER OF WSU COURSE REQUESTED TO BE WAIVED _____

_____

TITLE, DEPARTMENT, AND NUMBER OF COURSE CONSIDERED TO BE
EQUIVALENT

_____

_____

INSTITUTION WHERE COURSE WAS TAKEN _____

_____

INSTRUCTOR'S NAME _____

DATE _____ COURSE GRADE _____

1. Attach a copy of the course syllabus, including texts, required readings, course requirements, course activities, examinations, and other pertinent data.

2. Attach a description of the course, including basic objectives, methods used to achieve those objectives, and any other data which is not immediately apparent from the syllabus.

3. Outline the points of correspondence between the course requested to be substituted and the WSU course requested to be waived. Keep in mind that we are assessing equivalence and not total duplication of course content.

4. Two copies of the petition and related data should be given to the Graduate Coordinator and one copy to the student's advisor.

Appendix B

WASHINGTON STATE UNIVERSITY
Counseling Psychology Ph.D. Program

Program Planning Guide
(For Program requirements see Page 6)

Proposed Ph.D. Program for:_____

                                      Last   First   MI

Prior Education

Undergraduate Institutions   Dates   Degree   Major

_____

_____

Graduate Institutions

_____

_____

Doctoral Program Requirements

Date Doctoral Study Began_____Advisor_____

Residency Requirement Met: First Year Date _____Second Year Date_____

Proposed Prelim Exam Date_____Passed:_____

Research Interest Area   _____

Dissertation Proposal Committee Members _____

_____

Dissertation Proposal Accepted:_____

Area A.   **Professional Core in Counseling Psychology**

All the following courses, or their equivalent, must be completed in the core program.

<u>Course #</u>	<u>WSU Title</u>	<u>Credits</u>	<u>When</u>	<u>Where</u>	<u>Grade</u>
COPSY 511	Theories, Research, and Techniques in Counseling Psychology I	4	_____	_____	_____
COPSY 512	Theories, Research, and Techniques in Counseling Psychology II	4	_____	_____	_____
COPSY 513	Career Development	4			
COPSY 515	Ethics and Professional Problems in Counseling Psychology	4	_____	_____	_____
COPSY 518	Theoretical Foundations of Group Counseling	3	_____	_____	_____
COPSY 501	Historical and Philosophical Foundations of Counseling Psychology	3	_____	_____	_____
COPSY 525	Counseling Diverse Populations	3	_____	_____	_____
COPSY 527	Individual Appraisal I	4	_____	_____	_____
COPSY 528	Individual Appraisal II	4	_____	_____	_____
COPSY 529	Counselor Supervision: Theory, Research, and Practice	3-4	_____	_____	_____
COPSY 541	Clinical and Experimental Hypnosis Seminar	4	_____	_____	_____
OR					
COPSY 542	Cross-Cultural Research in Counseling and Assessment	4	_____	_____	_____

List below additional courses for which core credit was awarded by the Counseling Psychology Course Waiver Committee:

Area B.   **Supervised Practicum in Counseling Psychology**

A minimum of 15-16 credit hours is required. The minimum total practicum experience is 400 class hours, of which at least 150 hours is in direct service experience and at least 75 hours are formally scheduled supervision.

All the following courses, or their equivalent, must be completed in the core program.

Course #	WSU Title	Credits	When	Where	Grade
COPSY 551	Doctoral Practicum in Counseling Psychology I	4	_____	_____	_____
COPSY 552	Doctoral Practicum in Counseling Psychology II	4	_____	_____	_____
COPSY 553	Doctoral Practicum in Counseling Psychology III	4	_____	_____	_____
PSYCH 547	Medical Psychology Practicum	3	_____	_____	_____

Area C.   **Statistics, Research Design, Measurement, and Program Evaluation**

A minimum of 25 semester credits must be earned in this category. A student may complete Special Project or Independent Study under COPSY 600.

Course #	WSU Title	Credits	When	Where	Grade
EDPSY 505	Research Methods I	3	_____	_____	_____
EDPSY 509	Educational Measurement	3	_____	_____	_____
EDPSY 565	Advanced Educational Statistics	3	_____	_____	_____
EDPSY 570	Intro. to Program Evaluation	3	_____	_____	_____
EDPSY 568	Research Methods II	3	_____	_____	_____
EDPSY 569	Seminar in Quantitative Techniques in Education (Multivariate Statistics)	3	_____	_____	_____
COPSY 590	Seminar in Research in Counseling Psychology	4	_____	_____	_____
COPSY 600	Special Projects or Independent Study (2 credit minimum to complete precis for dissertation)	3-9	_____	_____	_____

List below additional statistics, research design, and/or psychological measurement courses used to meet the requirement of this category.

Area D.   **Psychological Foundations**

Each student must complete a minimum of one 3 credit graduate course in each of the specified content areas: Biological Determinants of Behavior, Cognitive/Affective, Social Determinants of Behavior, Individual Behavior and Human Development.

Course #	WSU Title	Credits	When	Where	Grade
Biological Determinants of Behavior (One course required)					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Cognitive/Affective Bases of Behavior (One course required)					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Social Determinants of Behavior (One course required)					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Individual Bases of Behavior (One course required: PSYCH 533)					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Human Development (One course required)					
_____	_____	_____	_____	_____	_____

Area E.   **Electives**

In this area, students may complete elective course work which will broaden the scope of his/her program or facilitate further specialization. Electives are chosen by the student in consultation with the advisor.

Course #	WSU Title	Credits	When	Where	Grade
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Area F.   **Research Tool Requirement**

The program requires appropriate demonstration of competence in a methodological skill or substantive content area by means of submission of appropriate documents or satisfactory completion of a 3-hour course requirement.

Description of Skill: _____

_____

_____

OR

Course #	**WSU Title**	**Credits**	**When**	**Where**	**Grade**
_____	_____	_____	_____	_____	_____

G.   Doctoral Preliminary Exams

During the semester in which one completes the Doctoral Preliminary Exam, enrollment in two CoPsy 800 credits is required.

Course #	**WSU Title**	**Credits**	**When**	**Where**	**Grade**
_____	_____	_____	_____	_____	_____

H.   Pre-Doctoral Internship

Two credits of CoPsy 597 are required for the Fall and Spring Semesters of the internship year.

Course #	**WSU Title**	**Credits**	**When**	**Where**	**Grade**
_____	_____	_____	_____	_____	_____

I.   Doctoral Dissertation

Course #	**WSU Title**	**Credits**	**When**	**Where**	**Grade**
_____	_____	_____	_____	_____	_____

Appendix C

WASHINGTON STATE UNIVERSITY

**Request for Approval of Dissertation/Dissertation Advisory Committee
Counseling Psychology Ph.D. Program**

Three copies of the information below should be completed and submitted to the Graduate
School to obtain approval of the Ph.D. Dissertation/Thesis Advisory Committee. Please type the
request and confine the information to the spaces provided.

1.   Title of the Proposed Dissertation:

2.   Proposed dissertation committee and the expertise each member brings to the proposed
dissertation project:

      Chairperson:

      Member:

      Member

      Member:

      Member:

3.   Theoretical rationale underlying the proposed study:

4.   Summary of proposed design and instrumentation:

5.   Summary of proposed data analysis: (limit to this page)

Appendix D

APPIC MATCH POLICIES: 2001-2002

Adopted June 24, 2001

The following policies will guide the 2002 APPIC Match.
Adherence to these policies is a condition of membership in APPIC.

> For 2001-2002, the Rank Order List Submission Deadline is February 6, 2002
> Results of the Match will be released on APPIC Match Day, February 25, 2002.

1. **These policies apply to all participants in the APPIC Match, including APPIC member internship programs, non-APPIC member internship programs, and student applicants.**

   a. All participants shall abide by their agreements with APPIC for participation in the APPIC Match.

   b. Internship training directors must ensure that all people involved in recruiting or selecting interns understand and adhere to these policies.

   c. Directors of APPIC Subscriber programs and doctoral programs with students participating in the APPIC Match are requested to ensure that their students understand and adhere to these policies.

2. **Internship programs must offer all of their internship positions through the APPIC Match.**

3. **Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information prior to the release of the Match results.**

   a. Internship programs must include the following statement in their brochures: This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

   b. The *only* information that internship programs may communicate to applicants prior to the release of the APPIC Match results is whether or not the applicants remain under consideration for admission. The spirit of this item precludes any communication of applicants' rankings prior to the release of the APPIC Match results, however "veiled" or indirect such communication might be.

   c. Internship programs and applicants may never solicit information regarding applicants' and programs' rankings, even after the release of the Match results.

d. Internships that offer more than one program in the APPIC Match (i.e., sites with more than one program code number) are expected to ask applicants to identify which programs the applicants are applying to. However, internships may not solicit any information about applicants' rankings of these programs.

e. Any ranking information that is communicated between applicants and internship programs, even though such communication is a violation of these policies, is non-binding and may be changed at any time prior to the Rank Order List submission deadline. The only binding rankings are the confidential Rank Order Lists that are submitted to the APPIC Match.

f. Internship programs may choose to provide applicants with information about the size of the applicant pool.

4. **Results of the APPIC Match constitute binding agreements between applicants and internship programs that may not be reversed unilaterally by either party.**

a. Appointments of applicants to internship positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the internship programs' written materials and provided to applicants in advance of the APPIC Match.

b. Internship training directors are encouraged to contact matched applicants by telephone as soon as possible after 11:00 am Eastern Standard Time on APPIC Match Day.

c. It is not necessary for internship training directors to contact applicants with whom they have not been matched.

5. **Internship training directors must put in writing their appointment agreements with matched applicants in letters postmarked no later than 72 hours following receipt of the APPIC Match results.**

a. Letters must be addressed to the applicants and must include confirmation of conditions of the appointment, such as stipend, fringe benefits, and the dates on which the internship begins and ends.

b. Copies of these appointment letters must be sent simultaneously to applicants' academic program directors.

6. **Internship programs that receive their APPIC Match results and have one or more positions left unfilled may then make other direct offers of admission (verbal or written) to applicants who remain unmatched or to applicants who did not participate in the Match. Applicants who receive their APPIC Match results and who remain unmatched may then receive other direct offers of admission.**

a. Failure to receive timely notification of the APPIC Match results, for any reason, does **not** constitute a release from the Match.

b. Internship programs may not take any actions to fill open positions prior to 11:00 am Eastern Standard Time on APPIC Match Day. Applicants who remain unmatched may not contact internship programs about unfilled positions prior to 11:00 am Eastern Standard Time on APPIC Match Day.

c. Prior to making offers to fill open positions, internship training directors must verify with applicants, to the best of their abilities, that the applicants have not previously been matched to other internship programs nor accepted other offers.

d. Applicants may not accept an offer if they have been matched or have already accepted an offer from another internship program.

e. An offer (verbal or written) that has been tendered by an internship program and accepted by an applicant constitutes a binding agreement between the program and the applicant that may not be reversed unilaterally by either party.

f. The internship training director must put in writing the appointment agreement with the applicant in a letter postmarked no later than 72 hours following acceptance of the offer by the applicant, as described in paragraphs 5a and 5b above.

7. **Individuals who detect violations of these policies are urged to request compliance with APPIC policies from the appropriate party (parties).**

a. Unresolved compliance problems should be resolved informally, whenever possible, through consultation among applicants, internship training directors, academic training directors, and/or APPIC, or by other informal means.

b. Internship training directors who become aware of violations of these policies by other internship training directors should urge the applicants and academic training directors involved to follow the informal resolution procedures described above, and/or should directly contact the other internship training directors.

c. Problems not amenable to resolution through informal consultation should be reported as soon as possible to the APPIC Standards and Review Committee at the address listed at the end of this document.

8. **All reported violations of these policies will be considered by the APPIC Standards and Review Committee (ASARC). ASARC policies are described in the *APPIC Directory*. Violations of APPIC policies should be reported to:**

Chair, APPIC Standards and Review Committee
10 G Street, N.E.
Suite 750
Washington, DC 20002
(202) 589-0600

INSTRUCTIONS
APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP (AAPI)
2001-2002

Revised June 11, 2001

This application was created with input from APPIC Member internships and APPIC Subscriber doctoral programs in the United States and Canada. The data requested is comprehensive, but ***there is no expectation that an intern applicant would have had all the experiences listed, administered all of the assessment instruments, or be licensed as a mental health practitioner.***

This 2001-2002 AAPI is formatted so that it may be completed on a computer. Some internship sites may request that you send them only certain sections of the AAPI, and some may require additional site-specific information from you to supplement the AAPI.

Please direct any questions about the AAPI to Dr. Joyce Illfelder-Kaye at jxi1@psu.edu (note this e-mail address has the letters "jxi" followed by the number "1") . If you are having problems loading the AAPI into your word processor, you may go to the following web page for assistance: http://www.appic.org/needhelp.html

Instructions:

1. This version of the AAPI is valid through April 30, 2002, and should be used only to apply for internship positions that begin in 2002.

2. This AAPI document consists of TWO PARTS: (1) AAPI Part 1, divided into six sections, to be completed by the applicant; and (2) AAPI Part 2 - the Academic Program's Verification of Internship Eligibility and Readiness Form - to be completed by the applicant and the academic training director.

3. The "@" (at-sign) character has been used to designate the places in which you need to enter information. Simply use your word processor to replace each "@" character with the appropriate information.

   Some questions will provide a list of answers, each preceded by a "@", and will instruct you to "put an X next to one choice." To respond to these questions, replace the "@" next to your answer with an "X", and change all other "@" symbols to blanks.

4. Please ensure that each of the six sections of the AAPI begins on a separate page. At any point, if you require more space to answer a question than is allotted, feel free to create the additional space needed.

5. It is strongly recommended that you save your work often, using the "Save" command in your word processor.

6. Before submitting Part 1 of the AAPI to an internship site, be sure that you sign and date the application in Section 6. Remember to remove this "instructions" page before submitting.

7. Part 2 of the AAPI, the Academic Program's Verification of Internship Eligibility and Readiness Form, should be printed separately and completed by both the applicant and his/her Training Director (please see the instructions for that form). It is acceptable to APPIC to submit photocopies of this form with the signature photocopied. Please consult the application instructions for each site for more information in the event that this is not acceptable to a specific site.

APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP (AAPI)
2001-2002

PART 1

Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information prior to the release of the Match results.

Application Date: @

SECTION 1: BACKGROUND AND EDUCATIONAL INFORMATION

A.   **BACKGROUND**

1.   **Name:**   @

2.   **Social Security No. or**
       Social Insurance No.:   @
       (Optional, recommended if applying to a federal agency, e.g. VA, Federal Bureau of Prisons)

3.   **Match I.D. Number:**   @
       (Please note: If you do not have your match ID number at this time, you may provide it to internship sites at a later date.)

4.   **Home Address:**   @
                                               @
                                               @

5.   **Work Address:**   @
                                               @
                                               @

6.   **Phone (Home):**   @
7.   **Phone (Work):**   @
8.   **FAX:**   @
9.   **E-Mail:**   @

10.   **What is your country of citizenship?** (put an "X" next to one choice)

@ U.S.

@ Canada

@ Other (Specify: @)

11. **Non-citizen visa status:**   @
12. **Is this visa current and valid?**   @
13. **Does visa permit you to work?**   @

(If you are applying to another country, you may need to begin the process of researching these issues now.)

14. **Are you a veteran?**   @

15. **On APPIC Match Day, many Internship Training Directors will call the applicants with whom they have been matched**. Please specify the phone number where you may be reached between 11:00 AM and 1:00 PM ET on that day.

@

B.   EDUCATION

Current Academic Work

1. **What is the name and address of the university/institution in which your graduate department is located?**

@
@
@

2. **What is the name of your department?** (e.g. Department of Psychology, division of Behavioral Foundations in Educational Psychology)?

@

3. **What is the name of your graduate program?** This will likely be the same as or similar to the subfield of your degree (see the next question) but it could be different (e.g. Clinical, School, etc.)

@

4. **What is the designated subfield of your doctorate in Psychology?** (Put an "X" next to only one choice):

@ Clinical (adult track)   @ Health

@ Clinical (child track)   @ Neuropsychology

@ Clinical (general)   @ School

@ Counseling   @ Respecialization Program

@ Developmental   @ Combined (Specify: @)

@ Educational   @ Other (Specify: @)

5. **What is your primary theoretical orientation?** (Put an "X" next to only one choice)

@ Behavioral   @ Integrative

@ Biological   @ Interpersonal

@ Cognitive Behavioral   @ Psychodynamic/Psychoanalytic

@ Eclectic   @ Systems

@ Humanistic/Existential   @ Other (Specify: @)

6. **What degree are you seeking?** (Put an "X" next to only one choice)

@ Ph.D.

@ Psy.D.

@ Ed.D.

@ Ph.D./J.D.

@ Certificate/Respecialization (Specify: @)

@ Other (Specify: @)

7. **Name of Training Director:**   @

8. **Training Director E-Mail:**   @

9. **University / School Phone #:**   @

10. **University / School Fax #:**   @

11. **What is the status of your doctoral training program?** (Put an "X" next to all that apply):

@ APA-Accredited   @ CPA-Accredited

@ APA-Accredited, on probation   @ CPA-Accredited, on probation

@ Not Accredited

12. **If not APA / CPA-accredited, is the school regionally accredited?**

@ Yes

@ No

13. **What is your Department's Training Model** (ask your Training Director if unsure):

@ Clinical Scientist   @ Practitioner-Scholar

@ Scientist-Practitioner   @ Practitioner
@ Other - specify: @
     (e.g. Developmental, Specialty, Local Clinical Scientist)

14. **When did you begin graduate level study in your current program?** If you received your baccalaureate from the same department provide the date on which you started **GRADUATE** work (e.g., a start date of January, 1996 in the graduate program would be 01 / 1996.). **DO INCLUDE** any master's work that preceded or counted toward the doctoral degree, **IF IN THE SAME PROGRAM.**

     @ / @   (mm / yyyy)

15. **When did you complete (or do you expect to complete) your doctoral coursework, excluding dissertation hours?**

     @ / @   (mm / yyyy)

16. **Have you successfully completed your program's comprehensive / qualifying examination?** (Put an "X" next to only one choice)**.**

     @ Yes - Date of completion: @ / @   (mm / yyyy)
     @ No
     @ Not applicable

17. **What is your dissertation / research title or topic?**

     @

18. **What type of research is involved in question 17 above?** (Put an "X" next to only one choice)

     @ Critical literature review / theoretical
     @ Original data collection
     @ Use of existing database
     @ Other (Specify: @)

19. **What is the current status of your dissertation / doctoral research project?** (Please indicate the date, in mm/yyyy format, that each of the following was completed or is expected to be completed; if not applicable, instead enter "Not Applicable"):

                         Date Completed or Expected
                             (mm / yyyy)

     Proposal approved   @ / @

Data collected   @ / @
Data analyzed   @ / @
Defended   @ / @

20. **If no dissertation is required, describe the status of any major project (if applicable):**

       @

21. **Name of dissertation / doctoral**   @
       research advisor:
22. **Phone Number:**   @
23. **E-Mail:**   @

Previous Academic Work

24. **What is the highest degree that you have completed in any mental health field?**

       @   Ph.D.
       @   Psy.D.
       @   Ed.D.
       @   M.S.W.
       @   M.A. / M.S.
       @   B.S.W.
       @   B.A. / B.S.
       @   Ed.S.
       @   Other   (Specify: @)

25. **When did you complete the above degree?**

       @ / @   (mm / yyyy)

26. **Please complete the following table for each undergraduate and graduate school or university attended:** (list in chronological order)

School / University	Major	Degree Earned	Dates of Attendance	GPA
@	@	@	@	@

27. **Licensure / Certification**: Some applicants may be licensed or certified at the master's level. If you are, please list any current and valid licenses or certifications in mental health fields (list type and jurisdiction, e.g., state or province):

       @

28. **Please list any honors received**:

> @

29. **Please list names, addresses, phone numbers, and e-mail addresses of individuals who will be forwarding letters of recommendation:**

> @

SECTION 2: ESSAYS

<u>Instructions</u>: Please answer each question in 500 words or less.

1. **Please provide an autobiographical statement**. (There is <u>no</u> "correct" format for this question. Answer this question as if someone had asked you, "tell me something about yourself." It is an opportunity for you to provide the internship site with some information about yourself. It is entirely up to you to decide what information you wish to provide along with the format in which to present it.)

   @

2. **Describe your approach to case conceptualization, how your conceptualization informs treatment, and how assessment is linked to your conceptualization and treatment planning.**

   @

3. **Please describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural / diversity issues influence your clinical practice and case conceptualization.**

   @

4. **Please describe your research interests, if applicable.**

   @

5. **How do you envision our internship site meeting your training goals and interests?**
   (Note: this question requires you to address site-specific issues and training opportunities; thus, you may wish to submit different responses to different sites. If you are addressing these issues in a cover letter, please feel free to refer the reader to the cover letter and do not repeat here).

   @

SECTION 3: DOCTORAL PRACTICUM DOCUMENTATION

This form was created to allow applicants to document their experience in therapy and other psychological interventions. While this form lists a wide range of experiences that one might have had, __no applicant is expected to have experience in all, or even most, of these areas.__ In fact, most internship programs focus on those areas that are a good fit for their program. You are advised to identify those categories that fit best with your experiences and provide the relevant information for those categories.

INSTRUCTIONS FOR THIS SECTION:

1. For items 1 - 6 in this section, you should only count hours for which you received formal academic training and credit or which were program-sanctioned training experiences (e.g., VA summer traineeship, clinical research positions). Practicum hours must be supervised.

2. You will be asked to report your practicum hours separately for: (1) practicum hours accrued in your doctoral program, and (2) practicum hours accrued as part of a terminal master's experience in a mental health field. Hours accrued while earning a master's degree as part of a doctoral program should be counted as doctoral practicum hours.

3. **Practicum hour** - A practicum hour is a clock hour, not a semester / quarter hour. A 45-50 minute client / patient hour may be counted as one practicum hour.

4. Items 1 - 3 below are meant to be mutually exclusive; thus, any practicum hour should **not** be counted more than once across these three items. **You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that you feel best captures the experience**. (For example, a Stress Management group might be classified as a group or as a Medical / Health-Related Intervention, but not both.)

5. For items 1 - 3, include only experience accrued through November 1, 2001. Item 4 will allow you to designate estimated future practicum hours to be accrued prior to the start of internship.

6. When calculating practicum hours, you should provide your best estimate of hours accrued or number of clients / patients seen. It is understood that you may not have the exact numbers available. Please round to the nearest whole number. Use your best judgment, in consultation with your academic training director, in quantifying your practicum experience.

1. **INTERVENTION AND ASSESSMENT EXPERIENCE** - **How much experience do you have with different types of psychological interventions and assessment?**

Please report actual clock hours in direct service to clients / patients. Hours should not be counted in more than one category. Time spent gathering information about the client / patient, but not in the actual presence of the client / patient, should instead be recorded under item 2, below ("Support Activities").

For the "Total hours face-to-face" columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours. For the "# of different ..." columns, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period counts as one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.

	DOCTORAL		**MASTERS**	
a. Individual Therapy	Total hours face-to-face	# of different individuals	Total hours face-to-face	# of different individuals
1) Older Adults (65+)	@	@	@	@
2) Adults (18-64)	@	@	@	@
3) Adolescents (13-17)	@	@	@	@
4) School-Age (6-12)	@	@	@	@
5) Pre-School Age (3-5)	@	@	@	@
6) Infants / Toddlers (0-2)	@	@	@	@

b. Career Counseling

1) Adults	@	@	@	@
2) Adolescents	@	@	@	@

c. Group Therapy	Total hours face-to-face	# of different groups	Total hours face-to-face	# of different groups
1) Adults	@	@	@	@
2) Adolescents (13-17)	@	@	@	@
3) Children (12 and under)	@	@	@	@

d. **Family Therapy**	Total hours face-to-face	# of different families	Total hours face-to-face	# of different families
	@	@	@	@

e. **Couples Therapy**	Total hours face-to-face	# of different couples	Total hours face-to-face	# of different couples
	@	@	@	@

f. **School Counseling Interventions**	Total hours face-to-face	# of different individuals	Total hours face-to-face	# of different individuals
1) Consultation	@	@	@	@
2) Direct Intervention	@	@	@	@
3) Other (Specify: @)	@	@	@	@

g. **Other Psychological Interventions**

1) Sports Psychology / Performance Enhancement	@	@	@	@
2) Medical / Health - Related Interventions	@	@	@	@
3) Intake Interview / Structured Interview	@	@	@	@
4) Substance Abuse Interventions	@	@	@	@
5) Other interventions (e.g., milieu therapy, treatment planning with the patient present.)	@	@	@	@

Please describe the nature of the experience(s) listed in g-5:

@

h. Psychological Assessment Experience: This is the estimated total number of face to face client contact hours administering and providing feedback to clients/patients. This does not include time spent scoring and/or report writing, which should be included under item 2, below ("Support Activities"). You will provide information about numbers of tests administered in Section 4 of the AAPI.

	DOCTORAL Total hours face-to-face	**MASTERS** Total hours face-to-face
1) Psychodiagnostic test administration (Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients.	@	@
2) Neuropsychological Assessment (Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment.)	@	@

i. Other Psychological Experience with Students and/or Organizations:

	DOCTORAL Total hours face-to-face	**MASTERS** Total hours face-to-face
1) Supervision of other students	@	@
2) Program Development/Outreach Programming	@	@
3) Outcome Assessment of programs or projects	@	@
4) Systems Intervention / Organizational Consultation / Performance Improvement	@	@
5) Other (Specify: @)	@	@

TOTAL INTERVENTION AND ASSESSMENT HOURS:

Add the number of hours included
in 1a through 1i above

	DOCTORAL Total hours face-to-face	MASTERS Total hours face-to-face
Total Intervention & Assessment Hours:	@	@

2. **SUPPORT ACTIVITIES – How much time have you spent in support activities related to your intervention and assessment experience?** This item includes activities spent outside the counseling / therapy hour while still focused on the client / patient (e.g. chart review, writing process notes, consulting with other professionals about cases, video / audio tape review, time spent planning interventions, assessment interpretation and report writing, etc.). In addition, it includes hours spent at a practicum setting in didactic training (e.g. grand rounds, seminars).

	DOCTORAL Total hours	MASTERS Total hours
Total Support Hours:	@	@

3. **SUPERVISION RECEIVED** – **How much time have you spent in supervision?**
Supervision is divided into one-to-one, group, and peer supervision / consultation. Supervision provided to less advanced students should be counted in item 1i-1, above.

Item 3a: Hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student.

Items 3b and 3c: The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. **While the didactic portion is excellent training, it should not be recorded as a supervision activity**; i**t should instead be included as a support activity in Item 2 ("Support Activities") above.** This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the "Psychosocial Issues of HIV Infection" using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

	DOCTORAL Total hours	MASTERS Total hours

a. Hours spent in one-on-one, face-to-face
   supervision: @   @

b. Hours spent in group supervision: @   @

c. Hours of peer supervision / consultation
   and case discussion on specific cases: @   @

Total Supervision Hours (add 3a, 3b, and 3c):   @   @

4. **SUMMARY OF PRACTICUM HOURS** - This section summarizes the total number of practicum hours described above, along with estimated future practicum hours. In columns one and two, please include the total hours as designated in items 1 - 3 above. In column three, please estimate the number of hours to be accrued between November 2, 2001 and July 1, 2002.

	Doctoral through Nov. 1, 2001	Masters	Estimated after Nov. 1, 2001
a. Total Intervention and Assessment Hours (item 1):	@	@	@
b. Total Support Hours (item 2):	@	@	@
c. Total Supervision Hours (item 3):	@	@	@
GRAND TOTAL	@	@	@

5. **TREATMENT SETTINGS** - **How many practicum hours have you spent in each of the following treatment settings?**. Please indicate the estimated total number of practicum hours (including intervention and assessment, support, and supervision) spent in each of the following treatment settings through November 1, 2001. The total number of practicum hours for this section should equal the Grand Total in item 4, columns 1 and 2, above.

	DOCTORAL Total hours	**MASTERS** Total hours

Child Guidance Clinic	@	@
Community Mental Health Center	@	@
Department Clinic (psychology clinic run by a department or school)	@	@
Forensic / Justice setting (e.g., jail, prison)	@	@
Inpatient Hospital	@	@
Military	@	@
Outpatient Medical / Psychiatric Clinic & Hospital	@	@
University Counseling Center / Student Mental Health Center	@	@
Schools	@	@
Other (Specify: @)	@	@
Total Hours in all Treatment Settings	@	@

6. **OTHER INFORMATION ABOUT PRACTICUM EXPERIENCES:**

   a. What types of groups have you led or co-led? Please describe.

   @

   b. Do you have experience with Managed Care Providers in a professional therapy / counseling / assessment capacity? (Put an "X" next to only one choice)

   @ Yes
   @ No

   c. Have you audio or videotaped clients/patients and reviewed these tapes with your clinical supervisor?

Audio tape review

    @ Yes
    @ No

Videotape review

    @ Yes
    @ No

d. In which languages other than English (including American Sign Language), are you FLUENT enough to conduct therapy?

    @

e. What is your experience with diverse populations in a professional therapy / counseling capacity? Please indicate the number of clients/patients seen for each of the following diverse populations. You may provide additional information or comments in the space provided. Include clients/patients for whom you performed assessments or intake interviews. For this item, you may include a single client/patient in more than one category, as appropriate.

	Number of Different Clients / Patients Seen
Race / Ethnicity	
African-American / Black / African Origin	@
Asian-American / Asian Origin / Pacific Islander	@
Latino-a / Hispanic	@
American Indian / Alaska Native / Aboriginal Canadian	@
European Origin / White	@
Bi-racial / Multi-racial	@
Sexual Orientation	
Heterosexual	@

Gay   @

Lesbian   @

Bisexual   @

Disabilities

Physical / Orthopedic Disability   @

Blind / Visually Impaired   @

Deaf / Hard of Hearing   @

Learning / Cognitive Disability   @

Developmental Disability   @

Serious Mental Illness (e.g., primary psychotic disorders,   @
    major mood disorders that significantly interfere
    with adaptive functioning, severe developmental
    disabilities)

Other (specify below)   @
  @

Gender

Male   @

Female   @

Transgendered   @

Comments:

  @

7. TEACHING EXPERIENCES- What is your teaching experience? Please summarize any teaching experience that you have. Include both undergraduate and graduate courses taught.

  @

8. **CLINICAL WORK EXPERIENCES** – **What other clinical experiences have you had?**
    Use this section to describe settings and activities that are not included in items 1 - 7 above, "Intervention and Assessment Experience." Some students may have had work experience outside of their master's and doctoral training. This experience should be documented in this section. This section is to include professional work experiences separate from practica. Identify hours using the same criteria for intervention and assessment hours, support hours, and supervision hours. You may choose to present this information in a format similar to that used above (i.e., using the format from one or more of items 1 - 7 above), or you may simply provide this information in narrative form.

    @

SECTION 4: TEST ADMINISTRATION

What is your experience with the following instruments? Please indicate all instruments used by you in your assessment experience, excluding practice administrations to fellow students. To indicate that you administered, scored, interpreted, and wrote a report for a test, count in <u>both</u> columns. Please designate your experiences for the instruments listed below, <u>without changing the sequence in which they are listed</u>. Then, you may add as many additional lines (under "Other Tests") as needed for any other tests that you have administered.

1. ADULT TESTS

Name of Test	# Administered and Scored	# of Reports Written
Self-report measures of symptoms / disorders (e.g., Beck Depression Inventory)	@	@
Bender Gestalt	@	@
Trail Making Test A & B	@	@
WAIS-III	@	@
Wechsler Memory Scale III	@	@
MMPI-II	@	@
Millon Clinical Multi-Axial Inv. III (MCMI)	@	@
Personality Assessment Inventory	@	@
Rorschach (scoring system: @)	@	@
TAT	@	@
Projective Sentences (includes Rotter Sentence Completion and other Sentence Completion Tests)	@	@
Projective Drawings (includes Draw-a-Person Test and Kinetic Family Drawing Test)	@	@
Myers-Briggs Type Indicator	@	@
Strong Interest Inventory	@	@
Structured Diagnostic Interviews (e.g., SADS, DIS)	@	@

<u>Other Tests</u>:

@	@	@

2. CHILD AND ADOLESCENT TESTS

Name of Test	# Administered and Scored	# of Reports Written
Connors Scales (ADD assessment)	@	@
MMPI-A	@	@
Rorschach (scoring system: @)	@	@
Peabody Picture Vocabulary Test	@	@
Self report measures of symptoms / disorders (e.g., Children's Depression Inventory)	@	@
Parent Report Measures (e.g., Child Behavior Checklist)	@	@
Diagnostic Interviews (e.g., DISC, Kiddie-SADS)	@	@
WISC-III	@	@
WPPSI-R	@	@
WRAT	@	@

Other Tests:

@	@	@

3. INTEGRATED REPORT WRITING

How many supervised integrated psychological reports have you written for each of the following populations? An integrated report includes a history, an interview, and at least two of the following: objective and/or projective personality assessments, intellectual, cognitive, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient.

a. Adults: @

b. Children / Adolescents: @

SECTION 5: PROFESSIONAL CONDUCT

Please answer ALL of the following questions with "YES" or "NO":

1. Has disciplinary action, in writing, of any sort ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board?

    @

2. Are there any complaints currently pending against you before any of the above bodies?

    @

3. Has there ever been a decision in a civil suit rendered against you relative to your professional work, or is any such action pending?

    @

4. Have you ever been suspended, terminated, or asked to resign by a training program, practicum site, or employer?

    @

5. Have you ever been convicted of an offense against the law other than a minor traffic violation?

    @

6. Have you ever been convicted of a felony?

    @

    If you answered "Yes" to any of the above questions, please attach an explanation on a separate sheet of paper.

SECTION 6: APPLICATION CERTIFICATION

I certify that all of the information submitted by me in this application is true to the best of my knowledge and belief. I understand that any significant misstatement in, or omission from, this application may be cause for denial of selection as an intern or dismissal from an intern position. I authorize the internship site to consult with persons and institutions with which I have been associated who may have information bearing on my professional competence, character, and ethical qualifications. I release from liability all internship staff for acts performed in good faith and without malice in connection with evaluating my application and my credentials and qualifications. I also release from liability all individuals and organizations who provide information to the internship site in good faith and without malice concerning my professional competence, ethics, character, and other qualifications.

If I am accepted and become an intern, I expressly agree to comply fully with the Association of Psychology Postdoctoral and Internship Centers (APPIC) policies, the Ethical Principles of Psychologists and Code of Conduct and the General Guidelines for Providers of Psychological Services of the American Psychological Association, and with the standards of the Canadian Psychological Association which are applicable. I also agree to comply with all applicable state, provincial and federal laws, all of the Rules and Code of Conduct of the State or Provincial Licensing Board of Psychology, and the rules of the institution in which I am an intern.

I understand and agree that, as an applicant for the psychology internship program, I have the burden of producing adequate information for proper evaluation of my professional competence, character, ethics, and other qualifications and for resolving any doubts about such qualifications.

Applicant's Signature: Date:

APPIC APPLICATION FOR PSYCHOLOGY INTERNSHIP (AAPI)
2001-2002

PART 2
Academic Program's Verification of Internship Eligibility and Readiness

NOTE: This form is to be completed and submitted separately from Part 1 of the AAPI.

Instructions to the Applicant: In consultation with your graduate school training director, please complete questions 1 - 7 on your word processor. Please do not complete questions 8 - 14. You should then print out a copy of this form and provide it to your graduate school training director along with instructions about how this form is to be submitted to internship sites (some sites' materials will describe their requirements for submission). **It is acceptable to APPIC to submit photocopies of this form with the signature photocopied. However, please consult the application instructions for each site for more information, in the event that this is not acceptable to a specific site.**

Instructions to the Training Director: *It is your responsibility to ensure that the information on this form is accurate.* Please review and verify the information filled in by the applicant for questions 1 - 7 (and correct it, if necessary), complete questions 8 - 14, and sign and date this form. This form may either: (a) be sent directly to the internship site by you, or (b) be returned to the applicant (to be sent to the internship site by the applicant along with the AAPI and any other application materials). **It is acceptable to APPIC to submit photocopies of this form with the signature photocopied. The applicant should consult the application instructions for each site for more information in the event that this is not acceptable to a specific site. It is their responsibility to inform you of any exceptions.**

1. **Applicant's Name:**   @

2. **Doctoral Program / Department:**   @

3. **University / School:**   @

4. **Director of Training:**   @

5. **Director of Training's**   @
   Address, Phone, and E-Mail: @
                                                             @
                                                             @

6. **Academic Requirements**: It is understood that many applicants may still have comprehensive exams to complete prior to February 1, 2002 and coursework to complete prior to June 30, 2002. Please enter the dates that the following items were completed. Also, please list any requirements, as of today's date, that must still be completed before the student will be ready to go on internship, along with the expected date of completion.

In Column 1, enter the date completed or the expected completion date in mm/yyyy format. If not applicable, instead enter "Not Applicable."

In Column 2, indicate with a "Yes" or "No" if the completion of the task is required by your program for a student to be able to accept an internship.

In Column 3, indicate with a "Yes" or "No" if the completion of the task is required by your program for a student to be able to attend an internship.

	Date Completed or Expected (mm / yyyy)	Required to accept an internship?	Required to attend an internship?
a. Comprehensive / Qualifying Exam / Task	@ / @	@	@
b. Academic Coursework	@ / @	@	@
c. Master's Thesis	@ / @	@	@
d. Dissertation / Doctoral Research Project			
Proposal approved	@ / @	@	@
Data collected	@ / @	@	@
Data analyzed	@ / @	@	@
Defended	@ / @	@	@

7. **Practicum Hours:** The above-named applicant has completed the following practicum hours as of November 1, 2001 (the hours listed below should be identical to the hours listed in Section 3 of the AAPI, item 4):

	Doctoral through Nov. 1, 2001	Masters	Estimated after Nov. 1, 2001
a. Total Intervention and Assessment Hours (item 1):	@	@	@

b. Total Support Hours (item 2): @ @ @

c. Total Supervision Hours (item 3): @ @ @

   GRAND TOTAL @ @ @

8. **Academic Standing:** Please answer the following questions regarding the above named student's academic standing. *This item is to be completed by the Training Director.*

   a. Is this student in good standing ?   Yes   No
       If no, please explain:

   b. Is this student on probation?   Yes   No
       If yes, please explain:

   c. Has this student ever been on probation?   Yes   No
       If yes, please explain:

   d. Are any complaints currently pending   Yes   No
       against this student or were any filed in
       the past?
       If yes, please explain:

9. **Department's Training Model:** (Please circle) *This item is to be completed by the Training Director.*

   Clinical Scientist   Practitioner-Scholar

   Scientist-Practitioner   Practitioner

   Other - please specify:
       (e.g., Developmental, Specialty,
       Local Clinical Scientist)

10. **APA / CPA Accreditation:** (Please circle) *This item is to be completed by the Training Director.*

   Accredited

   Accredited, on Probation

   Not Accredited

11. **Evaluation of Applicant:** Please answer the following statements. If you do not have sufficient information to rate the applicant, please check with other faculty, supervisors, etc. in order to complete this section. *This item is to be completed by the Training Director.*

   a) This applicant possesses the emotional stability and   Yes   No
       maturity to handle the challenges of the internship experience.

   b) This applicant possesses the theoretical / academic   Yes   No
       foundation necessary for effective counseling / clinical work.

   c) This applicant possesses the skills necessary for   Yes   No
       translating theory into integrated practice.

   d) This applicant demonstrates awareness of, and practices   Yes   No
       according to, the current ethical guidelines for psychologists.

   e) This applicant demonstrates the capacity to participate   Yes   No
       in supervision constructively and can modify his / her
       behavior in response to feedback.

12. **Additional comments:** Please identify areas of particular strength and areas in which the student needs further development. *This item is to be completed by the Training Director.*

13. **The faculty agrees that this student is ready to apply for internship.** (Please circle)
This item is to be completed by the Training Director.

    Yes　　　No

    If no, please explain:

14. **Once the student is on internship:** Who will serve as the contact person between your department and the internship program? (e.g., Training Director, Academic Advisor) *This item is to be completed by the Training Director.*

    Name:

    Work Address:

    Phone:

    E-Mail:

Signature of the Director of Training: _____

Date signed: _____

Appendix E

Counseling Internship Articles
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