

# APIC NEWSLETTER

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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.

## COMMENTS FROM THE CHAIR

The evaluation of competence increasingly is becoming a significant issue in the professions, especially as the consumer public and governmental bodies, the latter, in response to consumer demands, are insisting upon accountability of the professions. In our field as in some other professions, licensing or certification of professionals has represented an attempt to identify minimum competence levels, and specialty boards such as ABPP have been developed to evaluate higher levels of competence. Internship training, although primarily under supervisory advice and counsel, also has begun to be scrutinized specifically for judgments of competence, at the point of entering the period of internship, during training, and at the close of this experience.

APA's Accreditation Procedures & Criteria and its Standards for Providers of Psychological Services, ABPP's "Purpose and Aims," the criteria of the National Register of Health Service Providers in Psychology, and the Guidelines for Applicants provided by NIMH's Psychology Education Branch, all include competence among their criteria. Reviews of criteria and evaluation of competence have been discussed briefly at the joint mid-winter meeting of the Executive Committees of the Councils of University Directors of Clinical and Counseling Psychology and APIC, and the latter EC has placed competence of interns - pre, during and post-internship -- as an agenda item for our Annual Business Meeting at APA. Please do your homework for this discussion! Thanks.

IVAN N. MENSII

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## MINUTES OF APIC EXECUTIVE COMMITTEE MEETINGS

FEBRUARY 13-14, 1976

THE MID-WINTER meeting of the Executive Committee was held in Washington, D.C. at the American Psychological Association headquarters. Members of the Executive Committee attending were: Ivan N. Mensh, Chairman, F. Elton Ash, Louis D. Cohen, Irving B. Weiner, and Arthur N. Wiens. Jack Hafner attended as Newsletter editor.

Joint Meeting With the Council of University Directors of Clinical Psychology and the Council of University Directors of Counseling Psychology: On February 13, 1976 from 9:00 A.M. to 11:00 A.M. and on February 14 from 8:30 A.M. to 9:30 A.M. a joint meeting was held with the two councils and the APIC Executive Committee to discuss issues of mutual concern.

1) NIMH TRAINING SUPPORT: Dr. Stanley Schneider of NIMH presented the results of a survey which he conducted of first positions of graduates of NIMH supported training programs in clinical, community, school and counseling psychology from 1968 through 1975. The survey represented 109 training programs and covered a total of 3,782 individuals. A summary of the usable responses according to first job settings or functions for graduates of these programs is presented below:

Primary Setting and/or Function of First Job of Graduates of NIMH Supported Psychology Training Programs (Schneider's Table 1, following page).

TABLE 1

PRIMARY SETTING AND/OR FUNCTION OF FIRST JOB OF GRADUATES  
OF NIMH SUPPORTED PSYCHOLOGY TRAINING PROGRAMS  
(N = 3621)

	NO.	% OF TOTAL
A. Academic, Research, Professional	(1081)	(29.8)
a. Academic	827	22.8
b. Medical School	162	4.5*
c. Research	92	2.5
B. Organized Settings for Service	(2191)	(60.5)
d. Community Mental Health Centers	510	14.1
e. State, County, Local Agency	68	1.9
f. Regional/Federal Agency	8	.2
g. Human Services, etc.	34	.9
h. Hospital	560	15.5
i. Clinical, general	247	6.8
j. Child Guidance Clinic, etc.	190	5.2
k. Substance Abuse	35	1.0
l. Rehabilitation	18	.5
m. Counseling Center	114	3.1
n. Corrections/Justice	73	2.0
o. Administration	133	3.7
p. School Psychologist	127	3.5
q. School System, other	45	1.2
r. Consultant	29	.8
C. Private Practice	(97)	(2.7)
s. Individual Private Practice	90	2.5
t. Group Practice	7	.2
D. Miscellaneous	(252)	(7.0)
u. Postdoctoral or Continued Training	135	3.7
v. Military	66	1.8
*w. Combined Positions (see note)	--	--
x. Other	35	1.0
y. Unemployed	10	.3
z. Died	6	.2

\*63 responses coded combined are folded into relevant other categories as FTE's..

MINUTES OF APIC EXECUTIVE COMMITTEE MEETING CONTINUED

DR. SCHNEIDER also reviewed the results of the survey regarding the geographical distribution of first positions of graduates from these programs. These findings are presented below:

TABLE 2

GEOGRAPHICAL DISTRIBUTION BY STATE OF FIRST POSITIONS OF GRADUATES OF NIMH SUPPORTED PSYCHOLOGY TRAINING PROGRAMS (N = 3539)

STATE OR TERRITORY	NUMBER	NUMBER PER 100,000 POPULATION
1. Alabama	31	0.91
2. Arizona	40	1.82
3. Arkansas	20	0.95
4. California	455	2.08
5. Colorado	71	2.84
6. Connecticut	65	2.10
7. Delaware	2	0.33
8. District of Columbia	62	8.86
9. Florida	124	1.55
10. Georgia	56	1.14
11. Idaho	11	1.38
12. Illinois	129	1.15
13. Indiana	55	1.00
14. Iowa	11	0.38
15. Kansas	38	1.65
16. Kentucky	35	1.05
17. Louisiana	42	1.11
18. Maine	27	2.57
19. Maryland	59	1.44
20. Massachusetts	100	2.76
21. Michigan	159	1.75
22. Minnesota	80	2.05
23. Mississippi	21	0.91
24. Missouri	55	1.15
25. Montana	13	1.86
26. Nebraska	26	1.73
27. Nevada	12	2.00
28. New Hampshire	6	0.75
29. New Jersey	104	1.42
30. New Mexico	5	0.45
31. New York	396	2.19
32. North Carolina	86	1.59
33. North Dakota	9	1.50
34. Ohio	164	1.51
35. Oklahoma	19	0.70
36. Oregon	30	1.30
37. Pennsylvania	135	1.13
38. Rhode Island	10	1.11
39. South Carolina	41	1.46
40. South Dakota	5	0.71
41. Tennessee	75	1.78

GEOGRAPHICAL DISTRIBUTION BY STATE OF FIRST POSITIONS OF  
GRADUATES OF NIMH SUPPORTED PSYCHOLOGY TRAINING PROGRAMS  
(N = 3539)

STATE OR TERRITORY	NUMBER	NUMBER PER 100,000 POPULATION
42. Texas	142	1.18
43. Utah	58	4.88
44. Vermont	15	3.00
45. Virginia	58	1.18
46. Washington	54	1.54
47. West Virginia	33	1.83
48. Wisconsin	66	1.43
49. Wyoming	7	1.75
50. Alaska	2	0.67
51. Hawaii	13	1.44
52. Puerto Rico	57	1.90
53. Canal Zone	1	--
54. Canada	72)**	
55. Other Foreign	43)	

\*Population based upon July 1, 1974 estimates of the Bureau of the Census, U.S. Department of Commerce.

\*\*The percent of Foreign placements is 3.2%

DR. SCHNEIDER stated that the results of the survey give evidence that the NIMH program has been realizing its goals regarding the development and distribution of professional psychologists.

DR. SCHNEIDER then reviewed the NIMH budget for 1976. The amount Congress passed over the President's veto for all clinical training was about 70 million (compared with about 75 million for 1975). Of this 70 million NIMH has allocated 63.3 million for recurring training and 3.8 million for special services. This leaves between 1 and 2 million for competitive awards, i.e., new programs and renewal programs. Because of a need to have more funds available in the competitive awards category there will be a cut in continuing programs of between 18-20%. In the past, cuts in continuing programs have been in the teaching cost area. However, since there may not be sufficient funds left in this area because of previous cuts, it may be necessary this year to have cuts in the stipend area.

DR. SCHNEIDER in talking about budget considerations for 1977 said the situation is particularly ominous regarding the Ford Administration budget proposal. While the HEW request for clinical training for 1977 is 79 million, the Office of Management and Budget has allocated only 15 million for all clinical training in their budget proposal. Dr. Schneider said that the administration is committed to the phase-out of clinical training for 1977. He also indicated that Congress is less likely to continue support of clinical training at the present level as Congress' support has been gradually going down each year.

DR. SCHNEIDER pointed out that current legislation supporting training separates research training from professional or clinical training. However, NIMH

in the past has encouraged research training to be more applied. The present emphasis on separation may foster an undesirable artificial separation between research and professional training which may have important consequences for both graduate training programs in psychology and subsequent employment opportunities.

A DISCUSSION followed Dr. Schneider's presentation. Particular concern was expressed about the implications of a separation of research and professional training. Accordingly, a position statement was subsequently formulated and approved by the Councils of University Directors of Clinical and Counseling Psychology and the Executive Committee of APIC. The statement stressed the importance of the integration of research and professional training. Support for the statement will now be sought from representatives of the Graduate Psychology Department Chairman. The statement will then be sent to Dr. Charles Kiesler, APA Executive Officer, for use as he sees fit.

2) UNIFORM DATE OF INTERNSHIP OFFERS AND TIME LIMIT OF ACCEPTANCES: There was a discussion of concerns regarding internship centers that do not adhere to the APIC agreement regarding internship offers and the time allowed for decisions by the applicants. There seemed to be a general consensus of the program directors that they would recommend that their students not apply to internship centers that do not follow the APIC agreement.

THERE WAS SOME discussion regarding the problem of the number of applications an intern applicant has to make in order to insure acceptance at some center. The problem was directed by the group to Dr. Ronald Kurz of the Educational Affairs Office of APA, wondering if APA could determine how many students look for an internship and how many internship openings are available. The possibility of computer matching was mentioned, but the efficacy of such a system over present practices seems highly questionable.

IN DISCUSSION the problem of multiple applications, the responsibility of the directors of graduate training was emphasized regarding the application process. It was pointed out that the internship should be an integral part of graduate training and, therefore, the directors have the responsibility of determining with their students if a particular internship center offers appropriate training opportunities.

THE PROBLEM WAS also discussed of how students may find internship positions after the initial offers have been made in February. Ron Kurz indicated that he has conducted his survey for APA around April 1 to determine what internship positions are still available. In past surveys he has found between 60 and 100 openings. The desirability of some kind of clearinghouse to accommodate intern applicants and centers after the initial offering period was stressed by the group.

3) DR. CHARLES KIESLER, APA EXECUTIVE OFFICER: Dr. Kiesler spoke briefly to the joint meeting. He indicated APA central office support of our groups and concern with many of the issues being discussed at the joint meeting.

4) THE RE-TRAINING OF PSYCHOLOGISTS: The issue of re-training of psychologists who wish to change or develop new specialties was discussed. The following policy statement adopted by the APA Council of Representatives in January, 1976 was presented by Dr. Louis Cohen:

**MINUTES OF APIC EXECUTIVE COMMITTEE MEETING CONTINUED****POLICY ON TRAINING FOR PSYCHOLOGISTS WISHING TO CHANGE THEIR SPECIALTY. . .**

Adopted by the Council of Representatives January 23-25, 1976 Item 13 in Agenda

Inasmuch as it is to the advantage of psychology and society to provide for a change of specialty or the development of dual specialties so as to encourage unique contributions that might be made by psychologists with broadly diversified backgrounds, Council adopts the following as official policy of APA.

- 1) We strongly urge Psychology Departments currently engaged in doctoral training to offer training for individuals, already holding the doctoral degree in psychology who wish to change their specialty. Such programs should be individualized, since background and career objectives vary greatly. It is desirable that financial assistance be made available to students in such programs.
- 2) Programs engaging in such training should declare so publicly and include a statement to that effect as a formal part of their program description and/or their application for accreditation.
- 3) Psychologists seeking to change their specialty should take training in a program of the highest quality, and, where appropriate exemplified by the doctoral training programs and internships accredited by the APA.
- 4) With respect to subject matter and professional skills, psychologists taking such training must meet all requirements of doctoral training in the new psychological specialty, being given due credit for relevant course work or requirements they have previously satisfied.
- 5) It must be stressed, however, that merely taking an internship or acquiring experience in a practicum setting is not, for example, considered adequate preparation for becoming a clinical, counseling, or school psychologist when prior training had not been in the relevant area.
- 6) Upon fulfillment of all formal requirements of such training program, the students should be awarded a certificate indicating the successful completion of preparation in the particular specialty, thus according them due recognition for their additional education and experience.
- 7) This policy statement shall be incorporated in the guidelines of the Committee on Accreditation so that appropriate sanctions can be brought to bear on university and internship training programs which violate paragraphs 4. and/or 5. of the above.

IT WAS FELT that the E and T Board of APA was the appropriate group to develop guidelines and a statement about the issues of re-training. The three groups at the joint meeting were asked to designate representatives to serve on an ad hoc career changes committee of the E and T Board under the chairmanship of Lou Cohen. The representative for the Council of University Directors of Counseling Psychology will be Mike Patton, for the Council of University Directors of Clinical Psychology the representative will be



## MINUTES OF APIC EXECUTIVE COMMITTEE MEETING CONTINUED

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Don Shannon or Horace Page, for APIC the representative will be Irv Weiner, and Russ Nazzaro as APA staff support.

5) JOINT TRAINING CONFERENCE: Dr. Alfred Wellner, Chairman of APA's Committee on Accreditation, spoke of an up-coming Joint Training Conference to be held for two days in June 1976 under the sponsorship of APA. The conference will discuss such issues as "What is a psychologist?", "What should be the training of a psychologist?", "What should be the performance standards of a psychologist?" The conference is an outgrowth of the widely disparate training of applicants to state licensing boards and the National Health Register, and inquiries about the above questions which APA central office receives. Twenty-five to 30 people will be at the conference representing various groups such as APA's Committee on Accreditation, State licensing boards, and the National Register of Health Service Providers. The conference will serve as an information exchange and generate position papers. Ivan Mensh and Art Wiens will represent APIC at this conference.

6) ENTRANCE AND EXIT CRITERIA FOR PSYCHOLOGY INTERNS: The need for the Councils of University Directors of Clinical and Counseling Psychology and APIC to work together to develop guidelines for the required level of competence of a student to begin internship training and the expected level of competence at the completion of the internship was discussed. Such questions were raised as: "What is the level of skill necessary for a student to get the maximum benefit from internship training?", "How do students get to that level?", "What is the training function versus the service function of the internship?" The discussion emphasized the need for doctoral training to be an integrated approach of didactic and practicum/internship experiences. The need for close coordination of pre-intern and internship training with internship centers involved in developing pre-internship training experience was also pointed out. As a start in pursuing these issues the three groups at the joint meeting agreed to survey their respective membership as to what their minimal expectations were regarding entrance and exit criteria for interns. The information from these surveys will be compared at subsequent meetings of the three groups.

## APIC EXECUTIVE COMMITTEE MEETING:

1) BUDGET: The current balance in the APIC treasury is \$1464.00. The Executive Committee decided to allocate \$264.00 for operating expenses, \$300.00 for the spring issue of the Newsletter, and \$800.00 to help defer travel expenses for the Executive Committee members attending the February '76 meeting.

DUES FOR APIC members for 1976-77 were discussed. It was decided that membership dues would remain at the current level of \$15.00. Because of the informal characteristics of APIC it is possible to function without a large monetary reserve.

2) NOMINATION AND ELECTION PROCEDURES FOR EXECUTIVE COMMITTEE MEMBERS: Lou Cohen and Irv Weiner finish their terms of office on the Executive Committee this year. In a discussion of the election of new members on the Executive Committee the desirability for broadening representation was stressed on the basis of such factors as geographical areas, types of training centers, sex,

## MINUTES OF APIC EXECUTIVE COMMITTEE MEETING CONTINUED

and ethnic groups. In the next Newsletter a call for nominations will go out to the membership for the two positions on the Executive Committee for three-year terms from 1977-1980. Nominators will be asked to get the approval of prospective nominees. A list of nominees will subsequently be sent out to the APIC membership for rank-ordering to determine the new Executive Committee members.

3) LIAISON WITH THE E AND T BOARD OF APA: A person to represent APIC on the E and T Board of APA was discussed. It was decided that Ron Fox would serve this function as he already is a member of the E and T Board. This would also have the advantage of eliminating the expense for APIC of having to send a representative to the Board meetings.

4) ACCREDITATION CRITERIA FOR INTERNSHIP CENTERS: Al Wellner, Chairman of APA's Committee on Accreditation, discussed with the Executive Committee the issue of criteria for accreditation, particularly the applicability of APA's "Standards for Providers of Psychological Services". The primary question discussed was "Should internship centers conform to these standards as a requirement for APA accreditation?" One particular problem noted pertained to consortium internship programs. That is, would each segment of such a program be required to meet these standards? The Executive Committee decided to ask that all members of APIC review the "Standards for Providers of Psychological Services" as to whether or not they seem applicable to internship training centers and to make recommendations regarding the use of these standards as accreditation criteria. APIC members' reviews and recommendations would then form an agenda item for the APIC annual business meeting at the '76 APA convention. A summary of conclusions reached would subsequently be sent to APA's Committee on Accreditation and Committee on Standards for Providers of Psychological Services. (Copies of "Standards for Providers of Psychological Services" may be obtained by writing to APA central office. They were also printed in the March 1975 APA Monitor).

5) NEWSLETTER: The new APIC Newsletter was discussed and it was decided that there would be two issues each year, one in the Fall following the annual business meeting at the APA convention and the second in the Spring, following the mid-winter meeting of the Executive Committee. It was agreed to set up a special bank account to handle the expenses of the Newsletter. It was also decided that the Newsletter would be sent only to those internship centers that had paid their APIC dues.

THE EXECUTIVE COMMITTEE wishes to enlist the active participation of regional assistant editors for the Newsletter. The Executive Committee would like to see assistant editors write feature articles for the Newsletter regarding field agency training such as the matter of intern evaluation procedures. Arthur Kramish of Western Missouri Mental Health Center has volunteered to be the assistant editor for the mid-west region and Robert de von Flindt of the University of Manitoba Medical School has volunteered to be the assistant editor representing Canada.

6) APIC DIRECTORY: Irv Weiner reported that 500 copies of the Directory had been sent out this year and that the supplies of the Directory have now been exhausted. The Directory was sent to all APIC members and to all directors of APA-approved graduate training programs in clinical psychology and in counseling psychology. Additional Directories were sent out on request at \$4.00 each. An information form for next year's Directory will go out in the Spring APIC Newsletter. The new Directory will include the agreed-upon

## MINUTES OF APIC EXECUTIVE COMMITTEE MEETING CONTINUED

stipulation of APIC and the Council of University Directors of Clinical and Counseling Psychology that an intern's application to a particular center must have the endorsement of the student's director of graduate training. There was a discussion by the Executive Committee of accepting future listings for the Directory only from field agencies that include as a minimum requirement of intern applicants that they have completed two years of graduate study and are regularly enrolled in a doctoral program in psychology. The Executive Committee decided to have this restriction put forth as a proposal for discussion at the '76 business meeting of APIC at the APA convention. Since Irv Weiner will be leaving the Executive Committee this year, it was decided that a new Directory editor might be chosen from one of the new members to be elected to the Executive Committee. Irv Weiner indicated his willingness to assist the new editor in the Directory process.

7) **SURVEYS OF FIELD TRAINING CENTERS:** From time to time survey questionnaires are sent to internship training centers. It was recommended that in the future when an APIC member receives an inquiry for such a survey, that these be directed to the chair of APIC for review so that centers are not having to respond to similar surveys.

8) **STANDARDS AND CRITERIA FOR COMPETENCE LEVELS OF INTERNS FOR ENTRANCE INTO AND COMPLETION OF THE INTERNSHIP:** The Executive Committee discussed issues of entrance criteria. The particular areas emphasized were the applicants' theoretical background knowledge of psychological behavior, ethics, knowledge and skills in assessment techniques, and knowledge and skills in intervention techniques. Ivan Mensh presented the entrance criteria established by the Southern California Association of Field Training Centers.

### RECOMMENDED STANDARDS FOR ENTRY INTO PSYCHOLOGY INTERNSHIP

(SOUTHERN CALIFORNIA TRAINING CENTERS CONFERENCE)

JANUARY, 1976

**GENERAL:** A formal agreement and working relationship between academic institution and field training center, including mutual feedback mechanism. Currently enrolled in a doctoral program in clinical/counseling psychology.

**TIME COMMITMENT:** Time commitment of 20 hrs./week for 9 months (half-time internship). Some agencies have higher requirements.

Any outside clinical activities must be authorized by the field training center. Time and scheduling priority are to be given to the internship rather than to outside activities.

**ACADEMIC BACKGROUND:** A theoretical background, through graduate and/or undergraduate courses and seminars, in the following:

Principles of learning and motivation, and their relationship to human behavior.

Personality theories of a broad spectrum, including psychoanalytic theory, social learning theories and other approaches.

Abnormal psychology, including both behavioral and dynamic understanding of

## MINUTES OF APIC EXECUTIVE COMMITTEE MEETING CONTINUED

the development, classification and symptomatology of the major emotional disorders in children and adults.

Developmental psychology across the life span.

Social psychology, sociology, or cultural anthropology.

Physiological psychology, including neurology and endocrinology and their relationship to human behavior.

Psychological evaluation and diagnosis, including administration, interpretation, and knowledge of the advantages and limitations of the major cognitive and psychomotor tests, and the personality tests and projective techniques.

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 issues and standards in psychology.

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

Research methodology, including design and data analysis.

History and Systems of Psychology, including the philosophy of science.

**SUPERVISED EXPERIENCE:****Psychological Evaluation:**

Practicum experience in 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 number of batteries administered or number of patients seen.

**Psychotherapy:**

Practicum experience in doing psychotherapy with patients or clients. Emphasis on range of experience and quality of supervision.

THE EXECUTIVE COMMITTEE decided to ask all APIC members to review the question of entrance criteria for beginning interns. This will be an agenda item for the '76 APIC business meeting at the APA convention. Specifically, each APIC member is being asked to delineate current minimal entrance criteria. It was suggested that APIC members read APA's Committee on Accreditation manual for accreditation as well as the "Standards for Providers of Psychological Services" as they may pertain to the determination of minimal entrance criteria. In APIC members' review of the entrance issue it was suggested that using a critical incident approach would be helpful indicating specific dissatisfactions or problems encountered regarding the lack of background knowledge or training experiences.

ANOTHER PROBLEM discussed by the Executive Committee related to the certification of completed internship training, specifically, problems of certifying the training of psychologists who are from other than clinical or counseling graduate training programs. Such psychologists may receive special kinds of internship training and subsequently are using this "supervised internship" experience to meet licensure requirements of training, implying that they have met certain professional clinical or counseling training standards.

- 9) PROCEDURES FOR DETERMINING APIC POLICIES: Ivan Mensh read a letter from Dr. Clarence Rosecrans questioning policy decisions made at the APIC business meetings without polling all of the APIC membership. It was the belief of the Executive Committee that there was a need to rely to this question of using the annual business meeting for making policy decisions. APIC members need to see that they have representation at the annual business meeting if they are concerned with a particular agenda item, the agenda being sent out sufficiently in advance to the membership. The Executive Committee decided that at the '76 business meeting at the APA convention APIC members in attendance would be asked to vote on any policy question as to whether the issue should go to a general ballot of the membership or be decided there at the meeting.
- 10) IRS POSITION ON TAX STATUS OF INTERNS: The Internal Revenue Service Revenue Ruling #75-280 (7/31/75) implies that stipends paid to interns would be tax exempt if the intern is in a degree program which requires the internship experience as part of the graduate degree requirement. It was suggested in the Executive Committee discussion of this issue that interns have their director of graduate training send a letter to the internship director stipulating that the internship experience is required as part of the student's graduate degree requirements.
- THE EXECUTIVE COMMITTEE has received some inquiries about fringe benefits that interns receive in addition to the tax exempt status, such as tuition fees, malpractice insurance, and health benefits. It was decided to collect information about fringe benefits from APIC members as part of the Directory survey. Fringe benefit information would not be published as part of the listings in the next Directory. This would be discussed with the membership for their determination as to whether or not they wanted this information published in the future listings of the Directory.
- 11) APA OFFICE OF CONTINUING EDUCATION: Art Wiens reported on APA's setting up an Office of Continuing Education with Russ Nazzaro of APA Central Office being involved. The E and T Board of APA will also be involved and Lou Cohen will be a part of this. Some of the questions for APIC to consider in the area of continuing education will be: "How should internship agencies be involved in continuing education other than predoctoral and postdoctoral internship training?", "Should internship agencies have continuing education as one of their activities?"
- 12) UNIFORM APPLICATION BLANK: The Executive Committee felt that it would be desirable to continue to encourage APIC members to express by way of the Newsletter reaction to the idea of a uniform application blank for internship centers and a few replies have been received by the Newsletter. In addition, it was felt that it would be useful for APIC to examine the experience California is having using a uniform application blank.

## MINUTES OF APIC EXECUTIVE COMMITTEE MEETING CONTINUED

15) CLEARINGHOUSE FOR INTERN APPLICANTS AND CENTERS: In an effort to deal with the problem of intern applicants seeking an opening and those internship centers still having openings the week after the initial offers and acceptances have been made, a proposal for an APIC clearing house will be made to the membership at the '76 business meeting. What is being proposed is that one member of the Executive Committee would direct a clearinghouse service of APIC. The third Monday of February any APIC member that still had an opening would inform the clearinghouse. Any director of a clinical or counseling training program that still had a student who needed an internship would call the clearinghouse and could get information as to available openings.

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## COMMENTS FROM THE NEWSLETTER EDITOR

This issue of the Newsletter is again being sent to all internship centers that had listings in our last APIC Directory in the hope that we will enlist some new members in APIC.

I would like to call to your attention several important items in the current Newsletter. There is a dues notice and a Directory information form that need to be completed and returned. Nominations are also being sought for membership on the Executive Committee of APIC. There is also a listing of the agenda for the APIC annual business meeting at the APA Annual Convention. In preparation for our annual business meeting, I call to your attention Ivan Mensh's "Comments From the Chair". At that meeting we also will be discussing reactions to the use of a uniform application form for intern applicants. May I call to your attention again the application form that was printed in the January issue of the APIC Newsletter for your review.

In response to my invitation for regional assistant editors for the Newsletter, Arthur Kramish has volunteered to be the assistant editor for the mid-west region and Robert de von Flindt assistant editor for Canada. We still need assistant editors representing the general geographic areas of the regional psychological associations for Eastern, Southeastern, Rocky Mountain, and Western. The assistance of any of you as regional editors for the Newsletter will be most appreciated. Please write to me if you would like to serve as an assistant editor.

An informational item has been received by the Newsletter from Sidney E. Cleveland, Chief of the Psychology Service of the Houston VA Hospital. The internship program at the Houston VA Hospital has been awarded full accreditation for a 5 year period by the American Psychological Association. This replaces the former "blanket" accreditation enjoyed by VA facilities.

Jack Hafner, Editor

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## CALL FOR NOMINATIONS FOR APIC EXECUTIVE COMMITTEE

It is time again to elect two APIC Executive Committee members. The two members completing their terms are Louis D. Cohen, Ph.D. and Irving B. Weiner, Ph.D. Neither is eligible for re-election. Therefore, the composition of the Executive Committee is sure to change this year. The term of office for the two persons to be elected will be three years.

Please send your nominations by June 1st to Arthur N. Wiens, Department of Medical Psychology, University of Oregon Health Sciences Center, Portland, Oregon 97201. Also, be sure you have contacted your nominees to ascertain their willingness to run and to serve if elected.

A list of nominees will subsequently be sent out to the APIC membership for their rank-ordering to determine the new Executive Committee members.

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### AGENDA - ANNUAL BUSINESS MEETING, ASSOCIATION OF PSYCHOLOGY INTERNSHIP CENTERS

APA ANNUAL CONVENTION, WASHINGTON, D.C.  
(Please see APA Program for time and place)

- I. Report on the joint mid-winter meeting of the Councils of University Directors of Clinical Psychology, University Directors of Counseling Psychology, and Association of Psychology Internship Centers
- II. Report of the Treasurer, Ronald E. Fox
- III. Report of the Editor, APIC Newsletter, A. Jack Hafner
- IV. Report of the Editor, APIC Directory, Irving B. Weiner
- V. Experience with the uniform date of internship offers, Ivan N. Mensh
- VI. Uniform application blank, INM
- VII. Standards for competence levels of 1) applicants for internship training, and 2) completion of internship year, Arthur N. Wiens
- VIII. IRS position on tax status of interns, INM
- IX. Fringe benefits for interns, INM
- X. Clearing house for information on internship openings, immediately after close of period for response to offers, INM
- XI. Report on June Conference on Training, ANW
- XII. Nomination and election procedures, ANW
- XIII. New Business

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## NOTE ON THE TAX EXEMPT STATUS OF INTERNS

The Newsletter has received additional responses from APIC members regarding their experience with the issue of the tax exempt status of interns. This issue is on the agenda for the next annual business meeting of APIC.

Dr. T. Stephen Patterson who is Director of Training in Psychology for the New Jersey Department of Institutions and Agencies wrote the following:

"I am writing with reference to your request for information regarding the tax status of clinical psychology internships. Our internship program, the Psychology Jr. Fellowship Program, is supported by the N.J. Department of Institutions and Agencies and usually runs 20-25 interns a year. Since we have both the post-master's and pre-doctoral students we recently requested clarification from IRS regarding possible "tax exempt status" for students required to complete internships as part of their doctoral programs. Up until this time all students had a partial tax exemption of \$3600/per year.

On December 10, 1975, we were informed by IRS of the following:

Internships were not tax exempt and the stipends, given for the purposes of training, were not considered "scholarships or fellowships" in terms of a "no strings educational grant." The very nature of clinical training demands some patient contact which then is interpreted as quid pro quo service from the recipient.

Although we explained that there was no requirement of either future employment or of substantial service, and that the training would be meaningless unless the interns received experience in actual psychological service which requires at least some patient contact, IRS felt that this involved a service return to the institutions and therefore did not qualify as a "no strings" educational grant.

Unfortunately the end result was not only did we fail to receive a tax exemption for our pre-doctoral students, but we lost the \$3600 partial tax exemption under the 1969 ruling in the case of Bangler v. Johnson, 394 U.S. 741 (1969), 1969-2 C.B. 17."

Dr. Herdis L. Deabler who is Chief of The Psychology Service of the New Orleans VA Hospital sent the following information:

"In response to the request in the APIC January 1976 Newsletter for additional information about tax-exempt status of interns, I might say that when I was Area Chief Psychologist of the Boston Area in the Veterans Administration, I researched quite thoroughly the issue of tax liability or exemption of VA payments made to trainees. The official documents pertaining to the issue are Section 117 of the Internal Revenue Code of 1954, Section 3401 of the Internal Revenue Code, and the Internal Revenue Service Publication 520.

Basically, monetary payments made to trainees or interns are tax-exempt if (1) the student is enrolled in a degree program in a recognized college or university and (2) the training, with which the remuneration is related, is required for fulfillment of degree requirements and is a condition for receiving the degree.

Our fiscal unit does not withhold any income tax on payments made to trainees



**MORE ON THE TAX-EXEMPT STATUS OF INTERNS CONTINUED**

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or interns. If a trainee or intern requests such, our Psychology Service formulates a statement for the trainee or intern stating that he meets the conditions for tax exemption which he may use in filing his income tax return."

**SAMPLE LETTER:**

To: District Director  
Internal Revenue Service

Subj: Tax Status of VA Psychology Trainee  
(Name) (Dates)

1) This is to certify that (Name), graduate student at Louisiana State University, has been officially appointed as a VA Psychology Trainee with assignment to our hospital for required clinical experience and training. He is a candidate for the Ph.D. degree and has been enrolled full time for completion of the doctoral degree program. One of the requirements for all doctoral students is supervised clinical experience in an approved hospital or clinical setting such as ours. The training is a condition for receiving the doctoral degree.

2) While the final decision must be yours, officials in our VA training program have regarded our VA predoctoral training appointment as a training fellowship. In keeping with Section 117 of the Internal Revenue Code of 1954, Section 3401 of the Code, and the IRS Publication 520, stipend payments made to VA trainees are judged not to be subject to Federal income tax withholding and are to be regarded as tax exempt. Your concurrence on this issue will be appreciated."