

RESOLUTIONS PASSED BY CUDCP  
FROM 1990 – 2001  
BUSINESS MEETING NOTES

August 1990

1. Discussion on the issue of 2-year internships concluded that members consider their graduates ready to provide independent services after one year of internship.

February 1993

2. CUDCP endorses the policy statement of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Gainesville, FL 1990) for the training of clinical psychologists in CUDCP programs that describe their training models as scientist-practitioner. CUDCP respects and advocates diversity and innovation in the implementation of the scientist-practitioner model.
3. CUDCP recognizes that the Accreditation Summit Steering Committee has articulated important principles and values regarding the evaluation of scientist-practitioner programs. We encourage further discussion and development of these principles.

August 1993

4. We recommend that internship be required to make an explicit statement in their materials describing the research opportunities available to interns. The statement should include the internship's policy regarding: (1) specific time that could be set aside explicitly by interns for research activities; (2) research opportunities and supervisors on site; (3) availability of time for continuing research activities in collaboration with the home program; (4) availability of support for research activities (e.g., space, computers). CoA should consider the site's statement in making accreditation decisions. The student, the student's advisor, and the DCT should collaborate in selecting internships whose research opportunities fit students' research interests and needs.

February 1994

5. We support the principle that psychologists use assessments and treatments that are empirically supported and that psychologists, as scientist-practitioner, engage in research regarding the validation of assessment and treatment techniques.  
Specifically:
  - We support efforts to collect and disseminate information regarding empirically supported assessments and interventions. This information should be updated on a frequent basis.

- Training in the use of empirically supported assessments and treatments should occur as part of the training at all levels, i.e., pre-doctoral, internship, post-doctoral, and continuing education.
- Training in the research methodology for developing and evaluating new assessment and treatment approaches should take place within all levels of training.
- Accreditation at all levels should require evidence of training in the use of empirically supported assessments and treatments, as well as training in the research skills necessary to validate new techniques.
- We recommend ongoing development of the process and criteria by which assessments and interviews will be judged. We further recommend the ongoing evaluation of the generalizability of empirically supported assessments and interventions across settings and populations.

#### February 1995

6. A motion was presented and supported to extend CUDCP's participation in BEA for three more years.
7. The final motion presented for a vote was:
  - 1) Whereas the practice of Clinical Psychology should be based on scientific knowledge; and
  - 2) Whereas scientific knowledge at the psychological level of analysis has contributed greatly to the understanding and amelioration of human suffering; and
  - 3) Whereas adequate training in psychological science and its application requires many years of study, and while it can prepare clinical psychologists to research drug effects, it does not provide competence for prescribing psychoactive drugs; and
  - 4) Whereas collaboration between well-trained clinical psychologists and medical practitioners can provide responsible and effective combined treatments when medication is required;

Be it therefore resolved that:  
It is premature to extend prescription privileges to clinical psychologists.

#### January 1997

8. CUDCP urges APA to systematically study supply and demand issues relevant to Clinical Psychology graduate students, including production and employment of graduates, APA Monitor ads, and an independent market analysis.
9. CUDCP urges universities to provide faculty development support for retraining Clinical Psychology faculty to enable them to prepare students for the emerging health care system.
10. CUDCP urges APA to make advocacy for inclusion in General Medical Education funding its highest priority.

11. CUDCP recommends that BEA Committee developing curricula for Level III training in prescription privileges seriously consider its development at the postdoctoral level.
12. CUDCP resolves that it wishes to pursue the development of internship training at the postdoctoral level for Clinical Psychologists.
13. CUDCP resolves that it wishes ASBPP to urge state licensing boards to support the creation of rules and regulations that provide for the reasonable possibility of licensure for Clinical Psychology faculty, and that supervised hours spent in providing clinical training count as postdoctoral hours.

#### January 1998

14. CUDCP resolves to continue full participation on the APA Committee on Accreditation for a period of 7 years.
15. CUDCP resolves to develop mechanisms for the systematic provision of program-specific and aggregate data about graduate doctoral programs to potential applicants and the public. Examples of information to be included are student-faculty ratios, internship placements, student funding, post-graduate employment, etc.
16. CUDCP requests that faculty of its member programs who pay the APA special assessment fee be allowed to direct their monies to the directors of their choice, so as to foster graduate education and training of scientist-practitioners.
17. Given our concerns with rising costs, in terms of both time and money necessary for students to be involved in the current internship interviewing process, CUDCP recommends that APPIC work with relevant organizations to develop mechanisms to mitigate these costs.

#### January 1999

18. CUDCP resolves that an ongoing national database pertinent to graduate education and training in psychology is essential. This need has been recognized by every major training conference and again in the 1991 CUDCP resolutions, yet it is not realized to date. Therefore, CUDCP requests from APA that a status report about the database be generated.
19. CUDCP requests CCTC consider this matter as well, and join with BEA in its stated priorities to request of the APA, what the specific steps being taken, with a reportback to CUDCP by the Y2K multicouncil conference.

#### January 2000

20. Students who sign the agreement for the APPIC computer match are expected to abide by the rules of the system. This agreement includes the stipulation that the student will accept and attend the internship program to which the student is matched. Failure to abide by the rules will be investigated by the CUDCP member program. This failure could be evidence of unprofessional and/or unethical behavior and subject the student to disciplinary action up to and including termination from the university training program.

#### January 2001

21. CUDCP resolves that Greg Keilin, along with APPIC Board, have exemplified the highest levels of professionalism through their efforts to establish and refine the APPIC computer match system. Dr. Keilin's compassion and clarity of communication eased the transition and resolved many of the difficulties associated with internship placement. The contributions of Dr. Keilin and APPIC are greatly appreciated by the member programs of CUDCP and by their students.
22. The word "mail" in the CUDCP By-Laws will be interpreted to include both postal mail and Email when revising the By-Laws.
23. Whereas APA has created a committee to review the composition of the Committee on Accreditation (CoA), and whereas a majority of APA accredited doctoral programs are clinical programs and CUDCP has only 2 seats on CoA in the domain representing professional education. Therefore, CUDCP respectfully requests that APA consider two additional seats on CoA to represent CUDCP to enhance proportional representation.
24. CUDCP shall form a task force to examine issues relevant to increasing ethnic diversity in clinical psychology.
25. CUDCP reaffirms the importance of multiculturalism in clinical psychology training and professional functioning. CUDCP resolves its determination to implement multicultural relevance as integral to the scientist-practitioner model for the benefit of science and the practice of psychology.
26. Be it resolved that CUDCP encourages its member programs to refuse to complete the U.S. News & World Report reputational survey for 2001; that CUDCP requests that the U.S. News & World Report magazine develop mechanisms to provide more information for decision-making of prospective applicants for clinical psychology training; and that CUDCP offers its assistance to U.S. News & World Report in developing these mechanisms and accessing necessary information.
27. CUDCP shall form a task force to examine the impact of APA prescription authority Level 3 training on the scientist-practitioner model.

