What you see is what you get with this new book from the American Psychological Association (APA), edited by Thomas J. Vaughn. *Psychology Licensure and Certification: What Students Need to Know* contains almost everything one might want to know about psychology licensure and certification, and then some, in one handy volume. The editor has compiled chapters by well-known experts in the field. The material on the Association of State and Provincial Psychology Boards (ASPPB) credentialing is particularly strong. The difficult problem of licensing mobility is thoroughly covered in a chapter by DeLeon and Hinnefeld.

As in many edited books, the writing is uneven and there is overlap between and among chapters. Noteworthy here are the discussions of the history of licensing, changes in the practice of psychology, and the resources available from ASPPB that appear in more than one chapter and should have been consolidated. Chapter authors are not all on the same page with respect to the intended reader of the book. Although the editor includes undergraduate students in the proposed audience, other authors seem to be writing exclusively for graduate students.

The book’s purpose is to give students and faculty the information they need on licensing and certification. The book is subtitled *What Students Need to Know*; although one would think this pertains to graduate students who are preparing for licensure, the editor even extends this to undergraduate students who are searching for graduate programs. Indeed, this topic is given less than two pages in APA (1997); Keith-Spiegel and Wiederman (2000); Kuther (2006); and Mayne, Norcross, and Sayette (2006)—books popularly used by psychology undergraduate students in making decisions about their future. Students do not need to know much of what is in this book, but what they do need to know about licensure they can easily find. This would be a good reference book for psychology departments to have in their student libraries. Helpful for serious students of psychology are the appendixes that list the often-inscrutable acronyms used in APA as well as a look at the forms for ASPPB credentials reporting. The appendixes would be even more useful if a summary table of licensing requirements, such as reciprocity and examination types, were included in addition to the reference to the ASPPB Web site where this information can be found.

Particularly good coverage is given to the timely topic of prescription privileges for psychologists. Ronald Fox includes a description of both the U.S. Department of Defense program to train military psychologists to prescribe and the political battlegrounds of this controversy. The section on the APA’s model postdoctoral curriculum for prescriptive authority should be of interest to both the serious student and the curious. Surely the question of who can prescribe psychoactive drugs will be continued state by state for many years to come.
Strangely, toward the end of the book, there is a very superficial chapter on professional psychology ethics by K. S. Vaughn and Gentry that just does not fit in with the rest of the chapters. Students who would be using this book to plan their professional futures would already know this much, and more, about ethics. Ethical standards from the Ethical Principles of Psychologists and Code of Conduct (APA, 2002; see also the APA Web site version at http://www.apa.org/ethics/) are explicated without reference to standard number (e.g., dual relationships). Stephen Behnke, director of the APA Ethics Office, is quoted throughout from a secondary source, when quotes could have been taken from his excellent monthly series of articles in the APA Monitor (e.g., Behnke, 2004). Exploitation of the client is cited as the focal point in the evaluation of a dual relationship, when in the APA Ethics Code the objectivity of the psychologist is just as important (see Standard 3.05a of the Ethics Code). The authors state that an Ethics Code violation might require a psychologist “to appear before the APA’s Ethics Committee” (p.166), when there are no appearances but only paper reviews.

In summary, Psychology Licensure and Certification is a remarkably complete collection of writings on the current state of the profession’s credentialing. It deserves a prominent place in psychology department libraries, to be easily consulted by graduate students and undergraduate majors.

References