

National Council of Schools and Programs of Professional Psychology

Integrated Resolutions Through 1996

Roger L. Peterson (Editor)

Antioch University New England

*Preface*

*The actual text of the NCSPP resolutions was produced by members and participants in NCSPP conferences over a span of 20 years. Words and phrases in the resolutions and in this summary were drawn from many individual papers, reports of meetings, formulations by subgroups, and deliberations in plenary sessions. In developing this integrated draft of resolutions from NCSPP conferences, a number of assumptions were made: (a) Rather than "NCSPP members," "professional schools," or the like, consistent with the current bylaws and goals of the organization the text now refers to programs and institutions who educate professional psychologists; (b) All specific recommended actions of NCSPP as an organization except as they can be translated as in (a) above have been eliminated; (c) The language of aspirational standards ("should"), not requirements ("shall") has been used. (d) The language of the original documents was retained wherever possible except for changes to make parallel constructions. With regard to substance, the documents have not been rewritten. Additions that may appear to have been made result from the integration of similar resolutions made at different times. Sometimes the language has been changed for the sake of consistency (e.g., "curriculum" to "program;" or "skills" to "competence") or clarification. (e) Sometimes the resolutions were of a particular conference were incorporated as written, other times integration required a more complex process where the resolutions of two subgroups or conferences needed to be integrated with previously existing resolutions (e.g., on internships). Occasionally,*

*resolutions that were written in regard to a single issue at one conference were separated so as to appear in two or more places in this text.*

### Preamble

The primary purpose of education for professional psychology is preparation for the delivery of human services in a manner that is effective and responsive to individual and societal needs, which recognizes and values human diversity. The learning environments, including resources and curricula, should be designed in a manner that accomplishes this goal, and should be open to continuous development and evaluation.

Professional psychology begins with human needs and experiences and is embedded in the real social, political, and economic circumstances of our society. Because of the wide-ranging, diverse, and fluid nature of these conditions, the epistemological basis of disciplined inquiry in psychology must be comprehensive and responsive to these social contexts.

Professional psychology values the sharing of power, equal access to opportunity, social justice, affirmation of differences, and the prevention of marginalization as primary goals.

Professional psychology has a central role in improving our society, through politics, public policies, and dissemination of the knowledge and services that we provide. Professional psychology should develop and maintain a socially responsible science, one including, but not limited to, concerns of gender, physical status, spirituality/religion, sexual orientation, race/ethnicity, socioeconomic status, ability/disability, and age, that necessitates a respect for diversity of models and ways of knowing. No social issues or problems should be excluded as beyond the realm of a broad-based psychological science.

Programs that educate and train professional psychologists should address current and emerging social concerns, with a focus on those that affect both physical and mental health. This includes proactively addressing both general and local social concerns in each program's curriculum and field training.

Programs comprise a broad set of explicit learning experiences that include courses, seminars, practica, and experiential learning. There also are socialization processes that comprise an implicit curriculum in professional psychology that includes educational methods, faculty characteristics, the nature of student-faculty relationships, program culture, and the attitudes and values of the total educational community. The synergistic relationship between the explicit and implicit components of the program must be considered in program design and implementation.

The primary task of education in professional psychology is preparation for effective functioning in the multiple roles graduates will fill during the course of their careers. These roles might include, but are not limited to: assessor, intervener, educator, consultant, supervisor, administrator, program developer, researcher, and program evaluator. Moreover, professional psychologists should be trained for expanding roles, thus education, training, accreditation, regulation, and licensure standards for professional psychologists should be sufficiently flexible to permit and promote the inclusion of expanding roles, new settings, and emerging social issues, within the context of ethical and legal practice. Professional psychology values and should work toward the development of these new roles, so as to create viable jobs and career paths that are responsive to community needs. In an changing society, the expansion of psychology's scope of practice is critical for tomorrow's social needs and service opportunities.

Professional psychology training programs should continue to develop interdisciplinary models of training, including partnerships with other professions in service delivery, as well as joint degree programs such as law and psychology and business administration and psychology.

Preparation in professional psychology involves the education of the personal and professional selves of students. Furthermore, all of professional psychology is relationship centered. A central and integrating feature is the awareness of self and self-other relatedness. In appreciation of our professional responsibilities as educators, the creation and nurturance of respectful, collegial, and empowering relationships with students are of central importance. Faculty in professional psychology programs are responsible for being models of professional

excellence, personal integrity, and interpersonal effectiveness. Professional socialization experiences should be designed to foster student awareness of how students' personal and professional selves affect and are affected by their professional relationships, their profession, their training, the culture of their programs, and their clinical work. The knowledge of how inequalities of power and authority determine the nature of relationships, and the promotion of responsible use of power and authority, are critical elements of this experience.

As we look toward the future, professional psychology needs to continue to promote an understanding of the historical and cultural relevance of our profession. We need to understand the historical circumstances that shaped our profession, deal with the misunderstandings of others, and develop processes to quickly transform our profession in ways that will be responsive to the needs of society.

These resolutions bring together principles of practice and preparation for practice that have existed in the field of psychology for decades and which were first broadly expressed at the Vail Conference. They have been continuously refined by NCSPP in its conferences and the programs of its member institutions, and should be given prominence in the standards, guidelines, policies, and procedures related to professional psychology.

#### *Attitudes, Aptitudes, and Values*

Particular attitudes, aptitudes, and values are critical to the education and training of professional psychologists:

1. To function most effectively in varied professional roles, a professional psychologist should demonstrate certain personal characteristics and attitudes, including but not limited to the following:

- a. Intellectual curiosity and flexibility.
- b. Scientific skepticism.
- c. Open-mindedness.
- d. Psychological health.
- e. Belief in the capacity for change in human attitudes and behavior.

- f. Appreciation of individual and cultural diversity.
  - g. Interest, courage, and compassion in providing human services, especially to underserved populations.
  - h. Personal integrity and honesty.
  - i. Capacity for developing interpersonal skills (empathy, respect for others, personal relatedness).
  - j. Self-awareness.
  - k. Appreciation of and sensitivity to social and political contexts in order to make our services relevant and effective.
2. Theory and application in professional psychology are characterized by a disciplined scientific attitude.
  3. Diversity in personal and academic background on the part of faculty and students enhances education and performance as professional psychologists. Student admission committees and faculty recruitment committees are encouraged to seek out and promote such diversity of personal and academic background.
  4. Professional consultative relationships within and external to professional psychology are a valuable means of enhancing the quality of professional judgments in the professional applications of psychology.
  5. Professional psychology programs should participate actively in the evolving health care delivery system in the best interest of society.
  6. Professional psychology programs should make their values explicit as they relate to the student's education and training.
  7. Educational and training experiences should focus on inculcating professional identification among faculty and students.
  8. Professional psychology programs should devote sufficient resources to faculty development that supports professional attitudes and values.

Diversity

Professional psychology should value and respect diversity and inclusiveness as fundamental elements of human experience. Diversity includes but is not limited to: gender, physical status, spirituality/religion, sexual orientation, race/ethnicity, socioeconomic status, ability/disability, and age. Considerations of and attention to diversity should be integrated throughout the scientific-academic and professional elements of the program. Education that addresses these areas includes an analysis and understanding of power and oppression. The implementation and monitoring of diversity training is the responsibility of all faculty, administration, and staff across the entire educational process. Curricular innovations with regard to diversity require particular attention and reinforcement.

As an expression of their professional and social responsibility, programs which educate professional psychologists should do a variety of things with regard to diversity:

1. Programs in professional psychology should adopt as an urgent priority the training, hiring, and promotion of faculty, administrators, and staff with knowledge, proficiency, and expertise in areas of diversity as well as the recruitment of diverse students. It is also important in all of these groups to have a critical mass of persons from diverse backgrounds. There should be an explicit recruitment strategy supported by the development of articulated programs designed to attract and support diverse students, faculty, administrators, and staff.
2. Curriculum offerings designed to prepare all students in relevant aspects of the delivery of human services and health care to ethnic minority and other underserved groups and populations should be developed.
3. The value of ethnic/racial diversity should be articulated within each program's and school's mission statement.
4. Specific plans that delineate how the institution is addressing issues of ethnic/racial diversity should be developed. They should address the following domains:
  - a. Ethnically/racially diverse representation, input to, and participation in the admissions process.

- b. Development and offering of courses that address issues of ethnic/racial diversity in clinical, theoretical, and scientific areas where appropriate within the core curriculum (e.g., psychological development, family systems, assessment, and intervention).
  - c. Development of linkages within their respective communities to assist in program development and implementation from an ethnically/racially diverse perspective.
  - d. Development and implementation of consciousness raising and other attitude change activities designed to increase the program's awareness, sensitivity, and responsiveness to issues of ethnic/racial diversity.
  - e. Development and support of ethnic/racial minority student organizations.
  - f. Involvement of alumni in addressing issues of ethnic/racial diversity.
  - g. Allocation of financial and other institutional resources for the development and support of ethnically/racially diverse administration, faculty, and student recruitment and retention programs.
5. The parameters of ethnic/racial diversity should be specified in each school's catalogue and materials.
  6. Particular retention and academic advancement efforts should be geared toward offering financial, emotional, and academic support to ethnically/racially diverse students.
  7. As a goal, an administration, faculty, and student body should be created that is at least as ethnically/racially diverse as the general population.
  8. Faculty activity directed toward achieving ethnic/racial diversity should be given significant consideration in regard to workload assignments as well as faculty recruitment, retention, and promotion.
  9. Academic, experiential, and supervised clinical and research activities that lead to competence in the provision of psychological services to culturally diverse populations should be provided.

10. Professional psychology programs should help their faculties to change and grow vis-à-vis all diversity issues and populations. This is a difficult process. It includes changes in power relations and privilege and changes within training models and methods of service delivery.

11. Educators in professional psychology have a responsibility to identify and disseminate examples of the integration of diversity issues into the education, training, and service delivery models of professional psychology on the local, state, and national levels.

### *Women*

Following NCSPP's examination of the changing roles of women in the field of psychology, it is clear that issues relevant to women should be addressed and interwoven into the fabric of psychology. As an expression of their professional and social responsibility, programs which educate professional psychologists should do a variety of things with regard to women:

1. As a matter of commitment, research methods and theoretical formulations that increase understanding of women's issues should be developed.
2. Organizational policies, structures, and procedures should be attended to such that they accurately reflect women's experience and facilitate women's professional development.
3. Students should be prepared personally, academically, and professionally to be sensitive to and effectively work with the issues and needs of women as consumers of psychology.
4. Institutional policies should be developed at the local, state, and national levels which acknowledge, accommodate, and advance women in the field of psychology.
5. The impact on women of all proposed actions and policies should be considered.
6. Issues related to women of color require special attention. Organizations in psychology need to consider these issues in all aspects of their functioning, including the development, planning, and implementation of their agendas.
7. Issues related to lesbians require special attention. Organizations in psychology need to consider these issues in all aspects of their functioning, including the development, planning, and implementation of their agendas.



8. Information on the design and development of promotion and tenure and retention policies that are sensitive to, and inclusive of, the broad range of activities in which women contribute to the field of psychology should be developed.
9. Organizations should be supported which provide a governance function in regard to proposed policies emanating from APA and other bodies, to determine whether such policies are sensitive to the concerns of women (e.g., residency requirement).
10. Organizational agendas which provide a mechanism of advocacy and support such that it can be responsive to complaints of gender insensitivity or a lack of attention to issues relevant to women should be developed.
11. Organizational agendas which support accountability mechanisms by which programs can be monitored with respect to their progress in advancing women's issues and concerns in their institutions should be developed.
12. Organizational agendas which support policy creation that will enhance the role of women's issues such as sexual harassment issues, family leave policies, etc. should be developed.
13. A variety of training models should be supported that utilize half-time internships and alternative training vehicles that are responsive to the diverse needs of students with particular attention to women, people of color, and other groups with special needs.
14. The inclusion of part-time faculty as legitimate partners in educational models should be supported consistent with the goal of increasing the diversity of faculty.
15. The availability of diverse training models, in a variety of institutional settings should be supported, preserved, and encouraged.

### The Professional Psychology Core Curriculum

#### *Curricular Values*

With regard to the core curriculum of professional psychology, the following curricular values are of particular importance:

1. The educational domain of professional psychology (e.g., its theories, research methods, and applications) is characterized by scholarly, disciplined thought that is grounded in science, the

humanities, and personal and professional experience, and is enhanced by interdisciplinary perspectives.

2. Reflexive professional psychology requires critical analysis of the theories that guide disciplined inquiry and the methods through which investigations are conducted. Study of the philosophical foundations of inquiry (including, for example, epistemological and theoretical assumptions and implicit values) is therefore important in the education of professional psychologists.
3. There are multiple ways of knowing that inform and enrich each other. These include both objective and subjective methods.
4. In preparation for the future, professional psychologists should be trained for an expanded scope of practice and expanding roles. Psychology education and training programs should respond to these needs by developing and offering curricula and other experiential training relevant to these new areas of practice. Therefore, programs training professional psychologists should emphasize a broad range of interventions, (e.g., primary and secondary prevention) and roles (e.g., leadership and public policy positions) consistent with enhanced attention to the management and supervision, and consultation and education core competency areas.
5. The demonstrated mastery of knowledge, skills, and attitudes, and their integrated application to the practice of psychology, is essential.
6. Consistent with the value of life-long learning, the core curriculum should be seen as initiating the process of life-long professional development and not as an end in itself. The ongoing maintenance and growth of competence in the practice of psychology should be monitored through processes that include, but are not limited to, continuing education, self-reflection, consultation, and peer review.
7. Program descriptions should make explicit the attitudes and values that underlie the curriculum and how these attitudes and values manifest themselves in the total program.

8. Students of professional psychology should be taught by faculty who model these values and attitudes and who reflect a diversity of perspectives in their teaching and in their practice of psychology (i.e., as in settings, populations, and orientations).

9. Each professional psychology program should specify the levels and types of proficiency within each competency area expected of graduates and should specify its model for developing and evaluating those proficiencies. To do this, the program should draw on prior NCSPP work.

The competency areas of professional psychology represent key related clusters of activities that are characteristic of practicing psychologists and that are related to relevant knowledge, skills, and attitudes. The core competencies of relationship, assessment, intervention, research and evaluation, consultation and education, and management and supervision are the organizing principles for a coherent approach to curriculum construction. Each of the competency areas has been conceptualized separately for heuristic purposes. However, it is important to remember that the competencies develop together and often remain inextricably intertwined in professional practice. Professional psychologists serve clients, conceptualized in the broadest sense to include individuals, couples, families, groups, organizations, social systems, and sociopolitical structures.

Within the broad framework of the six core competency areas, program diversity, built around the academic and professional interests of faculty, should be encouraged. It is the fundamental responsibility of each program faculty to develop and to articulate clearly the program's coherent goals and sequentially organized objectives in order to achieve those goals. The broad-based knowledge areas should be integrated carefully with these program goals and objectives. Programs should write verifiable educational objectives pertaining to the knowledge, attitudes, and skills requisite to the development of the competencies.

These professional competencies are related to an evolving and developing knowledge base that should include the following areas:

1. Biological bases of behavior.
2. Cognitive-affective bases of behavior.

3. Cultural bases of behavior.
4. Dysfunctional behavior and psychopathology.
5. The historical and philosophical context of psychology.
6. Life span development.
7. Professional ethics and standards.
8. Psychological measurement.
9. Social bases of behavior.
10. Theories of individual and systems functioning and change.

Instruction in these areas should be carefully integrated with the development of the six competency areas throughout the learning process and should be consistent with the mission and objectives of the program.

### *Relationship*

Relationship is the capacity to develop and maintain a constructive working alliance with clients and includes the ability to work in collaboration with others such as peers, colleagues, students, supervisors, members of other disciplines, consumers of services, and community organizations. The relational functioning of professional psychologists is greatly impacted by their awareness and connection to their own self-identity. Self and other identities include but are not limited to a configuration of the following: gender, physical status, spirituality/religion, sexual orientation, race/ethnicity, socioeconomic status, ability/disability, and age. Educators have a responsibility to foster the development of relationship skills and a strong sense of self-identity in themselves, their students, and their colleagues.

The relationship competency is the foundation and prerequisite of the other competencies. Therefore, its articulation in the core curriculum is of primary importance.

The relationship competency area is particularly informed by, but not limited to: (1) theories of individual and systems functioning and change, cultural bases of behavior, life span development, dysfunctional behavior and psychopathology, and professional ethics and standards; (2) knowledge of the self; and (3) knowledge of others.

Curriculum design and implementation should include education and training in attitudes essential for the relationship competency, including but not limited to: (1) intellectual curiosity and flexibility, (2) open-mindedness, (3) belief in the capacity for change in human attitudes and behavior, (4) appreciation of individual and cultural diversity, (5) personal integrity and honesty, and (6) a value of self-awareness.

Curriculum design and implementation should include education and training in the development of interpersonal skills, including empathy, respect for others, and personal relatedness. An essential element of training in this area is experiential learning, with self-reflection and direct observation of behavior and feedback by peers and experts. Training should embody the principles inherent in the competency (i.e., constructive working alliances among faculty and students).

#### *Assessment*

Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, characterize, and predict relevant aspects of a client. The assessment process uses a multimethod and multitheory approach that takes into account the sociocultural context and that focuses not only on limitations and dysfunctions but also on competencies, strengths, and areas of effectiveness.

Assessment is a fundamental process that is involved and interwoven with all other aspects of professional practice. In recent years the emphasis of assessment appropriately has shifted from a narrow focus on tests, individuals, and psychopathology to a more comprehensive approach addressing a broader range of clients and client functions. Although training in formal techniques of assessment may occur in particular courses, it is critical that assessment, whether formal or informal, be integrated as a critical component of all aspects of the professional curriculum.

Historically, assessment has been linked to theories of individual development, psychological measurement, dysfunctional behavior, and psychopathology. With the broadening of the process, however, assessment increasingly is addressing the relationship between the

individual and his or her system context, the entire life-span of the individual, the biological, social, and cultural bases of behavior, and larger systems, including families, groups, organizations, and social systems. Knowledge of ethical and legal foundations is an essential aspect of competency in assessment.

The assessment curriculum is not limited to individual content courses but embodies a sequenced pattern of experiences covering general principles as well as specific techniques. These principles include, at minimum, psychological measurement theory and the logic of clinical inference. Supervised skill training is an essential component of the assessment curriculum.

Assessment training should include awareness of ethical, sociocultural, legal, and administrative issues.

The curriculum must include issues of diversity in all stages of the assessment process. Such stages include identification of the client, formulation of questions, selection of methods, gathering of information, arriving at interpretations and conclusions, verification and cross-validation of findings, and dissemination of findings.

### *Intervention*

The intervention competency is conceptualized as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients through preventive, developmental, and/or remedial services.

The integrative goal of the core curriculum is to establish the capacity for effective intervention. Historically, as a profession, we have trained most effectively at the level of remediation. However, clients have needs that are remedial, developmental, and preventive, and therefore we advocate the development of broad-based curricula addressing intervention at all of these levels. As a profession, we also typically have focused on intervention with a relatively narrow range of clients. Consequently, we also recommend development of curricula for training in intervention with a greater diversity of clients.

The intervention competency relies especially on the following knowledge base: theories of individual and systems change, including the functioning and change of sociopolitical structures; theories and strategies of intervention; methods of evaluation and quality assurance; and professional ethical principles and standards of practice.

Along with the information derived from psychotherapy research, the knowledge and methods appropriate to the understanding of self and the self-other relationship, as well as to the significance of power and authority, are particularly relevant.

Education and training in intervention should reflect diversity through the use of teaching materials, types of client populations, choice of teachers and supervisors, and service systems.

#### *Research and Evaluation*

Psychological science is a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. It strives to make that information consensually verifiable, replicable, and universally communicable. In this context, science is defined by its broad-based array of continually-developing methods, not its content. Professional psychologists systematically acquire and organize information about psychological phenomena and often engage in the general practice of science. This requires selection, modification, and construction of the most rigorous attainable methods for investigating the local conditions with which each inquiry is concerned. Nonetheless, it is recognized that, because of the particular conditions that frequently limit inquiry in the local contexts of professional psychological practice (e.g., nonrepeatability of phenomena in time, privacy, etc.), the scientific goals of consensual verifiability, replicability, and universal communicability are attainable more in principle than in practice. Despite these practical realities, we endorse a view of the professional psychologist as a local clinical scientist: an investigator of local psychological phenomena who engages in the rigorous, critical, and disciplined inquiry engendered in striving toward scientific goals. Therefore, research training in professional psychology should be viewed as essential for developing and enhancing critical thinking in students, and it should be integrated throughout the curriculum. All of our graduates

are expected to function as local clinical scientists; some of our graduates may engage more directly in the application of research methodology in roles such as program evaluator. The application or diffusion of research results into practice is an important process that should be enhanced and encouraged through research training.

Training for research competency consists of: (a) designing and critiquing approaches to systematic inquiry, using qualitative and quantitative methods; (b) analyzing data, using statistics, both descriptive and inferential, univariate and multivariate as well as methods appropriate to qualitative data; and (c) conducting a scholarly project on a meaningful problem, typically associated with professional practice in psychology, with a strategy of disciplined inquiry appropriate to the problem.

Research is not content free, and must draw on, and is instrumental in expanding, the knowledge base of psychology. In designing research, the principles of psychological measurement, the application of professional ethics and standards, and the historical and philosophical context of psychology are particularly important.

Field experiences should be integrated with academic experiences throughout training, so that students can engage in the real phenomena of the practice of professional psychology. It is out of this experience that disciplined inquiry arises, not the other way around. Movement away from such an integration would be inconsistent with the ideas of science, disciplined inquiry, and the local clinical scientist model that we espouse.

Research occurs in a social context and invariably carries embedded values. The methods and conclusions of research should be appropriate and sensitive to the diverse populations to which they are applied. Care must be taken that generalizations are appropriate to the sample studied.

Professional psychologists, in their roles as researchers, are self-critical with respect to the methodological, sociopolitical, and philosophical implications of inquiry. They make efforts to ensure that the conclusions are consistent with the limits of research designs and that particular consideration is given to the likelihood of negative impact on underserved populations.



It is recognized that difficult ethical and epistemological questions regarding the applications of research methods should continue to be addressed.

### *Consultation and Education*

Consultation refers to the planned collaborative interaction between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program. Psychological consultation is an explicit intervention process that is based on principles and procedures found within psychology and related disciplines, in which the professional psychologist has no direct control of the actual change process. Psychological consultation focuses on the needs of individuals, groups, programs, or organizations.

Education is the directed facilitation by the professional psychologist of the growth of knowledge, skills, and attitudes in the learner.

The practice of the consultation and education competency is informed by the knowledge base of psychology, particularly theories of individual and systems functioning and change; life span development; cognitive-affective, social, and cultural bases of behavior; and professional ethics and standards.

Students should be required to complete experiential tasks in consultative and educational activities. These experiences occur in classes, practica, and on internship.

Consultation and education require the ability to interact effectively with diverse populations. A particularly essential element of effective interaction with diverse populations is ongoing evaluation and feedback. In the practice of consultation and education, psychologists work to enhance their clients' and learners' respect for diversity.

### *Management and Supervision*

Management consists of those activities that direct, organize, or control the services of psychologists and others offered or rendered to the public. It includes knowledge about the business aspects of psychological practice and the laws, standards, and regulations affecting practice. Self-management concerns the application of similar principles to effective functioning in a professional role.

Supervision is a form of management blended with teaching in the context of relationship directed to the enhancement of competence in the supervisee. Professional psychology programs should support advanced preparation in this area for leadership, advocacy, and public and social policy planning roles.

Because the majority of graduates of professional psychology programs are employed in positions requiring management and supervisory skills, these competencies should occupy an enhanced status in the core curriculum.

Issues of diversity and the development of alternative management and supervisory models should be emphasized.

The management competency is informed by the following knowledge base: professional ethics and standards; theories of individual and systems functioning and change; psychological measurement; evaluation; styles of management service delivery, and case management in a variety of settings; planning and financial management; cultural bases of behavior, and the use of technology.

The supervision competency is informed by the following knowledge base: professional ethics and standards; theories of individual and systems functioning and change; dysfunctional behavior and psychopathology; cultural bases of behavior; theoretical models of supervision; and awareness of considerations of diversity.

Self-management processes and structures should be provided for students, through such methods as workshops, seminars, in vivo consultation, or advisement. Demonstrated competency in supervision should include the development of receptivity to supervision and the acquisition of skills in doing supervision.

Diversity and multicultural issues should inform all aspects of the management and supervision competency areas.

#### *Clinical Training in Professional Psychology*

A diversity of training models within professional psychology should be strongly supported. There should be accuracy and clarity in the way each program represents its

particular training model. Irrespective of which training model a program chooses, we all have a responsibility to prepare our students for new roles and developing creative and innovative ways to deal with the emerging needs of our society. Programs which educate professional psychologists should do a variety of things:

*Training and Supervision*

1. The use of integrative service, training, inquiry, and teaching models should be reaffirmed. Collaborative work with other disciplines and commitment to social action is valued.
2. Training is a collaborative enterprise between the doctoral program and the professional community; there is a need to develop the best training model for local conditions. Models that encourage a strong relationship between educational coursework and field training are particularly valued. Practicum sites that are either internal or external to the academic institution each have their advantages.
3. Program faculty should be as directly involved in supervision (doing it, showing/demonstrating it, and teaching it) as possible. The academic program is ultimately responsible for the supervision students receive.
4. Students' primary supervisors should be competent, licensed, doctoral-level psychologists.
5. Supervision is a developmental process, both for student and supervisor; different supervisory styles and processes are appropriate for different stages in that process. Direct observation of supervisees should be done.
6. Recognizing that there are mutuality and reflexivity in the supervisory process, both the power differential and the responsibility of the supervisor to evaluate the student should be acknowledged.
7. The role of supervisor is an appropriate and valuable role for psychologists. The effectiveness of training in supervision along with the effectiveness of supervisors should be evaluated.
8. Mere exposure to diverse client populations in and of itself does not ensure appropriate training. Rather, supervision must be sensitive to and informed about the culture of those being

served. Students should be exposed to supervisors of color, and attention should be given to ethnocultural issues between supervisor and supervisee.

9. Professional psychology programs should promote a variety of education and training opportunities beyond the doctorate, ranging from more-formal postdoctoral residencies to other less formal continuing education experiences. Licensure should require a supervised postdoctoral year, but a formal, accredited postdoctoral residency should not be a requirement for licensure.

### *Internships*

1. Professional psychology programs should continue to require an organized predoctoral internship, within the bounds of the programs and maintained as a component of their integrated sequences of training, as a requirement for graduation. These experiences may be organized in various time frames and settings. We reaffirm the historical partnership between degree-granting programs and independent internships in the predoctoral preparation of professional psychologists.

2. A variety of innovative pedagogical models of internship training should be actively encouraged and accredited. Available options include, but are not limited to the following:

a. A doctoral program may primarily relate to external internship programs to meet internship requirements. These internship programs may be either single agency or consortium in their structures.

b. A doctoral program may integrate internship-level training within the full curriculum as a single integrated program fully managed by the academic institution. In this case, the doctoral program should submit a single education/training plan (self-study) to APA, receive a single site visit and site visit report, and a single decision by the Committee on Accreditation. Students who complete such an integrated internship within an APA accredited program should be seen as completing an APA accredited internship.

- c. A doctoral program may establish captive internships. With input from the Committee on Accreditation, a set of guidelines for establishing both single and consortium APA accredited captive internships should be developed.
3. The exploration of more flexible accreditation criteria for internship should be supported. These criteria should be responsive to previous standards, particular those regarding diversity, women, and innovation and should make APA-accredited internships more accessible to individuals needing half-time internships. Until such time as these revised criteria are fully implemented, the proposed eligibility requirement of completion of an APA-accredited internship for an APA-accredited postdoctoral fellowship cannot be endorsed. The purpose of this requirement should be held in abeyance so that the required standards can be articulated in a manner that allows more flexibility while maintaining quality. These positions are taken given that, historically, APA accreditation requires a one-year full-time internship or a half-time internship for two years; the two year requirement is permitted but has not been implemented successfully. Other issues are relevant:
  - a. Many academic programs find the two-year internship option allows students to integrate their academic and professional training in a fruitful manner.
  - b. Many of the current two-year half-time internships are not APA-accredited.
  - c. Requiring an APA-approved internship for eligibility for an APA postdoctoral training program, as proposed at the Ann Arbor 1992 conference on postdoctoral training, would have a negative impact on a large number of otherwise qualified applicants, to a great extent women and ethnic minorities, who for various reasons are unable to or do not have the personal resources to search nationally for placement in APA-approved programs.
4. It is the responsibility of each program to specify what coursework, experience, and competencies are prerequisites for the internship.

#### Evaluation

Professional psychology has a commitment to outcome and evaluation research to assess traditional and alternative models of training and service delivery and then to formally support what works, with relevance and flexibility being critical.

The recommendations of all educational conferences represent the best judgment of the conferees. As a reflexive profession that values disciplined inquiry, we have an obligation to subject these judgments to ongoing systematic evaluation in order to reach a more informed approach to education and training.

#### *Evaluation of Students*

1. Students should be evaluated on their mastery of the psychological knowledge related to professional practice and its ongoing development as well as their understanding of the relationship between that knowledge and professional practice. Evaluation should emphasize the changing nature of that knowledge and how professionals integrate such change. In evaluating students on the knowledge base, the following dimensions should be assessed in terms of the present as well as their anticipated changes over time:
  - a. Psychological data, facts, and findings.
  - b. Conceptual models and theories.
  - c. Methods and techniques.
  - d. Unresolved questions and issues.
2. Evaluation of professional competence in field experiences should be based on a three-way learning contract among the student, the practicum or internship center staff, and the program faculty. This contract, developed prior to the beginning of the field experience, should serve as the basis for the evaluation of that experience.
3. Supervision and direct observation of behavioral samples of students' professional work are critical to evaluation.
4. Students' professional competence should be evaluated using instruments and procedures incorporating self-evaluation, student peer evaluation, and program field faculty evaluation.

Evaluation should include the assessment of such meta-cognitive abilities as the capacity to evaluate oneself.

5. A competency-based examination to assess competence relevant to professional practice using multimethod evaluation techniques, including direct observation (as exemplified in the ABPP exam), should be established at each program which educates professional psychologists.
6. Professional psychology programs are responsible for evaluating students with regard to those personal attitudes, aptitudes, and values that best predict future professional competence.

## References

- American Board of Professional Psychology. (1993). Application manual for specialty recognition and affiliation. Columbia, MO: American Board of Professional Psychology. American Psychological Association Office of Program Consultation and Accreditation. (1996). Book 1: Guidelines and principles for accreditation of programs in professional psychology, Book 2: Accreditation operating procedures. Washington, DC: Author.
- Ballantyne, W. J. (1993). A cognitive coping model to explain the victim-to-offender phenomena in the sexual abuse of males. (PsyD dissertation, Antioch New England Graduate School, 1993). Dissertation Abstracts International, 53(12), 6538B. (University Microfilms No. 9309807)
- Belar, C. D., & Perry, N. W. (Eds.). (1991). Proceedings: National conference on scientist-practitioner education and training for the professional practice of psychology. Sarasota, FL: Professional Resource Press.
- Bent, R. J. (1992). The professional core competencies areas. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology (pp. 77-82). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.
- Bourg, E. F., Bent, R. J., Callan, J. E., Jones, N. F., McHolland, J. D., & Stricker, G. (Eds.). (1987). Standards and evaluation in the education and training of professional psychologists: Knowledge, attitudes, and skills. Norman, OK: Transcript Press.
- Bourg, E. F., Bent, R. J., McHolland, J. D., & Stricker, G. (1989). Standards and evaluation in the education and training of professional psychologists: The National Council of Schools of Professional Psychology Mission Bay Conference. American Psychologist, 44, 66-72.



- Callan, J. E. (1994, January). Quality in professional psychology training: A national conference and self-study. The National Council of Schools and Programs of Professional Psychology La Jolla conference, 1981. Paper presented at the National Council of Schools and Programs of Professional Psychology midwinter conference on "Standards for Education in Professional Psychology: Reflection and Integration," Cancun, Mexico.
- Callan, J. E., Peterson, D. R., & Stricker, G. (Eds.). (1986). Quality in professional psychology training: A national conference and self-study. Norman, OK: Transcript Press.
- Davis-Russell, E. (1994, January). Ethnic diversification in psychology education and training: The National Council of Schools and Programs of Professional Psychology Puerto Rico conference, 1989. Paper presented at the National Council of Schools and Programs of Professional Psychology midwinter conference on "Standards for Education in Professional Psychology: Reflection and Integration," Cancun, Mexico.
- Davis-Russell, E., Forbes, W. T., Bascuas, J., & Duran, E. (1992). Ethnic diversity and the core curriculum. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology (pp. 147-151). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.
- Dawes, R. M. (1994). House of cards: The collapse of modern psychotherapy. New York: Free Press.
- Edwall, G. E. (1992). Broadening the core curriculum. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology (pp. 129-132). Washington DC: American Psychological Association and National Council of Schools of Professional Psychology.
- Edwall, G. E., & Newton, N. (1992). Women and the core curriculum. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology (pp. 141-

- 146). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.
- Edwall, G. E., & Peterson, R. L. (1991, January). Women in professional psychology: Theory, research, and methodology. Workgroup summary prepared for the National Council of Schools of Professional Psychology midwinter conference on Women in Professional Psychology "Raising the Roof," Tucson, Arizona.
- Forbes, W., Dutton, M. A., Farber, P. D., Polite, K., & Tan, S. Y. (1994, January). Clinical training in professional psychology: The National Council of Schools and Programs of Professional Psychology second La Jolla conference, 1993. Paper presented at the National Council of Schools and Programs of Professional Psychology midwinter conference on "Standards for Education in Professional Psychology: Reflection and Integration," Cancun, Mexico.
- Goodwin, P. J. (1989). A new cognitive behavioral model of obesity: The addition of physiology. (PsyD dissertation, Antioch New England Graduate School, 1989). Dissertation Abstracts International, 49(07), 3506. (University Microfilms No. 8817282)
- Grip, J. C. (1994, January). Evaluation in professional psychology: The National Council of Schools and Programs of Professional Psychology Bahamas Conference, 1992. Reflections on the midwinter conference. Paper presented at the National Council of Schools and Programs of Professional Psychology midwinter conference on "Standards for Education in Professional Psychology: Reflection and Integration," Cancun, Mexico.
- Halikias, W. (1989). Who owns the child? An analysis of the guardian ad litem for children in divorce: Social and psychological considerations. (PsyD dissertation, Antioch New England Graduate School, 1993). Dissertation Abstracts International, 49(11), 3506A. (University Microfilms No. 8901967)
- Hays, S. C. (1986). A training model in search of a rationale. American Psychologist, 41, 593-594.

- Hickey, J. (1996). Effectiveness of psychotherapy with adults in community -based mental health clinics. Unpublished PsyD dissertation, Antioch New England Graduate School, Keene, NH.
- Hoshmand, L. T., & Polkinghorne, D. E. (1992). Redefining the science-practice relationship in professional training. American Psychologist, *47*, 55-66.
- Keenan, N. W. (1994). "Nice guy, kept to himself": Psychodynamic theory and serial murder. Unpublished PsyD. dissertation, Rutgers University, Piscataway, NJ.
- Korman, M. (Ed.). (1976). Levels and patterns of professional training in psychology. Washington, DC: American Psychological Association.
- Little, L. (1992). A clinician's personal history and treatment of issues of childhood sexual abuse: A survey of Vermont clinicians. (PsyD dissertation, Antioch New England Graduate School, 1992). Dissertation Abstracts International, *53(09)*, 4960-4961B. (University Microfilms No. 9300072)
- LoSchiavo, K. B. (1995). Job burnout and professional self-efficacy: A theoretical integration explored. Unpublished Psy.D. dissertation, Rutgers University, Piscataway, NJ.
- Magidson, E., Edwall, G.E., Kenkel, M. B., & Jackson, J. (1994, January). Women's issues in professional psychology: The National Council of Schools and Programs of Professional Psychology Tucson conference, 1991. Paper presented at the National Council of Schools and Programs of Professional Psychology midwinter conference on "Standards for Education in Professional Psychology: Reflection and Integration," Cancun, Mexico.
- McFall, R. M. (1991). Manifesto for a science of clinical psychology. The Clinical Psychologist, *44*, 75-88.
- McFall, R. M. (1996). Making psychology incorruptible. Applied and Preventive Psychology, *5*, 9-16.
- Mendola, M. J. (1996). Characteristics of priests and religious brothers referred for evaluation of sexual issues: A retrospective study. Unpublished doctoral dissertation proposal, Antioch New England Graduate School, Keene, NH.

- Morley, S. (1994). Enough is enough: Women's narratives about resolving infertility. (PsyD dissertation, Antioch New England Graduate School, 1994). Dissertation Abstracts International, 54(10), 5398B. (University Microfilms No. 9407859)
- Oakland, T. (1994). Issues of importance to the membership of the American Psychological Association: Implications for planning. American Psychologist, 49, 879-886.
- Peterson, D. R. (1968a). The clinical study of social behavior. New York: Appleton-Century-Crofts.
- Peterson, D. R. (1968b). The doctor of psychology program at the University of Illinois. American Psychologist, 23, 511-516.
- Peterson, D. R. (1976). Need for the doctor of psychology degree in professional psychology. American Psychologist, 31, 792-798.
- Peterson, D. R. (1985). Twenty years of practitioner training in psychology. American Psychologist, 40, 441-451.
- Peterson, D. R. (1991). Connection and disconnection of research and practice in the education of professional psychologists. American Psychologist, 46, 422-429.
- Peterson, D. R. (1995). The reflective educator. American Psychologist, 50, 975-983.
- Peterson, D. R. (1996a). Making conversation possible. Applied and Preventive Psychology, 5, 17-18.
- Peterson, D. R. (1996b). Making psychology indispensable. Applied and Preventive Psychology, 5, 1-8.
- Peterson, R. L. (1992a). Social construction of the core curriculum in professional psychology. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology (pp. 23-36). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.

- Peterson, R. L. (1992b). The social, relational, and intellectual context of the core curriculum and the San Antonio conference. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology. (pp. 3-12). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.
- Peterson, R. L., McHolland, J. D., Bent, R. J., Davis-Russell, E., Edwall, G. E., Magidson, E., Polite, K., Singer, D. L., & Stricker, G. (Eds.). (1992). The core curriculum in professional psychology. Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.
- Peterson, R. L., McHolland, J. D., Bent, R. J., Davis-Russell, E., Edwall, G. E., Polite, K., Singer, D. L., & Stricker, G. (1994, January). The core curriculum in professional psychology: The National Council of Schools and Programs of Professional Psychology San Antonio conference, 1990. Paper presented at the National Council of Schools and Programs of Professional Psychology midwinter conference on "Standards for Education in Professional Psychology: Reflection and Integration," Cancun, Mexico.
- Reilly Goldstein, M. (1993). Religious issues in psychotherapy: A qualitative analysis. (PsyD dissertation, Antioch New England Graduate School, 1993). Dissertation Abstracts International, 54(05), 2769B. (University Microfilms No. 9325348)
- Schön, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.
- Schön, D. A. (1987). Educating the reflective practitioner: Towards a new design for teaching and learning in the professions. San Francisco: Jossey-Bass.
- Shapiro, A. E., & Wiggins, J. G. (1994). A PsyD degree for every practitioner: Truth in labeling. American Psychologist, 49, 207-210.
- Singer, D. L., Peterson, R. L., & Magidson, E. (1992). The self, the student, and the core curriculum: Learning from the inside out. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker

- (Eds.), The core curriculum in professional psychology (pp. 133 - 140). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.
- Stricker, G. (1975). On professional schools and professional degrees. American Psychologist, 30, 1062-1066.
- Stricker, G. (1992). The relationship of research to clinical practice. American Psychologist, 47, 543-549.
- Stricker, G., Davis-Russell, E., Bourg, E., Duran, E., Hammond, W. R., McHolland, J., Polite, K., & Vaughn, B. E. (Eds.). (1990). Toward ethnic diversification in psychology education and training. Washington, DC: American Psychological Association.
- Stricker, G., & Trierweiler, S. J. (1995). The local clinical scientist: A bridge between science and practice. American Psychologist, 50, 995-1002.
- Trainor, K. B. (1996). Women and leadership: A study of women leaders in psychology. (PsyD dissertation, Antioch New England Graduate School, 1996). Dissertation Abstracts International, 57(04), 2924B. (University Microfilms No. 9626333)
- Trierweiler, S. J. (1987). Practitioner training: A model with rationale intact. American Psychologist, 42, 37-45.
- Trierweiler, S. J. (1992, August). The local clinical scientist: A model for integrating training in research and practice. In G. Stricker (Chair), Research training in clinical psychology. Education Miniconvention Symposium conducted at the 100th annual convention of the American Psychological Association, Washington, DC.
- Trierweiler, S. J., & Stricker, G. (1992). Research and evaluation competency: Training the local clinical scientist. In R. L. Peterson, J. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology (pp. 103-113). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.

Trierweiler, S. J., & Stricker, G. (in press). Toward the scientific practice of professional psychology: Methodology for the local clinical scientist. New York: Plenum.

Weiss, B. J. (1992). Toward a competency-based core curriculum in professional psychology: A critical history. In R. L. Peterson, J. D. McHolland, R. J. Bent, E. Davis-Russell, G. E. Edwall, E. Magidson, K. Polite, D. L. Singer, & G. Stricker (Eds.), The core curriculum in professional psychology (pp. 13 - 21). Washington, DC: American Psychological Association and National Council of Schools of Professional Psychology.