

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Accreditation Report of the Predoctoral Internship Program in Professional Psychology, University of Iowa
Date: September 5, 2000

Recommended Action:

Receive the report on accreditation of the Predoctoral Internship Program in Professional Psychology at the University of Iowa.

Executive Summary:

On May 2, 2000, the Committee on Accreditation of the American Psychology Association (APA) granted reaccreditation to the Predoctoral Internship Program in Professional Psychology at the University of Iowa, which is under the direction of the University Counseling Service (UCS). The next site visit for reaccreditation will be in 2004. An interim progress report is required in 2001.

The Program provides a one-year internship for doctoral students seeking a "clinical psychology" designation for their Ph.D. in Psychology. All standards, called Domains by the APA, that were reviewed were judged to have been met, many with excellent ratings. The Committee has requested that the Program address, in its 2001 report, issues concerning evaluation of program goals and intern awareness of the Program's goals and requirements.

Background and Analysis:

The objective of the Program, which was last accredited in 1994, is to prepare students for the practice of professional psychology at an entry-level position. The Program is located in the SUI Counseling Service and is under the direct supervision of UCS Director, Dr. Gerald Stone.

Three full-time interns are accepted into the Program each year; each intern is in the Program for twelve months. During the past five years, all 15 interns have come from APA training programs. Upon completion of the Program, about half of the graduates will be employed in university or college counseling services, or be on university faculties. Other graduates may work in community health service programs.

At the time of the site visit, October 4-5, 1999, the faculty consisted of 11 senior staff, all psychologists, nine of whom were full-time and two part-time. Another faculty member was in the process of obtaining licensure.

The domains or standards of the APA for this type of program include:

- A. Eligibility
- B. Program Philosophy, Objective, and Training Plan
- C. Program Resources
- D. Cultural Differences and Diversity
- E. Staff-Intern Relations
- F. Program Self-Assessment and Quality Enhancement
- G. Public Disclosure
- H. Relationship with Accrediting Body

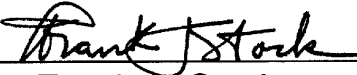
The **strengths** of the Program included its eligibility (the overall ability to conduct the Program), a strong model for the Program, extensive practicum experiences, and commitment to diversity. The diversity was reflected, according to the site visit report, in the background of the staff, the curriculum, and the art work displayed in the offices of faculty and general areas. In the Public Disclosure domain, the site visitors noted that the Program was "unusually well-articulated." They list goals, objectives and training model, as well as staff and physical resources, and administrative policies and procedures.

No standards were unmet. However, the site visitors had two minor **concerns**: (1) that the Program had a tight schedule, which required the interns to do "overloads" if they wished to experience all aspects of the Program; and (2) that case notes were written up in a variety of styles. The Committee recommended that interns be provided the opportunity to negotiate reduced time and be allowed more flexibility in choosing experiences, and that the Program develop a more structured system of writing up case notes.

In summary, the Program was regarded as an excellent program. The Program is required to provide an interim progress report in 2001 to address the concerns listed above, as well as provide feedback on how well the interns understand the program.


Charles R. Kniker

Approved: _____


Frank J. Stork