

The Ph.D., the Psy.D, and Degree-Model Match
2007 Accreditation Assembly Panel
Annotated Bibliography
Maryka Biaggio, Michael Murphy, and Karen Schilling

Beutler, Larry, E., Givner, Abraham, Mowder, Barbara A., Fisher, Daniel, & Reeve, Ronald E. (2004). A history of combined-integrated doctoral training in psychology. *Journal of Clinical Psychology*. 60, 911-927.

The history of doctoral training in psychology is reviewed, and a model that could serve as a template for future professional training is discussed.

Cherry, Donald K., Messenger, Laura C., & Jacoby, Aaron M. (2000). An examination of training model outcomes in clinical psychology programs. *Professional Psychology: Research and Practice*. 31, 562-568.

This research study examines outcomes of doctoral programs representing three different training models: clinical scientist, scientist-practitioner, and practitioner-scholar. Significant differences are found in student and faculty activities.

Craighead, Linda W., & Craighead, W. Edward (2006). PhD training in clinical psychology: Fix it before it breaks. *Clinical Psychology: Science and Practice*. 13, 235-241.

The authors recommend that the Ph.D. serve only as a research degree and that the Psy.D. become the practice credential degree.

Henriques, Gregg R., & Sternberg, Robert J. (2004). Unified professional psychology: Implications for the combined-integrated model of doctoral training. *Journal of Clinical Psychology*. 60, 1051-1063.

This article outlines a new identity for the professional psychologist and offers good discussions of fragmentation in the discipline/profession, science vs. profession issues, and the relationship between science and practice.

Higher Learning Commission. (2006). Report of the task force on the professional doctorate. Accessed January 8, 2007, from http://www.ncahlc.org/index.php?option=com_content&task=view&id=92&Itemid=86

Peterson, Donald R. (1991). Connection and disconnection of research and practice in the education of professional psychologists. *American Psychologist*. 46, 422-429.

Peterson argues that the complementarity of basic research, applied research, and professional service requires appreciation of their fundamental differences as well as similarities.

Peterson, Roger L., Peterson, Donald R., Abrams, Jules C., & Stricker, George (1991). The National Council of Schools and Programs of Professional Psychology educational model. *Professional Psychology: Research and Practice*, 28, 373-386.

The authors, all active in NCSPP, offer an explication of the NCSPP educational model, including an extended discussion of the local clinical scientist perspective on the importance of rigor and practicality in the application of science to the practitioner's work and focus.

Peterson, Roger L., & Trierweiler, Steven J. (1999). Scholarship in psychology: The advantages of an expanded vision. *American Psychologist*, 54, 350-355.

Peterson and Trierweiler offer a lively discussion of the 1998 report on "Scholarship in Psychology" which argues for an expanded and pragmatic vision of psychological research and scholarship.