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Educating Prospective Students of Professional Psychology

About the Supply-Demand Internship Crisis

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Abstract

Every year the number of graduate students who apply for internships exceeds the total number of positions available. Because prospective students of doctoral clinical and counseling psychology programs may not adequately understand this training issue, this paper provides information about the supply-demand internship crisis specifically for them. It is composed of 6 sections: (a) the potential causes of the internship imbalance; (b) the potential consequences of the internship imbalance; (c) some potential solutions to the imbalance; (d) a description of qualities possessed by some students who successfully match to internship; (e) the specific impact of the crisis on clinical and counseling psychology; and (f) several potential educational solutions to the imbalance not discussed in previous literature on the internship crisis. I conclude that although universities have an ethical obligation to educate prospective students about the internship crisis, prospective students must demonstrate personal initiative in appreciating this issue. Finally, I provide 8 important resources for prospective students relating to the internship crisis.

Educating Prospective Students of Professional Psychology

About the Supply-Demand Internship Crisis

As part of graduate training in doctoral clinical, counseling, and school psychology programs, students are required to apply for and complete a year-long internship (American Psychological Association [APA], 2009). The internship was designed to provide “extended practical experience of gradually increasing complexity under close and competent supervision” (APA, Committee on Training in Clinical Psychology, 1947, p. 551). Originally, the internship occurred during the third year of graduate training, but it has more recently taken place during the fifth or sixth year (Belar & Kaslow, 2003). However, when the internship occurs during graduate training depends on a specific graduate program’s training style. For example, students in Doctor of Psychology (PsyD) programs frequently seek out internship in the fourth year of graduate training whereas Doctor of Philosophy (PhD) students may not go on internship until later. Internship sites are located in every state around the United States and are found in many different organizations, such as hospitals, university counseling centers, and the Veterans Administration (VA; Association of Psychology Postdoctoral and Internship Centers [APPIC], 2011a).

Every year the number of graduate students who apply for internships exceeds the total number of positions available (Robiner & Yozwiak, 2013). As a result, many graduate students regard the process of applying for an internship position as extremely stressful (APPIC, 2011b; Kaslow & Rice, 1985). Almost all graduate students prefer internship positions accredited by the Commission on Accreditation (CoA), and these are significantly more difficult to secure than non-CoA-accredited positions (APPIC, 2011a). Some CoA-accredited graduate programs currently require their students to complete an internship that is CoA-accredited. By 2017,

however, only doctoral programs accredited by the CoA will be eligible to register their students in the APPIC internship match (APPIC, 2013b; Walton, 2013).

In professional psychology, the disparity between applicant numbers and internship positions is known as the supply-demand imbalance (Keilin, Thorn, Rodolfa, Constantine, & Kaslow, 2000). Although psychologists have thoroughly investigated this problem (Baker, Keilin, McCutcheon, & Peranson, 2007; Callahan, Collins, & Klonoff, 2010; Gloria, Castillo, Choi-Pearson, & Rangel, 1997), some of this research may not be accessible for prospective graduate students of clinical and counseling psychology due to their lack of awareness about this crisis. The primary goal of this paper is to provide prospective students of doctoral professional psychology programs information about the causes, consequences and potential solutions to the internship crisis. A secondary goal is to articulate an ethical rationale for educating prospective students about this training issue and briefly outline potential educational solutions.

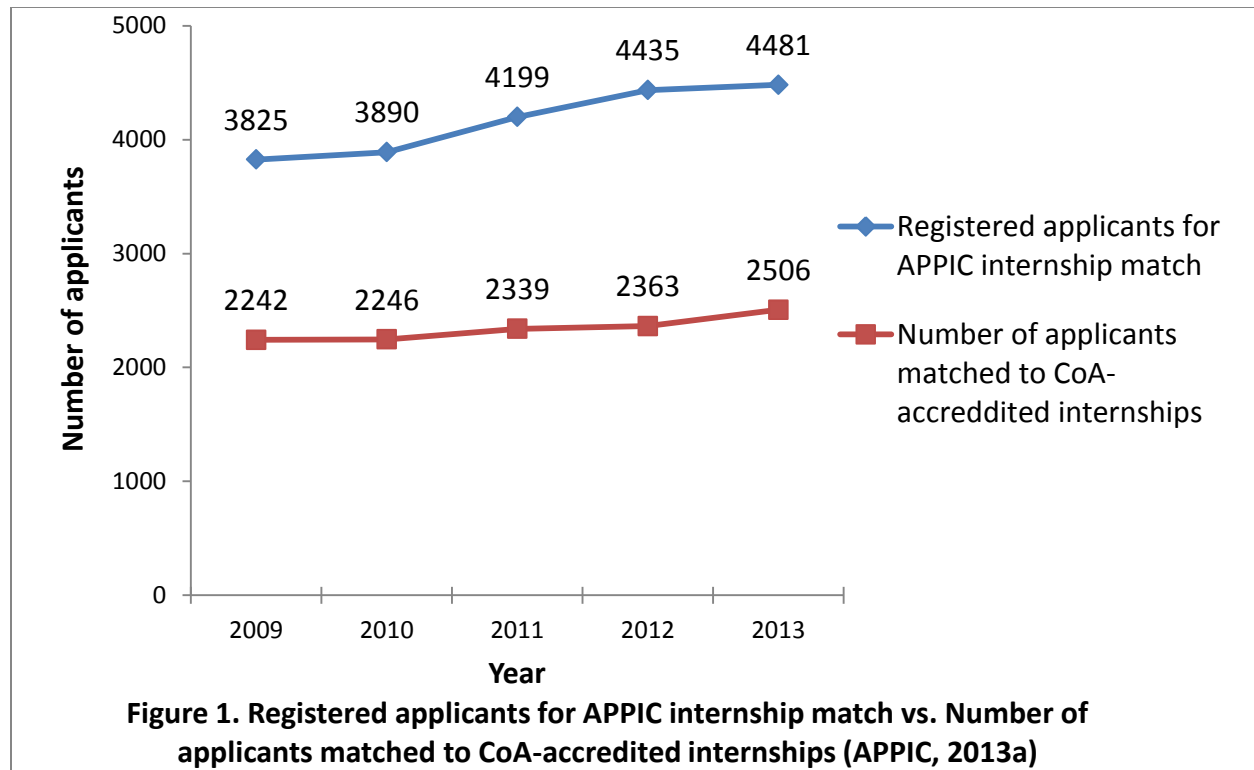
The Internship Crisis Across Time

Psychologists have expressed concern about the predoctoral internship supply-demand issue since the 1950s, but the gravity of the problem was not fully appreciated until recently (Baker et al., 2007; Belar & Kaslow, 2003; Rozensky, Grus, Belar, Nelson, & Kohout, 2007). In 1999 APPIC implemented a computerized internship match system, one purpose of which was to provide statistics about applicant numbers and position availability (Baker et al., 2007; Keilin et al., 2000). The results yielded a problem that is gaining momentum: dramatic “increases in the number of students who apply for internships and the number of students who do not receive a position” (Kaslow & Keilin, 2006, p. 242). In the last two decades, some literature states that the supply-demand problem relates to increasing numbers of psychologists in training coupled with stagnant growth of internship positions (Kaslow & Keilin, 2006; Stedman, Schoenfeld, Carroll,

& Allen, 2009). According to APA (2012), the number of accredited positions has grown by only 2% in the last 4 years.

The proliferation of PsyD professional schools, some of which are publicly traded, significantly contributed to the supply-demand problem (Baker et al., 2007; Callahan et al., 2010). Although there are fewer CoA-accredited PsyD programs than PhD programs, PsyD growth “has been disproportionately larger” than PhD growth (Graham & Kim, 2011, p. 342). From 1999 to 2007, “applicants from clinical psychology programs increased 21.9%; however, this increase primarily reflects a dramatic increase of students who attended programs that awarded the PsyD degree (45.5% increase) as compared to the PhD degree (4.2% increase)” (Baker et al., 2007, p. 230). Although many PhD programs admit 6-12 students per year, some clinical PsyD programs average 93 acceptances per year – at times accepting over half of the applications received (Norcross, Castle, Sayette, & Mayne, 2004). High numbers of students admitted to doctoral programs contributes to internship sites being inundated with applications, in some cases receiving over 400 for only a handful of positions.

Recent statistics regarding the internship crisis are troubling. As seen in Figure 1, each year shows a significant disparity between registered applicants for the APPIC internship match and applicants who secured a CoA-accredited internship.



In both 2011 and 2012, over 1,000 students either withdrew their applications or did not match to an internship (APPIC, 2012a, 2011a). The statistics from 2008 are also worrisome: of the 3,759 registered applicants, only 2,749 (73%) matched to an accredited or non-accredited position (APPIC, 2008). Moreover, since 2002, the annual number of applicants registered for internship has increased rapidly, while the number of positions available has had modest gains (Baker et al., 2007). However, one should note that although many students do not initially match to an accredited internship, they might still match to a position through a secondary matching period referred to as Phase II (APPIC, 2013d). It is clear from these statistics that as more psychologists in training apply for predoctoral internship, accredited positions become harder to obtain (APPIC, 2011a; Baker et al., 2007), and consequences such as debt and various personal consequences will persist.

Consequences of the Internship Crisis

Many potential consequences arise from the internship crisis (APPIC, 2011b; Draper & Lopez, 1997; Hutchings, Mangione, Dobbins, & Wechsler, 2007; Oehlert, Sumerall, Lopez, & Merkley, 2002; Schaffer et al., 2012). Some students who do not match decide to reapply the following year, which can result in increased financial debt due to school and living expenses (Hutchings et al., 2007). According to the Doctorate Employment Survey of 2007 compiled by the APA Center for Workforce Studies, the mean education-related debt for professional psychologists of clinical, counseling, and school psychology was \$70,468 (Pate & Finno, 2009). In 2011, 70% of PsyD students reported having over \$100,000 of debt, and 17% reported having over \$200,000 of education-related debt (APPIC, 2011a). PhD students also incur high debt levels; however, their levels are somewhat less than their PsyD colleagues' (APPIC, 2011a). In 2011, 21% of PhD students had over \$100,000 of debt (APPIC, 2011a). In addition to debt, when students cannot match to an internship, they may have difficulty meeting state specific licensure requirements. For example, in California licensure for professional psychology requires 3,000 hours of qualifying supervised experience, whereas other states may require a different number (State of California, Department of Consumer Affairs, 2009).

In order to become a licensed psychologist, in most states a person must pass an exam called the Examination for Professional Practice in Psychology (EPPP; Townsend & Ryan, 2011). Research indicates that poor internship training experiences correlate with significantly worse performance on the EPPP (Oehlert et al., 2002; Schaefer et al., 2012). Schaefer et al. (2012) found that roughly 75% of students from CoA-accredited internship programs passed the EPPP whereas less than 60% of students from non-CoA-accredited internship programs passed. Moreover, about 80% of students from PhD programs passed, whereas fewer than 70% of PsyD

students passed. When students cannot match to an accredited internship, they may find less rigorous training opportunities that leave them ill equipped to provide effective treatment services (Oehlert et al., 2002).

When clients do not receive effective treatment, they may become frustrated and terminate treatment prematurely (Acosta, 1980; Westmacott, Hunsley, Best, Rumstein-McKean, & Schindler, 2010). Research shows that rates of premature termination could be rising, particularly for racial/ethnic minorities and individuals from low socioeconomic backgrounds (Kokotovic & Tracey, 1987; Ogrodniczuk, Joyce, & Piper, 2005). Moreover, psychotherapy may be stigmatized (Parcesepe & Cabassa, 2012; Thompson, Bazile, & Akbar, 2004), and the production of psychologists with inadequate counseling skills may reinforce negative attitudes about mental health. Given that inadequate treatment may be a contributor to premature termination, it is important for prospective students of professional psychology to understand the importance of high quality training opportunities.

In addition to debt and potential difficulties meeting state specific licensure requirements, the internship crisis also produces personal consequences. In 2011, graduate students applying to internships were asked to anonymously report on how the internship imbalance has influenced their lives personally and professionally (APPIC, 2011b). One student wrote the following,

[The internship imbalance] is affecting me both personally and professionally. I cannot graduate from my program until I complete an internship, but this is the second year that I have not matched. I spend a considerable amount of time and money on the process, and have no idea why I am having this difficulty in matching. It is extremely frustrating to be unable to move forward in my career, much less begin it.

Another anonymous student wrote,

How has the current imbalance in internships NOT affected me?

Throughout my graduate training, I had this dark cloud looming – the match deficit grows every year. Each class had it worse than the previous class. My anxiety about whether or not I might match started my first year and grew continuously each year.

Although the CoA mandates accredited doctoral programs to openly share student outcomes data on their websites via implementation regulation C-20 (APA, Commission on Accreditation, 2013), prospective students should confirm internship data using the information provided by APPIC. However, it is important to note that the criteria for APA accreditation are different from the criteria for APPIC membership (Altmaier, in press). This means that because the CoA does not accredit some positions listed on APPIC, slight differences between program internship statistics and APPIC internship statistics may occur (Altmaier, in press). Because there is limited information intentionally created for prospective students, it is important for students to take personal responsibility to ensure that they find a high quality training program. To mitigate the consequences of the internship crisis, psychologists have identified many potential solutions to this issue.

Potential Solutions to the Internship Imbalance

Potential solutions to the internship imbalance are vast (APA, 2002; Baker et al., 2007; Callahan et al., 2010; Constantine, Keilin, Litwinowicz, & Romanus, 1997; Grus, McCutcheon, & Berry, 2011; Hatcher, 2011; Hutchings et al., 2007; Norcross et al., 2004). The solutions discussed in this paper represent only a sampling of potential solutions, and they were selected for their salience to prospective doctoral students of clinical and counseling psychology. Some

potential solutions to the supply-demand internship crisis are known as “restrictive” solutions (Hutchings et al., 2007, p. 280). These include capping graduate program admissions, capping applications by doctoral program, requiring CoA-accreditation status for internships, and capping the number of training programs allotted to a particular university, among several others (Constantine et al., 1997). However, restrictive solutions have been regarded as ineffective (Hutchings et al., 2007) because their implementation is difficult to enforce (Dixon & Thorn, 2000). Moreover, it may not be possible to mandate these potential solutions due to anti-trust allegations.

Another potential solution involves graduate programs funding graduate students to a specified level (Callahan et al., 2010). Under this financial obligation, doctoral training programs would need to limit the number of students they accept, diminishing the number of applicants for the internship match process. This strategy could also help lower the average debt accumulated by doctoral students in graduate school, which is \$53,000 for PhD students and \$123,787 for PsyD students (APPIC, 2011a). However, these data should be interpreted with caution because there are varied levels of debt across degree (PhD vs. PsyD) and specialty (clinical, counseling, school) type.

An additional option is that no action be taken by APA to address the supply-demand issue (Callahan et al., 2010). Proponents of this option claim that competitive market forces should dictate who gets CoA-accredited positions and who does not. High levels of competition would preclude less qualified students from matching and diminish their likelihood of obtaining licensure and providing inadequate treatment services to clients. However, many psychologists do not support this option because “the number of unmatched applicants will certainly rise before it falls” (Rodolfo et al., 2007, p. 226). Many prospective and current graduate students may not

support this perspective because it offers little reason to believe the imbalance will improve in the near future (Rodolfo et al., 2007).

Another proposed solution is to require that doctoral programs place a minimum of 50% of students in internship (Stedman et al., 2009). Programs that do not meet this requirement would be placed on accreditation probation and be forced to lower the size of their entering cohort by 20% (Stedman et al., 2009). This option, however, may not be implemented because it may require altering accreditation criteria (Altmaier, in press). In addition, this proposed solution may also be subject to anti-trust allegations.

A final initiative is APA's stimulus package to assist unaccredited internship sites in earning accreditation (APA, 2012). This assistance was approved in 2012 by APA's Council of Representatives and will use up to three million dollars over the next three years to help aspiring internship sites pay for costs attributed to earning accreditation for the first time (APA, 2012). According to APA (2012), the stimulus package has the potential to create 520 additional internship positions. Although APA and other organizations have enacted many solutions to the internship imbalance, prospective students also need to be aware of specific qualities that students who successfully match to accredited internship sites possess.

Qualities of Successful Match Candidates

Some research suggests there is "little evidence that applicant characteristics are related to match outcome" (Callahan et al., 2010, p. 1). Despite this finding it is very important for applicants in the APPIC match to apply to internship programs that complement their particular skill set. For example, a graduate student with experience in neuropsychological assessment should apply to programs that offer neuropsychological assessment services. It may also be helpful for graduate students to review their program's internship placement history to identify

any internship programs that are familiar with their graduate program's style of training. Many variables are considered during the internship match process and each internship position may require a unique set of applicant skills and characteristics. However, some literature suggests that variables such as research skills, degree type, completion of comprehensive exams, and several others may be important (Callahan et al., 2010; Neimeyer, Rice, & Keilin, 2007; Parent & Williamson, 2010).

Research Skills

Learning strong research skills may be important for graduate students to focus on throughout their doctoral education (Callahan et al., 2010). Although some research suggests that scientist-practitioner orientations often have higher match rates than programs with practitioner-scholar orientations, other data indicate this relationship may not exist (Neimeyer et al., 2007). Instead, scientist or scientist-practitioner training programs may match more frequently at VA or medical centers, whereas practice-oriented programs are associated with psychiatric hospitals or community mental health centers (Callahan et al., 2010; Neimeyer et al., 2007).

Training Style

Another characteristic that may influence internship placement is the training style of the applicant's graduate program (for example, PhD or PsyD). Parent and Williamson (2010) found that from 2000-2006, 15 specific clinical and counseling psychology programs accounted for more than 30% of unmatched internship applicants. Of these, 14 were PsyD programs and one was a PhD program (Parent & Williamson, 2010). These data do not necessarily indicate that PhD programs offer superior training to PsyD programs; however, in the past the number of PhD or Doctor of Education (EdD) students participating in the internship match has been higher than

the number of PsyD students (APPIC 2013c; Graham & Kim, 2011). However, as increasing numbers of PsyD students enter the internship match process, this trend may be reversing (APA, Commission on Accreditation, 2011a). Both PhD and PsyD programs are capable of preparing students for internship; for example, the PsyD programs at Baylor University and Rutgers University have both yielded impressive match rates in recent years (Stout, 1984; Baylor University Graduate Program in Clinical Psychology, 2012; Rutgers PsyD Program in Clinical Psychology, 2012).

Completion of Benchmarks

Completion of comprehensive exams and completion of a dissertation prospectus are other applicant characteristics that may be important. In 2011, 83% of students who completed their comprehensive exam before submitting applications matched, whereas only 66% matched among those who completed qualifying exams after applying (APPIC, 2011a). Moreover, in 2011 applicants who completed their dissertation prospectus before submitting applications matched at 84% compared to 71% of applicants who did not complete their proposal prior to applying (APPIC, 2011a).

Other Variables

Publication of peer-reviewed studies could be another important variable. Students who published one or more articles in refereed journals had a match rate 8% above applicants who published no articles (APPIC, 2011a). Number of practicum and supervision hours, experience with psychological assessment, clinical experience with underserved populations, program type (clinical, counseling or school), size of doctoral class, CoA-accreditation status, and application materials such as letters of recommendation from clinical supervisors are other important variables that may be considered during the match process (APPIC, 2012b; Callahan et al., 2010;

Dixon & Thorn, 2000). Finally, in 2011, students who applied to 11-15 internship positions generally had the highest match rate, 83%, compared to applicants who submitted applications to five or fewer positions, at 62% (APPIC, 2011a).

The Impact on Clinical and Counseling Psychology

APPIC data (2011a) demonstrate that students from clinical and counseling psychology programs often complete internships at different types of internship sites. Their applicant survey found that the most common location for matched PhD clinical students was at VA medical centers (27.6%) and medical schools (24.7%). Counseling PhD students were most often matched at university counseling centers (48.3%) and VA medical centers (20.2%). Finally, clinical PsyD students were frequently placed at community mental health centers (25.5%) and university counseling centers (15.2%). These differences may be the result of each field's unique history and distinct research tendencies.

Counseling Psychology vs. Clinical Psychology

The substantial overlap between clinical and counseling psychology means that graduates from these fields often work in very similar environments (Cobb et al., 2004). Despite similarities, however, several significant differences exist (Cobb et al., 2004). Counseling psychology, which emerged after WWII, is defined by a commitment to vocational guidance/assessment, consideration of multiculturalism and diversity, client strengths/assets, person-environment interactions, and social justice (Brown & Lent, 2008). Moreover, students in counseling psychology are often interested in humanistic, Rogerian methods of psychotherapy. Clinical psychology has existed since the late 19th century (Brown & Lent, 2008) and may focus more on severe pathology and cognitive-behavioral treatment methods (Norcross et al., 1998).

Although both clinical and counseling psychology students are eligible for all internships, when students browse APPIC's online internship directory, they may infer that some internship sites prefer clinical PhD students over counseling PhD or clinical PsyD students because of differential acceptance totals. Perhaps programs prefer the cognitive behavioral emphasis in clinical PhD programs or perhaps they see admissions for clinical PhD programs as generally more competitive than counseling PhD or clinical PsyD programs (APA, Commission on Accreditation, 2011b; Norcross et al., 1998). However, because the number of clinical PhD programs more than doubles the number of counseling PhD programs this potential preference for PhD clinical students may be unsubstantiated, especially considering that internship acceptance rates are similar across PhD clinical and counseling students (APA, Commission on Accreditation, 2011b). Likewise, clinical PhD programs produce approximately 1,300 degrees a year, whereas counseling PhD programs produce only 500 (Norcross et al., 1998). This means that internship sites may only appear to prefer clinical students because counseling students are less common. Understanding the relationship between program type and internship site is important because an internship "should be consistent with the goals and objectives of the student" (Callahan et al., 2010, p.2).

Counseling and clinical psychology programs are both capable of preparing students for internship and producing psychologists with excellent research and clinical skills. In addition, both specialties produce predoctoral interns in hospitals and university counseling centers. It is important to remember, however, that some internship sites may express a preference for students from a particular type of program (e.g., counseling or clinical psychology).

Ethics

The internship crisis is not exclusively a professional problem that jeopardizes the integrity of graduate training; it is an ethical issue that students and psychologists should continue to confront (Rodolfo et al., 2007). When Raimy (1950) argued for a system of accreditation in psychology, he emphasized an ethical duty to assure prospective students of program quality. Although he was speaking about general program accreditation standards, I believe his words are applicable to today's internship crisis. The APA's *Ethical Principles of Psychologists and Code of Conduct* (2010) may also support more formal education of prospective students about the internship crisis. Specifically, section 7.02 says

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program...requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties (p. 9).

Prospective students of clinical, counseling, and school psychology are more than "interested parties" (APA, 2010, p. 9); they represent the future identity of professional psychology. Perhaps "a current and accurate description" of the internship requirement involves a more thorough description of potential consequences associated with this training issue (APA, 2010, p. 9). Moreover, because some graduate programs are not compliant with IR C-20 it is difficult for prospective students to access the information they need to make an informed decision regarding their graduate training (APA, Commission on Accreditation, 2013, p.1).

In my opinion, when students are unable to secure an internship, they may prolong their graduate careers, incur increased debt, and become more likely to accept unaccredited internship

positions that could offer poor training and lead to limited employment opportunities. For example, to work as a psychologist in the VA one must complete a CoA-accredited internship. For these reasons, in addition to working to create new internship positions, graduate programs of professional psychology have an ethical obligation to better educate prospective students of professional psychology about the internship crisis. Likewise, applicants to doctoral programs need to take personal responsibility and educate themselves about this issue prior to accepting an admissions offer. To facilitate prospective students' knowledge of the internship crisis, perhaps colleges and universities should consider a more formal, pedagogical presentation of this issue in undergraduate classes.

Education as a Potential Solution

Students considering clinical and counseling doctoral psychology programs cannot demonstrate individual initiative to inform themselves of this issue if they are naïve to its existence. In undergraduate Introduction to Psychology courses, incorporating a brief lecture or writing assignment into the syllabus that addresses the causes and consequences of the internship imbalance could be beneficial. Because the internship imbalance threatens the integrity of training in professional psychology (Munsey, 2011), a formal, pedagogical presentation of this issue may be needed. Another way to educate prospective students could involve graduate programs linking to APPIC and pertinent literature about the imbalance where their websites should provide student outcomes statistics. In addition, the CoA should consider requiring accredited graduate programs to include accurate internship data with acceptance notifications, directly providing students with a measure of the program's commitment to ensure their students match to CoA-accredited internships. For example, accepted applicants to doctoral professional psychology programs may benefit from receiving C-20 outcomes data as part of their letter of

admission from the graduate college. By educating prospective students about the supply-demand internship crisis, perhaps the severity of this issue will be reduced.

Conclusion

It is important to acknowledge the numerous strategies that APA, APPIC, the American Psychological Association of Graduate Students (APAGS), the Council of Chairs of Training Councils (CCTC), the National Council of Schools and Programs of Professional Psychology (NCSPP), and other organizations have taken to address this issue. In particular, APAGS should be recognized for their consistent effort to “raise the profile of the internship crisis to the forefront of APA's priorities and agenda” (R. Casas, personal communication, July 1st, 2013). As a result of coordinated and systematic advocacy by APAGS, the internship imbalance was labeled a “crisis,” and an important dialogue amongst policymakers and psychologists to rectify this issue was initiated. Most recently, APAGS sponsored an internship series at the 2013 annual convention of the American Psychological Association to offer students strategies to find an internship and information on how to participate in APPIC’s application process (El-Ghoroury, Prinstein, Keilin, & Williams-Nickelson, 2013).

Despite their invaluable efforts, however, the imbalance is likely to persist (Altmaier, in press) and is still regarded as a crisis that can have devastating consequences (Munsey, 2011). The internship crisis “undermines psychology’s standing among other professions and its practitioner’s perceived legitimacy in the eyes of payers and consumers” (Robiner & Yozwiak, 2013, p. 28) and has, according to Dr. Cynthia Belar, the executive director of APA’s Education Directorate, jeopardized the perceived integrity of professional psychology’s training. Belar stated, “we can’t hide our heads in the sand; there’s a problem here. People are getting hurt, and we don’t look so good” (Munsey, 2011, p.12). It is especially problematic that prospective

students of doctoral clinical and counseling psychology programs may not have advance knowledge of the supply-demand internship problem. Moreover, many may not understand the potential ramifications the imbalance could have on their professional and personal lives.

If prospective students were better educated on the effects of the internship imbalance they may be more likely to matriculate at programs with more successful match rates (Altmaier, in press). Though limited, some materials explaining the internship crisis have been prepared specifically for undergraduates. These include publications by the Clinical Psychology Training Council, APAGS sponsored *Courageous Conversations* initiatives, and *GradPsych*, the APAGS graduate student magazine (Ameen & El-Ghoroury, 2013; APA, 2013). In addition, Rodolfo et al. (2007) have stated, “it is important for potential (undergraduate) students to have the information they need to make reasonable decisions about the future” (p. 227). Despite these resources, much of the research about the supply-demand crisis exists in journals read primarily by academics. The APA Divisions 12, 16, and 17, along with the training councils for clinical, counseling, and school psychology, should continue to take collaborative action to inform and educate prospective students about the internship imbalance. Through cooperation, advocacy, education, personal initiative of prospective students, and continued activism by APA, APPIC, APAGS, training councils, and other organizations, perhaps the supply-demand crisis can be mitigated.

**Resources Regarding the Internship Crisis for
Prospective Students of Professional Psychology**

- 1) **APA activism to combat the internship crisis**
<http://www.apa.org/education/grad/internship.aspx>
- 2) **APAGS activism to combat the internship crisis**
<http://www.apa.org/apags/issues/internship-crisis-actions.aspx>
- 3) **Active APA-accredited programs in Clinical, Counseling, and School Psychology**
<http://www.apa.org/ed/accreditation/programs/accred-professional.aspx>
- 4) **Graduate programs, internships, and post-doctoral programs applying for accreditation**
<http://www.apa.org/ed/accreditation/programs/initial-accred.aspx>
- 5) **Comments from applicants who participated in the 2011 internship match**
<http://www.appic.org/Match/MatchStatistics/CommentsaboutImbalance.aspx>
- 6) **APPIC internship match statistics**
<http://www.appic.org/Match/Match-Statistics>
- 7) **CCTC psychology internship development toolkit**
<http://www.psychtrainingcouncils.org/InternshipToolkitCCTC.pdf>
- 8) **Doctoral internship guidelines for School Psychology**
<https://sites.google.com/site/cdspphome/2012guidelines>

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