

2005 NCSPP Self Study: Final Results

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Introduction and Methodology

The goal of the Self Study was to share information with other NCSPP member programs, other colleagues in the field of psychology, and the general public about who NCSPP is and the methods and models of their training programs.

Fifty-seven NCSPP member programs comprised the sample.

Six delegates were asked to complete the online pilot Self Study and to provide feedback during the months of May and June, 2005. This feedback was used to further refine each of the 14 sections of the Self Study before it was released to the remaining sample.

Over the duration of four months, delegates were sent various emails from the NCSPP and Research Office prompting participation in the Self Study. In the first week of July, the Research Office sent each delegate an email containing the URL to the online instrument and login instructions. At the login page, they were asked to enter their email address and a randomly assigned passcode in order to proceed to the instrument. Email reminders and updates on the progress of each school were posted on the NCSPP listserv.

Delegates were given eight weeks to complete the Self Study, with an initial cut off date of August 17. However this cut off date was lifted in order to increase the response rate. These final results are current as of December 14, 2005.

There were a total of 14 sections that could be completed in any order. Delegates had the ability to save and modify responses. After the completion of all the sections, respondents were asked to click on a final submit button to indicate completion of the entire Self Study. As of December 14, a total of 44 delegates completed the entire Self Study, yielding an overall response rate of 77%. However, response rates to each Self Study section varied and ranged from 77% to 91%. Response rates by sections are listed below.

| | N | % |
|---------------------------------------|----|-----|
| S1. Institution/Program Demographics | 52 | 91% |
| S2. Students | 51 | 89% |
| S3a. Administrators | 50 | 88% |
| S3b. Faculty | 51 | 89% |
| S3c. Faculty – General | 50 | 88% |
| S4. Institution/Program – General | 50 | 88% |
| S5. Curriculum | 49 | 86% |
| S6a. Diversity – Curriculum/Practicum | 47 | 82% |
| S6b. Diversity – General | 46 | 81% |
| S7. Practicum | 48 | 84% |
| S8. In-House Training | 47 | 82% |
| S9. Internship | 49 | 86% |
| S10. Alumni | 46 | 81% |
| S11. NCSPP Organization/Activities | 44 | 77% |

Caveats

This report contains sample statistics, not population estimates. That is, the data represent only those member programs who responded to the sections, and therefore, inferences about non-respondent programs based on the survey results cannot be made.

The tables include frequencies and, where applicable, descriptive statistics of respondents who provided information on a specific item/question. The median may be the most useful measure of central tendency since it is less influenced by extreme values than the arithmetic mean.

“Not specified” or missing data were included in the total counts.

In some cases, respondents were asked to provide multiple responses (e.g., Section 6b). Therefore, percentages may exceed 100%.

The number of respondents in some categories is very small. Therefore, the statistics reported should be viewed with extreme caution. Demographic data from Sections 2, 3a, and 3b were problematic due to missing information and/or overcounts. In addition, information on doctoral programs within NCSPP member programs (Section 1, question 3) was faulty. As a result, analyses from the *2006 Graduate Study in Psychology* and *2004-05 Faculty Salary Survey* were used in place of the Self Study data. There were also problems with the internship statistics provided in Section 9. Since internship data on member programs could not be obtained from other sources, these data were excluded.

Summaries

Section 1. Institution/Program Demographics

Question 1a-1g. Delegates were asked the type of degree awarded by their member program, their member program type, the institution type their member program is located within, the religious affiliation of their institution (if any), the setting of their member program, the setting of their institution, and finally the tax status of their institution..

The largest proportion of respondents indicated that a PsyD (90.4%) was the type of degree awarded by their member program, followed by a PhD (9.6%).

Clinical (96.2%) was the most frequent member program type, followed by counseling (1.9%) and combined (1.9%).

The majority of programs were College or University based (88.5%), followed by Independent Professional School of Psychology (11.5%).

Seventy-one percent of respondents indicated that the religious affiliation of their school was not applicable, while 27% indicated their program was faith based.

Sixty-five percent of delegates indicated that they were located in Schools of Psychology was the setting of their member program, followed by Department of Psychology (28.9%), and other setting (5.9%).

Urban was the most frequently reported setting of institution (59.6%), followed by suburban (30.9%), and rural (9.7%).

Seventy-seven percent of respondents indicated the tax status of their institution to be Not for Profit, while 19.2% indicated the tax status of their institution to be For Profit.

Question 2a-2c. Concentration/specialty study offered within NCSPP member program, practicum training available within NCSPP member program, and practicum training required within NCSPP member program.

Child/Adolescent (53.9%) was the most frequent concentration/specialty study offered within NCSPP member program, followed by health and neuropsychology (40.4%), family (36.6%), forensic (34.7%), multicultural (19.2%), organizational (11.6%), person-centered (9.6%), gerontology and community (5.8%), applied behavioral analysis (3.8%), and trauma/maltreatment.

Child/Adolescent (88.6%) was the most frequent practicum training focus **available** within NCSPP member program, followed by health, family and neuropsychology (78.8%), forensic (75.0%), multicultural (67.3%), trauma/maltreatment and community (63.5%), gerontology (57.7%), person-centered (46.2%), organizational (38.5%), and applied behavioral analysis (36.5%).

Child/Adolescent (34.6%) was the most frequent practicum training **required** within NCSPP member program, followed by forensic (13.5%) health, neuropsychology and multicultural (11.5%), family (9.6%), organizational (5.8%), gerontology and person-centered (1.9%), trauma/maltreatment and applied behavioral analysis (36.5%).

Question 3a-3b. Other programs. Delegates were asked to indicate accreditation information, concentration areas, and median years of completion (full-time program) for the 2004-2005 academic year for other programs (excluding NCSPP member program) within their school or department of psychology degree. Additionally, characteristics of doctoral programs in NCSPP member schools by type of institution were added by the APA Research Office.

Ninety-two percent of respondents indicated that the degrees offered were BA/BS, followed by other (8.3%). The median years to completion of the bachelors degree was 4.0.

The majority of respondents (95.7%) indicated that a Master's Arts/Science was a degree offered followed by other (4.4%). Seventy-seven percent indicated it was a terminal degree, 13.2% did not specify whether it was terminal or non-terminal, and 9.9% indicated it was a non-terminal degree.

Clinical (19.8%), was the most frequent concentration within a Master's degree, followed by counseling-colleges and universities (12.1%), marriage and family therapy and not-specified concentration (8.8%), school psychometry (6.6%), industrial-organizational, organizational and forensic (4.4%), experimental-general, psychopharmacology and counseling psychology (3.3%), behavioral analysis, marriage and family and art therapy (2.2%), and clinical-child, college teaching, community-clinical, substance abuse, counseling and guidance, educational, general, health psychology, sports, and other (1.1%).

The following summaries are based on data from the 2006 Graduate Study in Psychology which is a project of the APA, directed by the Education Directorate in collaboration with the Research Office. Data includes all NCSPP member schools including those who may not have necessarily responded to the present study.

Seventy-four percent of respondents indicated their program's degree type to be a PsyD, while 25.7% indicated their programs degree type to be a PhD.

Types of accreditation included clinical (65.7%), not applicable to their program (26.8%), combination (3.3%), school (2.2%), and unaccredited (1.1%).

Clinical (71.1%) was the most frequent subfield, followed by school (7.9%), other health service provider subfields (6.8%), clinical neuropsychology, industrial/organizational, and other research subfields (2.2%), and counseling, health, developmental, educational, experimental, other fields, and not specified (1.1%).

The median years to completion of a doctorate degree was 5.0 for an independent school, and 5.0 for a University-based school.

Section 2. Students

Question 2. For the 2004-2005 academic year delegates were asked whether the following information was required of applicants: GRE Verbal scores, GRE Quantitative scores, GRE Analytical scores, PGRE Score, Undergraduate GPA, Undergraduate Psychology GPA, Masters GPA, and Masters Psychology GPA.

Fifty-nine percent of respondent's indicated that the GRE Verbal score was required for their member program. Forty-one percent indicated it was not required. The mean minimum GRE Verbal score was 424.9, with a SD of 85.09. The median GRE Verbal score is 526.9.

Fifty-nine percent of respondents indicated that the GRE Quantative score was required by their member program. The mean minimum GRE Quantative score was 437.2, with a SD of 105.60. The median GRE Quantative score was 589.5.

Less than a third of respondents indicated the GRE Analytical score was required for newly enrolled students, while close to 69% of respondents indicated that it was not required.

Eighty-six percent of respondents indicated that the PGRE score was not required by their member program, while fourteen percent indicated it was required. The mean minimum PGRE score was 474.3, with a SD of 70.44. The median PGRE score was 583.3.

Eighty-four percent of respondent's indicated that the undergraduate GPA was required of applicants. The mean minimum GPA score was 2.9, with a SD of .35. The median GPA score was 3.4.

Sixty-nine percent of respondent's indicated that undergraduate psychology GPA was not required, while thirty-one percent indicated it was required. The mean minimum GPA score was 2.9, with a SD of .33. The median GPA score is 3.6.

Eighty-four percent of respondents indicated that Masters GPA was not required, while sixteen percent indicated it was required. The mean minimum Masters GPA score was 3.3, with a SD of .29. The median Masters GPA score was 3.8.

Ninety-six percent of respondents indicated that a Masters Psychology GPA was not required, while four percent indicated it was required. The mean minimum Masters Psychology GPA score was 3.3, with a SD of .30. The median Masters Psychology GPA score was 3.9.

Question 3. Delegates were asked to indicate the average GPA of the current graduating class of 2005.

The average GPA of current graduating class of 2005 was 3.7, with a SD of .16.

Question 4. For the 2004-2005 academic year, delegates were asked to supply the following information for PsyD, PhD, and MA programs: number of applicants, number accepted, number enrolled (new admits only), total students enrolled, number withdrawn or dismissed, and number of degrees awarded.

For PsyD programs, the mean number of applicants was 172.7, with an SD of 99.1. The mean number accepted was 67.4, with an SD of 44.8. The mean number of individuals who enrolled in a PsyD program was 39.1, with an SD 25.6. The total number of students enrolled was 174.3, with an SD of 112.9. The mean number of withdrawn or dismissed students was 5.1, with an SD of 5.2. The average number of PsyD degrees awarded per program was 27.1, with an SD of 20.9.

For PhD programs, the mean number of applicants was 122.9, with an SD of 61.9. The mean number accepted was 45.3, with an SD of 47.93. The mean number of individuals who enrolled in a PhD program was 20.3, with an SD 14.7. The total number of students enrolled was 58.4, with an SD of 26.2. The mean number of withdrawn or dismissed students was 3.6, with an SD of 2.6. And the number of PhD degrees awarded was 15.2, with an SD of 10.2.

For Masters programs, the mean number of applicants was 128.2, with an SD of 156.9. The mean number accepted was 75.9, with an SD of 100.9. The mean number of individuals who enrolled in a Masters program was 47.5, with an SD 81.5. The total number of students enrolled was 188.0, with an SD of 510.4. The mean number of withdrawn or dismissed students was 17.1, with an SD of 40.2. And the number of Masters degrees awarded was 35.7, with an SD of 61.4.

The following summaries are based on data from the 2006 Graduate Study in Psychology which is a project of the APA, directed by the Education Directorate in collaboration with the Research Office. Data include all NCSPP member schools including those who may not have necessarily responded to the present study.

Of the 13,940 students enrolled **full time** in NCSPP member schools, 3,177 (23%) were male, while 10,699 were female (77%), and 64 were not specified (.5%). Sixty-eight percent of full-time students considered their ethnicity to be Caucasian, while 10.0% indicated Hispanic, 9.1% indicated African-American, 6.2% indicated Asian, 3.6% did not specify, 2.4% indicated Multi-ethnic, and 0.6% indicated Native American.

Of the 3,483 students enrolled **part time** in NCSPP member schools, 830 (24%) were male, while 2,411 were female (70%), and 242 were not specified (7%). Sixty-five percent of part-time students considered their ethnicity to be Caucasian, while 11.9% did not specify, 9.4% indicated African-American, 6.1% indicated Hispanic, 4.7% indicated Asian, 1.9% indicated Multi-ethnic, and 0.6% indicated Native American.

Section 3a. Administrators

The following summaries are based on data from the 2004-05 Faculty Salary Survey conducted by the APA Research Office. Exercise extreme caution must be taken when interpreting data where the N is less than 10.

Seven NCSPP schools included information on administrative positions. Of these, 78% were clinical training directors, 11.1% were assistant chair/associate chairs, and 11.1% did not specify a title.

Sixty-three percent indicated their administrators were full professors, while 37% indicated associate professor.

Finally, 56% of administrator's were women.

Section 3b. Faculty

The following summaries are based on data from the 2004-05 APA Faculty Salary Survey, conducted annually by the APA Research Office.

Race/ethnicity and gender of **all** faculty in NCSPP member schools who responded to the survey by type of institution for 2004-05.

Out of a total of 819 faculty, 669 (81.7%) were identified as white, 62 or 7.6% were black, 43 (5.3%) were Hispanic, 37 (4.5%) were Asian, and 1% were not specified. In regard to gender, 439 (53.6%) of all faculty in NCSPP member schools were male.

Race/ethnicity and gender of **full-time** faculty in NCSPP member schools by type of institution for 2004-05.

For a total full-time population of 631 faculty, 511 (81%) were classified as white, 54 (8.6%) as black, 32 (5.1%) as Hispanic, 27 (4.3%) as Asian, and 7 (1.1%) were not specified. In regard to gender, 344 (54.5%) of all full-time faculty in NCSPP member schools were male.

Race/ethnicity and gender of **clinical** faculty in NCSPP member schools by type of institution for 2004-05.

For the 2004-05 year, total clinical faculty in NCSPP member schools was 581. Four hundred and sixty-one (79.3%) were classified as white, 51 (8.8%) were black, 35 (6%) were Hispanic, 32 (5.5%) were Asian, and 2 (.3%) were not specified. Regarding gender, 305 (52.5%) of clinical faculty in NCSPP member programs were male.

Race/ethnicity and gender of **clinical full-time** faculty in NCSPP member schools by type of institution for 2004-05.

For a total clinical full-time population of 449 faculty, 352 (78.4%) reported their race/ethnicity as white, 45 (10%) were reported as black, 27 (6%) were reported as Hispanic, 23 (5.1%) were reported as Asian, and 2 (0.4%) were not specified. Regarding gender, 239 (53.2%) of all full-time faculty in NCSPP member schools were male.

Section 3c. Faculty-General

Question 1-1a. Delegates were asked if their program awards tenure to faculty, and the number of faculty awarded within member program.

½ of respondents indicated their program awards tenure to faculty. Of those that indicated their program awards tenure, the mean number of faculty awarded tenure is 6.5, with a SD of 3.98.

Question 2. Which theoretical orientations are represented among your faculty?

The most frequently mentioned theoretical orientation among faculty is cognitive/behavioral (96%), followed by psychoanalytic/psychodynamic (94%), family systems (88%), cognitive (62%), behavioral (60%), person/client-centered humanistic (56%), existential (50%), other theoretical orientation (36%), gestalt (14%), and Adlerian (12%).

Question 3. Delegates were asked the percentage of faculty that are engaged in some form of psychological practice.

The mean percentage of faculty engaged in some form of psychological practice was almost 82%, with a SD of 18.63.

Question 4. Does the program provide release time for faculty to engage in psychological practice?

Fifty-four percent of respondents indicated that their program does provide release time for faculty to engage in psychological practice and time per week, thirty-six percent indicated their program does not provide release time, and 10% did not specify. The mean time per week in hours was 7.7, with a SD of 1.09.

Section 4. Institution/Program-General

Question 1. Does your program take into consideration the following needs of faculty and students: parental or family leave, release time above the “Family Medical Leave Act,” flexible schedules, telecommuting, onsite child care, onsite fee-reduced child care, onsite free child care health insurance benefits, and health insurance benefits to same-gender partners?

For faculty, Onsite child care, Onsite fee-reduced child care, Onsite free child care were rare, with only 3 programs providing onsite child care options with no price breaks . Sixty-eight percent of delegates indicated that their program takes into consideration a tax exempt childcare plan, 48% indicated that their program takes into consideration health insurance benefits for same-gender partners, 44% indicated that faculty in their programs receive health insurance benefits, 32% indicated faculty are allowed to telecommute, 30% indicated they have a flexible schedule option, 26% indicated that parental or family leave is taken into consideration, and 26% also indicated faculty has release time above the “Family Medical Leave Act.”

For students, very few programs mentioned separate consideration specifically directed at student’s needs, although two programs provided on site fee-reduced child care; an option NOT provided to faculty. Four percent of delegates indicated that their program takes into consideration onsite fee-reduced child care, 2% indicated students has release time above the “Family Medical Leave Act,” and 2% indicated students in their program receive health insurance benefits.

However, student’s needs were addressed by programs that responded “both”- indicating that parental and family leave, release time above the “Family Medical Leave Act,” flexible schedules and health care insurance benefits were considered for both faculty and students.

Seventy percent of delegates indicated their programs took both faculty and students parental or family leave needs into consideration, 60% indicated both faculty and students release time above the “Family Medical Leave Act,” 60% indicated both faculty and students flexible schedule needs, 50% indicated both faculty and student needs for health insurance benefits, 18% indicated both faculty and student telecommuting needs, 10% both faculty and student health insurance benefits to same-gender partner needs, 6% indicated both faculty and student onsite child care needs, and 2% indicated both faculty and student tax exempt child care plan needs were taken into consideration.

Areas that might warrant attention included telecommuting, onsite reduced childcare, and health benefits to same gender partners.

Question 2. Delegates were asked if their program offers sabbatical leave to faculty.

Seventy-four percent of respondents indicated that their program did offer sabbatical leave to faculty, while 26% indicated their program did not.

Question 3-4. Delegates were asked if their program had an established remediation plan/performance improvement plan, and if their program's definition of disciplinary action differentiate "remediation" and "disciplinary action."

Ninety percent of respondents indicated their program did have an established remediation plan/performance improvement plan, while 6% indicated they did not. Four percent did not specify whether they had an established plan.

Seventy percent of respondents indicated their program's definition of disciplinary action differentiates "remediation" and "disciplinary action," while 24% indicated they did not. Six percent did not specify whether their program's definition differentiated between "remediation" and "disciplinary action."

Question 7. Over the past five years, how many doctoral students has your institution dismissed for clinical unsuitability?

The mean number of doctoral students dismissed in the past five years for clinical unsuitability was 2.1, with an SD of 2.7.

Question 8. Delegates were asked the length of academic year for which they are reporting financial assistance.

Fifty-four percent of respondents said that their financial assistance academic year is a 9-10 month period, 40% indicated it is an 11-12 month period, 4% did not specify, and 2% said it was not applicable.

Question 9. Delegates were asked the availability/levels of financial assistance available for **first year** students in the form of graduate assistantships, teaching assistantships, research assistantships, traineeships, and fellowships & scholarships.

Fifty-four percent indicated that first-year graduate assistantships were available, while 46% indicated it was not available. The median amount paid per year to first year graduate assistants was \$5000, and the median hours worked per week was 10. Forty-four percent indicated that no tuition remission is given to first year graduate assistants, 33.3% indicated that partial tuition remission was given, 14.8% did not specify, 3.7% indicated that full tuition remission was given, and 3.7% indicated that both full and partial tuition could be given.

Sixty-eight percent indicated that first-year teaching assistantships were not available, while 32% indicated it was available. The median amount paid per year to first year teaching assistants was \$2970, and the median hours worked per week was 10. Fifty-six percent indicated that no tuition remission is given to first year teaching assistants, 1/4 indicated that partial tuition remission was given, 6.3% did not specify, 6.3% indicated that full tuition remission was given, and 6.3% indicated that both full and partial tuition could be given.

Sixty percent indicated that first-year research assistantships were not available, while 40% indicated it was available. The median amount paid per year to first year research assistants was \$4750, and the median hours worked per week was 8. Sixty-five percent indicated that no tuition remission is given to first year research assistants, 20% indicated that partial tuition remission was given, 5% did not specify, 5% indicated that full tuition remission was given, and 5% indicated that both full and partial tuition could be given.

Ninety-four percent indicated that first-year traineeships were not available, while 6% indicated it was available. The median amount paid per year to first year trainees was \$10,000, and the median hours worked per week was 14. Thirty-three percent indicated that no tuition remission is given to first year trainees, 33.3% indicated that both full and partial tuition remission was given, and 33.3% did not specify.

Seventy-four percent indicated that first-year fellowships and scholarships were available, while 26% indicated it was not available. The median amount paid per year to first year fellowship and scholarships was \$2,500, and the median hours worked per week was 0. Forty-nine percent indicated that no tuition remission is given for first year fellowships and scholarships, 30% indicated that partial tuition remission was given, 14% did not specify, 5% indicated that both full and partial tuition remission was given, and 3% indicated that full tuition remission could be given.

Question 10. Delegates were asked the availability/levels of financial assistance available for **advanced year** students in the form of graduate assistantships, teaching assistantships, research assistantships, traineeships, and fellowships & scholarships.

Fifty-eight percent indicated that advanced year graduate assistantships were available, while 42% indicated it was not available. The average amount paid per year to advanced year graduate assistants was \$3,850, and the average hours worked per week was 10. Fifty-two percent indicated that no tuition remission is given to advanced year graduate assistants, 31% indicated that partial tuition remission was given, 7% did not specify, 7% indicated that both full and partial tuition remission was given, and 3.4% indicated that full tuition could be given.

Seventy-four percent indicated that advanced year teaching assistantships were available, while 26% indicated it was not available. The average amount paid per year to advanced year teaching assistants was \$2,000, and the average hours worked per week was 8. Fifty-four percent indicated that no tuition remission is given to advanced year teaching assistants, 19% did not specify, 16% indicated that partial tuition remission was given, 5.4% indicated that full tuition remission was given, and 5.4% indicated that both full and partial tuition could be given.

Fifty-six percent indicated that advanced year research assistantships were not available, while 44% indicated it was available. The average amount paid per year to advanced year research assistants was \$3,000, and the average hours worked per week was 8. Fifty percent indicated that no tuition remission is given to advanced year research assistants,

23% indicated that partial tuition remission was given, 14% did not specify, 9% indicated that full tuition remission was given, and 5% indicated that both full and partial tuition could be given.

Eighty-eight percent indicated that advanced year traineeships were not available, while 12% indicated it was available. The average amount paid per year to advanced year trainees was \$5,000, and the average hours worked per week was 14. All respondents indicated that no tuition remission is given to advanced year trainees.

Sixty-eight percent indicated that advanced year fellowships and scholarships were available, while 32% indicated it was not available. The average amount paid per year to advanced year fellowship and scholarships was \$2,250, and the average hours worked per week was 0. Fifty-three percent indicated that no tuition remission is given for advanced year fellowships and scholarships, 29% indicated that partial tuition remission was given, 15% did not specify, and 3% indicated that full tuition remission was given.

Question 11a-d. Delegates were asked the average number of assistantships offered per year, whether assistants receive formal and systemic training/instruction support services, if assistants receive any institutional and systemic training support services, and if their program's assistants are evaluated in a formal and systematic manner.

The average number of teaching assistantships offered per year was 20.5, with an SD of 28.32, the average number of graduate assistantships offered was 11.3, with an SD of 8.2, and the average number of research assistantships was 7.3, with an SD of 6.61.

Fifty-four percent indicated teaching assistants receive formal and systemic training/instruction regarding duties, forty-six percent of respondents indicated that graduate assistants receive formal and systemic training/instruction. Thirty-four percent of respondents specified that research assistants received formal and systemic training regarding duties.

Fifty-four percent indicated teaching assistants do not receive institutional and systemic training/instruction support services, while 30% indicated they did. Forty percent of respondents indicated that graduate assistants do not receive institutional and systemic training/instruction support services, while 32% indicated they did. Forty-eight percent of respondents did not specify whether research assistants receive institutional and systemic training/instruction support services, 28% indicated they did, and 24% indicated they did not.

Forty-eight percent indicated teaching assistants are not evaluated in a formal and systemic manner, while 38% indicated they are. Forty-two percent of respondents indicated that graduate assistants are evaluated in a formal and systemic manner, while 32% indicated they are not. Forty-four percent of respondents did not specify whether research assistants are evaluated in a formal and systemic manner, 32% indicated they are not, and 24% indicated they are.

There is greater consistency across programs in whether graduate research and teaching assistants received training than with respect to receiving support services or being evaluated in a formal and systemic manner.

Question 12. Delegates were asked if their students have access to the following services at the school/university: internal counseling/psychological services, counseling/psychological services, consulting center, multicultural/diversity center, career counseling/development center, academic resource center, and alumni services.

Areas where students had ample access to services at their school/university included counseling/psychological services centers, career counseling/development centers and academic resource centers, and alumni services centers.

Sixty-four percent of respondents indicated that an internal counseling/psychological services center was not accessible to students at their university. Fifty-six percent of respondents indicated that there was a counseling/psychological services center at their university/school. Eighty-eight percent of respondents indicated students did not have access a school/university counseling center, and sixty-six percent indicated there was no access to a multicultural/diversity center at their school/university. Fifty-six percent indicated there was student access to a career counseling/development center at their school/university, and fifty-six percent also indicated there was student access to an academic resource center. Sixty-six percent of respondents indicated that there was student access to alumni services, and finally, 74% of individuals indicated they did not have student access to other services at their school/university.

Question 13. Delegates were asked if their institution participates in the Federal College Work Study Program.

The majority of respondents (86%) indicated their institution does participate in the Federal College Work Program, while 8% indicated their institution does not.

Question 14. Is online/distance/dispersed education an element of courses or instructional delivery in your institution, school or department, and/or member program?

Eighty percent of delegates indicated their institution had online/distance/dispersed education as an element of courses or instructional delivery, while 16% said their institution did not, and 2% said it was not applicable.

Fifty-six percent of delegates indicated their school or department had online/distance/dispersed education as an element of courses or instructional delivery, while 38% said their school or department did not, and 2% said it was not applicable.

Sixty-eight percent of delegates indicated their member program did not have online/distance/dispersed education and element of courses or instructional delivery, 24% indicated their member program did, and 2% said it was not applicable.

Question 15. Delegates were asked if advocacy training was offered to faculty/students.

Sixty-two percent of respondents indicated that advocacy training was not offered to faculty or students, 14% indicated it was offered to both faculty and students, 10% indicated it was offered to students, 8% indicated it was offered to faculty, and 6% did not specify.

Question 16. Is at least one of your NCSPP delegates a Federal Education Advocacy Coordinators Network representative?

Slightly more than 1/3 (38%) said that at least one faculty member was a representative, while 62% did not indicate having such a representative.

Question 17. Delegates were asked if in the past year, the number of times FEDAC representative received requests for further action.

The mean number of times FEDAC representatives received requests for further action was 6.4, with an SD of 7.43. There were three modes for this analysis (0, 4, and 5).

Section 5. Curriculum

Question 1. Delegates were asked what type of system for counting credit hours was in place at their member program.

The largest proportion of respondents indicated that semester hours (67.3%), while 14% were required to complete the member program.

The mean quarter hours required to complete a member program was 163.14, with a SD of 62.86, while the mean semester hours required to complete a member program was 110.16, with a SD of 15.3.

Question 2-3. Maximum number of transfer credit hours allowed, and the percentage of the total curriculum hours that is composed of required courses.

The mean maximum number of transfer credits allowed was 25.4, with a SD of 12.15.

The mean total curriculum hours that are composed of required courses were 79.9%, with a SD of 19.64.

Question 4. Delegates were asked if students can earn a Masters degree along the way to completing their doctorate, as well as the percentage of individuals that do so.

The majority of delegates (85.7%) indicated that students can earn a Masters degree on their way to earning their doctorate. Additionally, of respondents who indicated students can earn a Masters degree, a mean of 83.7%, with a SD of 24.89 do so.

Question 5. Program electives. Respondents were asked if specialty or concentration tracks were available, if dual degrees were available, and if electives from other departments or institutions were permitted.

Over $\frac{3}{4}$ of the delegates who responded (77.6%) indicated that specialty or concentration tracks were available.

Seventy-one percent of respondents said that dual degrees were not available at their institution's program.

When asked if electives from other departments or institutions were permitted, 65.3% of respondents indicated they were, while 32.7% indicated they were not.

Question 6. Delegates were asked which theoretical orientations students are exposed to in their program, either as stand alone courses or integrated within a course.

The top three orientations encountered in required courses were cognitive behavioral, psychoanalytic/psychodynamic, and family systems, while those in electives were

behavioral, humanistic and family systems, and the top two areas for no courses were Adlerian and gestalt.

Cognitive behavioral (81.6%) and psychoanalytic/psychodynamic (81.6%) were the two most frequently chosen required courses, followed by family systems (71.4%), cognitive (61.2%), person/client centered/humanistic (53.1%), humanistic (42.9%), behavioral (40.8%), other (22.4%), gestalt (16.3%), and Adlerian (12.2%).

Behavioral (30.6%) was the most frequently chosen elective courses, followed by humanistic (26.5%) and family systems (26.5%), person/client-centered/humanistic (24.5%), cognitive (16.3%) and gestalt (16.3%), cognitive/behavioral (14.3%), psychoanalytic/psychodynamic (12.2%), Adlerian (8.2%), and other (6.1%).

Adlerian (71.4%) was the most frequently chosen for no courses available, followed by gestalt (59.2%), humanistic (22.4%) and behavioral (22.4%), person/client-centered/humanistic (18.4%), cognitive (16.3%), other (2.0%), cognitive (0%) and family systems (0%).

Question 7. The different psychological measures students are exposed to in curriculum, either as stand alone courses or integrated within a course.

Overall, the most frequently required courses are the MMPI-II, the MMPI-A, the MCM-III, and the Bender-Gestalt. The most frequently chosen elective courses are the Halstead-Reitan and Hare's Psychopathy Checklist-Revised. The courses which are least likely to be required are the Hare Psychopathy Checklist-Revised and the Myers-Briggs Type Indicator.

The MMPI-II (89.8%) was the most frequently required course, followed by the MMPI-A (81.6%), the MCM-III (77.6%), the Bender-Gestalt (75.5%), the Parent Report Measures (53.1% and the Personality Assessment Inventory (53.1%), the Connors Scales (ADD) (42.9%), the Peabody Picture Vocabulary Test (40.8%), the California Psychological Inventory-Revised (28.6%), the Halstead-Rattan (26.5%), Myers-Briggs Type Indicator (14.3%) and the Hare Psychopathology Checklist-Revised (4.1%).

The most frequently chosen elective courses were the Halstead-Reitan (59.2%), followed by the Hare Psychopathy Checklist-revised (40.8%), Connors Scales (ADD) (38.8%), Parent Report Measures (32.7%), Peabody Picture Vocabulary Test (28.6%), Myers-Briggs Type Indicator (22.4%), California Psychological Inventory-revised (16.3%), the MMPI-A (12.2%), the Bender Gestalt (10.2%) and the Personality Assessment Inventory (10.2%), the MCM-III (6.1%), and the MMPI-III (2%).

The California Psychological Inventory-Revised was a psychological measure that had an even number of respondents who indicated it was either a required or elective course

(44.9%), or that there was no course (44.9%) available that contained information about the instrument.

Question 8. Delegates were asked how they teach and assess NCSPP competencies within their member program curriculum, either in a stand alone course or integrated within a course.

In general, all NCSPP competencies were either required or elective courses in responding programs. Over 90% of respondents indicated that assessment, intervention, research & evaluation, and diversity were all covered in required courses, while 89% covered diversity, 87% covered relationship, 73% covered management & supervision, and 71% covered consultation & education in required courses.

Overall, the vast majority of respondents indicated they assess NCSPP competencies with member program curriculum, either in a stand alone course or integrated within a course. Ninety-four percent of respondents said assessment and intervention, 91.8% said research & evaluation, 89.8% said diversity, 87.8% said relationship, 79.6% said management & supervision, and 75.5% said consultation & education were assessed NCSPP competencies within their member program curriculum.

Question 9. Training sites required to formally evaluate students on the NCSPP competencies.

Overall, the majority of respondents indicated that both practica and internship sites were required to formally evaluate students on NCSPP competencies for relationship, assessment, intervention, consultation and education, and diversity. Research & evaluation and management and supervision were the two areas in which a majority of programs did not require practica and/or internships to formally evaluate students.

Question 10. Training in psychopharmacology offered.

When asked if delegates' programs offered training in psychopharmacology the majority of respondents indicated that it was a required course (69.4%). Twenty-five percent of respondents indicated that psychopharmacology was an elective course, and 4.1% indicated there was no training offered in their program.

Question 11-12. Delegates were asked if their institution had a post-doctoral training program that prepared psychologists for prescription privileges.

In general, delegates indicated their institution did not have a postdoctoral training program to prepare psychologists for prescription privileges (almost 90%), and that their university or school was not interested in developing curriculum programming around prescription privileges (55%). However there were 18 programs (36%) interested in such programming.

Question 13. The way program fosters/encourages a commitment to community/public service.

Overall, programs encouraged or fostered commitments to community service in a number of different ways and tended to use multiple methods of encouragement. For example, eighty-eight percent of respondents indicated that the concepts of commitment to community/public service were covered in class. In addition, 83.7% said their programs provided actual community service opportunities, while 81.6% said fostering a commitment to community/public service was included in their institution's mission statement. Twenty-seven percent of respondents indicated that their program requires participation in community service opportunities, and 14.3% indicated that their program encourages a commitment to community/public service in other ways not listed.

Question 14-14a. Dissertation/Doctoral Project/Clinical Research Project. Delegates were asked if their program requires a dissertation/doctoral project/clinical research project, and subsequently asked the most common forms of the dissertation/doctoral project/clinical research project.

Fifty-seven percent of respondents said that their program requires a dissertation, while 30.6% said that their program requires a clinical research project, and 16.3% said their program requires some other type of project.

Analyses of archival data (81.6%) was the most common form of the dissertation/doctoral project/clinical research project, followed by surveys (79.6%), systematic qualitative investigations (77.6%), outcome research (65.3%), theoretical analyses (61.2%), case studies (51.0%), group-based nomothetic investigations and program development (46.9%), and public policy issues (18.4%).

Question 15-15d. Delegates were asked a series of questions regarding comps/preliminary/qualifying exam(s). Specifically when their program requires comps/preliminary/qualifying exams, the number of comps/preliminary/qualifying exams required, program limit to the number of times students may attempt to pass comps, if the program requires students to successfully pass comps prior to going on internship, and the format(s) used for comps/preliminary/qualifying exams.

For this item respondents were allowed to choose more than one response. The largest proportion of respondents indicated that their department requires comps/preliminary/qualifying exams be taken after the second year of the program (67.3%). Fifty-one percent indicated the department requires the exam be taken after the third year in the program, and 8.2% indicated it be taken after the first year. Four percent indicated that their exam be taken after the fourth year in their program, or that their program did not require individuals to take a comps/preliminary/qualifying exam.

Thirty-six percent of respondents said their program requires only one comps/preliminary/qualifying exam, 32.0% said their program requires two exams, and

14.9% said their programs require either three or four or more qualifying comps/preliminary/qualifying exams.

For this item respondents were allowed to choose more than one response. Over half of respondents (57.4%) indicated that two failures of the program's comps/preliminary/qualifying exam results in mandatory probation or dismissal. Thirteen percent indicated that there was no limit on the number of attempts a student could make to pass their program's exam, and 4.3% indicated that students may fail the exam only once before mandatory probation or dismissal actions were taken. Thirty percent of respondents chose the "Other" field in regards to limits the number of times a student may attempt to pass exams before resulting in mandatory probation or dismissal.

Ninety-four percent of respondents said their program requires students to successfully pass their department's comps/preliminary/qualifying exam(s) prior to going on internship.

For this item respondents were allowed to choose more than one response. The most popular format used for comps/preliminary/qualifying exam(s) were written clinical work samples (76.6%), followed by oral clinical work sample (59.6%), essay test of theoretical knowledge (51.1%), oral exam of theoretical knowledge (48.9%), audio/video clinical session (46.8%), multiple choice test of theoretical knowledge (38.3%), theory papers (14.9%), and in-class time limited structure or take home time limited structure (12.8%).

Section 6a. Diversity-Curriculum/Practicum

Questions 1-3. Delegates were asked about the availability of various topics on diversity in their program's curriculum and practicum training sites at which students can gain supervised experiences.

The largest proportions of respondents indicated that Leadership Training for Women (68%), Sexual Orientation, series of courses (64%), and Feminist Program Design & Evaluation (62%) topics were not available in their program's curriculum.

Approximately 1/2 each reported that Hermeneutic Analysis (57% and 53%, respectively), Ethnography (53% and 47%, respectively), and Grounded Theory (49% and 51%, respectively) topics were not available in their curriculum and practicum training sites.

The topics that were typically not available at the practicum training sites included Feminist Approaches to Research Methodology (49%), Phenomenological Analysis (45%), and Discourse/Narrative Analysis (43%).

In general, topics were less apt to be required than to be elective. This applied to both curriculum and practica.

Overall, the vast majority of the topics were elective at the practicum sites. Pregnancy & Parenting (85%), Women & Addictions (85%), Women & Violence (83%), Single Mothers, Women & Aging, and Women & Poverty (81% each) topics were among the most commonly reported electives at the practicum sites.

Nearly $\frac{3}{4}$ each of the respondents indicated that the topics Female Development, Women & Racial/Ethnic Diversity, and Women and Sociocultural Diversity were required courses in their program's curriculum followed by Combined Qualitative & Quantitative Methods (66%) and Qualitative Research Methods (60%).

Section 6b. Diversity-General

Questions 1-11. Delegates were posed a series of questions about diversity groups/areas (women, LGB, ethnic/racial, disability, international, and spiritual) and were asked to indicate whether it occurred within their NCSPP member program. General strengths and weaknesses are highlighted below. Open-ended responses to Questions 1-5 are provided in Appendix B. In addition, delegates were asked to report the number of doctoral dissertations/doctoral projects/clinical research projects in the past five years that have focused on these diversity areas.

Question 1. Supports faculty who belong to diverse groups

In general, providing monetary support for resources, workshops, conferences, etc. was an area of strength across each of the groups: ethnic/racial (78%), women (54%), LGB (50%), disability (44%), spiritual (39%), and international (35%). A point of weakness for programs was with providing faculty a support group for ethnic/racial (13%), women (11%), LGB (9%), international (7%), disability and spiritual (2% each) groups. In general, women and ethnic/racial groups were most favored.

Question 2. Educates/supports faculty and staff around diversity areas

Member programs tend to be doing well with ongoing informal faculty consultation across the ethnic/racial (74%), LGB (63%), women (61%), disability (57%), spiritual (52%), and international (46%) areas. Another area of strength for programs was with supporting faculty scholarship related to ethnic/racial (78%), women (63%), LGB (52%), international (48%), disability and spiritual (44% each) areas. Over 1/2 said that their program provides formal consultation for ethnic/racial (52%) areas, while LGB and disability (30% each), women (20%), spiritual (15%), and international (11%) areas for staff tended to be a weakness for programs. Formal and informal consultation for faculty, informal consultation for staff, and faculty scholarship were positive especially for women, LGB, ethnic/racial, and disability areas.

Question 3. Supports students who belong to diverse groups

The largest single proportion of respondents reported that they analyze diversity recruitment/retention rates of students for the ethnic/racial (87%) groups, followed by international (59%), women (57%), disability (54%), LGB (24%), and spiritual (13%) groups. In contrast, 52% of programs provide above average financial support for students to ethnic/racial groups, while a smaller proportion give above average support to international (17%), spiritual (9%), and women, LGB, and disability (7% each) groups. Emphasis on analyzing recruitment and retention rates for most groups, and ethnic/racial group was one to get the most attention.

Question 4. Educates/supports students around topics related to diversity

In general, seminars/workshops for students, required coursework, and integration throughout clinical curriculum were particular strengths for all areas. For example, more than 1/2 said that they cover each of the following areas in their required coursework: ethnic/racial (98%), LGB (87%), women and disability (78% each), spiritual (59%), and international (54%). Another strength for programs was with integrating ethnic/racial

(100%), LGB (83%), women (80%), disability (67%), spiritual (59%), and international (57%) areas throughout the clinical curriculum. Whereas, a smaller proportion of programs said that they incorporate meaningful information into program publications related to ethnic/racial (50%), international (29%), LGB (24%), women and spiritual (22% each) areas. Racial/ethnic area gets highest attention among all areas.

Question 5. Educates/supports the communities around topics related to diversity
In general, an area of strength for programs was with developing training opportunities for students to specifically provide services for each diversity area: ethnic/racial (85%), women (76%), LGB (72%), disability (61%), international (54%), and spiritual (48%). Similarly, programs are maintaining linkages/partnerships with agencies that specifically support ethnic/racial (87%), LGB (76%), women (63%), disability (59%), international (44%), and spiritual (37%) areas. In contrast, 1/3 or less reported that they engage in political advocacy activities that specifically impact ethnic/racial (33%), LGB (28%), women and disability (20% each), international (15%), and spiritual (9%) areas. Similarly, there is less attention on community outreach activities among the areas with the exception of ethnicity/race.

Questions 6-10.

The single largest proportion of respondents reported that core faculty are actively engaged in scholarship specific to ethnic/racial (76%) areas, followed by women and LGB (63% and 50%, respectively) areas.

More than 1/2 of the respondents said that the institution's mission statement specifically prohibits discrimination for each area: women (76%), ethnic/racial (74%), disability (72%), LGB (67%), spiritual (59%), and international (52%).

When asked if the institution's mission statement specifically reflects a commitment to support diversity areas, the highest proportion of responses were for ethnic/racial (61%), women and disability (57% each), and LGB (54%) areas.

The largest proportions of programs indicated that they have a "Center" or "Office" for ethnic/racial (35%), international (33%), and disability (24%) areas, while only 9% reported that there is a "Center" or "Office" for women, LGB, and spiritual areas.

The largest proportions of respondents reported that the program has a lead faculty member to oversee the areas of ethnicity/race (61%) and LGB (35%).

The two "oldest" diversity areas, women and ethnicity/race tend to receive most attention, LGB and disability areas are close behind. Emphasis on core faculty scholarship and institution's mission statement prohibiting discrimination is strongest for ethnic/racial and women areas.

Question 11. The median number of doctoral dissertations/doctoral projects/clinical research projects in the past five years focused on each of the diversity areas is as follows: ethnic/racial (9.0), women (8.0), spiritual (4.5), disability (3.0), LGB (2.0), and international (2.0).

Section 7. Practicum

Question 1. Delegates were asked if faculty were covered in their roles as academic advisors/mentors/consultants by their institution's professional liability program.

The majority of individuals who responded (93.9%) indicated that their faculty was covered by their institution's professional liability program. Four percent indicated that faculty was not covered as academic advisors/mentors /consultants.

Question 2. Faculty covered for providing clinical supervision for students by institution's professional liability policy.

Eighty-eight percent of respondents said that faculty is covered for providing clinical supervision for students by their programs professional liability policy. Ten percent indicated that the question was not applicable.

Question 3. Institution provides professional liability (i.e. malpractice) coverage for practicum students.

Exactly $\frac{3}{4}$ of respondents indicated that their institution does provide professional liability coverage for practicum students.

Question 4. Delegates were asked if students must carry their own professional liability policy.

Thirty-five percent of respondents indicated that students were encouraged to carry their own professional liability policy, while 31.3% indicated that this was required of students. Another 31.3% indicated that it was neither encouraged nor required that students carry their own professional liability policy.

Question 5. Institution provides general liability coverage for practicum students.

Fifty-eight percent of respondents said that their institution provided general liability coverage for practicum students, while thirty-seven percent said their institution did not.

Question 6. Delegates were asked if students must carry their own general liability policy.

Sixty-three percent indicated that it was neither encouraged nor required that students carry their own professional liability policy. Twenty-one percent of respondents indicated that students were encouraged to carry their own general liability policy, while 12.5% indicated that it was required of students.

Question 7. Do you have in-house clinics and off-site agencies?

When asked if respondents had an in-house clinic that trains practicum students, 66.8% indicated they had one, and 31.3% indicated they did not have one. For the respondents indicating yes, it was recorded that the mean total sites that have in-house clinics was 22.7%, with a SD of 28.10%.

When asked if respondent programs/departments had an in-house clinic that trains practicum students from other academic programs, 81.3% indicated they did not have one, while 14.6% indicated they did. Of the respondents that indicated yes, it was recorded that the mean total sites that have in-house clinics that train students from other academic programs was 36%, with a SD of 55.5%.

When asked if respondent programs/departments were affiliated with off-site agencies that train only their program's students, 1/2 of respondents indicated they were not, and 45.8% indicated they were. Of the respondents that indicated yes, it was recorded that the mean total sites that are affiliated with off-site agencies was 25.3%, with a SD of 29.15%.

When asked if respondents were affiliated with off-site agencies that train students from their program and other academic programs, 93.8% of respondents indicated they were, and 2.1% indicated they were not. Of the respondents that indicated yes, it was recorded that the mean percent of total sites that are affiliated with off-site agencies who train students from their program and students from other programs was 77.2, with a SD of 31.5%.

Question 8. Delegates were asked if students were able to receive credit in their program for training experiences completed in other programs.

Seventy-one percent of respondent's indicated that students were not able to receive credit for training they had completed in other programs, while 27.1% indicated they were able to receive credit in their program for training experiences completed in other programs.

Question 9-9a. Delegates were asked if students in their program received stipends for their practicum work, and what percentage of available practicum were paid each year.

Forty-eight percent of participants said that some students received stipends for their practicum work, 43.9% said that no students receive stipends, and 4.2% said that all students receive stipends for their practicum work.

The mean percentage of available practicum that are paid each year was 25.6, with a SD of 30.31.

Question 10. Program's position on student's personal therapy.

The most frequent response was that student's personal therapy was required but not optional (62.5%), followed by student's personal therapy is required (18.9%) and no position on students personal therapy (18.9%).

Question 11. Program provides reduced-fee personal therapy for students.

Sixty-five percent of respondents indicated that their program does not provide a reduced-fee for personal therapy for students, while 35.4% indicated their program did.

Question 12. Delegates were asked if their program offers course credit for student's personal therapy experience.

The majority of respondents (98.0%) indicated that their program did not offer course credit, while 2.1% indicated they did offer course credit for student's personal therapy experience.

Question 13-14. Delegates were asked if doctoral students in a specialized track/concentration were more competitive in securing a predoctoral internship, and if they believed that doctoral students who completed three practica were more competitive in securing an internship than those who completed two.

About half the respondents indicated that they agreed or strongly agreed that the doctoral students in a specialized track/concentration were more competitive in securing a predoctoral internship, A little more than 14% disagreed or strongly disagreed and 29% neither agreed nor disagreed.

Thirty-eight percent of respondents indicated they strongly agreed with the statement that doctoral students who completed three practica were more competitive in securing an internship than those who complete two, 31.3% somewhat agreed, almost 19% neither agreed nor disagreed, and 4% somewhat disagreed or strongly disagreed with the statement.

Question 15-15a. Minimum number of practicum hours a student must complete for your doctoral program, and of the total required hours, the minimum number of hours required in direct service.

The mean minimum number of practicum hours a student must complete for doctoral program was 1,173.7 with a SD of 316.03. Ninety-eight percent of the respondents said this question was applicable, while 2.1% said it was not applicable.

Respondents that found the question to be applicable indicated the mean number of hours required in direct service was 489.5, with a SD of 229.30. Sixty-seven percent of the respondents said this question was applicable, while 33.3% said it was not applicable.

Question 16. Delegates were asked if practicum students are required to conduct a certain amount of direct service hours prior to attending internship.

Seventy-three percent of respondents said that practicum students are required to conduct a certain amount of direct service hours prior to attending internship, while 27.1% said they did not.

Question 17. Types of practica required by doctoral program.

The most frequent response to the question on the different types of practica delegates doctoral programs require was mixed (58%), followed by therapy (23%), other (almost 17%), and assessment (0%).

Question 18. Delegates were asked if their program defines a battery or integrated psychological report according to APPIC definition.

Eighty-eight percent of respondents indicated their program does define a battery or integrated psychological report according to APPIC definition, while 12.6% said their program did not.

Question 19. Delegates were asked the number of batteries their program requires prior to students starting an internship.

The mean number of batteries required before starting an internship was 6.3, with a SD of 4.26.

Question 20. Delegates were asked if prior to applying to internship, students were required to obtain supervised practicum experience working with categories of assessment instruments at a training site. The delegates were asked to identify which categories of instruments were required.

Seventy-one percent of respondents indicated that supervised practicum experience with intellectual tests was required, 66.8% said experience with objective tests, 62.6% reported experience with cognitive tests, 54.2% said experience with projective tests, and 16.8% indicated that experience with neuropsychological tests was required prior to applying to internship.

Question 21-21b. Delegates were asked if academic oversight of practicum students required, and if so, how frequently meetings occurred and if the academic oversight of practicum students was seen as either supervision or consultation.

When asked if academic oversight of practicum students was required 89.7% of respondents indicated it was, while 8.3% indicated it was not.

Eighty-four percent indicated that there were weekly meetings for academic oversight, while 9.3% indicated an other frequency for meetings, while 7.0% indicated that the meetings were monthly.

Sixty-seven percent of respondents indicated that the academic oversight meetings were considered consultation meetings, while 30.2% indicated they were supervision meetings.

Question 22-22c. Hours of weekly supervision required of doctoral students. Delegates were asked how many hours weekly of supervision were required of doctoral students, how many weekly hours were required to be individually supervised, how many hours weekly were required to be supervised by a licensed doctoral level clinical psychologist, and how many hours weekly were required to be individually supervised by a licensed doctoral level clinical psychologist.

The mean number of weekly hours of supervision required of doctoral students was 1.9, with a SD of 1.10.

The mean number of individually supervised weekly hours required for doctoral students was 1.3, with a SD of 1.42. The majority of respondents (98.0%) said this question was applicable to their program.

The mean number of hours weekly are required to be supervised by a licensed doctoral level clinical psychologist was 3.5, with a SD of 14.89. The majority of respondents (98.0%) said this question was applicable to their program.

The mean number of hours weekly are required to be individually supervised by a licensed doctoral level clinical psychologist was 1.3, with a SD of 1.51. Ninety percent of respondents said this question was applicable to their program.

Question 23. Delegates were asked if phone contacts and email contacts (non-face-to-face) time with a supervisor counted towards supervision requirements.

Ninety-two percent of respondents indicated that phone contacts, email contacts, or any non face-to-face contact did not count towards supervision requirements, while 8.3% indicated it did.

Question 24. Required learning opportunities for doctoral students on practicum.

Case conferences and didactic seminars (54.2%) were the most frequent response to required learning opportunities for doctoral students on practicum, followed by grand rounds (23.0%) and other (16.8%).

Question 25. Professionals approved to provide supervision to students in doctoral program while on practicum.

Licensed clinical psychologists (98.0%), licensed master's level professional (43.9%), pre-licensed doctoral-level psychologists (35.4%), psychology interns (20.9%), and master's-level professionals (6.3%) were all approved in delegates programs to provide supervision to students in doctoral programs while on practicum.

Section 8. In-House Training

Question 1-6.

Delegates were posed various questions about their program's Psychology Service Center (PSC). The PSC could have been called something else, such as a Clinical Training Center or Community Clinic, etc., but is a program sponsored site that provides clinical training to the students in the program. If a program did not have a PSC, the delegate was prompted to skip all the questions in Section 8. Open-ended responses to Questions 3 and 5 are included in Appendix B.

Overall, nearly $\frac{3}{4}$ of the respondents said that their program had a PSC, and that it had been in operation on average for 19 years.

Among the services offered at a PSC, the most frequently reported were individual therapy to adults (94%), individual therapy to children (91%) couple therapy (91%), personality assessment (88%), and cognitive assessment (88%). Conversely, custody evaluations were the least frequently offered service at the PSC (9%).

Question 4 looked at the characteristics of populations served by PSCs. The most typical treatment foci at the PSC were typically Axis I (73%) and adults (65%).

Overall, the vast majority of the respondents indicated that their PSC facility had each of the listed facility components. For example, 94% said that they have individual therapy room(s), and 91% each reported having group/family therapy room(s), a clerical/administrative space, an office area for students to complete paperwork, a test supply storage area(s), and a waiting room area. Among the facility components, a learning resource center was the least available feature (53%).

Question 6 looked at the PSC clients and budget. The median number of clients seen annually at a PSC was 500, and the range was from 20 to 10,000 clients. Median annual PSC budget was \$182,500, ranging from \$45,000 to \$780,000. The percent of PSC budget paid for by fees charged was 32%, and 72% of the PSC budget was paid for by independent professional school of psychology or college/university that member program resides within.

When asked if some supervision is provided, 62% and 44%, respectively reported that supervision is not provided by interns and postdoctoral students.

Section 9. Internship

Question 1. Delegates were asked the different types of internships students were allowed to take, allowed to take with permission, not allowed to take, and different types of internships students were required to take.

The majority of individuals who responded (83.7%) indicated that their students **were allowed to take** APA/CPA internships, 69% indicated their students were allowed to take APPIC member internships, 51% indicated half time internships were allowed, 39% indicated students were allowed to take CAPIC member internships, 39% indicated students were allowed to take unfunded internships, and 10% indicated students at their program were allowed to take non APA/CPA, APPIC, or CAPIC internships.

Fifty-nine percent of respondents indicated that students **were allowed with permission to take** non APA/CPA., APPIC, or CAPIC internships, 41% indicated unfunded or half time (48%) internships, 39% indicated CAPIC member internships, 16.3% indicated APPIC member internships, and 2% indicated they were allowed to take with permission APA/CPA internships.

One quarter of respondents indicated that students **were not allowed to take** non APA/CPA., APPIC, or CAPIC internships, 10% indicated CAPIC member internships, 2% indicated APPIC member internships, and 2% indicated half time internships were not allowed.

Twenty percent of respondents indicated students were required to take APA/CPA internships, 20% indicated students were required to take APPIC member internships, and 4.1% indicated students were required to take half-time internships.

Question 2-2a. Are students allowed to develop their own internship program, and what criteria must the site meet in order for delegates to approve students to complete an internship at that program?

Almost sixty percent (59.2%) of respondents indicated that students were not allowed to develop their own internship program.

Of those respondents that indicated students were allowed to develop their own internship program, 90% indicated the site must meet APPIC membership criteria, 35% indicated it must meet additional criteria outlined by the program, 15% indicated the site must meet national Registry criteria, and 15% indicated it must meet other criteria.

Question3-3a. Has your school developed or facilitated development of any internship programs or positions in the past 10 years, and if yes, how did you develop or facilitate these developments?

Sixty-seven percent of respondents indicated their school had developed or facilitated development of internship programs in the past 10 years, 28.6% indicated their school had not, and 4% did not specify.

Of those respondents that indicated their school had developed or facilitated development of internship programs, 88% indicated their school provided consultation around internship program development, 76% indicated their school worked with a student in order to develop a new internship site of their choice, 27% indicated their school provided financial support of the internship program, and 27% indicated their school attended a conference that provides resources or tools on how to assist in the development of an internship program.

Section 10. Alumni Information

Question 1-3.

Delegates were asked if their program has an alumni survey that they send to their graduates. Overall, the vast majority said that they have an alumni survey (87%), and that they send the survey to their graduates every year (40%) or every three years (30%). The response rates to the alumni survey range from 20% to 98%, and the median response rate is 47%. Successful ways in which programs increased their alumni survey response rate are included in Appendix B.

Most respondents reported that they systematically obtain feedback from current students (94%), practicum supervisors and alumni (87% each), and internship supervisors (78%) to improve and modify the program.

Of the 40 programs, 88% said that they provide open-ended question(s) in their alumni survey about graduate perceptions of and satisfaction with the program.

Section 11. NCSPP Organization and Activities

Question 1. Overall satisfaction and importance of the aspects of NCSPPs organizational structure and activities, relate to advancing the development of the highest quality of graduate training in professional psychology. Delegates rated areas of satisfaction on a Likert type scale from 1 to 4, where 1 indicated “Very dissatisfied,” and 4 indicated “Very satisfied.” Delegates also rated areas of importance on a Likert type scale where 1 indicated “Not important,” and 4 indicated “Very important.”

In general, some of the areas where delegates were most **satisfied** with aspects of NCSPPs organizational structure and activities included central office/administrator (4.4) provide forums for networking and exchange of information (4.3), and annual midwinter meetings (4.2). Some areas delegates indicted were most **important** included gather and disseminate information about programs education and training (4.6), provide forums for networking and exchange of information (4.6), and advocating for professional psychology (4.6).

Other aspects of NCSPPs organizational structure and activities delegates rated for **satisfaction** included advocate for professional psychology (4.1), followed by liaison representation and advocacy in professional and political spheres (4.0), executive committee (4.0), list serve (3.9), gather and disseminate information about programs, education, and training (3.9), develop standards for education and training (3.9), provide consultation for programs (3.8), develop resources and frameworks for education and training (3.7), overall committee structure (3.6), web site (3.5), business meetings (3.5), summer meetings (3.2), foster research (3.2), and develop quality assurance mechanisms (3.2).

Other aspects of NCSPPs organizational structure and activities delegates rated for **importance** included annual midwinter meetings (4.6), followed by liaison representation and advocacy in professional and political spheres (4.5), develop resources and frameworks for education and training (4.5), develop standards for education and training (4.5), executive committee (4.3), central office/administrator (4.3), provide consultation for programs (4.3), list serve (4.2), develop quality assurance mechanisms (4.1), overall committee structure (4.0), business meetings (4.0), web site (3.8), foster research (3.7), and summer meetings (3.4).

Question 3a-3b. Delegates were asked to indicate if dues should be increased to allow for increased activity on the part of the organization, a reasonable amount for annual dues, and which activities delegates would like to see increased.

Fifty-seven percent of respondents indicated dues should not be increased to allow for increased activity on the part of the organization.

Fifty-eight percent of respondents indicated that \$1250-1500 would be a reasonable amount for annual dues, 16% indicated \$1751-2000, and 16% indicated \$2001-2225,

5.3% indicated \$1510-1750, and 5.3% indicated that \$2226+ would be a reasonable amount for annual dues.

The majority of respondents who indicated that dues should be increased to allow for increased activity indicated that professional advocacy (84.2%) should be one of the activities they would like to see increased, followed by develop training opportunities (57.9%), provide more web resources (42.1%), increase public awareness (42.1%), and increased activity for member faculty and students (42.1%), and increase funding for student attendance at conferences (36.8%).

Question 5. Delegates were asked to provide information about individuals from NCSPP member programs that have attended NCSPP Conferences for the winter of 2004, the summer of 2004, and the winter of 2005.

For the winter of 2004 Conference, 53.4% of delegates from NCSPP member programs who attended NCSPP Conferences were female, 66% classified their ethnicity as European origin/White, 13.6% indicated their ethnicity as African-American/Black/African origin, 7.8% Latino(a)/Hispanic, 7.8% did not specify their ethnicity, and 3.9% indicated Asian-American/Asian origin/Pacific Islander. Fifty-four percent reported no disability, and almost 2% reported a physical/orthopedic disability. Finally, 64.1% indicated they were heterosexual, 22.3% indicated unknown/no response for sexuality, and 13.6% indicated they openly self-identified as LGB.

For the summer of 2004 Conference, 52.5% of delegates from NCSPP member programs who attended NCSPP Conferences were female, 74.6% classified their ethnicity as European origin/White, 8.5% did not specify their ethnicity, 6.8% indicated their ethnicity as African-American/Black/African origin, 6.8% Latino(a)/Hispanic, and 3.4% indicated Asian-American/Asian origin/Pacific Islander. Sixty-three percent reported no disability, and 1.7% reported a physical/orthopedic disability. Finally, 66.1% indicated they were heterosexual, 18.6% indicated unknown/no response for sexuality, and 15.3% indicated they openly self-identified as LGB.

For the winter of 2005 Conference, 53.7% of delegates from NCSPP member programs who attended NCSPP Conferences were female, 65.7% classified their ethnicity as European origin/White, 10.2% did not specify their ethnicity, 10.2% indicated their ethnicity as African-American/Black/African origin, 8.3% indicated Asian-American/Asian origin/Pacific Islander, and 5.6% Latino(a)/Hispanic. Sixty-seven percent reported no disability, and almost 1% reported a physical/orthopedic disability. Finally, 64% indicated they were heterosexual, 26% indicated unknown/no response for sexuality, and 10.2% indicated they openly self-identified as LGB.

Tables

S1, Q1: Institution and NCSPP member program

| | | N | % |
|--------------------------------------|---|----|-------|
| Degree awarded by member program | PsyD | 47 | 90.4 |
| | PhD | 5 | 9.6 |
| | Not specified | 0 | .0 |
| | Total | 52 | 100.0 |
| Member program type | Clinical | 50 | 96.2 |
| | Counseling | 1 | 1.9 |
| | School | 0 | .0 |
| | Combined | 1 | 1.9 |
| | Not specified | 0 | .0 |
| | Total | 52 | 100.0 |
| Institution type of member program | Independent Professional School of Psychology | 6 | 11.5 |
| | College or University based | 46 | 88.5 |
| | Not specified | 0 | .0 |
| | Total | 52 | 100.0 |
| Religious affiliation of institution | Faith | 14 | 26.9 |
| | Not applicable | 37 | 71.2 |
| | Not specified | 1 | 1.9 |
| | Total | 52 | 100.0 |
| Setting of member program | School of Psychology | 34 | 65.4 |
| | Department of Psychology | 15 | 28.8 |
| | Other | 3 | 5.8 |
| | Not specified | 0 | .0 |
| | Total | 52 | 100.0 |
| Setting of institution | Urban | 31 | 59.6 |
| | Suburban | 16 | 30.8 |
| | Rural | 5 | 9.6 |
| | Not specified | 0 | .0 |
| | Total | 52 | 100.0 |
| Tax status of institution | Not for Profit | 40 | 76.9 |
| | For Profit | 10 | 19.2 |
| | Not specified | 2 | 3.8 |
| | Total | 52 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 52 programs.

S1, Q2a: Concentration/specialty study offered within NCSPP member program

| | Yes | | No | | Not specified | | Total | |
|-----------------------------|-----|------|----|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Child/Adolescent | 28 | 53.8 | 18 | 34.6 | 6 | 11.5 | 52 | 100.0 |
| Health | 21 | 40.4 | 25 | 48.1 | 6 | 11.5 | 52 | 100.0 |
| Forensic | 18 | 34.6 | 27 | 51.9 | 7 | 13.5 | 52 | 100.0 |
| Neuropsychology | 21 | 40.4 | 24 | 46.2 | 7 | 13.5 | 52 | 100.0 |
| Family | 19 | 36.5 | 26 | 50.0 | 7 | 13.5 | 52 | 100.0 |
| Gerontology | 3 | 5.8 | 41 | 78.8 | 8 | 15.4 | 52 | 100.0 |
| Person-Centered | 5 | 9.6 | 38 | 73.1 | 9 | 17.3 | 52 | 100.0 |
| Organizational | 6 | 11.5 | 35 | 67.3 | 11 | 21.2 | 52 | 100.0 |
| Trauma/Maltreatment | 1 | 1.9 | 40 | 76.9 | 11 | 21.2 | 52 | 100.0 |
| Multicultural | 10 | 19.2 | 34 | 65.4 | 8 | 15.4 | 52 | 100.0 |
| Community | 3 | 5.8 | 37 | 71.2 | 12 | 23.1 | 52 | 100.0 |
| Applied Behavioral Analysis | 2 | 3.8 | 37 | 71.2 | 13 | 25.0 | 52 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 52 programs.

S1, Q2b: Practicum training available within NCSPP member program

| | Yes | | No | | Not specified | | Total | |
|-----------------------------|-----|------|----|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Child/Adolescent | 46 | 88.5 | 0 | .0 | 6 | 11.5 | 52 | 100.0 |
| Health | 41 | 78.8 | 5 | 9.6 | 6 | 11.5 | 52 | 100.0 |
| Forensic | 39 | 75.0 | 7 | 13.5 | 6 | 11.5 | 52 | 100.0 |
| Neuropsychology | 41 | 78.8 | 4 | 7.7 | 7 | 13.5 | 52 | 100.0 |
| Family | 41 | 78.8 | 4 | 7.7 | 7 | 13.5 | 52 | 100.0 |
| Gerontology | 30 | 57.7 | 10 | 19.2 | 12 | 23.1 | 52 | 100.0 |
| Person-Centered | 24 | 46.2 | 13 | 25.0 | 15 | 28.8 | 52 | 100.0 |
| Organizational | 20 | 38.5 | 19 | 36.5 | 13 | 25.0 | 52 | 100.0 |
| Trauma/Maltreatment | 33 | 63.5 | 9 | 17.3 | 10 | 19.2 | 52 | 100.0 |
| Multicultural | 35 | 67.3 | 7 | 13.5 | 10 | 19.2 | 52 | 100.0 |
| Community | 33 | 63.5 | 6 | 11.5 | 13 | 25.0 | 52 | 100.0 |
| Applied Behavioral Analysis | 19 | 36.5 | 18 | 34.6 | 15 | 28.8 | 52 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 52 programs.

S1, Q2c: Practicum training required within NCSPP member program

| | Yes | | No | | Not specified | | Total | |
|-----------------------------|-----|------|----|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Child/Adolescent | 18 | 34.6 | 23 | 44.2 | 11 | 21.2 | 52 | 100.0 |
| Health | 6 | 11.5 | 34 | 65.4 | 12 | 23.1 | 52 | 100.0 |
| Forensic | 7 | 13.5 | 34 | 65.4 | 11 | 21.2 | 52 | 100.0 |
| Neuropsychology | 6 | 11.5 | 33 | 63.5 | 13 | 25.0 | 52 | 100.0 |
| Family | 5 | 9.6 | 32 | 61.5 | 15 | 28.8 | 52 | 100.0 |
| Gerontology | 1 | 1.9 | 34 | 65.4 | 17 | 32.7 | 52 | 100.0 |
| Person-Centered | 1 | 1.9 | 33 | 63.5 | 18 | 34.6 | 52 | 100.0 |
| Organizational | 3 | 5.8 | 32 | 61.5 | 17 | 32.7 | 52 | 100.0 |
| Trauma/Maltreatment | 0 | .0 | 33 | 63.5 | 19 | 36.5 | 52 | 100.0 |
| Multicultural | 6 | 11.5 | 29 | 55.8 | 17 | 32.7 | 52 | 100.0 |
| Community | 3 | 5.8 | 33 | 63.5 | 16 | 30.8 | 52 | 100.0 |
| Applied Behavioral Analysis | 0 | .0 | 35 | 67.3 | 17 | 32.7 | 52 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 52 programs.

S1, Q3a: Bachelor degrees offered within school or department of psychology 2004-2005

| | | N | % |
|--------|---------------|----|-------|
| Degree | BA/BS | 22 | 91.7 |
| | Other | 2 | 8.3 |
| | Not specified | 0 | .0 |
| | N progs | 24 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. N = 24. Exercise extreme caution when interpreting results when N is less than 10.

| | | |
|-----------------------------------|---------|------|
| Median years to complete bachelor | N progs | 19 |
| | Mean | 3.4 |
| | Median | 4.0 |
| | SD | 1.09 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

S1, Q3b: Masters degree, terminal, and concentration within school or department of psychology 2004-2005

| | | N | % |
|---------------|--------------------------------|----|-------|
| Degree | Master's Arts/Science | 87 | 95.6 |
| | Other | 4 | 4.4 |
| | Not specified | 0 | .0 |
| | N progs | 91 | 100.0 |
| Terminal | Terminal | 70 | 76.9 |
| | Not terminal | 9 | 9.9 |
| | Not specified | 12 | 13.2 |
| | N progs | 91 | 100.0 |
| Concentration | Applied | 1 | 1.1 |
| | Behavioral Analysis | 2 | 2.2 |
| | Behavioral science | 0 | .0 |
| | Behavioral science--applied | 0 | .0 |
| | Behavioral genetics | 0 | .0 |
| | Behavioral medicine | 0 | .0 |
| | Consulting psychology | 0 | .0 |
| | Clinical | 18 | 19.8 |
| | Clinical assessment | 0 | .0 |
| | Clinical--community | 0 | .0 |
| | Clinical neuropsychology | 0 | .0 |
| | Clinical respecialization | 0 | .0 |
| | Clinical--school | 0 | .0 |
| | Clinical--child | 1 | 1.1 |
| | Behavior therapy | 0 | .0 |
| | Preclinical | 0 | .0 |
| | Psychotherapy & psychoanalysis | 0 | .0 |

| | | |
|-------------------------------------|----|------|
| Substance abuse | 1 | 1.1 |
| Cognitive | 0 | .0 |
| College teaching | 0 | .0 |
| College counseling | 0 | .0 |
| College counseling & administration | 0 | .0 |
| Community | 0 | .0 |
| Community--clinical | 1 | 1.1 |
| Community rehabilitation counseling | 0 | .0 |
| Community--rural | 0 | .0 |
| Community--school | 0 | .0 |
| Comparative | 0 | .0 |
| Primate behavior | 0 | .0 |
| Consumer | 0 | .0 |
| Corrections and deviance | 0 | .0 |
| Counseling and guidance | 1 | 1.1 |
| Counseling | 11 | 12.1 |
| Counseling--colleges & universities | 0 | .0 |
| Counseling--elementary school | 0 | .0 |
| Counseling--marriage & family | 0 | .0 |
| Counseling--secondary school | 0 | .0 |
| Counseling--vocational | 0 | .0 |
| Developmental | 0 | .0 |
| Developmental--comparative | 0 | .0 |
| Developmental--exceptional | 0 | .0 |
| Developmental psychobiology | 0 | .0 |
| Adolescence and youth | 0 | .0 |
| Adult development | 0 | .0 |
| Aging | 0 | .0 |
| Applied developmental | 0 | .0 |
| Child development | 0 | .0 |
| Child psychopathology | 0 | .0 |
| Human development & family studies | 0 | .0 |
| Life-span development | 0 | .0 |
| Pediatric psychology | 0 | .0 |
| Educational | 1 | 1.1 |
| Early childhood education | 0 | .0 |
| Educational measurement | 0 | .0 |
| Educational administration | 0 | .0 |
| Educational research and evaluation | 0 | .0 |
| Medical psychology | 0 | .0 |
| Environmental | 0 | .0 |
| Program evaluation | 0 | .0 |
| Experimental--general | 3 | 3.3 |
| Experimental--animal behavior | 0 | .0 |
| Experimental psychopathology | 0 | .0 |
| Conditioning | 0 | .0 |

| | | |
|------------------------------|---|-----|
| Learning--human | 0 | .0 |
| Learning--animal | 0 | .0 |
| Sensation & perception | 0 | .0 |
| Learning | 0 | .0 |
| General | 1 | 1.1 |
| Psychopharmacology | 3 | 3.3 |
| Health psychology | 1 | 1.1 |
| Human factors | 0 | .0 |
| Human relations | 0 | .0 |
| Human services | 0 | .0 |
| Humanistic | 0 | .0 |
| Industrial/Organizational | 4 | 4.4 |
| Law and psychology | 0 | .0 |
| Forensic | 4 | 4.4 |
| Learning disabilities | 0 | .0 |
| Marriage and family | 2 | 2.2 |
| Marriage and family therapy | 8 | 8.8 |
| Mental health | 3 | 3.3 |
| Mental health administration | 0 | .0 |
| Minority mental health | 0 | .0 |
| Mental retardation | 0 | .0 |
| Neuroscience | 0 | .0 |
| Behavioral neuroscience | 0 | .0 |
| Pastoral counseling | 0 | .0 |
| Personality | 0 | .0 |
| Personnel and guidance | 0 | .0 |
| Phenomenological | 0 | .0 |
| Physiological | 0 | .0 |
| Professional | 0 | .0 |
| Psychobiology | 0 | .0 |
| Psycholinguistics | 0 | .0 |
| Psychometrics | 0 | .0 |
| Mathematical | 0 | .0 |
| Statistics | 0 | .0 |
| Reading | 0 | .0 |
| Rehabilitation | 0 | .0 |
| Research methodology | 0 | .0 |
| School | 6 | 6.6 |
| School psychometry | 0 | .0 |
| Social | 0 | .0 |
| Applied social | 0 | .0 |
| Special education | 0 | .0 |
| Supervision | 0 | .0 |
| Psychology of women | 0 | .0 |
| Art therapy | 2 | 2.2 |
| Computer applications | 0 | .0 |

| | | |
|--------------------------------------|----|-------|
| Ecological | 0 | .0 |
| Group psychotherapy | 0 | .0 |
| Helping services | 0 | .0 |
| Human services administration | 0 | .0 |
| Neuropsychology | 0 | .0 |
| Parent education | 0 | .0 |
| Sociocultural perspectives | 0 | .0 |
| Sports | 1 | 1.1 |
| Curriculum and instruction | 0 | .0 |
| History and systems | 0 | .0 |
| Human sexuality | 0 | .0 |
| Psychological assessment | 0 | .0 |
| Counseling psychology | 3 | 3.3 |
| Organizational | 4 | 4.4 |
| Public policy | 0 | .0 |
| Quantitative (including measurement) | 0 | .0 |
| Quantitative methods | 0 | .0 |
| Engineering | 0 | .0 |
| AIDS intervention or research | 0 | .0 |
| Other | 1 | 1.1 |
| Not specified | 8 | 8.8 |
| N progs | 91 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. N = 40. Exercise extreme caution when interpreting results when N is less than 10.

| | N progs | Mean | Median | SD |
|----------------------------------|---------|------|--------|-----|
| Median years to complete masters | 82 | 2.3 | 2.0 | .53 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Characteristics of Doctoral Programs in NCSPP Member Schools by Type of Institution, 2004-05

| | | Total | |
|-------------------------------------|---|---------|------|
| | | N | % |
| | N progs | 90 | 100 |
| Degree offered | PhD | 23 | 25.6 |
| | PsyD | 67 | 74.4 |
| Type of accreditation | Combination | 3 | 3.3 |
| | Clinical | 59 | 65.6 |
| | Not applicable | 24 | 26.7 |
| | School | 2 | 2.2 |
| | Unaccredited | 1 | 1.1 |
| Subfield | Clinical | 64 | 71.1 |
| | Clinical neuropsychology | 2 | 2.2 |
| | Counseling | 1 | 1.1 |
| | Health | 1 | 1.1 |
| | School | 7 | 7.8 |
| | Other health service provider subfields | 6 | 6.7 |
| | Developmental | 1 | 1.1 |
| | Educational | 1 | 1.1 |
| | Experimental | 1 | 1.1 |
| | Industrial/organizational | 2 | 2.2 |
| | Other research subfields | 2 | 2.2 |
| | Other fields | 1 | 1.1 |
| | Not specified | 1 | 1.1 |
| | Specific emphasis | Applied | 1 |
| Clinical | | 57 | 67.1 |
| Clinical assessment | | 2 | 2.4 |
| Clinical--community | | 1 | 1.2 |
| Clinical neuropsychology | | 2 | 2.4 |
| Clinical specialization | | 1 | 1.2 |
| Clinical--school | | 1 | 1.2 |
| Clinical--child | | 1 | 1.2 |
| Behavior therapy | | 1 | 1.2 |
| Developmental | | 1 | 1.2 |
| Educational research and evaluation | | 1 | 1.2 |
| Health psychology | | 1 | 1.2 |
| Humanistic | | 1 | 1.2 |
| Marriage and family therapy | | 2 | 2.4 |
| Mental health | | 1 | 1.2 |
| Minority mental health | | 1 | 1.2 |
| School | | 6 | 7.1 |
| Counseling psychology | | 1 | 1.2 |
| Organizational | | 1 | 1.2 |
| Public policy | | 1 | 1.2 |
| Other | 1 | 1.2 | |

Source: 2006 Graduate Study in Psychology, APA Research Office

**Median Years to complete
Doctorate**

| | | Independent | University-based | Total |
|---------------------------------------|---------|-------------|------------------|-------|
| Median years to complete doctorate | Mean | 4.91 | 5.2 | 5.16 |
| | Median | 5 | 5 | 5 |
| | N progs | 12 | 69 | 81 |

Source: 2006 Graduate Study in Psychology, APA Research Office.

S2, Q2: Scores and GPAs of newly enrolled students in member program 2004-2005

| | | N | % | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|---------------------------------------|-------------|----|-------|---------|-------|--------|-------|--------|---------|---------|
| Required GRE Verbal score | Checked | 30 | 58.8 | | | | | | | |
| | Not Checked | 21 | 41.2 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Minimum GRE Verbal score | | | | 20 | 424.9 | 420.0 | 310.0 | 85.09 | 280.0 | 600.0 |
| Median GRE Verbal score | | | | 29 | 526.9 | 530.0 | 530.0 | 46.92 | 450.0 | 620.0 |
| Required GRE Quantitative score | Checked | 30 | 58.8 | | | | | | | |
| | Not Checked | 21 | 41.2 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Minimum GRE Quantitative score | | | | 20 | 437.2 | 435.0 | 340.0 | 105.60 | 250.0 | 600.0 |
| Median GRE Quantitative score | | | | 29 | 589.5 | 586.0 | 580.0 | 52.42 | 450.0 | 690.0 |
| Required GRE Analytical score | Checked | 16 | 31.4 | | | | | | | |
| | Not Checked | 35 | 68.6 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Required PGRE Score | Checked | 7 | 13.7 | | | | | | | |
| | Not Checked | 44 | 86.3 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Minimum PGRE Score | | | | 7 | 474.3 | 480.0 | 330.0 | 70.44 | 330.0 | 540.0 |
| Median PGRE Score | | | | 9 | 583.3 | 580.0 | 570.0 | 41.23 | 510.0 | 640.0 |
| Required Undergraduate GPA | Checked | 43 | 84.3 | | | | | | | |
| | Not Checked | 8 | 15.7 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Minimum Undergraduate GPA | | | | 41 | 2.9 | 3.0 | 3.0 | .35 | 2.1 | 3.5 |
| Median Undergraduate GPA | | | | 43 | 3.4 | 3.4 | 3.4 | .16 | 3.1 | 3.8 |
| Required Undergraduate Psychology GPA | Checked | 16 | 31.4 | | | | | | | |
| | Not Checked | 35 | 68.6 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Minimum Undergraduate Psychology GPA | | | | 16 | 2.9 | 3.0 | 3.0 | .33 | 2.1 | 3.3 |
| Median Undergraduate Psychology GPA | | | | 15 | 3.6 | 3.6 | 3.7 | .21 | 3.2 | 3.9 |

| | | | | | | | | | | |
|---------------------------------|-------------|----|-------|----|-----|-----|-----|-----|-----|-----|
| Required Masters GPA | Checked | 8 | 15.7 | | | | | | | |
| | Not Checked | 43 | 84.3 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Minimum Masters GPA | | | | 19 | 3.3 | 3.3 | 3.0 | .29 | 3.0 | 3.8 |
| Median Masters GPA | | | | 20 | 3.8 | 3.8 | 3.8 | .10 | 3.6 | 3.9 |
| Required Masters Psychology GPA | Checked | 2 | 3.9 | | | | | | | |
| | Not Checked | 49 | 96.1 | | | | | | | |
| | Total | 51 | 100.0 | | | | | | | |
| Minimum Masters Psychology GPA | | | | 11 | 3.3 | 3.0 | 3.0 | .30 | 3.0 | 3.8 |
| Median Masters Psychology GPA | | | | 6 | 3.9 | 3.9 | 4.0 | .10 | 3.7 | 4.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. Statistics for GRE Analytical minimum and median scores were excluded due to difference scoring systems. Exercise extreme caution when interpreting results when N is less than 10. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S2, Q3: Average GPA of current graduating class of 2005

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|----|---------|------|--------|------|-----|---------|---------|
| Q3 | 31 | 3.7 | 3.7 | 3.8 | .16 | 3.3 | 3.9 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. N = 51. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S2, Q4: Information about PsyD, PhD, and MA programs: 2005

| | Valid N | Sum | Mean | Median | Mode | SD | Minimum | Maximum |
|-------------------------------------|---------|------|--------|--------|-------|--------|---------|---------|
| PsyD, number of applicants | 48 | 8288 | 172.7 | 159.0 | 110.0 | 99.05 | 28.0 | 450.0 |
| PsyD, number accepted | 47 | 3170 | 67.4 | 58.0 | 16.0 | 44.81 | 7.0 | 191.0 |
| PsyD, number enrolled | 48 | 1877 | 39.1 | 29.5 | 25.0 | 25.68 | 5.0 | 101.0 |
| PsyD, total students enrolled | 46 | 8019 | 174.3 | 148.0 | 50.0 | 112.97 | 19.0 | 442.0 |
| PsyD, number withdrawn or dismissed | 44 | 224 | 5.1 | 3.0 | 1.0 | 5.29 | .0 | 22.0 |
| PsyD, number of degrees awarded | 45 | 1219 | 27.1 | 22.0 | 21.0 | 20.99 | 3.0 | 105.0 |
| PhD, number of applicants | 7 | 860 | 122.9 | 11.2 | 112.0 | 61.19 | 27.0 | 225.0 |
| PhD, number accepted | 6 | 272 | 45.3 | 28.5 | 12.0 | 47.93 | 12.0 | 135.0 |
| PhD, number enrolled | 7 | 142 | 20.3 | 17.0 | 9.0 | 14.70 | 9.0 | 49.0 |
| PhD, total students enrolled | 5 | 292 | 58.4 | 49.0 | 44.0 | 26.20 | 44.0 | 105.0 |
| PhD, number withdrawn or dismissed | 5 | 18 | 3.6 | 2.0 | 2.0 | 2.60 | 2.0 | 8.0 |
| PhD, number of degrees awarded | 6 | 91 | 15.2 | 80.0 | 9.0 | 10.23 | 6.0 | 34.0 |
| MA, number of applicants | 14 | 1795 | 128.21 | 80.0 | 50.0 | 156.98 | 8.0 | 631.0 |
| MA, number accepted | 13 | 987 | 75.92 | 37.0 | 37.0 | 100.90 | 5.0 | 379.0 |
| MA, number enrolled | 16 | 760 | 47.50 | 24.0 | 15.0 | 81.55 | 5.0 | 341.0 |
| MA, total students enrolled | 15 | 2820 | 188.0 | 45.0 | 45.0 | 510.41 | 10.0 | 2026.0 |
| MA, number withdrawn or dismissed | 10 | 171 | 17.10 | 4.0 | 1.0 | 40.24 | 1.0 | 131.0 |
| MA, number of degrees awarded | 15 | 536 | 35.73 | 17.0 | 5.0 | 61.38 | 5.0 | 251.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 51. The valid N in this table represents the number of NCSPP member programs that provided a valid response. Two PhD programs and five MA programs did not provide information and were consequently excluded from the analysis. Exercise extreme caution when interpreting results when N is less than 10.

**Gender and Race/ethnicity of Full-time Students Enrolled in
NCSPP Member Schools 2004-05**

| | | |
|--------------------------|-------|--------|
| N schools reporting | 57 | 100.0% |
| | N | % |
| Total enrolled full time | 13940 | 100.0% |
| Men | 3177 | 22.8% |
| Women | 10699 | 76.8% |
| Not specified | 64 | 0.5% |
| White full-time | 9489 | 68.1% |
| Minority full-time | 3952 | 28.4% |
| Black | 1265 | 9.1% |
| Hispanic | 1392 | 10.0% |
| Asian | 867 | 6.2% |
| Native American | 90 | 0.6% |
| Multi-ethnic | 338 | 2.4% |
| Not specified | 499 | 3.6% |

Source: 2006 Graduate Study in Psychology, APA Research Office.

**Gender and Race/ethnicity of Part-time Students Enrolled in
NCSPP Member Schools 2004-05**

| | | |
|--------------------------|------|--------|
| N schools reporting | 57 | 100.0% |
| | N | % |
| Total enrolled part time | 3483 | 100.0% |
| Men | 830 | 23.8% |
| Women | 2411 | 69.2% |
| Not specified | 242 | 6.9% |
| White part-time | 2276 | 65.3% |
| Minority part-time | 793 | 22.8% |
| Black | 329 | 9.4% |
| Hispanic | 214 | 6.1% |
| Asian | 165 | 4.7% |
| Native American | 20 | 0.6% |
| Multi-ethnic | 65 | 1.9% |
| Not specified | 414 | 11.9% |

Source: 2006 Graduate Study in Psychology, APA Research Office.

Characteristics of Administrators in NCSPS Schools by Institution Type, 2004-05

| | | Total | |
|----------------|----------------------------------|-----------|------|
| | | 7 schools | |
| | | N | % |
| N = | | 9 | 100 |
| Position title | Clinical training director | 7 | 77.8 |
| | Assistant chair/ Associate chair | 1 | 11.1 |
| | Not specified | 1 | 11.1 |
| Academic rank | Full professor | 5 | 62.5 |
| | Associate professor | 3 | 37.5 |
| Gender | Men | 4 | 44.4 |
| | Women | 5 | 55.6 |

Source: 2004-05 Faculty Salary Survey, APA Research Office.

Race/ethnicity and Gender of All Faculty in NCSPP Member Schools by Type of Institution, 2004-05

| | N | % |
|---------------|-----|------|
| White | 669 | 81.7 |
| Black | 62 | 7.6 |
| Hispanic | 43 | 5.3 |
| Asian | 37 | 4.5 |
| Not specified | 8 | 1 |
| Men | 439 | 53.6 |
| Women | 378 | 46.2 |
| Not specified | 2 | 0.2 |
| All | 819 | 100 |

Source: 2004-05 Faculty Salary Survey, APA Research Office.
 Note. N = 45.

Race/ethnicity and Gender of Full-time Faculty in NCSPP Member Schools by Type of Institution, 2004-05

| | % | N |
|---------------|-----|------|
| White | 511 | 81 |
| Black | 54 | 8.6 |
| Hispanic | 32 | 5.1 |
| Asian | 27 | 4.3 |
| Not specified | 7 | 1.1 |
| Men | 344 | 54.5 |
| Women | 285 | 45.2 |
| Not specified | 2 | 0.3 |
| All | 631 | 100 |

Source: 2004-05 Faculty Salary Survey, APA Research Office.
 Note. N = 45.

Race/ethnicity and Gender of Clinical Faculty in NCSPP Member Schools by Type of Institution, 2004-05

| | % | N |
|---------------|-----|------|
| White | 461 | 79.3 |
| Black | 51 | 8.8 |
| Hispanic | 35 | 6 |
| Asian | 32 | 5.5 |
| Not specified | 2 | 0.3 |
| Men | 305 | 52.5 |
| Women | 275 | 47.3 |
| Not specified | 1 | 0.2 |
| All | 581 | 100 |

Source: 2004-05 Faculty Salary Survey, APA Research Office.
 Note. N = 45.

Race/ethnicity and Gender of Clinical Full-time Faculty in NCSPP Member Schools by Type of Institution, 2004-05

| | % | N |
|---------------|-----|------|
| White | 352 | 78.4 |
| Black | 45 | 10 |
| Hispanic | 27 | 6 |
| Asian | 23 | 5.1 |
| Not specified | 2 | 0.4 |
| Men | 239 | 53.2 |
| Women | 209 | 46.5 |
| Not specified | 1 | 0.2 |
| All | 449 | 100 |

Source: 2004-05 Faculty Salary Survey, APA Research Office.
 Note. N = 45.

S4, Q1: Program takes into consideration the following needs of faculty and students

| | Faculty | | Students | | Both | | Neither | | Not specified | | Total | |
|---|---------|------|----------|-----|------|------|---------|------|---------------|-------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Parental or family leave | 13 | 26.0 | 0 | .0 | 35 | 70.0 | 1 | 2.0 | 1 | 2.0 | 50 | 100.0 |
| Release time above the "Family Medical Leave Act" | 13 | 26.0 | 1 | 2.0 | 30 | 60.0 | 4 | 8.0 | 2 | 4.0 | 50 | 100.0 |
| Flexible schedules | 15 | 30.0 | 0 | .0 | 30 | 60.0 | 3 | 6.0 | 2 | 4.0 | 50 | 100.0 |
| Telecommuting | 16 | 32.0 | 0 | .0 | 9 | 18.0 | 22 | 44.0 | 3 | 6.0 | 50 | 100.0 |
| Onsite child care | 0 | .0 | 0 | .0 | 3 | 6.0 | 46 | 92.0 | 1 | 2.0 | 50 | 100.0 |
| Onsite fee-reduced child care | 0 | .0 | 2 | 4.0 | 0 | .0 | 47 | 94.0 | 1 | 2.0 | 50 | 100.0 |
| Tax exempt child care plan | 34 | 68.0 | 0 | .0 | 1 | 2.0 | 14 | 28.0 | 1 | 2.0 | 50 | 100.0 |
| Onsite free child care | 0 | .0 | 0 | .0 | 0 | .0 | 49 | 98.0 | 1 | 2.0 | 50 | 100.0 |
| Health insurance benefits | 22 | 44.0 | 1 | 2.0 | 25 | 50.0 | 0 | .0 | 2 | 4.0 | 50 | 100.0 |
| Health insurance benefits to same-gender partners | 24 | 48.0 | 0 | .0 | 5 | 10.0 | 15 | 30.0 | 6 | 12.0 | 50 | 100.0 |
| Other | 0 | .0 | 0 | .0 | 0 | .0 | 0 | .0 | 50 | 100.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q2: Program offers sabbatical leave to faculty

| | Yes | | No | | Total | |
|----|-----|------|----|------|-------|-------|
| | N | % | N | % | N | % |
| Q2 | 37 | 74.0 | 13 | 26.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q3-4: Remediation/disciplinary action

| | Yes | | No | | Not specified | | Total | |
|--|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q3: Program has an established remediation plan/performance improvement plan | 45 | 90.0 | 3 | 6.0 | 2 | 4.0 | 50 | 100.0 |
| Q4: Definition of disciplinary action differentiates "remediation" and "disciplinary action" | 35 | 70.0 | 12 | 24.0 | 3 | 6.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q7: Past five years, number of doctoral students dismissed for clinical unsuitability

| | | N | % | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|---|----------------|----|------|---------|------|--------|------|-------|---------|---------|
| Response | 0 | 10 | 58.8 | | | | | | | |
| | Greater than 0 | 31 | 41.2 | | | | | | | |
| | Total | 41 | 100 | | | | | | | |
| Of those who said greater than 0, mean number of doctoral students dismissed for clinical unsuitability, in past five years | | | | 31 | 2.81 | 2 | 1 | 2.786 | 1 | 15 |

Source: 2005 NCSPP Self Study. Compiled by the APA Research Office, July 2006.

Note: N=50. The total N in this table represents the number of NCSPP member programs that provided a valid response.

S4, Q8: Financial assistance academic year

| | 9-10 month period | | 11-12 month period | | Not applicable | | Not specified | | Total | |
|----|-------------------|------|--------------------|------|----------------|-----|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Q8 | 27 | 54.0 | 20 | 40.0 | 1 | 2.0 | 2 | 4.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q9: Availability/levels of financial assistance for first year students

| | | | | |
|---|---------------|---|-------|-------|
| First year Graduate Assistantship available | Checked | N | 27 | |
| | | % | 54.0 | |
| | Not checked | N | 23 | |
| | | % | 46.0 | |
| | Total | N | 50 | |
| | | % | 100.0 | |
| First year Graduate Assistantship average amount paid/year | Valid N | | 27 | |
| | Median | | 5000 | |
| | Q1 | | 2500 | |
| | Q3 | | 6000 | |
| First year Graduate Assistantship average hours/week worked | Valid N | | 26 | |
| | Median | | 10 | |
| | Q1 | | 8 | |
| | Q3 | | 15 | |
| | | | N | % |
| First year Graduate Assistantship tuition remission given | None | | 12 | 44.4 |
| | Not specified | | 4 | 14.8 |
| | Full | | 1 | 3.7 |
| | Partial | | 9 | 33.3 |
| | Both | | 1 | 3.7 |
| | Total | | 27 | 100.0 |
| First year Teaching Assistantship available | Checked | N | 16 | |
| | | % | 32.0 | |
| | Not checked | N | 34 | |
| | | % | 68.0 | |
| | Total | N | 50 | |
| | | % | 100.0 | |
| First year Teaching Assistantship average amount paid/year | Valid N | | 14 | |
| | Median | | 2970 | |
| | Q1 | | 2000 | |
| | Q3 | | 5000 | |
| First year Teaching Assistantship hours/week worked | Valid N | | 14 | |
| | Median | | 10.0 | |
| | Q1 | | 5.5 | |
| | Q3 | | 12.0 | |

(continued)

S4, Q9: Availability/levels of financial assistance for first year students (continued)

| | | N | % |
|---|---------------|-------|-------|
| First year Teaching Assistantship tuition remission given | None | 9 | 56.3 |
| | Full | 1 | 6.3 |
| | Partial | 4 | 25.0 |
| | Both | 1 | 6.3 |
| | Not specified | 1 | 6.3 |
| | Total | 16 | 100.0 |
| First year Research Assistantship available | Checked | N | 20 |
| | | % | 40.0 |
| | Not checked | N | 30 |
| | | % | 60.0 |
| | Total | N | 50 |
| % | | 100.0 | |
| First year Research Assistantship average amount paid/year | Valid N | 18 | |
| | Median | 4750 | |
| | Q1 | 3000 | |
| | Q3 | 6000 | |
| First year Research Assistantship average hours/week worked | Valid N | 17 | |
| | Median | 8.0 | |
| | Q1 | 6.0 | |
| | Q3 | 12.0 | |
| | | N | % |
| First year Research Assistantship tuition remission given | None | 13 | 65.0 |
| | Full | 1 | 5.0 |
| | Partial | 4 | 20.0 |
| | Both | 1 | 5.0 |
| | Not specified | 1 | 5.0 |
| | Total | 20 | 100.0 |
| First year Traineeships available | Checked | N | 3 |
| | | % | 6.0 |
| | Not checked | N | 47 |
| | | % | 94.0 |
| | Total | N | 50 |
| % | | 100.0 | |
| First year Traineeships average amount paid/year | Valid N | 3 | |
| | Median | 10000 | |
| | Q1 | 7500 | |
| | Q3 | 12000 | |

(continued)

S4, Q9: Availability/levels of financial assistance for first year students (continued)

| | | | | |
|---|---------------|---|-------|-------|
| First year Traineeships average hours/week worked | Valid N | | 2 | |
| | Median | | 14 | |
| | Q1 | | 12 | |
| | Q3 | | 15 | |
| | | | N | % |
| First year Traineeships tuition remission given | None | | 1 | 33.3 |
| | Full | | 0 | .0 |
| | Partial | | 0 | .0 |
| | Both | | 1 | 33.3 |
| | Not specified | | 1 | 33.3 |
| | Total | | 3 | 100.0 |
| First year Fellowships & Scholarships available | Checked | N | 37 | |
| | | % | 74.0 | |
| | Not checked | N | 13 | |
| | | % | 26.0 | |
| | Total | N | 50 | |
| | | % | 100.0 | |
| First year Fellowships & Scholarships average amount paid/year | Valid N | | 36 | |
| | Median | | 2500 | |
| | Q1 | | 1700 | |
| | Q3 | | 5000 | |
| First year Fellowships & Scholarships average hours/week worked | Valid N | | 20 | |
| | Median | | 0 | |
| | Q1 | | 0 | |
| | Q3 | | 5 | |
| | | N | % | |
| First year Fellowships & Scholarships tuition remission given | None | | 18 | 48.6 |
| | Full | | 1 | 2.7 |
| | Partial | | 11 | 29.7 |
| | Both | | 2 | 5.4 |
| | Not specified | | 5 | 13.5 |
| | Total | | 37 | 100.0 |

Source: 2005 NCSP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10.

S4, Q10: Availability/levels of financial assistance for advanced year students

| | | | | |
|---|---------------|---|-------|-------|
| Advanced Graduate Assistantship available | Checked | N | 29 | |
| | | % | 58.0 | |
| | Not checked | N | 21 | |
| | | % | 42.0 | |
| | Total | N | 50 | |
| | | % | 100.0 | |
| Advanced Graduate Assistantship average amount paid/year | Valid N | | 28 | |
| | Median | | 3850 | |
| | Q1 | | 2600 | |
| | Q3 | | 6000 | |
| Advanced Graduate Assistantship average hours/week worked | Valid N | | 27 | |
| | Median | | 10.0 | |
| | Q1 | | 7.0 | |
| | Q3 | | 15.0 | |
| | | | N | % |
| Advanced Graduate Assistantship tuition remission given | None | | 15 | 51.7 |
| | Full | | 1 | 3.4 |
| | Partial | | 9 | 31.0 |
| | Both | | 2 | 6.9 |
| | Not specified | | 2 | 6.9 |
| | Total | | 29 | 100.0 |
| Advanced Teaching Assistantship available | Checked | N | 37 | |
| | | % | 74.0 | |
| | Not checked | N | 13 | |
| | | % | 26.0 | |
| | Total | N | 50 | |
| | | % | 100.0 | |
| Advanced Teaching Assistantship average amount paid/year | Valid N | | 34 | |
| | Median | | 2000 | |
| | Q1 | | 1200 | |
| | Q3 | | 3200 | |
| Advanced Teaching Assistantship hours/week worked | Valid N | | 34 | |
| | Median | | 8.0 | |
| | Q1 | | 5.0 | |

(continued)

S4, Q10: Availability/levels of financial assistance for advanced year students (continued)

| | | | |
|---|---------------|----|-------|
| | Q3 | | 10.0 |
| | | N | % |
| Advanced Teaching Assistantship tuition remission given | None | 20 | 54.1 |
| | Full | 2 | 5.4 |
| | Partial | 6 | 16.2 |
| | Both | 2 | 5.4 |
| | Not specified | 7 | 18.9 |
| | Total | 37 | 100.0 |
| Advanced Research Assistantship available | Checked | N | 22 |
| | | % | 44.0 |
| | Not checked | N | 28 |
| | | % | 56.0 |
| | Total | N | 50 |
| | | % | 100.0 |
| Advanced Research Assistantship average amount paid/year | Valid N | | 19 |
| | Median | | 3000 |
| | Q1 | | 1600 |
| | Q3 | | 6000 |
| Advanced Research Assistantship average hours/week worked | Valid N | | 21 |
| | Median | | 8.0 |
| | Q1 | | 5.0 |
| | Q3 | | 12.0 |
| | | N | % |
| Advanced Research Assistantship tuition remission given | None | 11 | 50.0 |
| | Full | 2 | 9.1 |
| | Partial | 5 | 22.7 |
| | Both | 1 | 4.5 |
| | Not specified | 3 | 13.6 |
| | Total | 22 | 100.0 |
| Advanced Traineeships available | Checked | N | 6 |
| | | % | 12.0 |
| | Not checked | N | 44 |
| | | % | 88.0 |
| | Total | N | 50 |
| | | % | 100.0 |
| Advanced Traineeships average amount paid/year | Valid N | | 5 |
| | Median | | 5000 |
| | Q1 | | 3200 |
| | Q3 | | 6000 |

S4, Q10: Availability/levels of financial assistance for advanced year students (continued)

| | | | | |
|---|---------------|---|-------|-------|
| Advanced Traineeships average hours/week worked | Valid N | | 6 | |
| | Median | | 14 | |
| | Q1 | | 12 | |
| | Q3 | | 18 | |
| | | | N | % |
| Advanced Traineeships tuition remission given | None | | 6 | 100.0 |
| | Full | | 0 | .0 |
| | Partial | | 0 | .0 |
| | Both | | 0 | .0 |
| | Not specified | | 0 | .0 |
| | Total | | 6 | 100.0 |
| Advanced Fellowships & Scholarships available | Checked | N | 34 | |
| | | % | 68.0 | |
| | Not checked | N | 16 | |
| | | % | 32.0 | |
| | Total | N | 50 | |
| | | % | 100.0 | |
| Advanced Fellowships & Scholarships average amount paid/year | Valid N | | 33 | |
| | Median | | 2250 | |
| | Q1 | | 1400 | |
| | Q3 | | 4000 | |
| Advanced Fellowships & Scholarships average hours/week worked | Valid N | | 21 | |
| | Median | | 0 | |
| | Q1 | | 0 | |
| | Q3 | | 5 | |
| | | | N | % |
| Advanced Fellowships & Scholarships tuition remission given | None | | 18 | 52.9 |
| | Full | | 1 | 2.9 |
| | Partial | | 10 | 29.4 |
| | Both | | 0 | .0 |
| | Not specified | | 5 | 14.7 |
| | Total | | 34 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10.

S4, Q11: Average number of assistantships offered per year

| | None | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|------------------------|------|---------|------|--------|------|-------|---------|---------|
| Teaching Assistantship | 0 | 35 | 20.5 | 15 | 15 | 28.32 | 1 | 167 |
| Graduate Assistantship | 4 | 30 | 11.3 | 9 | 5 | 8.2 | 1 | 36 |
| Research Assistantship | 4 | 22 | 7.3 | 5 | 2 | 6.61 | 1 | 28 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 50. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S4, Q11a: Assistants receive systematic training instruction and evaluated

| | Yes | | No | | Not specified | | Total | |
|--|-----|------|----|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Teaching Assistants receive formal and systematic training/instruction regarding duties | 27 | 54.0 | 16 | 32.0 | 7 | 14.0 | 50 | 100.0 |
| Graduate Assistants receive formal and systematic training/instruction regarding duties | 23 | 46.0 | 13 | 26.0 | 14 | 28.0 | 50 | 100.0 |
| Research Assistants receive formal and systematic training/instruction regarding duties | 17 | 34.0 | 12 | 24.0 | 21 | 42.0 | 50 | 100.0 |
| Teaching Assistants receive institutional and systematic training/instruction support services | 15 | 30.0 | 27 | 54.0 | 8 | 16.0 | 50 | 100.0 |
| Graduate Assistants receive institutional and systematic training/instruction support services | 16 | 32.0 | 20 | 40.0 | 14 | 28.0 | 50 | 100.0 |
| Research Assistants receive institutional and systematic training/instruction support services | 14 | 28.0 | 12 | 24.0 | 24 | 48.0 | 50 | 100.0 |
| Teaching Assistants are evaluated in a formal and systematic manner | 19 | 38.0 | 24 | 48.0 | 7 | 14.0 | 50 | 100.0 |
| Graduate Assistants are evaluated in a formal and systematic manner | 21 | 42.0 | 16 | 32.0 | 13 | 26.0 | 50 | 100.0 |
| Research Assistants are evaluated in a formal and systematic manner | 12 | 24.0 | 16 | 32.0 | 22 | 44.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q12: Student access to services at the school/university

| | Checked | | Not checked | | Total | |
|---|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Internal Counseling/Psychological Services Center | 18 | 36.0 | 32 | 64.0 | 50 | 100.0 |
| Counseling/Psychological Services Center | 28 | 56.0 | 22 | 44.0 | 50 | 100.0 |
| Consulting Center | 6 | 12.0 | 44 | 88.0 | 50 | 100.0 |
| Multicultural/Diversity Center | 17 | 34.0 | 33 | 66.0 | 50 | 100.0 |
| Career Counseling/Development Center | 28 | 56.0 | 22 | 44.0 | 50 | 100.0 |
| Academic Resource Center | 28 | 56.0 | 22 | 44.0 | 50 | 100.0 |
| Alumni Services | 33 | 66.0 | 17 | 34.0 | 50 | 100.0 |
| Other | 13 | 26.0 | 37 | 74.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q13: Institution participates in the Federal College Work Study Program

| | Yes | | No | | Not specified | | Total | |
|-----|-----|------|----|-----|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q13 | 43 | 86.0 | 4 | 8.0 | 3 | 6.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q14: Online/distance/dispersed education an element of courses or instructional delivery

| | Not applicable | | Yes | | No | | Not specified | | Total | |
|-----------------------------|----------------|-----|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Institution | 1 | 2.0 | 40 | 80.0 | 8 | 16.0 | 1 | 2.0 | 50 | 100.0 |
| School or Department | 1 | 2.0 | 28 | 56.0 | 19 | 38.0 | 2 | 4.0 | 50 | 100.0 |
| Member Program | 1 | 2.0 | 12 | 24.0 | 34 | 68.0 | 3 | 6.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q15: Advocacy training offered to faculty/students

| | | N | % |
|-----|---------------|----|-------|
| Q15 | Faculty | 4 | 8.0 |
| | Students | 5 | 10.0 |
| | Both | 7 | 14.0 |
| | Neither | 31 | 62.0 |
| | Not specified | 3 | 6.0 |
| | Total | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q16: At least one NCSPP delegate is a Federal Education Advocacy Coordinators Network representative

| | Yes | | No | | Not specified | | Total | |
|-----|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q16 | 19 | 38.0 | 28 | 56.0 | 3 | 6.0 | 50 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 50 programs.

S4, Q17: Past year, number of times FEDAC representative received requests for further action

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|-----|---------|------|--------|------|------|---------|---------|
| Q17 | 15 | 6.4 | 5.0 | 0 | 7.43 | .0 | 30.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. N = 50. The valid N in this table represents the number of NCSPP member programs that provided a valid response. There were three modes, the lowest mode is reported in the table.

S5, Q1: Credit hours required to complete member program

| | | N | % |
|----|----------------|----|-------|
| Q1 | Quarter hours | 7 | 14.3 |
| | Semester hours | 33 | 67.3 |
| | Other | 6 | 12.2 |
| | Not specified | 3 | 6.1 |
| | Total | 49 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. Exercise extreme caution when interpreting results when N is less than 10.
 Not all NCSPP member programs completed each section to the self study,
 therefore this section/table reflects data from 49 programs.

S5, Q1a: Quarter hours required to complete member program

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|--------|----------------|
| Quarter hours | 7 | 85 | 288 | 163.14 | 62.855 |
| Valid N (listwise) | 7 | | | | |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP
 member programs completed each section to the self study, therefore this section/table reflects data
 from 49 programs.

S5, Q1b: Semester hours required to complete member program

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|--------|----------------|
| Semester hours | 32 | 72 | 135 | 110.16 | 15.283 |
| Valid N (listwise) | 32 | | | | |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP
 member programs completed each section to the self study, therefore this section/table reflects
 data from 49 programs

S5, Q2: Maximum number of transfer credit hours allowed

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|----|---------|------|--------|------|-------|---------|---------|
| Q2 | 47 | 25.4 | 30.0 | 30.0 | 12.15 | .0 | 48.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. N = 49. The valid N in this table represents the number of NCSPP member programs that provided a
 valid response.

S5, Q3: Percentage of the total curriculum hours that is composed of required courses

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|----|---------|------|--------|------|-------|---------|---------|
| Q3 | 46 | 79.9 | 86.0 | 80.0 | 19.64 | 5.0 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 49. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S5, Q4: Students earn a Masters degree along the way to completing doctorate and percentage that do

| | | N | % | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|--|---------------|----|-------|---------|------|--------|-------|-------|---------|---------|
| Q4: Students can earn a Master's degree along the way to completing their doctorate | Yes | 42 | 85.7 | | | | | | | |
| | No | 6 | 12.2 | | | | | | | |
| | Not specified | 1 | 2.0 | | | | | | | |
| | Total | 49 | 100.0 | | | | | | | |
| Percentage of students that earn a Master's degree along the way to completing their doctorate | | | | 40 | 83.7 | 95.0 | 100.0 | 24.89 | 20.0 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S5, Q5: Program electives

| | Yes | | No | | Not specified | | Total | |
|--|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Specialty or concentration tracks available | 38 | 77.6 | 10 | 20.4 | 1 | 2.0 | 49 | 100.0 |
| Dual degrees available | 13 | 26.5 | 35 | 71.4 | 1 | 2.0 | 49 | 100.0 |
| Permission of electives from other departments or institutions | 32 | 65.3 | 16 | 32.7 | 1 | 2.0 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q6: Theoretical orientations students are exposed to in program (either as stand alone course or integrated within a course)

| | No course(s) | | Elective course(s) | | Required course(s) | | Not specified | | Total | |
|-----------------------------------|--------------|------|--------------------|------|--------------------|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Humanistic | 11 | 22.4 | 13 | 26.5 | 21 | 42.9 | 4 | 8.2 | 49 | 100.0 |
| Cognitive | 8 | 16.3 | 8 | 16.3 | 30 | 61.2 | 3 | 6.1 | 49 | 100.0 |
| Behavioral | 11 | 22.4 | 15 | 30.6 | 20 | 40.8 | 3 | 6.1 | 49 | 100.0 |
| Cognitive/Behavioral | 0 | .0 | 7 | 14.3 | 40 | 81.6 | 2 | 4.1 | 49 | 100.0 |
| Psychoanalytic/Psychodynamic | 1 | 2.0 | 6 | 12.2 | 40 | 81.6 | 2 | 4.1 | 49 | 100.0 |
| Gestalt | 29 | 59.2 | 8 | 16.3 | 8 | 16.3 | 4 | 8.2 | 49 | 100.0 |
| Family Systems | 0 | .0 | 13 | 26.5 | 35 | 71.4 | 1 | 2.0 | 49 | 100.0 |
| Adlerian | 35 | 71.4 | 4 | 8.2 | 6 | 12.2 | 4 | 8.2 | 49 | 100.0 |
| Person/Client-Centered/Humanistic | 9 | 18.4 | 12 | 24.5 | 26 | 53.1 | 2 | 4.1 | 49 | 100.0 |
| Other | 1 | 2.0 | 3 | 6.1 | 11 | 22.4 | 34 | 69.4 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q7: Psychological measures students are exposed to in curriculum (either as a stand alone course or integrated within a course)

| | No course(s) | | Elective course(s) | | Required course(s) | | Not specified | | Total | |
|--|--------------|------|--------------------|------|--------------------|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Bender Gestalt | 5 | 10.2 | 5 | 10.2 | 37 | 75.5 | 2 | 4.1 | 49 | 100.0 |
| California Psychological Inventory-Revised | 22 | 44.9 | 8 | 16.3 | 14 | 28.6 | 5 | 10.2 | 49 | 100.0 |
| Connors Scales (ADD) | 5 | 10.2 | 19 | 38.8 | 21 | 42.9 | 4 | 8.2 | 49 | 100.0 |
| Hare Psychopathy Checklist-Revised | 19 | 38.8 | 20 | 40.8 | 2 | 4.1 | 8 | 16.3 | 49 | 100.0 |
| Halstead-Reitan | 3 | 6.1 | 29 | 59.2 | 13 | 26.5 | 4 | 8.2 | 49 | 100.0 |
| MCMI-III | 5 | 10.2 | 3 | 6.1 | 38 | 77.6 | 3 | 6.1 | 49 | 100.0 |
| MMPI-A | 1 | 2.0 | 6 | 12.2 | 40 | 81.6 | 2 | 4.1 | 49 | 100.0 |
| MMPI-II | 2 | 4.1 | 1 | 2.0 | 44 | 89.8 | 2 | 4.1 | 49 | 100.0 |
| Myers-Briggs Type Indicator | 25 | 51.0 | 11 | 22.4 | 7 | 14.3 | 6 | 12.2 | 49 | 100.0 |
| Parent Report Measures | 3 | 6.1 | 16 | 32.7 | 26 | 53.1 | 4 | 8.2 | 49 | 100.0 |
| Peabody Picture Vocabulary Test | 10 | 20.4 | 14 | 28.6 | 20 | 40.8 | 5 | 10.2 | 49 | 100.0 |
| Personality Assessment Inventory | 12 | 24.5 | 5 | 10.2 | 26 | 53.1 | 6 | 12.2 | 49 | 100.0 |

Source: 2005 NCSP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSP member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

(continued)

S5, Q7: Psychological measures students are exposed to in curriculum (either as a stand alone course or integrated within a course) (continued)

| | No course(s) | | Elective course(s) | | Required course(s) | | Not specified | | Total | |
|----------------------------------|--------------|------|--------------------|------|--------------------|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Projective Drawings | 5 | 10.2 | 8 | 16.3 | 34 | 69.4 | 2 | 4.1 | 49 | 100.0 |
| Projective Sentences | 2 | 4.1 | 10 | 20.4 | 35 | 71.4 | 2 | 4.1 | 49 | 100.0 |
| Rorschach | 0 | .0 | 7 | 14.3 | 41 | 83.7 | 1 | 2.0 | 49 | 100.0 |
| Self-Report Measures | 1 | 2.0 | 6 | 12.2 | 40 | 81.6 | 2 | 4.1 | 49 | 100.0 |
| Strong Interest Inventory | 23 | 46.9 | 15 | 30.6 | 5 | 10.2 | 6 | 12.2 | 49 | 100.0 |
| Structured Diagnostic Interviews | 5 | 10.2 | 5 | 10.2 | 35 | 71.4 | 4 | 8.2 | 49 | 100.0 |
| TAT | 2 | 4.1 | 4 | 8.2 | 41 | 83.7 | 2 | 4.1 | 49 | 100.0 |
| Trail Making Test A & B | 4 | 8.2 | 23 | 46.9 | 17 | 34.7 | 5 | 10.2 | 49 | 100.0 |
| Vineland | 7 | 14.3 | 17 | 34.7 | 23 | 46.9 | 2 | 4.1 | 49 | 100.0 |
| WAIS-III | 0 | .0 | 0 | .0 | 46 | 93.9 | 3 | 6.1 | 49 | 100.0 |
| Wechsler Memory Scale III | 1 | 2.0 | 17 | 34.7 | 29 | 59.2 | 2 | 4.1 | 49 | 100.0 |
| WISC-IV | 0 | .0 | 3 | 6.1 | 44 | 89.8 | 2 | 4.1 | 49 | 100.0 |
| WPPSI-R | 4 | 8.2 | 14 | 28.6 | 29 | 59.2 | 2 | 4.1 | 49 | 100.0 |
| WRAT | 4 | 8.2 | 13 | 26.5 | 29 | 59.2 | 3 | 6.1 | 49 | 100.0 |
| Other | 0 | .0 | 2 | 4.1 | 12 | 24.5 | 35 | 71.4 | 49 | 100.0 |

Source: 2005 NCSP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSP member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q8: Teach NCSPP competencies with member program curriculum (either in a stand alone course or integrated within a course)

| | No course(s) | | Elective course(s) | | Required course(s) | | Not specified | | Total | |
|--------------------------|--------------|-----|--------------------|------|--------------------|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Relationship | 1 | 2.0 | 1 | 2.0 | 43 | 87.8 | 4 | 8.2 | 49 | 100.0 |
| Assessment | 0 | .0 | 0 | .0 | 45 | 91.8 | 4 | 8.2 | 49 | 100.0 |
| Intervention | 0 | .0 | 0 | .0 | 45 | 91.8 | 4 | 8.2 | 49 | 100.0 |
| Research & Evaluation | 0 | .0 | 0 | .0 | 45 | 91.8 | 4 | 8.2 | 49 | 100.0 |
| Consultation & Education | 2 | 4.1 | 8 | 16.3 | 35 | 71.4 | 4 | 8.2 | 49 | 100.0 |
| Management & Supervision | 1 | 2.0 | 8 | 16.3 | 36 | 73.5 | 4 | 8.2 | 49 | 100.0 |
| Diversity | 0 | .0 | 0 | .0 | 44 | 89.8 | 5 | 10.2 | 49 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q8: Assess NCSPP competencies with member program curriculum (either in a stand alone course or integrated within a course)

| | Yes | | No | | Not specified | | Total | |
|--------------------------|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Relationship | 43 | 87.8 | 2 | 4.1 | 4 | 8.2 | 49 | 100.0 |
| Assessment | 46 | 93.9 | 0 | .0 | 3 | 6.1 | 49 | 100.0 |
| Intervention | 46 | 93.9 | 0 | .0 | 3 | 6.1 | 49 | 100.0 |
| Research & Evaluation | 45 | 91.8 | 0 | .0 | 4 | 8.2 | 49 | 100.0 |
| Consultation & Education | 37 | 75.5 | 8 | 16.3 | 4 | 8.2 | 49 | 100.0 |
| Management & Supervision | 39 | 79.6 | 6 | 12.2 | 4 | 8.2 | 49 | 100.0 |
| Diversity | 44 | 89.8 | 2 | 4.1 | 3 | 6.1 | 49 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q 9: Training sites required to formally evaluate students on the NCSPP competencies

| | | Practica | Internship | Both | Neither | Not specified | Total |
|--------------------------|---|----------|------------|------|---------|---------------|-------|
| Relationship | N | 9 | 0 | 35 | 1 | 4 | 49 |
| | % | 18.4 | .0 | 71.4 | 2.0 | 8.2 | 100.0 |
| Assessment | N | 7 | 0 | 37 | 1 | 4 | 49 |
| | % | 14.3 | .0 | 75.5 | 2.0 | 8.2 | 100.0 |
| Intervention | N | 9 | 0 | 37 | 0 | 3 | 49 |
| | % | 18.4 | .0 | 75.5 | .0 | 6.1 | 100.0 |
| Research & Evaluation | N | 5 | 1 | 19 | 20 | 4 | 49 |
| | % | 10.2 | 2.0 | 38.8 | 40.8 | 8.2 | 100.0 |
| Consultation & Education | N | 7 | 2 | 25 | 11 | 4 | 49 |
| | % | 14.3 | 4.1 | 51.0 | 22.4 | 8.2 | 100.0 |
| Management & Supervision | N | 7 | 4 | 23 | 10 | 5 | 49 |
| | % | 14.3 | 8.2 | 46.9 | 20.4 | 10.2 | 100.0 |
| Diversity | N | 7 | 0 | 36 | 2 | 4 | 49 |
| | % | 14.3 | .0 | 73.5 | 4.1 | 8.2 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q10: Training in psychopharmacology offered

| | | N | % |
|-----|--------------------|----|-------|
| Q10 | None | 2 | 4.1 |
| | Required course(s) | 34 | 69.4 |
| | Elective course(s) | 12 | 24.5 |
| | Not specified | 1 | 2.0 |
| | Total | 49 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q11-12: Prescription privileges

| | Yes | | No | | Not specified | | Total | |
|---|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q11: Institution has a postdoctoral training program to prepare psychologists for prescription privileges | 3 | 6.1 | 44 | 89.8 | 2 | 4.1 | 49 | 100.0 |
| Q12: University/school interested in developing curriculum programming around prescription privileges | 18 | 36.7 | 27 | 55.1 | 4 | 8.2 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q13: Program foster/encourage a commitment to community/public service

| | Checked | | Not checked | | Total | |
|--|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Institutional mission statement | 40 | 81.6 | 9 | 18.4 | 49 | 100.0 |
| Cover concepts in class | 43 | 87.8 | 6 | 12.2 | 49 | 100.0 |
| Provide actual community service opportunities | 41 | 83.7 | 8 | 16.3 | 49 | 100.0 |
| Require participation in community service opportunities | 13 | 26.5 | 36 | 73.5 | 49 | 100.0 |
| Other | 7 | 14.3 | 42 | 85.7 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q14: Program requires dissertation/doctoral project/clinical research project

| | Checked | | Not checked | | Total | |
|---------------------------|---------|------|-------------|-------|-------|-------|
| | N | % | N | % | N | % |
| Dissertation | 28 | 57.1 | 21 | 42.9 | 49 | 100.0 |
| Clinical Research Project | 15 | 30.6 | 34 | 69.4 | 49 | 100.0 |
| Other | 8 | 16.3 | 41 | 83.7 | 49 | 100.0 |
| None | 0 | .0 | 49 | 100.0 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q14a: Most common forms of the dissertation/doctoral project/clinical research project

| | Checked | | Not checked | | Total | |
|---------------------------------------|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Theoretical analyses | 30 | 61.2 | 19 | 38.8 | 49 | 100.0 |
| Surveys | 39 | 79.6 | 10 | 20.4 | 49 | 100.0 |
| Analyses of archival data | 40 | 81.6 | 9 | 18.4 | 49 | 100.0 |
| Outcome research | 32 | 65.3 | 17 | 34.7 | 49 | 100.0 |
| Systematic qualitative investigations | 38 | 77.6 | 11 | 22.4 | 49 | 100.0 |
| Public policy issues | 9 | 18.4 | 40 | 81.6 | 49 | 100.0 |
| Case studies | 25 | 51.0 | 24 | 49.0 | 49 | 100.0 |
| Group-based nomothetic investigations | 23 | 46.9 | 26 | 53.1 | 49 | 100.0 |
| Program development | 23 | 46.9 | 26 | 53.1 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. N = 49. Exercise extreme caution when interpreting results when N is less than 10.

S5, Q15: When department requires comps/preliminary/qualifying exam(s)

| | Checked | | Not checked | | Total | |
|--|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| We do not require Comps/Preliminary/Qualifying exam(s) | 2 | 4.1 | 47 | 95.9 | 49 | 100.0 |
| After the first year | 4 | 8.2 | 45 | 91.8 | 49 | 100.0 |
| After the second year | 33 | 67.3 | 16 | 32.7 | 49 | 100.0 |
| After the third year | 25 | 51.0 | 24 | 49.0 | 49 | 100.0 |
| After the fourth year | 2 | 4.1 | 47 | 95.9 | 49 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S5, Q15a: Number of comps/preliminary/qualifying exam(s) required

| | | N | % |
|------|---------------|----|-------|
| Q15a | 1 | 17 | 36.2 |
| | 2 | 15 | 31.9 |
| | 3 | 7 | 14.9 |
| | 4 | 2 | 4.3 |
| | 5+ | 5 | 10.6 |
| | Not specified | 1 | 2.1 |
| | Total | 47 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 47. Exercise extreme caution when interpreting results when N is less than 10.

S5, Q15b: Program limit the number of times students may attempt to pass the comps/preliminary/qualifying exam(s) before placed on mandatory probation or dismissed

| | Checked | | Not checked | | Total | |
|---|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| No limit on number of attempts | 6 | 12.8 | 41 | 87.2 | 47 | 100.0 |
| May fail exam only once before mandatory probation or dismissal | 2 | 4.3 | 45 | 95.7 | 47 | 100.0 |
| Two failures results in mandatory probation or dismissal | 27 | 57.4 | 20 | 42.6 | 47 | 100.0 |
| Other | 14 | 29.8 | 33 | 70.2 | 47 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 47. Exercise extreme caution when interpreting results when N is less than 10.

S5, Q15c: Program requires students to successfully pass the comps/preliminary/qualifying exam(s) prior to going on internship

| | Yes | | No | | Not specified | | Total | |
|------|-----|------|----|-----|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q15c | 44 | 93.6 | 2 | 4.3 | 1 | 2.1 | 47 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 47. Exercise extreme caution when interpreting results when N is less than 10.

S5, Q15d: Format(s) used for comps/preliminary/qualifying exam(s)

| | Checked | | Not checked | | Total | |
|---|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Written clinical work sample | 36 | 76.6 | 11 | 23.4 | 47 | 100.0 |
| Oral clinical work sample | 28 | 59.6 | 19 | 40.4 | 47 | 100.0 |
| Multiple choice test of theoretical knowledge | 18 | 38.3 | 29 | 61.7 | 47 | 100.0 |
| Essay test of theoretical knowledge | 24 | 51.1 | 23 | 48.9 | 47 | 100.0 |
| Theory papers | 7 | 14.9 | 40 | 85.1 | 47 | 100.0 |
| Oral exam of theoretical knowledge | 23 | 48.9 | 24 | 51.1 | 47 | 100.0 |
| Audio/video clinical session | 22 | 46.8 | 25 | 53.2 | 47 | 100.0 |
| In-class time limited structure | 6 | 12.8 | 41 | 87.2 | 47 | 100.0 |
| Take home time limited structure | 6 | 12.8 | 41 | 87.2 | 47 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 47. Exercise extreme caution when interpreting results when N is less than 10.

S6a, Q1-3: Topics covered in program's curriculum and availability of practicum training sites at which students can gain supervised experiences

| | | Not Available | | Elective | | Required | | Not specified | |
|---------------------------------------|------------|---------------|------|----------|------|----------|------|---------------|------|
| | | N | % | N | % | N | % | N | % |
| Female Development | Curriculum | 1 | 2.1 | 9 | 19.1 | 35 | 74.5 | 2 | 4.3 |
| | Practicum | 7 | 14.9 | 28 | 59.6 | 4 | 8.5 | 8 | 17.0 |
| Feminist Theories | Curriculum | 6 | 12.8 | 19 | 40.4 | 20 | 42.6 | 2 | 4.3 |
| | Practicum | 10 | 21.3 | 26 | 55.3 | 2 | 4.3 | 9 | 19.1 |
| Feminist Interventions | Curriculum | 6 | 12.8 | 23 | 48.9 | 14 | 29.8 | 4 | 8.5 |
| | Practicum | 6 | 12.8 | 33 | 70.2 | 1 | 2.1 | 7 | 14.9 |
| Feminist Program Design & Evaluation | Curriculum | 29 | 61.7 | 13 | 27.7 | 3 | 6.4 | 2 | 4.3 |
| | Practicum | 19 | 40.4 | 18 | 38.3 | 1 | 2.1 | 9 | 19.1 |
| Homeless Women | Curriculum | 15 | 31.9 | 15 | 31.9 | 8 | 17.0 | 9 | 19.1 |
| | Practicum | 1 | 2.1 | 37 | 78.7 | 2 | 4.3 | 7 | 14.9 |
| Leadership Training for Women | Curriculum | 32 | 68.1 | 10 | 21.3 | 1 | 2.1 | 4 | 8.5 |
| | Practicum | 19 | 40.4 | 18 | 38.3 | 1 | 2.1 | 9 | 19.1 |
| Pregnancy & Parenting | Curriculum | 5 | 10.6 | 20 | 42.6 | 21 | 44.7 | 1 | 2.1 |
| | Practicum | 1 | 2.1 | 40 | 85.1 | 1 | 2.1 | 5 | 10.6 |
| Prevention Programs for Women | Curriculum | 18 | 38.3 | 21 | 44.7 | 5 | 10.6 | 3 | 6.4 |
| | Practicum | 5 | 10.6 | 35 | 74.5 | 1 | 2.1 | 6 | 12.8 |
| Public Policy Issues Regarding Gender | Curriculum | 10 | 21.3 | 20 | 42.6 | 16 | 34.0 | 1 | 2.1 |
| | Practicum | 16 | 34.0 | 22 | 46.8 | 1 | 2.1 | 8 | 17.0 |
| Rural Women/Girls | Curriculum | 22 | 46.8 | 15 | 31.9 | 6 | 12.8 | 4 | 8.5 |
| | Practicum | 12 | 25.5 | 25 | 53.2 | 2 | 4.3 | 8 | 17.0 |
| Single Mothers | Curriculum | 8 | 17.0 | 20 | 42.6 | 15 | 31.9 | 4 | 8.5 |
| | Practicum | 1 | 2.1 | 38 | 80.9 | 2 | 4.3 | 6 | 12.8 |
| Urban Women/Girls | Curriculum | 13 | 27.7 | 20 | 42.6 | 9 | 19.1 | 5 | 10.6 |
| | Practicum | 3 | 6.4 | 36 | 76.6 | 2 | 4.3 | 6 | 12.8 |
| Women & Addictions | Curriculum | 5 | 10.6 | 28 | 59.6 | 13 | 27.7 | 1 | 2.1 |
| | Practicum | 1 | 2.1 | 40 | 85.1 | 2 | 4.3 | 4 | 8.5 |
| Women & Aging | Curriculum | 5 | 10.6 | 19 | 40.4 | 21 | 44.7 | 2 | 4.3 |
| | Practicum | 2 | 4.3 | 38 | 80.9 | 2 | 4.3 | 5 | 10.6 |
| Women & Poverty | Curriculum | 8 | 17.0 | 16 | 34.0 | 18 | 38.3 | 5 | 10.6 |
| | Practicum | 2 | 4.3 | 38 | 80.9 | 2 | 4.3 | 5 | 10.6 |

(continued)

S6a, Q1-3: Topics covered in program's curriculum and availability of practicum training sites at which students can gain supervised experiences (continued)

| | | Not Available | | Elective | | Required | | Not specified | |
|---|------------|---------------|------|----------|------|----------|------|---------------|------|
| | | N | % | N | % | N | % | N | % |
| Women & Racial/Ethnic Diversity | Curriculum | 2 | 4.3 | 10 | 21.3 | 35 | 74.5 | 0 | 0.0 |
| | Practicum | 0 | 0.0 | 36 | 76.6 | 6 | 12.8 | 5 | 10.6 |
| Women & Sociocultural Diversity | Curriculum | 2 | 4.3 | 10 | 21.3 | 35 | 74.5 | 0 | 0.0 |
| | Practicum | 0 | 0.0 | 36 | 76.6 | 6 | 12.8 | 5 | 10.6 |
| Women & Trauma | Curriculum | 4 | 8.5 | 29 | 61.7 | 12 | 25.5 | 2 | 4.3 |
| | Practicum | 1 | 2.1 | 37 | 78.7 | 4 | 8.5 | 5 | 10.6 |
| Women & Violence | Curriculum | 5 | 10.6 | 26 | 55.3 | 15 | 31.9 | 1 | 2.1 |
| | Practicum | 0 | 0.0 | 39 | 83.0 | 4 | 8.5 | 4 | 8.5 |
| Women in the Workforce | Curriculum | 17 | 36.2 | 20 | 42.6 | 7 | 14.9 | 3 | 6.4 |
| | Practicum | 11 | 23.4 | 28 | 59.6 | 1 | 2.1 | 7 | 14.9 |
| Women's Health Needs | Curriculum | 10 | 21.3 | 26 | 55.3 | 9 | 19.1 | 2 | 4.3 |
| | Practicum | 3 | 6.4 | 36 | 76.6 | 1 | 2.1 | 7 | 14.9 |
| Women's Therapy Needs (Individual Therapy) | Curriculum | 4 | 8.5 | 17 | 36.2 | 24 | 51.1 | 2 | 4.3 |
| | Practicum | 1 | 2.1 | 32 | 68.1 | 8 | 17.0 | 6 | 12.8 |
| Women's Therapy Needs (Group Therapy) | Curriculum | 8 | 17.0 | 16 | 34.0 | 20 | 42.6 | 3 | 6.4 |
| | Practicum | 2 | 4.3 | 34 | 72.3 | 4 | 8.5 | 7 | 14.9 |
| Reproductive Rights and Effects of Abortion | Curriculum | 18 | 38.3 | 21 | 44.7 | 5 | 10.6 | 3 | 6.4 |
| | Practicum | 8 | 17.0 | 30 | 63.8 | 1 | 2.1 | 8 | 17.0 |
| LGBT Affirmation Intervention | Curriculum | 7 | 14.9 | 19 | 40.4 | 17 | 36.2 | 4 | 8.5 |
| | Practicum | 4 | 8.5 | 34 | 72.3 | 2 | 4.3 | 7 | 14.9 |
| Sexual Orientation (One Specific Course) | Curriculum | 13 | 27.7 | 18 | 38.3 | 13 | 27.7 | 3 | 6.4 |
| | Practicum | 11 | 23.4 | 28 | 59.6 | 1 | 2.1 | 7 | 14.9 |
| Sexual Orientation (Series of Courses) | Curriculum | 30 | 63.8 | 7 | 14.9 | 5 | 10.6 | 5 | 10.6 |
| | Practicum | 18 | 38.3 | 18 | 38.3 | 1 | 2.1 | 10 | 21.3 |
| Sexual Orientation & Youth | Curriculum | 7 | 14.9 | 23 | 48.9 | 15 | 31.9 | 2 | 4.3 |
| | Practicum | 3 | 6.4 | 35 | 74.5 | 1 | 2.1 | 8 | 17.0 |
| Transgender/Transsexual Issues | Curriculum | 6 | 12.8 | 21 | 44.7 | 20 | 42.6 | 0 | 0.0 |
| | Practicum | 5 | 10.6 | 35 | 74.5 | 1 | 2.1 | 6 | 12.8 |
| Action Research | Curriculum | 19 | 40.4 | 11 | 23.4 | 11 | 23.4 | 6 | 12.8 |
| | Practicum | 21 | 44.7 | 15 | 31.9 | 1 | 2.1 | 10 | 21.3 |

(continued)

S6a, Q1-3: Topics covered in program's curriculum and availability of practicum training sites at which students can gain supervised experiences (*continued*)

| | | Not Available | | Elective | | Required | | Not specified | |
|--|------------|---------------|------|----------|------|----------|------|---------------|------|
| | | N | % | N | % | N | % | N | % |
| Combined Qualitative & Quantitative Methods | Curriculum | 4 | 8.5 | 11 | 23.4 | 31 | 66.0 | 1 | 2.1 |
| | Practicum | 17 | 36.2 | 21 | 44.7 | 1 | 2.1 | 8 | 17.0 |
| Discourse/Narrative Analysis | Curriculum | 17 | 36.2 | 18 | 38.3 | 10 | 21.3 | 2 | 4.3 |
| | Practicum | 20 | 42.6 | 18 | 38.3 | 1 | 2.1 | 8 | 17.0 |
| Ethnic & Racial Approaches to Research Methodology | Curriculum | 5 | 10.6 | 13 | 27.7 | 25 | 53.2 | 4 | 8.5 |
| | Practicum | 15 | 31.9 | 22 | 46.8 | 1 | 2.1 | 9 | 19.1 |
| Ethnography | Curriculum | 25 | 53.2 | 7 | 14.9 | 12 | 25.5 | 3 | 6.4 |
| | Practicum | 22 | 46.8 | 14 | 29.8 | 2 | 4.3 | 9 | 19.1 |
| Feminist Approaches to Research Methodology | Curriculum | 19 | 40.4 | 17 | 36.2 | 7 | 14.9 | 4 | 8.5 |
| | Practicum | 23 | 48.9 | 14 | 29.8 | 1 | 2.1 | 9 | 19.1 |
| Grounded Theory | Curriculum | 23 | 48.9 | 8 | 17.0 | 12 | 25.5 | 4 | 8.5 |
| | Practicum | 24 | 51.1 | 12 | 25.5 | 2 | 4.3 | 9 | 19.1 |
| Hermeneutic Analysis | Curriculum | 27 | 57.4 | 7 | 14.9 | 9 | 19.1 | 4 | 8.5 |
| | Practicum | 25 | 53.2 | 11 | 23.4 | 0 | 0.0 | 11 | 23.4 |
| Phenomenological Analysis | Curriculum | 19 | 40.4 | 12 | 25.5 | 13 | 27.7 | 3 | 6.4 |
| | Practicum | 21 | 44.7 | 16 | 34.0 | 0 | 0.0 | 10 | 21.3 |
| Program Development & Evaluation | Curriculum | 4 | 8.5 | 16 | 34.0 | 26 | 55.3 | 1 | 2.1 |
| | Practicum | 10 | 21.3 | 27 | 57.4 | 1 | 2.1 | 9 | 19.1 |
| Qualitative Research Methods | Curriculum | 6 | 12.8 | 12 | 25.5 | 28 | 59.6 | 1 | 2.1 |
| | Practicum | 16 | 34.0 | 19 | 40.4 | 1 | 2.1 | 11 | 23.4 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 47 programs.

S6b, Q1: NCSPP member program supports faculty who belong to diverse groups

| | | GROUPS | | | | | |
|--|---|--------|------|---------------|------------|---------------|-----------|
| | | Women | LGB | Ethnic/Racial | Disability | International | Spiritual |
| Supports faculty who belong to diverse groups | | | | | | | |
| Facilitate mentoring relationships between faculty members for this group | N | 27 | 17 | 32 | 7 | 16 | 13 |
| | % | 58.7 | 37.0 | 69.6 | 15.2 | 34.8 | 28.3 |
| Provides monetary support for resources, workshops, conferences, etc. for this group | N | 25 | 23 | 36 | 20 | 16 | 18 |
| | % | 54.3 | 50.0 | 78.3 | 43.5 | 34.8 | 39.1 |
| Utilizes a diversity recruitment/retention plan of faculty for this group | N | 24 | 15 | 36 | 13 | 6 | 10 |
| | % | 52.2 | 32.6 | 78.3 | 28.3 | 13.0 | 21.7 |
| Provides a faculty support group for this group | N | 5 | 4 | 6 | 1 | 3 | 1 |
| | % | 10.9 | 8.7 | 13.0 | 2.2 | 6.5 | 2.2 |
| Analyzes data recruitment/retention rates of faculty for this group | N | 21 | 13 | 29 | 14 | 13 | 3 |
| | % | 45.7 | 28.3 | 63.0 | 30.4 | 28.3 | 6.5 |
| Other mentoring activity for this group | N | 4 | 3 | 4 | 2 | 4 | 3 |
| | % | 8.7 | 6.5 | 8.7 | 4.3 | 8.7 | 6.5 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed all sections to the self study, therefore this section/table reflects data from 46 programs.

S6b, Q2: NCSPP member program educates/supports faculty and staff around diversity areas

| | | AREAS | | | | | |
|--|---|-------|------|---------------|------------|---------------|-----------|
| | | Women | LGB | Ethnic/Racial | Disability | International | Spiritual |
| Educates/supports faculty and staff around diversity areas | | | | | | | |
| Provides formal consultation in this area for faculty | N | 20 | 26 | 39 | 21 | 11 | 18 |
| | % | 43.5 | 56.5 | 84.8 | 45.7 | 23.9 | 39.1 |
| Provides formal consultation in this area for staff | N | 9 | 14 | 24 | 14 | 5 | 7 |
| | % | 19.6 | 30.4 | 52.2 | 30.4 | 10.9 | 15.2 |
| Provides ongoing informal faculty consultation in this area | N | 28 | 29 | 34 | 26 | 21 | 24 |
| | % | 60.9 | 63.0 | 73.9 | 56.5 | 45.7 | 52.2 |
| Provides ongoing informal staff consultation in this area | N | 20 | 20 | 23 | 19 | 12 | 10 |
| | % | 43.5 | 43.5 | 50.0 | 41.3 | 26.1 | 21.7 |
| Supports faculty scholarship in this area | N | 29 | 24 | 36 | 20 | 22 | 20 |
| | % | 63.0 | 52.2 | 78.3 | 43.5 | 47.8 | 43.5 |
| Other means of educating/supporting faculty and staff in this area | N | 0 | 0 | 0 | 0 | 0 | 0 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed all sections to the self study, therefore this section/table reflects data from 46 programs.

S6b, Q3: NCSPP member program supports students who belong to diverse groups

| | GROUPS | | | | | | |
|--|--------|-------|------|---------------|------------|---------------|-----------|
| | | Women | LGB | Ethnic/Racial | Disability | International | Spiritual |
| Supports students who belong to diverse groups | | | | | | | |
| Provides a student social group/organization for students for this group | N | 9 | 20 | 33 | 9 | 18 | 15 |
| | % | 19.6 | 43.5 | 71.7 | 19.6 | 39.1 | 32.6 |
| Provides a student support group for students within this group | N | 5 | 12 | 24 | 4 | 14 | 10 |
| | % | 10.9 | 26.1 | 52.2 | 8.7 | 30.4 | 21.7 |
| Analyzes diversity recruitment/retention rates of students for this group | N | 26 | 11 | 40 | 25 | 27 | 6 |
| | % | 56.5 | 23.9 | 87.0 | 54.3 | 58.7 | 13.0 |
| Utilizes a diversity recruitment/retention plan of students for this group | N | 13 | 8 | 35 | 10 | 18 | 8 |
| | % | 28.3 | 17.4 | 76.1 | 21.7 | 39.1 | 17.4 |
| Provides above average financial support for students within this group | N | 3 | 3 | 24 | 3 | 8 | 4 |
| | % | 6.5 | 6.5 | 52.2 | 6.5 | 17.4 | 8.7 |
| Other means of supporting students within this group | N | 0 | 0 | 1 | 1 | 1 | 0 |
| | % | 0.0 | 0.0 | 2.2 | 2.2 | 2.2 | 0.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed all sections to the self study, therefore this section/table reflects data from 46 programs.

S6b, Q4: NCSPP member program educates/supports students around topics related to diversity

| | AREAS | | | | | | |
|--|-------|-------|------|---------------|------------|---------------|-----------|
| | | Women | LGB | Ethnic/Racial | Disability | International | Spiritual |
| Educates/supports students around topics related to diversity | | | | | | | |
| Provides seminars/workshops for students in this area | N | 26 | 36 | 41 | 25 | 19 | 19 |
| | % | 56.5 | 78.3 | 89.1 | 54.3 | 41.3 | 41.3 |
| Incorporates meaningful information into program publications in this area | N | 10 | 11 | 23 | 8 | 13 | 10 |
| | % | 21.7 | 23.9 | 50.0 | 17.4 | 28.3 | 21.7 |
| Supports student scholarship in this area | N | 22 | 21 | 31 | 17 | 19 | 20 |
| | % | 47.8 | 45.7 | 67.4 | 37.0 | 41.3 | 43.5 |
| Covers this area in required coursework | N | 36 | 40 | 45 | 36 | 25 | 27 |
| | % | 78.3 | 87.0 | 97.8 | 78.3 | 54.3 | 58.7 |
| Integrates this area throughout research curriculum | N | 25 | 24 | 36 | 18 | 17 | 19 |
| | % | 54.3 | 52.2 | 78.3 | 39.1 | 37.0 | 41.3 |
| Integrates this area throughout the clinical curriculum | N | 37 | 38 | 46 | 31 | 26 | 27 |
| | % | 80.4 | 82.6 | 100.0 | 67.4 | 56.5 | 58.7 |
| Other means of supporting/educating students around topics related to this group | N | 1 | 1 | 1 | 1 | 1 | 0 |
| | % | 2.2 | 2.2 | 2.2 | 2.2 | 2.2 | 0.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006. Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed all sections to the self study, therefore this section/table reflects data from 46 programs.

S6b, Q5: NCSPP member program educates/supports the community around topics related to diversity

| | AREAS | | | | | | |
|---|-------|-----------|------|-------------------|----------------|-------------------|---------------|
| | | Wome n | LGB | Ethnic/Ra cial | Disabil ity | Internati onal | Spiritu al |
| Educates/supports the community around topics related to diversity | | | | | | | |
| Provides community outreach activities in this area | N | 14 | 16 | 27 | 10 | 11 | 10 |
| | % | 30.4 | 34.8 | 58.7 | 21.7 | 23.9 | 21.7 |
| Maintains linkages/partnerships with agencies that specifically support this area | N | 29 | 35 | 40 | 27 | 20 | 17 |
| | % | 63.0 | 76.1 | 87.0 | 58.7 | 43.5 | 37.0 |
| Engages in political advocacy activities that specifically impact this area | N | 9 | 13 | 15 | 9 | 7 | 4 |
| | % | 19.6 | 28.3 | 32.6 | 19.6 | 15.2 | 8.7 |
| Develops training opportunities for students to specifically provide services for this area | N | 35 | 33 | 39 | 28 | 25 | 22 |
| | % | 76.1 | 71.7 | 84.8 | 60.9 | 54.3 | 47.8 |
| Other means of supporting/educating the community around topics related to this area | N | 0 | 0 | 0 | 0 | 0 | 0 |
| | % | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed all sections to the self study, therefore this section/table reflects data from 46 programs.

S6b, Q6-10: Occurs within NCSPP member program

| | AREAS | | | | | | |
|---|-------|-----------|------|-------------------|----------------|-------------------|---------------|
| | | Wome n | LGB | Ethnic/Ra cial | Disabil ity | Internati onal | Spiritu al |
| Core faculty are actively engaged in scholarship specific to this area | N | 29 | 23 | 35 | 16 | 11 | 12 |
| | % | 63.0 | 50.0 | 76.1 | 34.8 | 23.9 | 26.1 |
| Institution's mission statement specifically prohibits discrimination for this area | N | 35 | 31 | 34 | 33 | 24 | 27 |
| | % | 76.1 | 67.4 | 73.9 | 71.7 | 52.2 | 58.7 |
| Institution's mission statement specifically reflects a commitment to support this area | N | 26 | 25 | 28 | 26 | 20 | 22 |
| | % | 56.5 | 54.3 | 60.9 | 56.5 | 43.5 | 47.8 |
| Program has a "Center" or "Office" for this area | N | 4 | 4 | 16 | 11 | 15 | 4 |
| | % | 8.7 | 8.7 | 34.8 | 23.9 | 32.6 | 8.7 |
| Program has a lead faculty member to oversee this area | N | 7 | 16 | 28 | 6 | 11 | 10 |
| | % | 15.2 | 34.8 | 60.9 | 13.0 | 23.9 | 21.7 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed all sections to the self study, therefore this section/table reflects data from 46 programs.

S6b, Q11: In past five years, number of doctoral dissertations/doctoral projects/clinical research projects focused on diversity

| | AREAS | | | | | | |
|---|-------------|-----------|------|-------------------|----------------|-------------------|---------------|
| | | Wome n | LGB | Ethnic/Ra cial | Disabil ity | Internati onal | Spiritu al |
| Past five years, number of doctoral dissertations/doctoral projects/clinical research projects focused on this area | Valid N | 36 | 34 | 36 | 31 | 31 | 34 |
| | Sum | 364 | 130 | 464 | 204 | 99 | 203 |
| | Mean | 10.1 | 3.8 | 12.9 | 6.6 | 3.2 | 6.0 |
| | Median | 8.0 | 2.0 | 9.0 | 3.0 | 2.0 | 4.5 |
| | Mode | 3.0 | 2.0 | 7.0 | 1.0 | 1.0 | 5.0 |
| | SD | 8.34 | 4.04 | 10.75 | 10.27 | 5.10 | 6.38 |
| | Minimu m | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Maximu m | 35.0 | 20.0 | 44.0 | 44.0 | 25.0 | 28.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 46. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S7, Q1: Faculty covered in roles as academic advisors/mentors/consultants by institution's professional liability program

| | Yes | | No | | Not specified | | Total | |
|----|-----|------|----|-----|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q1 | 45 | 93.8 | 2 | 4.2 | 1 | 2.1 | 48 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q2: Faculty covered for providing clinical supervision for students by institution's professional liability policy

| | Not applicable | | Yes | | No | | Not specified | | Total | |
|----|----------------|------|-----|------|----|----|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Q2 | 5 | 10.4 | 42 | 87.5 | 0 | .0 | 1 | 2.1 | 48 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q3: Institution provides professional liability coverage for practicum students

| | Yes | | No | | Not specified | | Total | |
|----|-----|------|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q3 | 36 | 75.0 | 12 | 25.0 | 0 | .0 | 48 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q4: Students must carry own professional liability policy

| | Checked | | Not checked | | Total | |
|------------|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Encouraged | 17 | 35.4 | 31 | 64.6 | 48 | 100.0 |
| Required | 15 | 31.3 | 33 | 68.8 | 48 | 100.0 |
| Neither | 15 | 31.3 | 33 | 68.8 | 48 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q5: Institution provides general liability coverage for practicum students

| | Yes | | No | | Not specified | | Total | |
|---|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q5: Institution provides general liability coverage for practicum students | 28 | 58.3 | 18 | 37.5 | 2 | 4.2 | 48 | 100.0 |

Source: 2005 NCSP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q6: Students must carry own general liability policy

| | Checked | | Not checked | | Total | |
|------------|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Encouraged | 10 | 20.8 | 38 | 79.2 | 48 | 100.0 |
| Required | 6 | 12.5 | 42 | 87.5 | 48 | 100.0 |
| Neither | 30 | 62.5 | 18 | 37.5 | 48 | 100.0 |

Source: 2005 NCSP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q7: In-house clinics and off-site agencies

| | | N | % | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|---|---------------|----|-------|---------|-------|--------|-------|--------|---------|---------|
| In-house clinic that trains practicum students | Yes | 32 | 66.7 | | | | | | | |
| | No | 15 | 31.3 | | | | | | | |
| | Not specified | 1 | 2.1 | | | | | | | |
| | Total | 48 | 100.0 | | | | | | | |
| % of total sites that have in-house clinics that train your practicum students | | | | 19 | 22.7% | 10.0% | 5.0% | 28.10% | 2.0% | 100.0% |
| In-house clinic that trains students from other academic programs | Yes | 7 | 14.6 | | | | | | | |
| | No | 39 | 81.3 | | | | | | | |
| | Not specified | 2 | 4.2 | | | | | | | |
| | Total | 48 | 100.0 | | | | | | | |
| % of total sites that have in-house clinics that train students from other academic programs | | | | 3 | 36.0% | 6.0% | 2.0% | 55.46% | 2.0% | 100.0% |
| Affiliated with off-site agencies that train only your students | Yes | 22 | 45.8 | | | | | | | |
| | No | 24 | 50.0 | | | | | | | |
| | Not specified | 2 | 4.2 | | | | | | | |
| | Total | 48 | 100.0 | | | | | | | |
| % of total sites that are affiliated with off-site agencies that train only your students | | | | 15 | 25.3% | 10.0% | 10.0% | 29.15% | 1.0% | 100.0% |
| Affiliated with off-site agencies that train students from your program and other academic programs | Yes | 45 | 93.8 | | | | | | | |
| | No | 1 | 2.1 | | | | | | | |
| | Not specified | 2 | 4.2 | | | | | | | |

| | | | | | | | | | | |
|---|-------|----|-------|----|-------|-------|--------|--------|------|--------|
| | Total | 48 | 100.0 | | | | | | | |
| % of total sites that are affiliated with off-site agencies that train students from your program and other academic programs | | | | 33 | 77.2% | 90.0% | 100.0% | 31.53% | 2.0% | 100.0% |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S7, Q8: Students are able to receive credit in program for training experiences completed in other programs

| | Yes | | No | | Not specified | | Total | |
|----|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q8 | 13 | 27.1 | 34 | 70.8 | 1 | 2.1 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q9: Students in program receive stipends for their practicum work

| | | N | % |
|----|------------------------------------|----|-------|
| Q9 | Yes, all students receive stipends | 2 | 4.2 |
| | Some students receive stipends | 23 | 47.9 |
| | No students receive stipends | 21 | 43.8 |
| | Not specified | 2 | 4.2 |
| | Total | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q9a: Percentage of available practicum are paid each year

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|-----|---------|------|--------|------|-------|---------|---------|
| Q9a | 19 | 25.6 | 12.0 | 2.0 | 30.31 | 1.0 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 25. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S7, Q10: Programs position on students personal therapy

| | | N | % |
|-----|---|----|-------|
| Q10 | Students' personal therapy is required | 9 | 18.8 |
| | Students' personal therapy is encouraged but optional | 30 | 62.5 |
| | We have no position on students' personal therapy | 9 | 18.8 |
| | Not specified | 0 | .0 |
| | Total | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q11: Program provides reduced-fee personal therapy for students

| | Yes | | No | | Not specified | | Total | |
|-----|-----|------|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q11 | 17 | 35.4 | 31 | 64.6 | 0 | .0 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q12: Program offers course credit for students personal therapy experience

| | Yes | | No | | Not-specified | | Total | |
|-----|-----|-----|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q12 | 1 | 2.1 | 47 | 97.9 | 0 | .0 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q13-14: Doctoral students competitive in securing an internship

| | Strongly disagree | | Somewhat disagree | | Neither | | Somewhat agree | | Strongly agree | | Not specified | |
|--|-------------------|-----|-------------------|------|---------|------|----------------|------|----------------|------|---------------|-----|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Doctoral students in a specialized track/concentration are more competitive in securing a predoctoral internship | 2 | 4.2 | 5 | 10.4 | 14 | 29.2 | 21 | 43.8 | 3 | 6.3 | 3 | 6.3 |
| Doctoral students who complete three practica are more competitive in securing an internship than those who complete two | 1 | 2.1 | 1 | 2.1 | 9 | 18.8 | 15 | 31.3 | 18 | 37.5 | 4 | 8.3 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q15-15a: Number of practicum hours a student must complete for doctoral program and required in direct service

| | | Valid N | Mean | Median | Mode | SD | Minimum | Maximum | N | % |
|---|-------------|---------|--------|--------|--------|--------|---------|---------|----|-------|
| Q15: Minimum number of hours a student must complete for the doctoral program | | 41 | 1173.7 | 1200.0 | 1000.0 | 316.03 | 540.0 | 2000.0 | | |
| Not applicable | Checked | | | | | | | | 1 | 2.1 |
| | Not checked | | | | | | | | 47 | 97.9 |
| | Total | | | | | | | | 48 | 100.0 |
| Q15a: Of the total required hours, the minimum number of hours required in direct service | | 25 | 489.5 | 500.0 | 500.0 | 229.30 | 150.0 | 1104.0 | | |
| Not applicable | Checked | | | | | | | | 16 | 33.3 |
| | Not checked | | | | | | | | 32 | 66.7 |
| | Total | | | | | | | | 48 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. The valid N in this table represents the number of NCSPS member programs that provided a valid response.

S7, Q16: Practicum students are required to conduct a certain amount of direct service hours prior to attending internship

| | Yes | | No | | Not specified | | Total | |
|-----|-----|------|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q16 | 35 | 72.9 | 13 | 27.1 | 0 | .0 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q17: Types of practica doctoral program requires

| | | N | % |
|-----|---------------|----|-------|
| Q17 | Assessment | 0 | .0 |
| | Therapy | 11 | 22.9 |
| | Mixed | 28 | 58.3 |
| | Other | 8 | 16.7 |
| | Not specified | 1 | 2.1 |
| | Total | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q18: Program defines a battery or integrated psychological report according to APPIC definition

| | Yes | | No | | Not specified | | Total | |
|-----|-----|------|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q18 | 42 | 87.5 | 6 | 12.5 | 0 | .0 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q19: Number of batteries program requires prior to starting internship

| | Valid N | Mean | Median | Mode | Std. Deviation | Minimum | Maximum |
|-----|---------|------|--------|------|----------------|---------|---------|
| Q19 | 31 | 6.3 | 6.0 | .0 | 4.26 | .0 | 14.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N =48. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S7, Q20: Prior to applying for internship, students required to obtain supervised practicum experience working with categories of assessment instruments at a training site

| | Yes | | No | | Not specified | | Total | |
|--------------------|-----|------|----|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Projective | 26 | 54.2 | 19 | 39.6 | 3 | 6.3 | 48 | 100.0 |
| Objective | 32 | 66.7 | 12 | 25.0 | 4 | 8.3 | 48 | 100.0 |
| Intellectual | 34 | 70.8 | 11 | 22.9 | 3 | 6.3 | 48 | 100.0 |
| Cognitive | 30 | 62.5 | 14 | 29.2 | 4 | 8.3 | 48 | 100.0 |
| Neuropsychological | 8 | 16.7 | 34 | 70.8 | 6 | 12.5 | 48 | 100.0 |
| Other | 3 | 6.3 | 4 | 8.3 | 41 | 85.4 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q21: Academic oversight of practicum students is required

| | Yes | | No | | Not specified | | Total | |
|-----|-----|------|----|-----|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q21 | 43 | 89.6 | 4 | 8.3 | 1 | 2.1 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q21a-21b: Frequency and academic oversight of practicum students

| | | N | % |
|---|---------------|----|-------|
| Q21a: Frequency of meetings | Weekly | 36 | 83.7 |
| | Monthly | 3 | 7.0 |
| | Other | 4 | 9.3 |
| | Not specified | 0 | .0 |
| | Total | 43 | 100.0 |
| Q21b: Academic oversight of practicum students is seen as | Supervision | 13 | 30.2 |
| | Consultation | 29 | 67.4 |
| | Not specified | 1 | 2.3 |
| | Total | 43 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 43. Exercise extreme caution when interpreting results when N is less than 10.

S7, Q22a-c: Hours of weekly supervision

| | | Valid N | Mean | Median | Mode | SD | Minimum | Maximum | N | % |
|--|-------------|---------|------|--------|------|-------|---------|---------|----|-------|
| Number of weekly of supervision required for doctoral students | | 40 | 1.9 | 2.0 | 2.0 | 1.10 | 1.0 | 8.0 | | |
| Number of weekly hours that are required to be individual supervision | | 44 | 1.3 | 1.0 | 1.0 | 1.42 | 1.0 | 10.0 | | |
| Not applicable | Checked | | | | | | | | 1 | 2.1 |
| | Not checked | | | | | | | | 47 | 97.9 |
| | Total | | | | | | | | 48 | 100.0 |
| Number of weekly hours that are required to be by a licensed doctoral level clinical psychologist | | 44 | 3.5 | 1.0 | 1.0 | 14.89 | 1.0 | 100.0 | | |
| Not applicable | Checked | | | | | | | | 1 | 2.1 |
| | Not checked | | | | | | | | 47 | 97.9 |
| | Total | | | | | | | | 48 | 100.0 |
| Number of weekly hours that are required to be individual supervision by a licensed doctoral level clinical psychologist | | 40 | 1.3 | 1.0 | 1.0 | 1.51 | .0 | 10.0 | | |
| Not applicable | Checked | | | | | | | | 5 | 10.4 |
| | Not checked | | | | | | | | 43 | 89.6 |
| | Total | | | | | | | | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S7, Q23: Phone contacts, email contacts (non face-to-face) time with a supervisor count toward supervision requirements

| | Yes | | No | | Not specified | | Total | |
|-----|-----|-----|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q23 | 4 | 8.3 | 44 | 91.7 | 0 | .0 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q24: Required learning opportunities for doctoral students on practicum

| | Checked | | Not checked | | Total | |
|-------------------|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Case conferences | 26 | 54.2 | 22 | 45.8 | 48 | 100.0 |
| Didactic seminars | 26 | 54.2 | 22 | 45.8 | 48 | 100.0 |
| Grand rounds | 11 | 22.9 | 37 | 77.1 | 48 | 100.0 |
| Other | 8 | 16.7 | 40 | 83.3 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S7, Q25: Professionals approved to provide supervision to students in doctoral program while on practicum

| | Yes | | No | | Not specified | | Total | |
|--|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Licensed clinical psychologist | 47 | 97.9 | 0 | .0 | 1 | 2.1 | 48 | 100.0 |
| Pre-licensed doctoral level psychologist | 17 | 35.4 | 29 | 60.4 | 2 | 4.2 | 48 | 100.0 |
| Psychology Intern | 10 | 20.8 | 35 | 72.9 | 3 | 6.3 | 48 | 100.0 |
| Licensed master's level professional | 21 | 43.8 | 24 | 50.0 | 3 | 6.3 | 48 | 100.0 |
| Master's level professional | 3 | 6.3 | 41 | 85.4 | 4 | 8.3 | 48 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 48 programs.

S8, Q1: Psychology Service Center (PSC)

| | Yes | | No | | Not specified | | Total | |
|----|-----|------|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q1 | 34 | 72.3 | 13 | 27.7 | 0 | .0 | 47 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 47 programs.

S8, Q2: Number of years PSC has been in operation

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|----|---------|------|--------|------|-------|---------|---------|
| Q2 | 31 | 18.5 | 19.0 | 15.0 | 10.88 | 2.0 | 40.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 34. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S8, Q3: Services offered in PSC

| | Yes | | No | | Not specified | | Total | |
|--------------------------------|-----|------|----|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Individual therapy to adults | 32 | 94.1 | 1 | 2.9 | 1 | 2.9 | 34 | 100.0 |
| Individual therapy to children | 31 | 91.2 | 2 | 5.9 | 1 | 2.9 | 34 | 100.0 |
| Couple therapy | 31 | 91.2 | 1 | 2.9 | 2 | 5.9 | 34 | 100.0 |
| Group therapy | 27 | 79.4 | 5 | 14.7 | 2 | 5.9 | 34 | 100.0 |
| Personality assessment | 30 | 88.2 | 2 | 5.9 | 2 | 5.9 | 34 | 100.0 |
| Cognitive assessment | 30 | 88.2 | 2 | 5.9 | 2 | 5.9 | 34 | 100.0 |
| Neuropsychological assessment | 19 | 55.9 | 14 | 41.2 | 1 | 2.9 | 34 | 100.0 |
| Disability evaluations | 15 | 44.1 | 14 | 41.2 | 5 | 14.7 | 34 | 100.0 |
| Custody evaluations | 3 | 8.8 | 26 | 76.5 | 5 | 14.7 | 34 | 100.0 |
| Other | 7 | 20.6 | 1 | 2.9 | 26 | 76.5 | 34 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 34. Exercise extreme caution when interpreting results when N is less than 10.

S8, Q4: Characteristics of population served by PSCs, treatment focus percentage

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|--------------------------|---------|------|--------|------|-------|---------|---------|
| Axis I | 22 | 70.9 | 72.5 | 60.0 | 20.82 | 20.0 | 100.0 |
| Axis II | 20 | 27.0 | 25.0 | 20.0 | 17.87 | 2.0 | 80.0 |
| Children | 26 | 18.4 | 15.0 | 20.0 | 18.82 | .0 | 70.0 |
| Adolescents | 26 | 16.7 | 14.5 | 10.0 | 14.62 | .0 | 70.0 |
| Adults | 26 | 63.1 | 65.0 | 25.0 | 23.86 | 20.0 | 100.0 |
| Elderly | 23 | 5.4 | 5.0 | 5.0 | 4.35 | .0 | 15.0 |
| Racial/ethnic minorities | 27 | 31.6 | 29.0 | 10.0 | 24.88 | 3.0 | 90.0 |
| Rural | 24 | 6.3 | .0 | .0 | 16.81 | .0 | 75.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 34. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S8, Q5: PSC facility components

| | Yes | | No | | Not specified | | Total | |
|--|-----|------|----|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Individual therapy room(s) | 32 | 94.1 | 1 | 2.9 | 1 | 2.9 | 34 | 100.0 |
| Group/family therapy room(s) | 31 | 91.2 | 2 | 5.9 | 1 | 2.9 | 34 | 100.0 |
| Playroom(s) | 20 | 58.8 | 12 | 35.3 | 2 | 5.9 | 34 | 100.0 |
| Clerical/administrative space | 31 | 91.2 | 2 | 5.9 | 1 | 2.9 | 34 | 100.0 |
| Learning resource center | 18 | 52.9 | 14 | 41.2 | 2 | 5.9 | 34 | 100.0 |
| Office area for students to complete paperwork, etc. | 31 | 91.2 | 2 | 5.9 | 1 | 2.9 | 34 | 100.0 |
| Video-monitoring available in all or most rooms | 27 | 79.4 | 6 | 17.6 | 1 | 2.9 | 34 | 100.0 |
| One-way mirror/audio monitoring available | 27 | 79.4 | 6 | 17.6 | 1 | 2.9 | 34 | 100.0 |
| Test supply storage area(s) | 31 | 91.2 | 1 | 2.9 | 2 | 5.9 | 34 | 100.0 |
| Waiting room area | 31 | 91.2 | 2 | 5.9 | 1 | 2.9 | 34 | 100.0 |
| Other | 6 | 17.6 | 1 | 2.9 | 27 | 79.4 | 34 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 34. Exercise extreme caution when interpreting results when N is less than 10.

S8, Q6: PSC program details, clients and budget

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|--|---------|-------------|-------------|------------|--------------|------------|-------------|
| Approximate number of clients seen annually | 27 | 955.1 | 500.0 | 300.0 | 1899.25 | 20.0 | 10000.0 |
| Approximate annual PSC budget | 26 | \$271,602.7 | \$182,500.0 | \$50,000.0 | \$228,765.46 | \$45,000.0 | \$780,000.0 |
| % of PSC budget paid for by fees charged | 29 | 41.0% | 32.0% | .0% | 36.04% | .0% | 100.0% |
| % of PSC budget paid for by independent professional school of psychology or college/university that member program resides within | 25 | 62.0% | 72.0% | 100.0% | 35.62% | .0% | 100.0% |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 34. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S8, Q6a: PSC program details, supervision

| | Yes | | No | | Not specified | | Total | |
|---|-----|------|----|------|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Some supervision provided by interns | 11 | 32.4 | 21 | 61.8 | 2 | 5.9 | 34 | 100.0 |
| Some supervision provided by post-doctoral students | 16 | 47.1 | 15 | 44.1 | 3 | 8.8 | 34 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 34. Exercise extreme caution when interpreting results when N is less than 10.

S9, Q1: Types of internships students allowed to take

| | Allowed | | Allowed with permission | | Not allowed | | Not specified | | Total | |
|------------------------------|---------|------|-------------------------|------|-------------|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| APA/CPA | 41 | 83.7 | 1 | 2.0 | 0 | .0 | 7 | 14.3 | 49 | 100.0 |
| APPIC member | 34 | 69.4 | 8 | 16.3 | 1 | 2.0 | 6 | 12.2 | 49 | 100.0 |
| CAPIC member | 19 | 38.8 | 19 | 38.8 | 5 | 10.2 | 6 | 12.2 | 49 | 100.0 |
| Non APA/CPA, APPIC, or CAPIC | 5 | 10.2 | 29 | 59.2 | 12 | 24.5 | 3 | 6.1 | 49 | 100.0 |
| Unfunded | 19 | 38.8 | 20 | 40.8 | 8 | 16.3 | 2 | 4.1 | 49 | 100.0 |
| Half time | 25 | 51.0 | 20 | 40.8 | 1 | 2.0 | 3 | 6.1 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S9, Q1: Types of internships students required to take

| | Required | | Not required | | Not specified | | Total | |
|------------------------------|----------|------|--------------|------|---------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| APA/CPA | 10 | 20.4 | 16 | 32.7 | 23 | 46.9 | 49 | 100.0 |
| APPIC member | 10 | 20.4 | 13 | 26.5 | 26 | 53.1 | 49 | 100.0 |
| CAPIC member | 0 | .0 | 19 | 38.8 | 30 | 61.2 | 49 | 100.0 |
| Non APA/CPA, APPIC, or CAPIC | 0 | .0 | 16 | 32.7 | 33 | 67.3 | 49 | 100.0 |
| Unfunded | 0 | .0 | 16 | 32.7 | 33 | 67.3 | 49 | 100.0 |
| Half time | 2 | 4.1 | 14 | 28.6 | 33 | 67.3 | 49 | 100.0 |

Source: 2005 NCSPS Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPS member programs completed each section to the self study, therefore this section/table reflects data from 49 programs.

S9, Q2-2a: Students allowed to develop their own internship program and the criteria the site must meet

| | | N | % |
|--|---------------|----|-------|
| Students allowed to develop their own internship program | Yes | 20 | 40.8 |
| | No | 29 | 59.2 |
| | Not specified | 0 | .0 |
| | Total | 49 | 100.0 |
| Must meet APPIC membership criteria | Checked | 18 | 90.0 |
| | Not checked | 2 | 10.0 |
| | Total | 20 | 100.0 |
| Must meet National Registry criteria | Checked | 3 | 15.0 |
| | Not checked | 17 | 85.0 |
| | Total | 20 | 100.0 |
| Must meet additional criteria outlined by program | Checked | 7 | 35.0 |
| | Not checked | 13 | 65.0 |
| | Total | 20 | 100.0 |
| Other | Checked | 3 | 15.0 |
| | Not checked | 17 | 85.0 |
| | Total | 20 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. Exercise extreme caution when interpreting results when N is less than 10.

S9, Q3-3a: School developed or facilitated development of internship programs or positions in past 10 years and how

| | | N | % |
|---|---------------|----|-------|
| Q3: School has developed or facilitated development of internship programs or positions in the past 10 years | Yes | 33 | 67.3 |
| | No | 14 | 28.6 |
| | Not specified | 2 | 4.1 |
| | Total | 49 | 100.0 |
| Financial support of internship program | Checked | 9 | 27.3 |
| | Not checked | 24 | 72.7 |
| | Total | 33 | 100.0 |
| Provided consultation around internship program development | Checked | 29 | 87.9 |
| | Not checked | 4 | 12.1 |
| | Total | 33 | 100.0 |
| Worked with a student in order to develop a new internship site of their choice | Checked | 25 | 75.8 |
| | Not checked | 8 | 24.2 |
| | Total | 33 | 100.0 |
| Attended a conference that provides resources or tools on how to assist in the development of an internship program | Checked | 9 | 27.3 |
| | Not checked | 24 | 72.7 |
| | Total | 33 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.
 Note. Exercise extreme caution when interpreting results when N is less than 10.

S10, Q1: Alumni survey sent to graduates

| | Yes | | No | | Not specified | | Total | |
|----|-----|------|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q1 | 40 | 87.0 | 6 | 13.0 | 0 | .0 | 46 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 46 programs.

S10, Q1a: Frequency in which alumni survey is sent out to graduates

| | | N | % |
|-----|-------------------|----|-------|
| Q1a | Every year | 16 | 40.0 |
| | Every three years | 12 | 30.0 |
| | Every five years | 7 | 17.5 |
| | Every seven years | 1 | 2.5 |
| | Other | 3 | 7.5 |
| | Not specified | 1 | 2.5 |
| | Total | 40 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 40. Exercise extreme caution when interpreting results when N is less than 10.

S10, Q1b: Response rate of most current alumni survey

| | Valid N | Mean | Median | Mode | SD | Minimum | Maximum |
|-----|---------|-------|--------|-------|--------|---------|---------|
| Q1b | 34 | 55.1% | 46.5% | 30.0% | 24.96% | 20.0% | 98.0% |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 40. The valid N in this table represents the number of NCSPP member programs that provided a valid response.

S10, Q2: Systematically obtain feedback from groups in order to improve and modify program

| | Checked | | Not checked | | Total | |
|------------------------|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Current students | 43 | 93.5 | 3 | 6.5 | 46 | 100.0 |
| Practicum supervisors | 40 | 87.0 | 6 | 13.0 | 46 | 100.0 |
| Internship supervisors | 36 | 78.3 | 10 | 21.7 | 46 | 100.0 |
| Alumni | 40 | 87.0 | 6 | 13.0 | 46 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 46. Exercise extreme caution when interpreting results when N is less than 10.

S10, Q3: Open-ended question(s) in alumni survey about graduate perceptions of and satisfaction with the program

| | Yes | | No | | Not specified | | Total | |
|----|-----|------|----|-----|---------------|-----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q3 | 35 | 87.5 | 3 | 7.5 | 2 | 5.0 | 40 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 40. Exercise extreme caution when interpreting results when N is less than 10.

S11, Q1: Overall satisfaction and importance of the aspects of NCSPPs organizational structure and activities relate to advancing the development of the highest quality of graduate training in professional psychology

| | | Valid N | Mean | SD |
|--|--------------|---------|------|------|
| Annual midwinter meetings | Satisfaction | 42 | 4.2 | .74 |
| | Importance | 43 | 4.5 | .63 |
| Summer meetings | Satisfaction | 38 | 3.2 | .65 |
| | Importance | 39 | 3.4 | .84 |
| Liaison representation and advocacy in professional and political spheres | Satisfaction | 43 | 4.0 | .95 |
| | Importance | 43 | 4.5 | .74 |
| Web site | Satisfaction | 42 | 3.5 | .77 |
| | Importance | 42 | 3.8 | .76 |
| List serve | Satisfaction | 43 | 3.9 | .89 |
| | Importance | 42 | 4.2 | .82 |
| Executive Committee | Satisfaction | 41 | 4.0 | .80 |
| | Importance | 42 | 4.3 | .79 |
| Overall Committee structure | Satisfaction | 42 | 3.6 | .96 |
| | Importance | 42 | 4.0 | .73 |
| Business meetings | Satisfaction | 42 | 3.5 | .74 |
| | Importance | 42 | 4.0 | .70 |
| Central Office/Administrator | Satisfaction | 41 | 4.4 | .70 |
| | Importance | 41 | 4.3 | .69 |
| Gather and disseminate information about programs, education, and training | Satisfaction | 41 | 3.9 | .90 |
| | Importance | 41 | 4.6 | .59 |
| Develop resources and frameworks for education and training | Satisfaction | 43 | 3.7 | 1.01 |
| | Importance | 43 | 4.5 | .74 |
| Develop standards for education and training | Satisfaction | 43 | 3.9 | .89 |
| | Importance | 43 | 4.5 | .80 |
| Provide forums for networking and exchange of information | Satisfaction | 42 | 4.3 | .94 |
| | Importance | 43 | 4.6 | .67 |
| Provide consultation for programs | Satisfaction | 40 | 3.8 | 1.12 |

| | | | | |
|--------------------------------------|--------------|----|-----|-----|
| | Importance | 41 | 4.3 | .79 |
| Foster research | Satisfaction | 41 | 3.2 | .94 |
| | Importance | 42 | 3.7 | .80 |
| Develop quality assurance mechanisms | Satisfaction | 40 | 3.2 | .95 |
| | Importance | 40 | 4.1 | .76 |
| Advocate for professional psychology | Satisfaction | 42 | 4.1 | .75 |
| | Importance | 43 | 4.6 | .66 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 44. The valid N in this table represents the number of NCSPP member programs that provided a valid response. Means are calculated on a coding scheme where the satisfaction scale is 1=very dissatisfied and 5=very satisfied and importance scale is 1=not important to 5=very important.

S11, Q3: Dues should be increased to allow for increased activity on the part of the organization

| | Yes | | No | | Not specified | | Total | |
|----|-----|------|----|------|---------------|----|-------|-------|
| | N | % | N | % | N | % | N | % |
| Q3 | 19 | 43.2 | 25 | 56.8 | 0 | .0 | 44 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 44 programs.

S11, Q3a: Reasonable amount for annual dues

| | | N | % |
|-----|---------------|----|-------|
| Q3a | \$1250-1500 | 11 | 57.9 |
| | \$1510-1750 | 1 | 5.3 |
| | \$1751-2000 | 3 | 15.8 |
| | \$2001-2225 | 3 | 15.8 |
| | \$2226 + | 1 | 5.3 |
| | Not specified | 0 | .0 |
| | Total | 19 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 19. Exercise extreme caution when interpreting results when N is less than 10.

S11, Q3b: Increase activities

| | Checked | | Not checked | | Total | |
|--|---------|------|-------------|------|-------|-------|
| | N | % | N | % | N | % |
| Professional advocacy | 16 | 84.2 | 3 | 15.8 | 19 | 100.0 |
| Provide more web resources | 8 | 42.1 | 11 | 57.9 | 19 | 100.0 |
| Increase funding for student attendance at conferences | 7 | 36.8 | 12 | 63.2 | 19 | 100.0 |
| Develop training opportunities | 11 | 57.9 | 8 | 42.1 | 19 | 100.0 |
| Increase public awareness | 8 | 42.1 | 11 | 57.9 | 19 | 100.0 |
| Increased activity for member faculty and students | 8 | 42.1 | 11 | 57.9 | 19 | 100.0 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. N = 19. Exercise extreme caution when interpreting results when N is less than 10.

S11, Q5: Delegates from NCSPP member programs that have attended NCSPP Conferences

| | Winter 2004 | | Summer 2004 | | Winter 2005 | |
|---|-------------|-------|-------------|-------|-------------|-------|
| | N | % | N | % | N | % |
| Total number of delegates | 103 | 100.0 | 59 | 100.0 | 108 | 100.0 |
| Male | 47 | 45.6 | 28 | 47.5 | 49 | 45.4 |
| Female | 55 | 53.4 | 31 | 52.5 | 58 | 53.7 |
| Not specified | 1 | 1.0 | 0 | 0.0 | 1 | 0.9 |
| African-American/Black/African Origin | 14 | 13.6 | 4 | 6.8 | 11 | 10.2 |
| American-Indian/Alaska Native/Aboriginal Canadian | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Asian-American/Asian Origin/Pacific Islander | 4 | 3.9 | 2 | 3.4 | 9 | 8.3 |
| Bi-Racial/Multi-Racial | 1 | 1.0 | 0 | 0.0 | 0 | 0.0 |
| European Origin/White | 68 | 66.0 | 44 | 74.6 | 71 | 65.7 |
| Latino(a)/Hispanic | 8 | 7.8 | 4 | 6.8 | 6 | 5.6 |
| Other | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Not specified | 8 | 7.8 | 5 | 8.5 | 11 | 10.2 |
| Disability | 2 | 1.9 | 1 | 1.7 | 1 | 0.9 |
| Blind/Visually Impaired | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Deaf/Hard of Hearing | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Physically/Orthopedic Disability | 2 | 1.9 | 1 | 1.7 | 1 | 0.9 |
| Other Sensory Impairments | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| No disability | 56 | 54.4 | 37 | 62.7 | 72 | 66.7 |
| Not specified | 45 | 43.7 | 21 | 35.6 | 35 | 32.4 |
| Heterosexual | 66 | 64.1 | 39 | 66.1 | 69 | 63.9 |
| Openly Self-Identified as LGB | 14 | 13.6 | 9 | 15.3 | 11 | 10.2 |
| Unknown/No response | 23 | 22.3 | 11 | 18.6 | 28 | 25.9 |

Source: 2005 NCSPP Self Study. Compiled by APA Research Office, July 2006.

Note. Exercise extreme caution when interpreting results when N is less than 10. Not all NCSPP member programs completed each section to the self study, therefore this section/table reflects data from 42 programs.

Appendix A: 2005 NCSPP Self Study Instrument

Appendix B: Open Ended Responses