

THE ACADEMY OF PSYCHOLOGICAL CLINICAL SCIENCE

Application Information for Internship Programs

The Academy of Psychological Clinical Science was created in response to challenges and opportunities confronting scientific clinical psychology, now and in the foreseeable future. These challenges force clinical scientists to reexamine, refine, and reaffirm their commitment to their values, mission, responsibilities, and goals. They also encourage clinical science training programs to build alliances based on shared values and to work together to shape the future of the discipline. In the process, such alliances should help member programs improve the quality of their training and the scientific contributions of their faculties and students.

Mission

The broad mission of the Academy is to advance clinical science. Clinical science is a psychological science directed at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition, or health, and at the application of knowledge in ways consistent with scientific evidence. Emphasis on the term "science" underscores a commitment to empirical approaches to evaluating the validity and utility of testable hypotheses and to the advancement of knowledge by this method as well as the inculcation of these values in the practice of evidence based treatments and assessment procedures.

The Academy seeks member programs, at both the doctoral and internship levels, that are strongly committed to research training and to the integration of such training with clinical training. The development and application of clinical science are ongoing and dynamic processes. This evolution of clinical science is being facilitated by the Academy.

Goals

The primary goals of the Academy are:

- *Training:* To foster the training of students for careers in clinical science research, who skillfully will produce and apply scientific knowledge.
- *Research and Theory:* To advance the full range of clinical science research and theory and their integration with other relevant sciences.
- *Resources and Opportunities:* To foster the development of and access to resources and opportunities for training, research, funding, and careers in clinical science.
- *Application:* To foster the broad application of clinical science to human problems in responsible and innovative ways.
- *Dissemination:* To foster the timely dissemination of clinical science to policy-making groups, psychologists and other scientists, practitioners, and consumers.

Applying for Membership in the Academy

There are many ways to accomplish goals in a clinical science internship program, and the Academy is committed to supporting diversity in how programs approach these goals. The list of items below is intended to call attention to various aspects of a clinical science program that should be addressed in an application for membership, without implying that all items are necessary for membership or that all programs should weight these items in the same way. It also is recognized that clinical science programs evolve continuously. At any given time, they may have goals that have not been realized yet, problems that have not been solved yet, and weaknesses that are in the process of being strengthened.

The application for membership consists of a narrative statement (10-15 pages, single spaced) and specific documentation as described in the next sections. Throughout the application, it is important to use specific examples and data to illustrate general principles, values, goals, and accomplishments.

Each applicant program should submit a statement addressing the six areas outlined below. We encourage applicants to draw on existing documents in preparing this statement. Nevertheless, it is important to prepare one integrated statement for the purpose of this application rather than simply submitting a collection of materials prepared for other uses.

1. *Principles and philosophy.* Information on the following matters will help articulate the program's principles and philosophy:
 - Description of the role of clinical science and research training in your internship and the ways in which science and practice are integrated in all facets of the program (clinical training and supervision, didactics, and research)
 - Manner in which research experience is encouraged or required during the internship year
 - Procedures for continuing evaluation of the science basis of your clinical training, e.g. use of EST's on rotations of the program
 - Arrangements for collaboration and integration with other organizations within and outside the program
 - Degree of diversity vs. specialization embraced by the program
 - How the program responds to changing science over time
 - Coherence and integration of program
 - Mechanism by which complaints of ethical violations are handled (e.g., unfair treatment of students, sexual harassment, insufficient authorship credit for research, etc.)

- Concordance between the science-based aspect of the program as advertised and as it actually is ("truth in advertising"). Provide examples of how the program philosophy is manifest in written materials describing the program

2. *Faculty*. The quality of the faculty (i.e., core clinical faculty plus those who either supervise clinical rotations or provide research mentorship) may be indicated by the following types of supporting evidence (please include NIH biosketch or CV):

- Positions and general duties
- Clinical training (including experience in empirically-supported assessment or treatment procedures)
- Publication of research and theoretical contributions in recognized scholarly channels
- Research and training grants
- Honors and accomplishments
- Journal editorships and membership on editorial boards
- Membership on peer review committees
- Supervisor scholarship in application areas

3. *Students*. The quality of students admitted and the efficacy of the program in training students may be indicated by:

- Selection procedures and criteria for admission
- Proportion of interns admitted from APCS doctoral programs over the past 5 years
- Quality of admitted students in terms of preparation in graduate training program (e.g., experience with empirically supported treatments, receipt of research grants, initial record of publications and/or conference presentations, and so on).
- Program efficacy as indicated by the number of internship alumni who continue in the field of clinical science via postdoctoral training or faculty positions

4. *Clinical Training Experience.* In spite of the diverse models of internship training in clinical science, a quality internship program should be able to demonstrate the following features:

- Training in evidence-based assessment and clinical intervention
- Encouragement to continue to develop research skills and collaborate with on-going research projects (i.e., not only protected time for dissertation work, but also elective time for new projects with internship faculty)
- Development of interns professional needs (help with job market issues, preparing talks, writing grants, and so on)
- Procedures for evaluation of seminars, didactics, supervision, and other components of the training
- Description of primary clinical training experiences
- Description of elective clinical training experiences

5. *Resources.* Information on the following will help to determine whether adequate resources are available to the program:

- Availability of clinical research mentors
- Exposure to successful models of clinical science (through seminars, colloquia, journal clubs, and so on)
- Institutional support and resources for trainees and faculty members
- Availability of post-doctoral clinical training grants and research grants
- Access to relevant populations
- Funds to help interns attend conferences
- Invited speakers/Grand Rounds series

6. *Future directions.* The preceding categories have emphasized an evaluation of the program as it is. Because the spirit of the Academy emphasizes continued efforts to improve programs, changes that you would like to make in your program's science basis and research training should be discussed, along with any actual plans for accomplishing these changes.

Required documentation to accompany the Narrative Statement

- Program brochure or web site
- Curriculum vita or NIH biosketch for all key program faculty (i.e., core clinical faculty plus others who regularly serve as clinical and research supervisors for interns in the program)
- CV or NIH biosketch for all interns during last five years
- List of program graduates and their first job placements (the list should include first jobs for at least the last five years, if available, as well as subsequent job placements, if available)
- Syllabi for, or brief descriptions of, core clinical seminars (or previous schedule of didactic seminars, lectures, and so on)

Application Fee and Deadline

The Academy reviews applications as they are received.

Four copies of each application and an application fee of \$400 (**check made out to: Academy of Psychological Clinical Science**) should be mailed to the Treasurer of the organization (currently Janet Polivy, Department of Psychology, University of Toronto).

Terms

Programs accepted into membership in the Academy will be assessed an annual membership fee of \$400 and will be expected to provide annual reports on their program operations and results. Member programs will be re-reviewed every seven (7) years, or earlier if significant changes in a program or other factors indicate that an earlier review is appropriate.

Membership in the Academy requires that programs integrate attention to ethical behavior and sensitivity to human diversity into all aspects of training; these issues should be addressed wherever appropriate in the application. Specifically:

- Academy members should require ethical behavior by faculty, staff, and students. Programs must comply with all relevant laws, including all legal provisions and university policies pertaining to affirmative action, prohibiting discrimination, and ensuring the protection of research subjects. Programs are expected to create environments free of harassment and unfair treatment of faculty, staff, and students. Course work, research mentorship, and applied work should include training in ethical principles.
- Academy members should insure that all students demonstrate in their research

and practice that they are sensitive to the role of contextual factors -- cultural, biological, and other sources of human variability -- in the generalizability and applicability of scientific evidence and knowledge.