

APIC NEWSLETTER

VOLUME I NUMBER I

JANUARY, 1976

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ASSOCIATION OF PSYCHOLOGY INTERNSHIP CENTERS

ASSOCIATION OF PSYCHOLOGY INTERNSHIP CENTERS (APIC)

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Founded in 1968, APIC was originally constituted as an informal group of psychologists involved in internship training for the purpose of sharing information about mutual problems. Since its inception, APIC has come to be the primary source of information concerning internship training for various professional and governmental agencies. As the only national organization representing internship training interests, it has been receiving increasing demands for service and information from both students and other organizations. Internship agencies wishing to join APIC should write to Dr. Ronald E. Fox (address listed above) for membership information.

DEADLINE FOR THE NEXT ISSUE OF THE APIC NEWSLETTER

MARCH 1, 1976

The Executive Committee of APIC has been meeting twice yearly, at APA and mid-year jointly with the Executive Committees of the Council of Directors of Graduate Clinical Psychology Training Programs and the Council of Directors of Graduate Counseling Psychology Training Programs. APIC's Chairman also has been attending meetings of APA's Education and Training Board. These meetings and this initial Newsletter have reduced significantly the already small budget of APIC, even though expenses often have been met personally by our EC members or by their host institutions. Thus, finances constitute a major item for our agenda at meetings. Other agenda items are tax status of interns, how to handle violations of the joint agreement among APIC and the two Councils of Directors relative to uniform dates of offers and acceptances of internship positions, the identification of internship programs not members of APIC, and a uniform application form for internship candidates. Your Executive Committee welcomes additional agenda items and, even more, suggestions as to how best to solve the problems raised in the areas noted above.

Ivan N. Mensh, Chairman
Executive Committee

* * * * *

COMMENTS FROM THE NEWSLETTER EDITOR

The Executive Committee of APIC decided to establish a Newsletter to facilitate communication between internship centers. This is the first issue of the APIC Newsletter and it is being sent to all internship centers listed in the current APIC Directory. Subsequent issues of the Newsletter will be sent only to APIC members who have paid their dues. The plan is to publish the Newsletter quarterly in January, April, July and October. In an effort to get more regional input it is hoped that we might be able to get regional editors following the general geographic areas of the regional psychological associations (Eastern, Southeastern, Midwestern, Rocky Mountain, Western). If any of you would like to serve as a regional editor of the APIC Newsletter please write to me. Your assistance will be most appreciated.

We hope to include in the APIC Newsletter information relevant for internship centers as well as providing a forum for the discussion of relevant issues. In the present Newsletter the issue of a uniform application form as well as minimum requirements for intern applicants is presented for discussion.

In the Minutes of the Annual Business Meeting of APIC, which are published in this issue of the Newsletter, there are two particular matters that I wish to call to your attention. One is the new three-day response time to offers of internships. The APIC notification date of acceptance of interns remains the second Monday in February. However, the time now allowed for applicants to respond to an offer has been reduced from five days to three days. An applicant offered an internship on Monday is now given until the end of the work day on Wednesday to accept or reject the offer.

The other area to note is that regarding the Directory of Internship Training Centers which has now been published and distributed. If you did not receive a copy or would like an additional copy contact Irv Weiner, the Directory Editor.

I invite and encourage all of the APIC Newsletter readers to submit anything that you think would be relevant for publishing in the Newsletter.

The deadline for the next issue is March 1, 1976. Please send all materials to me directly. In addition, your comments and suggestions regarding the APIC Newsletter would be very much appreciated.

Jack Hafner, Editor

* * * * *

MINUTES OF APIC ANNUAL BUSINESS MEETING August 31, 1975

The annual business meeting of the Association of Psychology Internship Centers was held on Sunday, August 31, 1975, 2:00 p.m. in Chicago at the Conrad Hilton Hotel. Members of the Executive Committee attending were: Arthur N. Wiens, Chairman, Louis D. Cohen, Ronald E. Fox, Ivan N. Mensh, and Irving B. Weiner. Elton Ash was unable to attend because of serious illness in his family. The annual business meeting, which lasted until 5:00 p.m. had an attendance which varied around 50 persons throughout the entire time.

Election Results: Ron Fox announced the results of the election to the Steering Committee: Ivan N. Mensh and Arthur N. Wiens were elected to three-year terms. It was noted that the Steering Committee had changed its title to Executive Committee, which is to be the new official title. The following position assignments were announced for 1975-1976:

Chair: Ivan N. Mensh, Ph.D.
 Secretary-Treasurer: Ronald E. Fox, Ph.D.
 Directory Editor: Irving B. Weiner, Ph.D.
 Newsletter Editor: A. Jack Hafner, Ph.D.

Treasurer's Report: Ron Fox reported that the treasury balance on hand, August 31, 1975 was \$1,476.47. The treasurer's report is appended to these minutes.

Directory of Internship Training Centers: A report was made on the Directory of Internship Training Centers. Five hundred copies had been printed. There were twenty-five copies left. One copy had been sent to all the agencies listed. A copy had been sent to the directors of all university clinical and counseling training programs and copies were sold to all those who had applied for them at a cost of \$3.50. Irv Weiner, who was scheduled to be the new editor of the publication, announced he was targeting an October 1975 data for publication.

Ivan Mensh raised some questions about the procedures for being listed in the APIC Directory. Current practice is to admit any agency that submits information. Obviously, the principle being followed is to have the most complete listing of agencies but the question was raised whether the listings should not be limited to the members of APIC. It was also noted that listing implied approval. And in order to make clear questions of approval, it was suggested that those agencies which were APA-accredited would have this noted and that those which were APIC members would also have this noted, but that the intent of the directory should continue to be to list as many agencies as possible.

It was moved and approved that the listing in the APIC Directory include a notation of APA-accredited status, and APIC membership. Non-APIC agencies would be included and would be solicited to become members. Non-member status would be noted in the directory.

Questions were raised regarding the updating of listed directory information. It was moved and passed that after one year of failure to update directory information that the agency description be removed from the directory. APIC

MINUTES OF APIC ANNUAL BUSINESS MEETING Continued

member agencies would continue to have the name of their agency listed but not the outdated description. It would follow from the above motion that all agencies would be advised that the inclusion of their description was in jeopardy if it was not brought up to date.

Dr. Ronald B. Kurz, APA: Ron Kurz, Education Officer at APA, was recognized and commended for his help in facilitating the work of APIC. Ron noted in some of his remarks that a Continuing Education program had been approved by the Council of Representatives and would be implemented during this next year. He also reported that a committee of the E & T Board, in which he and Dr. Leon Levy were participating, was developing guidelines for procedures to be followed in helping prepare academically qualified psychologists with basic science and research preparation to become trained to go into applied fields of psychology such as clinical, counseling and school. He reported that the principles that had been developed at the Chicago Conference on Clinical Psychology Training for such problems seemed to provide excellent guidelines and for the moment impressed the subcommittee as the clearest course to follow.

Dr. Kurz noted that the Accreditation Committee has given provisional approval to a new professional area known as "Combined Professional/Scientific Psychology." This area of accreditation implies a combination of clinical/counseling and/or school psychology. Two university programs have been listed, the George Peabody College for Teachers and the Utah State University.

Certification of Readiness for Internship Training: Art Wiens spoke to the question of admitting students to internship in cases where the student was not currently enrolled in a graduate program. The concern was whether such students were properly prepared for the internship and whether they would be fully prepared to be a clinician following their internship. One possibility for insuring appropriate preparation was to ask potential interns to have a directory of clinical training at a university certify that the student has had training equivalent to that of other clinical psychology students applying for admission to internship. The discussion focused on whether universities were equipped or willing to review credentials and to do this job for students. The issue was whether students who had not been trained in a clinical program would have adequate preparation to profit from an internship and whether after completing the internship such students would be qualified to hold themselves out to the public as clinical psychologists. By requiring a university clinical director to review credentials and certify the adequacy of the preparation, a mechanism could be put into effect that might serve to meet the need for quality control.

David Barlow made an alternate suggestion that perhaps the director of internship training might be the appropriate person to review credentials and certify to the adequacy of the preparation for internship training.

A concern that was reiterated was that potential students could take internship training without appropriate preparation and perhaps even fail to do a satisfactory job of the internship but having had the exposure the experience could be misrepresented and be used as a means of establishing credentials. Some of the members of APIC seemed to feel that there would be enough self-correction in the system to prevent a miscarriage but others felt strongly that potential misrepresentations ought to be prevented. The key to the control seemed to be the contact between the university clinical director and the internship director. Since APIC had recommended strongly last year that the clinical directors and the internship directors keep closely in touch with

each other in arranging for and in confirming an internship assignment and since some doubts had been raised in the discussion about the practice, a straw vote was taken. It was discovered among the fifty or so members represented at the meeting that about half of the internship directors contacted clinical directors and about half did not before arranging for an internship.

The discussion was lively and finally the membership agreed that basically there were two kinds of students that were being discussed. First, regular students who were in clinical or counseling psychology programs and, second, postdoctoral or nonregulation persons. It was agreed that, with all regular students, the university clinical director in either clinical or counseling psychology be contacted to get confirmation of eligibility of the student to be enrolled in an internship program. In regard to the second type of student, the report of the E & T Board subcommittee noted above would be studied for guidance.

Uniform Internship Application Form: Discussion turned to a uniform application form, especially since such a form had been developed and was being used in southern California area. Since a copy of the application form was not available at the meeting, but the idea seemed most intriguing, it was suggested that information about the application form and a model of procedures for processing be sent to all members of APIC. It was planned that further discussion of this procedure be pursued in the Newsletter of APIC.

Three-day Reponse Time to Offers of Internship: Questions were raised regarding changing the second Monday in February date of notification of acceptance of interns. No strong sentiment to change was noted. However, it was moved and overwhelmingly passed that the time allotted for students to respond to an offer for an internship be reduced from five days to three days. That is, if students were advised on Monday of their acceptance, they would be expected to respond to the offer by the end of the work day on Wednesday.

In addition to passing this item, it was agreed that an announcement of this change be submitted to the Monitor in order to achieve national publicity.

Federal Register Report of Rules and Regulations re: Overtime: David Barlow noted that the Federal Register had included an item about overtime regulations for psychologists and psychometrists and asked for clarification. No one in the audience had sufficient data or background to respond and Dr. Barlow was asked to refer the matter, with more data, to the Executive Committee for follow-through.

Federal Taxing of Training Stipends: Information about tax-exempt status of interns and procedures for attaining tax-exempt status was requested. The Executive Committee undertook to collect the relevant material and distribute it to the membership.

NIMH Training Support (Dr. Stanley Schneider): The final scheduled item on the agenda was a discussion by Dr. Stanley Schneider of NIMH. Dr. Schneider reviewed the probabilities for funding by NIMH and HEW. The house recommended \$60 million and the President no doubt will veto the HEW budget which Congress may override. But the President, though probably not by impounding because of the fate of that technique in the Nixon era, has other methods for limited budget. The new fiscal year for the federal government may complicate things initially, but will settle down with the year officially beginning October 1 and ending September 30.

MINUTES OF APIC ANNUAL BUSINESS MEETING Continued

A Task Force on Training now has been constituted to evaluate this area, comparable to the Task Force on Research which recently reported its two-year study. Meanwhile, NIMH supports about 300 programs, 85 of these are field agencies, 9 new ones among the 300, 5 in field agencies, from about 25 new applications and at a cost of \$2 1/2 million. The review committees for training increasingly are concerned with traditional programs and are reluctant to fund or continue support. Guidelines and priorities soon will be distributed, with new and renewal programs already having received these.

The President's Panel on Biomedical Research has as its only behavioral scientist Psychiatrist Ewald Busse who has been Chairman at Duke and now is Dean of the School of Medicine. Also, the Health Resources Administration which is developing manpower programs had more medical emphasis and, in the research field, the support is for biological programs, with little for social or developmental ("psychological") proposals. The Health Resources Act provides for significant input by consumers, and evaluation. The position of medicine clearly is seen in the suit brought by the American Medical Association and American Hospital Association against the Act.

Mid-Winter Meeting of Executive Committee: The Executive Committee will have its mid-winter meeting in Washington, probably in early February. If you have agenda items you would like considered, please forward them to one of the Executive Committee members. This meeting will likely be held in conjunction with the Council of University Directors of Clinical Psychology and the Association of Counselor Training Program Directors.

ASSOCIATION OF PSYCHOLOGY INTERNSHIP CENTERS
 Financial Statement
 August 31, 1974 - August 31, 1975

Receipts:

Balance on Hand, August 31, 1974	\$ 343.78	
Dues, 1974-75 (Includes payment received for non-member directories sent)	<u>2,909.13</u>	
Total	\$3,252.91	
Dues, 1975-76	<u>360.00</u>	
Total Receipts		\$3,612.91

Disbursements

Printing of 500 Directories	\$1,200.00	
Refunds (Overpayment of dues and books)	14.50	
Part-time Secretarial Services	15.00	
Postage for Mailing Directories	37.74	
Steering Committee Meeting (Reimbursement of travel expenses for Drs. Mensh, Weins, and Weiner)	864.51	
Bank Service Charges	<u>4.69</u>	
Total Expenses		<u>\$2,136.44</u>

Receipts	\$3,612.91	
Disbursements	<u>2,136.44</u>	
Balance on Hand, August 31, 1975		<u>\$1,476.47</u>

Respectfully submitted,

Ronald E. Fox, Ph.D.

1971 Financial Report APIC

Credits	Debits	Balance as of December 31, 1971
\$440.00	\$ 4.10	\$ 435.90

1972 Financial Report APIC

Credits	Debits	Balance as of December 31, 1972
\$340.00	\$111.15	\$ 664.75

1973 Financial Report APIC

Credits	Debits	Balance as of August 21, 1975
\$555.00	\$730.07	\$ 489.68

1974 Financial Report APIC

Credits	Debits	Balance as of August 31, 1974
\$767.00	\$912.90	\$ 343.78

1975 Financial Report APIC

Credits	Debits	Balance as of August 31, 1975
\$3,269.13	\$2,136.44	\$1,476.47

In the 1974-75 membership year, there were 179 paid-up members (some only paid the \$5.00 original dues and others sent in the extra \$10.00 check when the dues went from \$5.00 to \$15.00).

Twenty-four members have paid their 1975-76 dues (this includes two new members).

Out of the original order of 500 directories, there are 25 left.

TAX EXEMPT STATUS OF INTERNS

A request for information about tax exempt status of interns was made of APIC members at the last APIC Annual Business Meeting. Dr. John Lowenfeld of the V.A. Hospital in Cleveland has sent in the following information:

"In our experience, two basic questions are at issue:

- a) Are the funds paid a trainee paid for service or are they monies given as a stipend to support his/her training? A question sometimes asked in this regard is "Are his/her services of value to the agency?" In establishing tax exempt status is it therefore essential to establish that trainees' pay is a stipend and not a salary.
- b) Is the training a condition for receiving the advanced academic degree? To establish tax exempt status it is necessary to demonstrate that the student is required to serve the traineeship in order to obtain the degree. This as opposed to voluntary participation in training designed to upgrade work skills, such as at continuing education workshops, etc."

Dr. Lowenfeld also sent the following information from the V.A. Central Office regarding the tax status of trainees dated 2/8/71:

"The Acting Director, Tax Rulings Division, Internal Revenue Service, U.S. Treasury Department, has informed this office that the stipend paid certain student employes is exempt from the Federal Income Tax. this ruling applies to student employees who serve a training period in conjunction with studies as a condition for an advanced academic degree. No amounts should be withheld for Federal Income Tax from the stipend paid a trainee serving a period of training while pursuing studies for an advanced academic degree, if the training is a condition for receiving the higher academic degree."

Ivan Mensh pursued the issue of tax exempt status of interns with administrative officials at UCLA Medical School. He writes that he was informed as follows:

"...tax exempt status is something which must be the responsibility of the individual intern, and that the internship agencies should not be involved in requesting support for tax exemption, unless there is a specific request from IRS for a letter documenting the intern's period of service."

APIC would like to get more information from its members about their experiences with the issue of tax exempt status for interns. Please send your comments to the Newsletter.

A UNIFORM APPLICATION FORM

At the August 31, 1975 Annual Business Meeting of APIC there was some discussion about considering a uniform application form for intern applicants. The Southern California Internship Agencies have been considering such an approach as well as examining the question of minimal requirements for intern applicants. Jean Holroyd, Associate Director of Clinical Psychology Training, Division of Medical Psychology, UCLA has sent the Newsletter material in this regard for APIC's consideration. In her letter to the Newsletter Jean states:

"Ivan Mensh asked me to send you a copy of the Universal Application Form being considered by the Southern California Internship Agencies. We will be discussing this form in October at a conference. The form is intended to be suitable for xeroxing, and, of course, would be optionally adopted by the various agencies. Also, we anticipate that some agencies may wish to add a page of their own questions to reflect specific needs of the agency.

I am also enclosing a working draft which will be the subject of discussion at the conference, "Minimal Entry Requirements for Internship." This draft and the discussion which we hope it will stimulate stem from our concerns that there may indeed be an "erosion of excellence" as Hans Strupp has stated. But even more importantly, our own thinking must be clear in terms of what we expect of students who have completed three or four years of academic experience prior to entering the clinical internship."

We would like to get APIC members response to the proposal of having a uniform application blank and minimal intern application requirements. We would also like to get your evaluations and recommendations regarding the potential models for such an approach which the Southern California Internship Agencies have been considering. Please send your comments to the Newsletter.

Jack Hafner, Editor

* * *

SOUTHERN CALIFORNIA
CLINICAL PSYCHOLOGY INTERNSHIP APPLICATION

Date _____

To be completed by applicant:

1. Name _____ Sex _____ Age _____

Home Phone _____ Business Phone _____

University Address _____

Home Address _____

Marital Status _____ Number of Dependents _____ Citizenship _____

2. Previous Education

	University	City	Dates (mo/yr)	Major	Minor	Degree
a.	_____	_____	_____	_____	_____	_____
b.	_____	_____	_____	_____	_____	_____
c.	_____	_____	_____	_____	_____	_____

3. We may expect letters of recommendation from:

a. _____

b. _____

c. _____

4. Please send your curriculum vita, a self-addressed postcard, and official transcripts from your undergraduate and graduate universities to the Director of Clinical Psychology Internship Training.

5. Request Clinical Training Director or Department Chairman to complete last page of this form and mail it directly to the Director of Clinical Psychology Internship Training.

6. Please provide each person writing a letter of recommendation with a signed copy of the form for students who solicit their own letters of recommendation.

AN AFFIRMATIVE ACTION EMPLOYER

Group Experience (Therapy):

	Number of Groups or Pairs	Age Range of Members	Average Number of Sessions	Frequency Seen/Week	Setting (Inpatient, Outpatient, Mental Health Clinic, etc.)	Theoretical Orientation
critical						
usually						
child						
adult						

1. Tests: For each test listed, give approximate number administered.

Intelligence:

Objective:

Psychological:

Projective:

Community Experience: (please describe)

Consultation Experience: (Please describe)

Personal Group Participation: (Please describe)

Projects Initiated:

Other

What in your opinion is the primary value of clinical psychology as a field of endeavor to the public and to yourself?

List all experiences in your life which are seen as contributing to your ability to be a superior clinical psychologist. How do they contribute?

What is the most valuable experience you have had in doing diagnostic studies?

What is the most valuable experience you have had in doing therapy?

What have you learned as a result of your consultation and/or community psychology experiences?

Choose one failure experience in your life, interpersonally, occupationally, and academically, and discuss what you learned from each experience.

State briefly what your research interests are and what is your dissertation topic.

23. Academic Background: Please check the courses you have taken and passed.

<u>Basic Psychology Courses</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Describe if Necessary</u>
Experimental Psychology	_____	_____	_____
Physiological Psychology	_____	_____	_____
Experimental Design	_____	_____	_____
Research Methods	_____	_____	_____
Statistics (Basic)	_____	_____	_____
Statistics (Advanced)	_____	_____	_____
Comparative Psychology	_____	_____	_____
Learning	_____	_____	_____
Perception	_____	_____	_____
Child Psychology	_____	_____	_____
Developmental Ps-ychology	_____	_____	_____
Social Psychology	_____	_____	_____
Personality	_____	_____	_____

<u>Clinical Courses</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Describe if Necessary</u>
Intellectual Assessment	_____	_____	_____
Personality Assessment	_____	_____	_____
Projective Techniques	_____	_____	_____
Community Psycholc	_____	_____	_____
Abnormal Psychology	_____	_____	_____
Psychotherapy	_____	_____	_____
Psychopharmacology	_____	_____	_____

<u>Courses Outside Psychology</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Describe if Necessary</u>
Sociology	_____	_____	_____
Anthropology	_____	_____	_____
Economics	_____	_____	_____
Biology	_____	_____	_____
Physiology	_____	_____	_____
Literature	_____	_____	_____
Mathematics	_____	_____	_____
Philosophy	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

24. How fluent are you in a language other than English?

Name of Language

_____ Very _____
 _____ Moderately _____
 _____ Slightly _____

25. How far will you have progressed in completing your dissertation prior to your internship?

_____ Completely finished, passed orals
 _____ Finished, written up, orals pending
 _____ Finished data gathering
 _____ Proposal prepared
 _____ Topic selected
 _____ Searching for dissertation topic

Date _____ Signature _____

UCLA, in compliance with the federal "Family Educational Rights and Privacy Act of 1974," is making student files and records available to students from this time forward. In order to assure third-party confidentiality for letters of recommendation for your clinical internship we request that you sign the Waiverform below. The recency of this federal legislation and immediacy of its implementations may have precluded your being aware of the important issues involved, but they will certainly come before you in many different contexts in your professional activities in the near future.

Jean Holroyd, Ph.D.

FORMWAIVER FOR STUDENTS WHO SOLICIT THEIR OWN LETTERS OF RECOMMENDATION:

In order to obtain candid evaluations of a student, it is deemed desirable that letters of recommendation be written and maintained in confidence. While non-confidential letters will be received and carefully considered, confidential letters may have more utility in the assessment of the student's qualifications and abilities. Therefore, students are invited, but not required, to sign the following waiver:

I understand that letters of recommendation concerning me are to be written and maintained in confidence, and I expressly waive any rights I might have to access to such letters under the Family Educational Rights and Privacy Act of 1972, or any other law, regulation or policy.

Date: _____ Signature: _____

Print Name: _____

* * * * *

_____ I do not agree to this waiver.

Signature: _____

Print Name: _____

SOUTHERN CALIFORNIA
CLINICAL PSYCHOLOGY INTERNSHIP APPLICATION
(to be completed by university)

Applicant's Name _____

A. Academic standing:

B. Training progress:

C. Professional potential:

D. Personal integrity:

E. Known handicaps:

F. Other evaluative remarks:

What degree requirements will remain at beginning date of internship?

Course Work:

Languages:

Doctoral Examinations:

Dissertation (specify):

Others:

Name _____ Faculty Rank _____

Position _____ Date _____

GENERAL: A formal agreement and working relationship between academic institution and field training center, including mutual feedback mechanism.

TIME COMMITMENT: Time commitment of 20 hrs/week for 12 months (half-time internship). Some agencies have higher requirements.

No outside clinical activities except as authorized by academic institution and the field training center in advance.

Time and scheduling priority to be given to the internship rather than to outside activities, whether authorized clinical activities or not.

ACADEMIC BACKGROUND: A theoretical background, through courses and seminars, in the following:

Principles of learning and motivation, including concepts such as acquisition, extinction of behaviors and use of positive and negative reinforcers.

Personality theories, including fundamentals of psychoanalytic theory, psychological defense mechanisms, concepts of resistance, transference, unconscious, dynamic interpretation.

Abnormal psychology, including both behavioral and dynamic understanding of the etiology and symptomatology of the major emotional disorders, including neuroses, psychoses, personality and character disorders, psychosomatic conditions, emotional crises.

Developmental Psychology.

Social Psychology and/or Cultural Anthropology.

Physiological Psychology, including neurology and endocrinology as these may relate to nervous conditions, mood changes and other symptoms of a mental disorder.

Psychological Assessment and Diagnosis, including administration and interpretation of the major intelligence tests and projective techniques (Wechsler scales, Binet, Rorschach, TAT) as well as personality inventories (MMPI especially), psychomotor tests (Bender, Graham-Kendall, etc.). Familiarization, at least, with a number of other techniques (CAT, Achievement tests, interest inventories, CPI, Wechsler Memory Scales, for example).

Systems of Psychotherapy, including original sources and relevant research. Includes principles of group, family, child, and marital therapy, as well as short term and crisis intervention techniques.

Professional and Ethical Standards in Psychology:

Community psychology (including aspects of prevention, community consultation, community development and organizational behavior, and systems level intervention.)

SUPERVISED EXPERIENCE: Psychological Assessment:

Practicum experience conducting diagnostic interviews, administering a variety of assessment techniques, evaluating protocols, and reporting results in writing within a clinical setting. Emphasis on range of experience and quality of supervision as much as a number of batteries administered or number of patients seen.

Psychotherapy:

Practicum experience doing psychotherapy with patients or clients on an on-