



Newsletter

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Special Article:

COMPETENCIES AND TRAINING MODELS TO PROMOTE VIRTUE, WISDOM AND ETHICAL BEHAVIOR

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Introduction and Themes from Competencies Conference



Dr. Vasquez

Good morning. I would like to briefly describe some of the themes from the 2002 Competencies Conference: Future Directions in Education and Credentialing in Professional Psychology that was held in November 2002 in Scottsdale, Arizona. Then I would like to focus on a couple of issues raised by the workgroup on ethical and professional issues, especially issues around promoting ethical behavior.

The Association of Psychology Postdoctoral and Internship Centers served as the primary sponsor of the Competencies Conference under the leadership of Nadine Kaslow. There were other cosponsors from the United States, Canada, and Mexico representing boards, committees, and divisions of the American

Psychological Association; education and training groups; credentialing and regulatory bodies; and ethnic minority psychology organizations. The conference, attended by psychologists and graduate students, was organized around eight workgroups focused on the identification, training, and assessment of core competencies in professional psychology in the following domains:

- scientific foundations of psychology and research;
- ethical, legal, public policy/advocacy, and professional issues;
- supervision;
- psychological assessment
- individual and cultural diversity;
- intervention;
- consultation and interdisciplinary relationships,
- and professional development.

Two additional workgroups focused on specialties and proficiencies and the assessment of competence. Themes arising from the conference included:

- a reaffirmation of the construct of competence as including knowledge, skills, and attitudes;
- an acknowledgement that issues of individual and cultural diversity are relevant to all aspects of competence at all levels of professional development;

Editors' Note: This article is Dr. Vasquez' Keynote address to the APPIC 2003 Membership Conference, April 4, 2003.

Chair's Column



BY EMIL RODOLFA,
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In this Chair's Column, I would like to provide you some information about a number of

issues relevant to our members and the state of psychology training.

APPIC's 35th Anniversary. This year APPIC celebrates its 35th anniversary. APPIC was developed to bring some sanity to an out of control internship selection process. Since its inception, APPIC has consistently worked to improve how training programs and interns are matched.

For a time, APPIC and the APPIC Directory were synonymous. But over time APPIC has become so much more. Through the dedicated contributions of so many people, APPIC's efforts have advanced and refined the intern selection process. The APPIC Application for Psychology Internship (AAPI), the Directory on Line, Problem Resolution, and the Computer Match have all contributed to improvements in the process and procedures of matching interns and sites.

APPIC, founded in 1968, was an informal group of psychologists who met to try to resolve the problems inherent in selecting psychology interns. The first APPIC Directory, published in 1972-73 when APPIC was 4 years old, listed information describing 90 programs. At 10 years (1981-82), the APPIC's Directory listed 339 programs, and the 20th Directory (1991-92) contained 539 listings. This past year (2002-03), there were 666 total programs (588 intern-

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ASSOCIATION OF PSYCHOLOGY POSTDOCTORAL AND INTERNSHIP CENTERS

The Association of Psychology Post-doctoral and Internship Centers (APPIC) was formed in 1968 to foster the sharing of information about mutual concerns and to provide a uniform voice with respect to pre- and postdoctoral internship training interests within psychology.

We publish a newsletter three times per year for our members. We are recognized by APA as the primary organization to consult about internship training. Since our inception, we have maintained a formal liaison with APA's Education Directorate.

We publish an annual *Directory of Internship and Postdoctoral Programs in Professional Psychology*, which is intended in part as a service to students. Approximately 1,500 copies of the *Directory* are now distributed each year. The *Directory* is updated every year in late summer, and is free to APPIC members.

We also are responsible for establishing with our members a standardized procedure and a uniform date and time span for matching internship applicants and internship programs. The procedural guidelines are published annually in both the *Newsletter* and the *APPIC Directory*.

Additionally APPIC operates a Clearinghouse to facilitate the placement of unmatched predoctoral internship applicants with unfilled positions at APPIC member programs. The Clearinghouse starts its operation after the Uniform Notification date for predoctoral matching. Please see the current APPIC *Directory* for detailed information on the Clearinghouse.

APPIC Membership is by institution rather than by individual. In order to be a member of APPIC, an internship program must be one year full-time or two years half time, accept only applicants enrolled in a regionally accredited doctoral degree granting program in professional psychology, be directed by a licensed professional psychologist, meet other relevant membership criteria, and provide annual updates of descriptions of its program for the *APPIC Directory*.

Membership dues are \$400 for pre-doctoral internship programs, \$400 for free-standing post-doctoral training programs, and \$650 for pre-doctoral and post-doctoral programs at the same agency/institution. Application fees are \$250 per application. Non-APA-accredited internship programs, and post-doctoral training programs are reviewed in order to determine whether they meet APPIC membership criteria. For further information write to APPIC, c/o Ms. Connie Hercey, MPA, 10 G. Street, NE, Suite 750, Washington, DC 20002, or call (202) 589-0600.

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APPIC ANNUAL GENERAL MEMBERSHIP MEETING

**THURSDAY, AUGUST 7, 2003
8:00-9:50 AM
CROWNE PLAZA-TORONTO
CALEDON ROOM**

Remarks from the Editor

BY ROSE W. GOLDBERG, Ph.D., ABPP



New Columns

We are inaugurating two new columns in this issue. "Ask CoA" [the APA Committee on Accreditation] springs from the increasing dialogue and improved communication between APPIC and CoA in recent years, flowering in a program presented at this April's APPIC Membership Conference. In this regular feature, David ("Scotty") Hargrove, Ph.D., CoA Chair, will respond to questions of interest to APPIC Members summarized by Sharon Berry, Ph.D., who I am pleased to say proposed and is coordinating this column. In addition, again flourishing in the interactions at the APPIC Membership Conference, Rick Weinberg conceptualized a new column on "Macro-systemic Factors," beyond the traditional training case formulations, encompassing factors such as community, social problems, collaboration with other professionals and agents of society for client welfare, and values.

Call For Papers

I am again requesting papers for projected Special Sections on the following topics:

- Testing: Preinternship Preparation and Training on Internship
- Special Needs of Interns
- Competencies in Internships and Postdoctoral Programs
- Integrating Research into Clinical Training Programs
- Diversity in Training
- Interviewing Applicants to Internships and Postdoctoral Programs

Associate Editor for Forensic Psychology Needed

This position is still vacant. Those interested in being considered should send a vita and brief statement of interest to me electronically at ema34@aol.com or in hard copy to APPIC Central Office for my attention.

Chair's Column continued from page 1

ships and 78 postdocs) listed in the 34th APPIC Directory.

By the way, APPIC was initially known as APIC (Association of Psychology Internship Centers). Eleven years ago, in 1992, APIC became APPIC (Association of Psychology Postdoctoral and Internship Centers) as the Association acknowledged its increasing number of postdoctoral residency program members.

As APPIC has grown, it has needed more space to conduct its operations. Beginning in a bedroom and then a garage to house boxes of information submitted for the directory, APPIC's Central Office has grown to fill a wonderful space in Washington DC, staffed by competent, helpful individuals—our executive officer, Ms. Connie Hercey, and her staff, Ms. Tia Clark and Ms. Danielle Lane.

I hope you will join us as at the APPIC Business Meeting in Toronto, as we spend some time celebrating APPIC's 35th anniversary. We are also developing plans for a 35th Anniversary Reception. More information will be available on the APPIC Website about this celebration.

APPIC's August Business Meeting. The APPIC Business Meeting will be held on Thursday August 7, 2003 at 8:00 am to 9:50 am in the Toronto Crowne Plaza, Caledon Room. A continental breakfast will be served.

APPIC Membership Conference 2003. Since my last Chair's column, APPIC hosted our fourth annual conference and membership meeting in Orlando, Florida. Based on the consistent, enthusiastic comments, the meeting appears to have been a rousing success.

The APPIC Conference Chair, Dr. Jerry Leventhal, worked extremely hard to de-

velop an agenda that offered a variety of programs that covered a wide range of interesting topics. Please take a look at the APPIC Website for the program agenda.

The APPIC Office Staff did a marvelous job arranging the facilities and managing numerous details that allowed us all to have a terrific time. The presenters examined a variety of training issues including selection, evaluation and accreditation. If you made a presentation at the conference, thank you so much for contributions and sharing your expertise. If you attended the conference, thank you for attending, particularly at this difficult time for our country.

APPIC Membership Conference 2005. I would be remiss not to thank Connie Hercey for negotiating the contract for the 2005 Membership meeting. As a result of her efforts, APPIC saved close to \$30,000.00 due to a short fall in rooms sold for the 2003 Conference. We also appreciate the efforts of the Senior Sales Manager of the Disney Coronado, Martie Kauradi, who worked with Connie to arrange the site for our 2005 Conference. So mark your calendars for March 30 to April 3, 2005 as we will meet once again in Orlando, Florida at the Disney Coronado Hotel, the "Happiest Place on Earth," for APPIC's fifth Membership Meeting and Conference.

Competencies Conference 2002. The Competencies Conference workgroups continue to develop materials for the profession and it appears there will be special sections published in a four psychology journals. The interesting workgroup summaries are available on the APPIC Website. I hope you will review the helpful documents developed by these productive workgroups.

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Annual General Membership Meeting

The meeting will be held on Thursday, August 7, 2003 from 8:00-9:50am at the Crowne Plaza, Caledon Room. All members and subscribers are welcome to attend. We hope to have a number of discussions about relevant issues as well as provide you an update about APPIC activities. It is APPIC's 35th anniversary. Please join us for the meeting and a brief celebration. I hope to see you there.

No. 1 Health information: According to the most recent advisories from the WHO, the CDC and the Ontario Commissioner of Public Health, there is currently no reason to avoid travel to Toronto. The WHO lifted its Toronto travel advisory on April 29. Furthermore, according to the Ontario Commissioner of Public Health, as of May 7, there were no new community cases of SARS reported in Toronto for 22 days. Medical experts believe that the incubation period for SARS is likely 10 days. This positive trend continues through today, May 14.

The APPIC 2003 Membership Conference

BY

GERALD LEVENTHAL, Ph.D

CHAIR, 2003 APPIC MEMBERSHIP CONFERENCE

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The fourth biennial APPIC Membership Conference was held April 3-5, 2003, at the Disney Coronado Springs Resort Hotel in Orlando Florida. The first APPIC Membership Conference took place in 1997. That year, and then again 1999, 2001, and most recently 2003, psychology trainers from internship, postdoctoral, and graduate programs met to network and discuss training. Approximately 150 persons attended the 1997 and 1999 conferences. In 2001, approximately 265 persons attended the third APPIC Conference. This year's attendance was down relative to the 2001 meeting. Approximately 190 psychologists came this year, a strong showing compared to the 1997 and 1999 meetings but not in comparison to the 2001 meeting, which drew 75 more persons. Nevertheless, the 2003 conference program and meeting place drew warm praise from many that attended. By any measure, the 2003 conference was a great success with respect to goals of networking, sharing ideas, and uncovering best practices for training the next generation of professional psychologists.

As the start of the 2003 conference, it was my privilege as Conference Chair to welcome the assembled attendees. It also was my privilege to thank the many persons whose hard work made the conference a success. The thank-you list was long, and included Conference Planning and Program Committee mem-

bers; the Volunteer Arrangements group composed of Florida area Training Directors who sent graduate students, interns, and postdoctoral fellows to help out; the volunteers, themselves; and APPIC's own dedicated Central Office staff, web master and Executive Director.

APA and CoA made important contributions to the Conference. Their pre-conference workshops brought many people to the conference a day earlier. One CoA workshop was for Training Directors seeking accreditation or re-accreditation of their training programs. A second workshop was for persons interested in becoming CoA Site Visitors. Also adding to the life of the conference was the participation of vendors who displayed their wares, including vendors of liability insurance, psychological testing equipment and supplies, quality improvement tools, and more.

The conference program began with a keynote address by Melba Vasquez on training to foster ethical behavior and wisdom. Dr. Vasquez' presentation is printed in full in this edition of the *APPIC Newsletter*. An additional invited address was presented the next day Antonette Zeiss and focused on postdoctoral training. Several concurrent 1 1/2 hour sessions echoed themes from the Scottsdale Competencies Conference held in November 2002. There were sessions on multicultural competency and diversity



Dr. Leventhal holds up Conference program

training, competence in supervision, and evaluating trainee competence. A special "hit" at the conference was a plenary session on APA Accreditation Policies and Practices that employed a novel "Meet-the-Press" news format. The participants were CoA Chair David "Scotty" Hargrove, APA Education Director Cynthia Belar, APA Accreditation Office Director Susan Zlotlow, and Ron Rozensky, Past Chair of the APA Board of Educational Affairs. The participants were given a list of prepared questions several days prior to the conference, and Session Moderator Sharon Berry directed questions from the list to the panelists. Written questions submitted by members of the audience were also posed to the panelists. The session was lively, informative, and fun.

One noteworthy conference session consisted of a panel of four Training Directors who shared their experience and success in securing much sought after graduate psychology education (GPE) training grants from the US Bureau of Health Professions. A related session dealt with the role of advocacy in securing funding for psychology training. Also popular with conference-goers were setting-related breakout meetings. There were nine different breakout sessions this year, which ranged from VA Healthcare System settings, through Child settings, Postdoctoral Programs, and state Psychiatric Hospital and Corrections Facility settings to name



Attendees, attending and attentive, at a conference presentation

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Making the Intern Culturally Competent: The Need for a Model Based Approach

BY VALERIE SHAPIRO, PH.D. & PAUL LEBUFFE, M.A.
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Five years ago, the Devereux Foundation Internship Program faced an APA accreditation review. Like many other programs that received feedback at that time, it was suggested that Devereux move toward a model-based approach for the training of its nine interns in the area of cultural competency. We worked diligently to meet this challenge, and were pleased to find that the model we created was very well received by our site visitors this April. Recognizing the scarcity of literature on the specific area of multicultural training at the advanced level of a psychological internship, and seeing as the email list-serve for APPIC called for papers on this very topic for the two most recent issues, we have realized that the product of our efforts may be of interest to the readership of this newsletter.

As you are well aware, the need for such a model comes from the increasing diversity of our society, and the continued under-utilization of psychological services by minority populations. This discrepancy is reflected in the figures presented in the APA Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists (2002) that reports that approximately 77% of doctoral degrees are awarded to white students and only 5.8% of the APA's overall membership are self-identifying African American, American Indian, Hispanic, and Asian psychologists. Graduate students must become comfortable treating clients who are different from themselves, yet in a recent survey (2002), only 43% of Devereux's interns reported satisfaction with their multicultural training curricula prior to internship.

In the aforementioned guidelines, the APA recommended that psychologists be schooled in self-awareness, the impact of the client's worldview on the psychological process, the relevant research and practice issues for different population groups, how to conduct culturally competent interviews and document culturally relevant factors, how to recognize discrimination, and how to use appropriate assessments and interventions. The APA also set forth ethical

obligations for psychologists in this document, which include competently working with a variety of populations, respecting other's rights, avoiding harm to others, and contributing to social justice. We endorse these objectives and believe that for psychologists to be truly culturally competent, the internship training site must ensure that applied multicultural training is provided in a very organized and purposeful way.

Many current training models have been criticized for simply raising awareness and contributing to the intern's knowledge base, but neglecting the skill development of interns (Sue, 1997). The internship is meant to be the time when students are truly able to build skills to supplement their classroom learning, a step that is very important at the culmination of the student's preparation for professional practice. Lee et al. (1999) reported that while 88% of internship sites in counseling psychology offer a mean of 9 specific seminars on multicultural practice, 62% of programs rely on the intern's supervising psychologist to offer supplemental skill building and thorough cultural competency assessment. Many programs fail their students in this way, as supervising psychologists often do not feel that they have the expertise in multicultural issues needed in order to carry out this responsibility.

In designing our training model, we made an attempt to overcome such obstacles. We found that the fields of counseling and social work have already made some significant strides to build models which can be applied to clinical and school psychology training sites (e.g., Arredondo & Arciniega, 2001, Sevig & Etzkorn, 2001). Those fields suggest training occur in three phases: raising awareness of one's own personal worldview and how it came to be, obtaining a general knowledge of the worldview of other groups, and developing skills that will enable effective work with a variety of client populations. With the guidance of SAMHSA's report on Cultural Competence Standards (2000), we generated a list of competencies that we felt interns should acquire by the completion of the Internship. We then

divided these competencies among the three phases of training, and generated educational activities that would teach and reinforce these competencies.

Phase One Goal: Raise Awareness of Individual's Cultural Values and Biases

Objectives:

- Understand personal and cultural biases and how they affect service design and delivery.
- Understand the different dimensions of diversity, including: ethnicity, sexuality, socioeconomic status, and disability.
- Demonstrate a respect for diversity and a willingness to work with diverse populations.

Example Phase One Educational Activity: Using natural clues presented during Internship Orientation, the interns speculate about the cultural formulations of the other interns. When the Interns present their own cultural formulation to the group, discrepancies are noted. In the current training year, natural clues suggested that Devereux had five Caucasian, three African American, and one South Asian Intern. In reality, Devereux interns represented Caucasian, African American, Caribbean, Hispanic, Native American, Jewish and Indian cultures. This activity helped the interns to understand how false assumptions are often present, and how they may potentially impede positive interaction with clients and other staff members.

Phase Two Goal: Raise Awareness of Client's Worldview

Objectives:

- Demonstrate knowledge of the different dimensions of client culture including history, traditions, values, belief systems, acculturation and migration patterns, and language fluency.
- Demonstrate knowledge of relevant historical and modern psychosocial stressors including war, violence, migration, socioeconomic status, political unrest, racism, acculturation, and discrimination.

- Demonstrate knowledge of how class, ethnicity, social status, and race influence behavior, attitudes, values, belief systems, and mental health of consumers.
- Demonstrate understanding of how the family life cycle influences self-concept.
- Demonstrate knowledge of the social, political, and economic conditions in the community where clients live.
- Demonstrate ability to research the worldview of clients.

Example Phase Two Educational Activity: After receiving instruction about certain minority groups, interns return to their placement sites and train clinicians and other staff members in understanding that specific client worldview.

Phase Three Goal: Aspire Toward Culturally Competent Practice

Objectives:

- Demonstrate understanding of differences in symptom expression, symptom language, symptomatic patterns, attributions of mental illness, thresholds of psychiatric distress, and stigmas associated with diagnosis across cultures. Possess knowledge of culture-bound syndromes, the difference between culturally acceptable behavior and psychopathology, and cultural differences in help-seeking behaviors.
- Demonstrate ability to determine the limitations of individual assessment tools with different cultural groups.
- Demonstrate understanding of cultural differences in the acceptability and effectiveness of various treatment modalities and a willingness to evaluate methods with minority populations.
- Demonstrate understanding of varying effects of commonly used psychoactive medications among different minority groups.
- Know how and when to use culturally informed and qualified interpreters, and the benefits / limitations of relying on family members.
- Demonstrate ability to conduct culturally competent interviews that take into account the psychological, social, biographical, physiological, cultural, political, spiritual, and environmental aspects of consumer's experience.
- Demonstrate ability to complete a DSM-IV Cultural Formulation.
- Demonstrate use of natural community supports by integrating spiritual, traditional, values, and practice beliefs into treatment, taking advantage of community resources.

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Navigating APPIC's E-mail Lists

BY GREG KEILIN, Ph.D.
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APPIC currently sponsors a total of ten e-mail lists, providing news and discussion opportunities regarding internship and postdoctoral issues. APPIC's "News" lists (e.g., MEMBERS-NEWS) provide news and information directly from APPIC and thus generate a very low volume of e-mail. APPIC's "Network" lists (e.g., MEMBERS-NETWORK) are discussion lists to which any participant can post.

While "Network" lists can generate a considerable amount of e-mail at times, a "Digest" option is available that allows you to receive a maximum of one e-mail message per day that contains all of the messages posted to the list during the previous 24-hour period. This option is a great way to participate in an active discussion list without being overwhelmed with e-mail.

All APPIC-Member internship and postdoctoral training directors should be subscribed to MEMBERS-NEWS; in addition, internship training directors should also be subscribed to MATCH-NEWS.

To subscribe to one of the restricted lists, send me (gkeilin@mail.utexas.edu) an e-mail with a request to join (be sure to include information about your APPIC Member or Subscriber program so I know you are eligible to join). To subscribe to one of the public lists, or to use the "Digest" option for your subscription(s), go to www.appic.org, click on "E-mail Lists", then follow the instructions.

If you would like APPIC to consider establishing a new list for a particular subgroup of Training Directors (as has already been done for Postdoctoral and Consortia programs), please feel free to contact me.

LISTS RESTRICTED TO APPIC-MEMBER TRAINING DIRECTORS.

MEMBERS-NEWS - News and information from APPIC. The APPIC Board asks that all APPIC Member TDs be subscribed to this list.

Usually generates only a few messages per month.

MEMBERS-NETWORK—A general discussion list for APPIC-Member TDs. Currently has 269 members.

POSTDOC-MEMBERS-NETWORK—A discussion list focused on postdoctoral programs and issues. Currently has 87 members. Note that this is a different list than POSTDOC-NETWORK; see below.

CONSORTIA-MEMBERS-NETWORK—A discussion list focused on consortia programs and issues. Currently has 55 members.

LISTS RESTRICTED TO APPIC-SUBSCRIBER DIRECTORS OF CLINICAL TRAINING:

SUBSCRIBERS-NEWS—News and information from APPIC. Usually generates only a few messages per month.

LISTS OPEN TO THE PUBLIC:

MATCH-NEWS—Provides news and information about the APPIC Match. All internship TDs and internship applicants should be subscribed to this list. Currently has 8,272 members.

CLEARINGHOUSE—Distributes notices of vacant internship positions after the Match. Currently has 880 members.

INTERN-NETWORK—Discussion list for internship applicants and current interns. Some internship TDs also participate on this list in order to help answer applicants' questions. Currently has 1,298 members.

POSTDOC-NETWORK - Discussion list for postdoctoral applicants, current postdocs, and postdoc TDs. Currently has 1,504 members.

PUBLIC-NEWS - News and information for the public. APPIC-member TDs and APPIC-Subscriber DCTs do not need to subscribe to this list.

THE NEW APA ETHICS CODE

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After a five year review and debate, the American Psychological Association published its new 2002 APA Ethical Principles of Psychologists and Code of Conduct in the Dec. 2002 issue of the *American Psychologist*. This code is effective on June 1, 2003. A redline (point by point) comparison of the 1992 and 2002 codes can be found on the APA website by going to the website www.apa.org and then going to the *ethics* section where it can be found. The Jan 2003 issue of the *APA Monitor* has an article examining the new code which can be found and downloaded: <http://www.apa.org/monitor/jan03/newcode.html>

Psychologist Bill Doverspike, author of *Ethical Risk Management: Guidelines for Practice*, has written *The 2002 APA Ethics Code: An Overview* for Division 42 (Independent Practice) of the APA. It can be accessed: http://www.division42.org/MembersArea/Nws_VIEWS/articles/Ethics/ethicscode.html. If you use this address even a non-member can access it, even though it is in the "members" section of the site. [Please note that if you intend to try to print this, save it on your computer first and then have it printed in "landscape" orientation, otherwise the right hand side of the article will be cut off.]

Dr. Doverspike notes that the new code properly recognizes situations in which psychologists are asked to perform services in emergencies, and that forensic activities are addressed throughout the code rather than in a special section. It expands on informed consent issues, but without making substantive changes in the basic principles. The 2002 code adopts a "neutral stance" on multiple relationships and barter which the 1992 code "implied ... are inherently unethical."

Dr. Doverspike notes a shift in the standards for release of psychological test data in that the 2002 code provides that it is an ethical requirement to release these to either the client or whomever they designate, unless they need to be withheld to protect the patient. There is also a provision that would allow for ethically withholding records for non-payment of fees *in situations that do not involve emergency care*.

The 2002 code focuses on the client's release as being the major requirement—not the determination that the person to receive these is qualified to use such information. I would agree with Dr. Doverspike that this is a major shift in the standards for handling requests for test data.

In the area of Education and Training, Dr. Doverspike notes that there are now more explicit limits put on pursuing personal information from students and for requiring them to be in a therapy group or receive individual therapy. As regards Terminating Therapy, the 2002 code provides a clear authorization to terminate therapy if threatened or endangered by the client or someone else connected to the client. It also allows for a psychologist to ethically terminate without pretermination counseling and referral "...where precluded by the actions of ... third party payors."

OVERVIEW

A major factor in the review process was a concern about the use of the code to prosecute psychologists in civil and licensing board actions. This version is approximately 20% shorter than its predecessor. In the Introduction and Applicability section a new paragraph was added:

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably, appropriate, potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

The section on General Principles has shifted its major principles to terms more commonly found in traditional biomedical ethics. Principle E: "Concern for Other's Welfare" has become Principle A: Beneficence and Non-maleficence. Principle C: "Professional and Scientific Responsibility" has be-

come Principle B: Fidelity and Responsibility. Principle B, which is now C, remains Integrity. Principle D, which is now E, remains Respect for People's Rights and Dignity. The 2002 Code has added a new one:

PRINCIPLE D: JUSTICE

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

This principle does not directly deal with equitable use of resources or the competing rights of various persons such as with the duty to warn or protect type situation. Overall this section has shifted to more traditional ethical principles. Two General Principles in the prior code have been dropped: the former Principle A: Competence and former Principle F: Social Responsibility.

ETHICAL STANDARDS

Section 1.02 has been expanded beyond Conflicts between Ethics and Law to include conflicts with Regulations or Other Governing Legal Authority and now provides that if the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

Section 1.05 Reporting Ethical Violations now states that it *does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question*. Section 1.06 Cooperating With Ethics Committees now states that *making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute non-cooperation*.

Several sections now recognize the fact that situations may require that a psychologist provide service even if not

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