



**Guidelines and Principles for Accreditation of
Programs in Professional Psychology**



American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5979



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Commission on Accreditation

c/o Office of Program Consultation and Accreditation
Education Directorate

American Psychological Association

750 First Street NE
Washington, DC 20002-4242
(202) 336-5979
TDD: (202) 336-6123
Fax: (202) 336-5978

For updates on accreditation issues, check the Commission on Accreditation Web site at www.apa.org/ed/accreditation or send e-mail to apaaccred@apa.org.

FOREWORD

With implementation of these accreditation guidelines and procedures developed by the Committee on Accreditation, a new chapter opens in the history of accreditation in psychology. More than 60 years ago, in December 1945, the Veterans Administration requested, through the board of directors of the (then) recently reorganized American Psychological Association (APA), a list of universities that could provide adequate training at the doctoral level in clinical psychology to meet the nation's needs for providers of psychological services to armed forces veterans. Within a year of that request, 22 universities were identified, as were the faculty curricula and facilities criteria by which the universities were judged. Thus, in effect, began the accreditation of education and training programs in psychology. As of the beginning of 2009, there are over 370 accredited doctoral programs, more than 460 accredited internship programs, and more than 45 accredited postdoctoral programs.

- The current *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* and the *Accreditation Operating Procedures (AOP)* were approved by the Committee on Accreditation and APA in 1995 for implementation January 1, 1996.
- Guidelines for accreditation of postdoctoral training programs were similarly adopted and included in the guidelines document in August 1996.
- In 1999, the Committee on Accreditation made and adopted targeted changes to the G&P and to the AOP to come into full compliance with the U.S. Secretary of Education's regulations for recognition of accrediting agencies.
- Again in 2001 and 2002, the Committee made targeted changes to the G&P and to the AOP. The changes, made primarily to the AOP, included accrediting internship programs for up to 7 years and making adjustments to the appeal process.
- In 2003, the AOP were modified to extend the maximum interval between postdoctoral residency program site visits from 5 to 7 years. In addition, the G&P were updated to reference the current *APA Ethical Principles of Psychologists and Code of Conduct*.
- In 2004, following a period of public comment and approval by the APA Board of Directors, the Committee adopted a number of changes to the AOP in order to improve the accreditation process and assure continued compliance with the U.S. Secretary of Education's requirements. These changes were in effect for all programs undergoing review as of July 1, 2005.
- In 2005, Domain A.5 of the G&P was updated to be consistent with the current definition of diversity as found in the *APA Ethical Principles of Psychologists and Code of Conduct*.
- In 2006, following a period of public comment and approval by the APA Council of Representatives, the scope of accreditation changed, eliminating the term "emerging substantive areas" and including accreditation of developed practice programs.
- In 2006, the APA Council of Representatives also adopted the recommendations of the Snowbird Summit for changing the 21-member Committee on Accreditation to the 32-member Commission on Accreditation in order to allow for more representation. This new structure, as well as the name "Commission," was in effect on January 1, 2008.
- Sections 6.1 to 6.1.2 of the AOP were modified to extend the timeframe for students, interns, and residents to file complaints against accredited programs, effective July 1, 2007.
- Section 4.2 of the AOP was modified to include "denial of a site visit" as a potential accreditation decision, effective January 1, 2008.

- No new applications from programs located in Canada were accepted as of January 1, 2008. APA accreditation of all programs located in Canada will end on September 1, 2015.
- Section 8 of the AOP was modified to clarify that the outcomes of programs applying for initial accreditation will be made public.



Guidelines and Principles for Accreditation of Programs in Professional Psychology

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INTRODUCTION

Functions and Structure of the Commission on Accreditation

(Adapted from the "Policies for Accreditation Governance" [adopted by the APA Council of Representatives on August 18, 1991, amended by the Council of Representatives on February 18, 1996, amended by the Council of Representatives on August 9, 2006], Sections 2, 3, and 4 and effective January 1, 2008.)

Functions of the Commission on Accreditation

The Commission on Accreditation shall be responsible for the accreditation of education and training programs in professional psychology consistent with its recognized scope of accreditation practice and its published policies, procedures, and criteria.* In carrying out that responsibility, consistent with recognition provisions of the Secretary of the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA), the Commission on Accreditation shall:

1. Formulate and promulgate accreditation policy that is informed by input from review panels, the annual Accreditation Assembly, and the field in general;
2. Make final program accreditation decisions, taking into account the recommendations received from review panels;
3. Manage, staff, and participate in the panel review process;
4. Organize and convene the annual Accreditation Assembly;
5. Maintain and assure quality of the site visitor function and panel review process;
6. Develop and maintain interorganizational relationships across the full spectrum of psychology education and training entities;
7. Engage in timely and relevant self-studies and self-evaluations for the purpose of enhancing the quality and credibility of the accreditation review process;
8. Hear and adjudicate complaints from individuals and organizations;
9. Participate as prescribed in the accreditation decision appeal process;
10. Assure openness and periodic review of policies and procedures to ensure that innovation is supported;
11. Provide appropriate consultative guidance and general information about the accreditation process and its purposes through the Office of Accreditation;
12. Conduct evaluative and developmental research appropriate to accreditation;
13. Appoint program review panels, consultants, and task forces as needed, within policy and fiscal constraints; and
14. Maintain the CoA's status as a recognized professional specialty accrediting body with the U.S. Department of Education and the Council for Higher Education Accreditation.

*In practice, the scope of accreditation to date has been limited to doctoral level education and training in professional psychology, in the areas of clinical, counseling, and school psychology (and appropriate combinations thereof). In principle, however, it is not limited to these areas.

Structure of the Commission on Accreditation

Inasmuch as postsecondary accreditation pertains to educational institutions and programs, it is essential that graduate educators have a major voice in formulating policies and implementing the process of accreditation for professional education and training. At the same time, there must be appropriate balance of representation from practitioners of the profession, as well as representation of the general public's interest by persons outside the professional discipline who have an informed, broadgauged community perspective about matters of higher education. These are fundamental principles pertaining to the composition of accrediting bodies in the professions, and it is upon these that the structure of the Commission on Accreditation is based. One additional principle is that appointments to the commission shall reflect the individual and cultural diversity within our society among psychologists and the breadth of psychology as a discipline.

There shall be no fewer than 32 persons appointed to the Commission on Accreditation. To achieve appropriate balance between academic institutions and programs, practitioners of the profession, and the publics served by accreditation, appointments to the Commission on Accreditation shall represent, in addition, the following domains of perspective and responsibility with regard to professional education and training in psychology, each of which is essential to the balance of viewpoints expected in accrediting bodies and their activities:

Domain I: Breadth of the Scientific Discipline of Psychology (N=5)

- I.A. Academic leadership for graduate education in the discipline of psychology at the departmental level of administration or higher
Four seats nominated by the executive board of the Council of Graduate Departments of Psychology (COGDOP)
- I.B. Representative of the core scientific activities of the discipline of psychology
One seat nominated jointly by the Association for Psychological Science and the Board of Scientific Affairs of the American Psychological Association (APS/BSA)

Domain II: Professional Education and Training in Psychology (N=16)

- II.A. Training program leadership (N=5)
 - One seat nominated by the board of the Association of Psychology Postdoctoral and Internship Centers (APPIC)
 - One seat nominated by the board of the Council of Counseling Psychology Training Programs (CCPTP)
 - One seat nominated by the board of the Council of Directors of School Psychology Programs (CDSPP)
 - One seat nominated by the board of the Council of University Directors of Clinical Psychology (CUDCP)
 - One seat nominated by the board of the National Council of Schools and Programs of Professional Psychology (NCSP)
- II.B. Leadership in professional education (N=1)
One seat nominated jointly by the Board of Educational Affairs of the American Psychological Association and the National Council of Schools and Programs of Professional Psychology (BEA/NCSP)
- II.C. Professional peers nominated from program review panels (N=10)
One seat nominated by the appropriate nominating authority from each group of program review panels for the varied areas and levels of training in professional psychology that are accredited
 - Doctoral panels (5)
 - One seat nominated by the Academy of Psychological Clinical Science (APCS)
 - One seat nominated by NCSP
 - One seat nominated by CCPTP
 - One seat nominated by CDSPP

- One seat nominated by CUDCP
- Internship panels (4)
 - Two seats nominated by APPIC
 - Two seats nominated by other organizations involved directly in internship training
- Postdoctoral panel (1)
 - One seat to be determined through an open solicitation for nominations from organizations involved directly in postdoctoral training (e.g., CoS, APPIC)

Domain III: Practitioners of the Profession Representing Independent, Institutional, and Specialized Practice (N=5)

- III.A. Independent and institutional practice (4)
Two seats representing institutional practice and two seats representing independent practice will be nominated jointly by APA's Board of Professional Affairs and Commission for the Advancement of Professional Practice (BPA/CAPP).
- III.B. Specialized practice (1)
One seat nominated by the Council of Specialties (CoS)

Domain IV: Representatives of the Public Interest (N=3)

- IV.A. General public (N=2)
Nominations for both seats to be solicited at large by the CoA from a broad range of education and public interest groups with nominees to be persons with breadth of community perspective and leadership experience who are not psychologists
- IV.B. Public interest: Individual and cultural diversity (N=1)
One seat to be determined from an open solicitation of nominations, including from BAPPI, for a psychologist who brings scholarly expertise on issues of individual and cultural diversity in the context of advancing the science and practice of psychology in public service for appointment to a 3-year, nonrenewable term

Domain V: Graduate Student Consumers of Education and Training (N=1)

One seat nominated by the board of the American Psychological Association of Graduate Students (APAGS) for appointment to a 1-year term

Open Seats (N=2)

Without regard to the domains identified above, the CoA will solicit nominations from groups, organizations, and individuals to identify psychologist nominees for two open seats. Appointments will be made from the range of nominees for 3-year, nonrenewable terms to allow for greater flexibility and responsiveness to the development and evolution of the field and to provide opportunities to be informed by the annual Accreditation Assembly. Initially, on a 3-year cycle, one nominee for an open seat will be appointed in each of the first 2 years, followed by an appointment of a nominee from Domain IV.B, Public interest.



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I. SCOPE OF ACCREDITATION

The accreditation process is intended to promote consistent quality and excellence in education and training in professional psychology. Training provides tangible benefits for prospective students; the local, national, and international publics that are consumers of psychological services; and the discipline of psychology itself.

For the purposes of this document, “professional psychology” is defined as that part of the discipline in which an individual, with appropriate education and training, provides psychological services to the general public. The commission reviews programs for accreditation at doctoral, internship, and postdoctoral levels.

A. Scope of Accreditation for Doctoral Programs

The Commission on Accreditation (CoA) reviews doctoral programs in psychology that provide **broad and general** training in scientific psychology and in the foundations of practice. Practice areas include clinical psychology, counseling psychology, school psychology, and other developed practice areas. The CoA also reviews programs that combine two or three of the above-listed practice areas.

B. Scope of Accreditation for Internship Programs

The CoA reviews applications from internship training programs in practice areas including clinical psychology, counseling psychology, school psychology, and other developed practice areas or in general professional psychology.

C. Scope of Accreditation for Postdoctoral Residency Programs

The CoA reviews applications from postdoctoral residency programs providing education and training in preparation for professional practice at an advanced level of competency in one of the traditional areas of clinical, counseling, or school psychology or in another recognized specialty practice area.

II. GUIDING PRINCIPLES OF ACCREDITATION

The accreditation guidelines and procedures are greatly influenced by the following principles and practical concerns.

A. The Purpose and Practice of Accreditation

Accreditation is a voluntary, nongovernmental process of self-study and external review intended to evaluate, enhance, and publicly recognize quality in institutions and in programs of higher education. As such, it serves:

1. General, liberal education;
2. Technical, vocational education and training; and
3. Education and training for the professions.

Accreditation is intended to protect the interests of students, benefit the public, and improve the quality of teaching, learning, research, and professional practice. Through its domains and standards, the accrediting body is expected to encourage institutional freedom, ongoing improvement of educational institutions and training programs, sound educational experimentation, and constructive innovation.

The accreditation process involves judging the degree to which a program has achieved the goals and objectives of its stated training model. That is, an accreditation body should not explicitly prescribe a program’s educational

goals or the processes by which they should be reached; rather, it should judge the degree to which a program achieves outcomes and goals that are consistent with its stated training model and with the guiding principles contained in this document. If a program's goals and model of training are clearly and accurately described, the different "publics" served by this program should be able to make intelligent and informed decisions about the quality of the program and the students it trains.

Thus, accreditation in psychology is intended to: "achieve general agreement on the goals of training...encourage experimentation on methods of achieving those goals and...suggest ways of establishing high standards in a setting of flexibility and reasonable freedom."¹

B. Professional Principles and Values

There are certain principles and values that are at the core of the profession, and programs whose policies and procedures clearly violate them would not be accredited. Consistent with this position, the following four principles will exert great influence on accreditation decisions.

1. Broad and General Preparation for Practice at the Entry Level

Doctoral graduate and internship education and training in preparation for entry-level practice in professional psychology should be broad and professional in its orientation rather than narrow and technical. This preparation should be based on the existing and evolving body of knowledge, skills, and competencies that define the declared substantive practice area(s) and should be well integrated with the broad theoretical and scientific foundations of the discipline and field of psychology in general.

2. Broad and In-Depth Postdoctoral Preparation for Professional Practice at the Advanced Level in Substantive Traditional Practice Areas—Focused and In-Depth Postdoctoral Preparation for Practice in Substantive Specialty Practice Areas

Postdoctoral residency education and training in professional psychology reflect the natural evolution and expansion of the knowledge base of the science and practice of psychology, and should be of sufficient breadth to ensure advanced competence as a professional psychologist and of sufficient depth and focus to ensure technical expertise and proficiency in the substantive traditional or specialty practice area of professional psychology for which the residents are being prepared. This preparation should be based on the existing and evolving body of knowledge, skills, and competencies that define the declared substantive traditional or specialty practice area(s), and should be well integrated with the broad theoretical and scientific foundations of the discipline and field of psychology in general.

3. Science and Practice

Science and practice are not opposing poles; rather, together they equally contribute to excellence in training in professional psychology. Therefore, education and training in preparation for entry-level practice and in preparation for advanced-level practice in a substantive traditional or specialty practice area as a psychologist should be based on the existing and evolving body of general knowledge and methods in the science and practice of psychology. This more general knowledge should be well integrated with the specific knowledge, skills, and attitudes that define a particular area of interest in professional psychology. The relative emphasis a particular program places on science and practice should be consistent with its training objec-

¹ The APA Committee on Training in Clinical Psychology. (1947). First report of the new accreditation process in psychology. *American Psychologist*, 2, 539-558.

tives. However, all programs should enable their students to understand the value of science for the practice of psychology and the value of practice for the science of psychology, recognizing that the value of science for the practice of psychology requires attention to the empirical basis for all methods involved in psychological practice.

4. Program Philosophies, Training Models, and Missions

A program or institution has the right to be evaluated in the light of its own education and training philosophy, model, goals, objectives, and methods insofar as they are consistent with those generally accepted as appropriate to the profession and the CoA and are within the constraints stated above.

The accreditation guidelines and principles are specifically intended to allow a program broad latitude in defining its philosophy or model of training and to determine its training principles, goals, objectives, desired outcomes, (i.e., its “mission”), and methods to be consistent with these. Stated differently, the CoA recognizes that there is no one “correct” philosophy, model, or method of doctoral training for professional psychology practice; rather, there are multiple valid ones. A program should therefore have a clear, coherent, and well-articulated description of the principles underlying its training philosophy or model, as well as a clear description of its training mission (i.e., goals and objectives) and the resources, methods, and processes by which it proposes to attain its desired training outcomes.

The program’s “philosophy and mission statement” should additionally address the congruence of the program’s training mission with that of its parent or sponsor institution’s mission and the validity and consistency of the program’s philosophy and mission in relation to current professional standards and regional and national needs.

C. Outcome-Oriented Evaluation Focus

The accreditation review process will place great emphasis on the outcomes or products of a program’s training efforts. Resource and process evaluations of programs will continue, but such evaluations are not designed to discourage experimentation, innovation, or modernization with regard to teaching methods or curricula.

Consistent with this approach, the accreditation guidelines and principles do not contain a “checklist” of criteria. Rather, they identify and describe general domains that are considered essential to the success of any training program in professional psychology. For each domain, programs are expected to document either their potential for success in these domains (in the case of applicant programs) or their record of achievements in these domains (in the case of already accredited programs).

It is assumed that, with reasonable guidance about the kind of information needed by the CoA, programs can decide how best to present their goals, objectives, and the means by which these are achieved. Similarly, it is assumed that with adequate information from a program, the CoA can reach an informed, fair, and reasonable decision about that program without relying solely on quantitative indices or on highly restrictive lists of specific criteria.

Protection of the interests of the program and the public will be ensured by the creation of procedures which utilize fair and reasonable evaluative methods to assess:

1. The clarity, consistency, and appropriateness of institutional or program goals and objectives;
2. The quality of education and training outcomes in relation to these goals/objectives;

3. The ability of a program actually to achieve its goals/objectives; and
4. The likelihood that such outcomes can be consistently maintained.

D. Function of the CoA: Professional Judgment

This document reflects shared assumptions about the attributes of high-quality training. It is assumed that the CoA will use these shared assumptions, the collective professional judgment of its members, and the accreditation guidelines and principles to reach an informed, fair, and reasonable decision about a program's eligibility for accreditation review and/or its accreditability.

The CoA, in representing a broad array of constituencies, has the authority to adopt implementing regulations which elucidate, interpret, and operationally define its guidelines and principles, procedures, domains, and standards. The CoA may in its decision-making processes refer to or adopt definitions, training models, goals, objectives, and norms developed by certain professional psychology training communities or reference groups. By creating procedures which utilize fair and reasonable evaluative methods designed to assess program compliance with accreditation guidelines, principles, domains, and standards, the CoA seeks to ensure protection of the interests of the training program and the public.

III. ACCREDITATION DOMAINS AND STANDARDS

The material that follows concerns training in doctoral graduate programs, internship programs, and postdoctoral residency programs in professional psychology. The CoA recognizes that the first two of these are integral parts of students' entry-level practice preparation for careers in professional psychology and that postdoctoral education and training can provide one avenue of preparation for practice at advanced levels of competency in a substantive traditional or specialty practice area of professional psychology. While there are substantial commonalities among these components of training, they do differ with regard to the level and type of training, the setting in which training is provided, the specific training experiences, and the ultimate training goals. Therefore, the guidelines for accreditation of doctoral graduate programs, internships, and postdoctoral residencies are presented separately.

A. Doctoral Graduate Programs

Domain A: Eligibility

As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

1. The program offers doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology.
2. The program is sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States, or, in the case of Canadian programs, the institution is publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing.*
3. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides. It is represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives. The program must have students in sufficient

*The CoA is currently phasing out accreditation of Programs in Canada.

number and the facilities necessary to ensure meaningful peer interaction, support, and socialization.

4. The program requires of each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution.
5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. Throughout this document, the phrase “cultural and individual diversity” refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.²

Respect for and understanding of cultural and individual diversity is reflected in the program’s policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements. The program has nondiscriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

6. The program adheres to and makes available to all interested parties formal written policies and procedures that govern: academic admissions and degree requirements; administrative and financial assistance; student performance evaluation, feedback, advisement, retention and termination decisions; and due process and grievance procedures for students and faculty. It has policies and procedures that are consistent with those of its sponsor institution that pertain to faculty and student rights, responsibilities, and personal development.

Domain B: Program Philosophy, Objectives, and Curriculum Plan

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program’s education and training model and its curriculum plan are consistent with this philosophy.

1. The program publicly states an explicit philosophy of training by which it intends to prepare students for the practice of psychology. The program’s philosophy, educational model, and curriculum plan should be substantially consistent with the mission, goals, and culture of the program’s sponsor institution. They must also be consistent with the following principles of the discipline:
 - (a) Psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology; and

² See the current APA “Ethical Principles of Psychologists and Code of Conduct.” Henceforth in this document whenever the phrase “cultural and individual diversity” appears, it shall be understood to refer to those characteristics identified in Section 5 of Domain A.

- (b) Training for practice is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.³
2. The program specifies education and training objectives in terms of the competencies expected of its graduates. Those competencies must be consistent with:
 - (a) The program's philosophy and training model;
 - (b) The substantive area(s) of professional psychology for which the program prepares students at the entry level of practice;
 - (c) An understanding of professional issues, including ethical, legal, and quality assurance principles.
3. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:
 - (a) The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;
 - (b) The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics;
 - (c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of assessment and diagnosis; effective intervention; consultation and supervision; and evaluating the efficacy of interventions;
 - (d) Issues of cultural and individual diversity that are relevant to all of the above; and
 - (e) Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.
4. Additionally, the program requires that its students receive adequate and appropriate practicum experiences. To this end the program should:

³ The program's philosophy or model of training may be one identified through a national conference of psychologists, from which guidelines for professional education and training have been approved by conference delegates.

- (a) Place students in settings that: are clearly committed to training; supervise students using an adequate number of appropriate professionals; and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;
- (b) Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of the practicum experience;
- (c) Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives; and
- (d) Describe and justify the sufficiency of practicum experiences required of students in preparation for an internship.

It is the program's responsibility to describe and document the manner by which students achieve knowledge and competence in these areas. Furthermore, given its stated goals and expected competencies, the program is expected to provide information regarding the minimal level of achievement it requires for students to satisfactorily progress through and graduate from the program, as well as evidence that it adheres to the minimum levels it has set.

Domain C: Program Resources

The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals and objectives.

1. The program has an identifiable core faculty responsible for its leadership who:
 - (a) Include a designated leader who is a doctoral psychologist and is a member of the core faculty. The program director's credentials and expertise are consistent with the program's mission and goals and with the substantive area of professional psychology in which the program provides training. (This leadership position could be held by more than one individual);
 - (b) Function as an integral part of the academic unit of which the program is an element;
 - (c) Are sufficient in number for their academic and professional responsibilities;
 - (d) Have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives;
 - (e) Demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals; and
 - (f) Are available to and function as appropriate role models for students in their learning and socialization into the discipline and profession.

In addition to the core faculty, other individuals who hold faculty appointments at the institution may be used to augment and expand students' educational experiences. These adjunct faculty should be held to standards of competence appropriate to their role/contribution within the program (see 1(d), (e), & (f) above).

2. The program has an identifiable body of students at different levels of matriculation who:

- (a) Are of sufficient number to ensure opportunities for meaningful peer interaction, support, and socialization;
- (b) By interest, aptitude, and prior achievement are of quality appropriate for the program's goals and objectives; and
- (c) Reflect through their intellectual and professional development and intended career paths the program's goals, objectives, and philosophy.

3. The program has, and appropriately utilizes, the additional resources it needs to achieve its training goals and objectives. The program works with its academic unit and/or the administration of the sponsor institution to develop a plan for the acquisition of those additional resources that may be necessary for program maintenance and development. The resources should include:

- (a) Financial support for training and educational activities;
- (b) Clerical and technical support;
- (c) Training materials and equipment;
- (d) Physical facilities;
- (e) Student support services; and
- (f) Access to or control over practicum training sites and facilities that are appropriate to the program's goals, objectives, and training model.

4. A graduate program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:

- (a) The nature and characteristics of the participating entities;
- (b) The rationale for the consortial partnership;
- (c) Each partner's commitment to the training/education program, its philosophy, model, and goals;
- (d) Each partner's obligations regarding contributions and access to resources;
- (e) Each partner's adherence to central control and coordination of the training program; and

- (f) Each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations.

An individual consortial partner (member entity) of an accredited consortium may not publicize itself as independently accredited unless it also has independently applied for and received accreditation.

Domain D: Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

1. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training.⁴
2. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology. The avenues by which these goals are achieved are to be developed by the program.

Domain E: Student-Faculty Relations

The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.

1. The program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct). The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.
2. Program faculty are accessible to students and provide them with a level of guidance and supervision that actively encourages timely completion of the program. The faculty provide appropriate professional role models and engage in actions that

⁴ This requirement does not exclude programs from having a religious affiliation or purpose and adopting and applying admission and employment policies that directly relate to this affiliation or purpose so long as: (1) Public notice of these policies has been made to applicants, students, faculty, or staff before their application or affiliation with the program; and (2) the policies do not contravene the intent of other relevant portions of this document or the concept of academic freedom. These policies may provide a preference for persons adhering to the religious purpose or affiliation of the program, but they shall not be used to preclude the admission, hiring, or retention of individuals because of the personal and demographic characteristics described in Domain A, Section 5 of this document (and referred to as cultural and individual diversity). This footnote is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the U.S. Constitution. It will be administered as if the U.S. Constitution governed its application.

promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.

3. The program shows respect for cultural and individual diversity among their students by treating them in accord with the principles contained in Domain A, Section 5 of this document.
4. At the time of admission, the program provides the students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students. Students receive, at least annually, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Such feedback should include:
 - (a) Timely, written notification of all problems that have been noted and the opportunity to discuss them;
 - (b) Guidance regarding steps to remediate all problems (if remediable); and
 - (c) Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.

In all matters relevant to the evaluation of students' performance, programs must adhere to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of students.

5. Each program will be responsible for keeping information and records of all formal complaints and grievances, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine programs' records of student complaints as part of its periodic review of programs.

Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

1. The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:
 - (a) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);
 - (b) How its goals and objectives are met through graduate education and professional training (i.e., its processes); and
 - (c) Its procedures to maintain current achievements or to make program changes as necessary.
2. The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, curriculum, and the outcome data related thereto, to ensure their appropriateness in relation to:

- (a) Its sponsor institution's mission and goals;
- (b) Local, state/provincial, regional, and national needs for psychological services;
- (c) National standards of professional practice;
- (d) The evolving body of scientific and professional knowledge that serves as the basis of practice; and
- (e) Its graduates' job placements and career paths.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

1. The program is described accurately and completely in documents that are available to current students, prospective students, and other "publics." The descriptions of the program should include:
 - (a) Its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; its education and training outcomes; and
 - (b) Its status with regard to accreditation, including the specific academic program covered by that status and the name, address, and telephone number of the Commission on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.
2. This information should be presented in a manner that allows applicants to make informed decisions about entering the program.

Domain H: Relationship With Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

1. The program abides by the accrediting body's published policies and procedures, as they pertain to its recognition as an accredited program.
2. The program informs the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program's quality.
3. The program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

B. Internships

Domain A: Eligibility

As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the education and training of professional psychologists.

1. The program offers internship education and training in psychology, one goal of which is to prepare students for the practice of professional psychology.
2. The program is sponsored by an institution or agency which has among its primary functions the provision of service to a population of recipients sufficient in number and variability to provide interns with adequate experiential exposure to meet its training purposes, goals, and objectives.
3. The program is an integral part of the mission of the institution in which it resides and is represented in the institution's operating budget and plans in a manner that enables the program to achieve its goals and objectives.
4. The program requires of each intern the equivalent of 1 year full-time training to be completed in no fewer than 12 months (10 months for school psychology internships) and no more than 24 months.
5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity.⁵ This is reflected in the program's policies for the recruitment, retention, and development of staff and interns and in didactic and experiential training that fosters an understanding of cultural and individual diversity as it relates to professional psychology. The program has nondiscriminatory policies and operating conditions and avoids any actions that would restrict program access on grounds that are irrelevant to success in an internship or the profession.
6. The program adheres to and makes available to all interested parties formal written policies and procedures that govern intern selection; practicum and academic preparation requirements; administrative and financial assistance; intern performance evaluation; feedback, advisement, retention, and termination; and due process and grievance procedures for interns and training staff. It complies with other policies and procedures of the sponsor institution that pertain to staff and interns' rights, responsibilities, and personal development.

Domain B: Program Philosophy, Objectives, and Training Plan

The program has a clearly specified philosophy of training, compatible with the mission of its sponsor institution and appropriate to the practice of professional psychology. The internship is an organized professional training program with the goal of providing high-quality training in professional psychology. The training model and goals are consistent with its philosophy and objectives. The program has a logical training sequence that builds upon the skills and competencies acquired during doctoral training.

⁵ See Domain A, Section 5 of Doctoral Graduate Programs for the definition of cultural and individual diversity.

1. The program publicly states an explicit philosophy or model of professional training and education by which it intends to prepare students for the practice of professional psychology. The program's philosophy and educational model should be substantially consistent with the mission, goals, and culture of the program's sponsor institution. It must also be consistent with the following two principles of the discipline:
 - (a) Psychological practice is based on the science of psychology which, in turn, is influenced by the professional practice of psychology; and
 - (b) Training for practice is sequential, cumulative, and graded in complexity.
2. The program specifies education and training objectives in terms of the competencies expected of its graduates. Those competencies must be consistent with:
 - (a) The program's philosophy and training model; and
 - (b) The substantive area(s) of professional psychology for which the program prepares its interns for the entry level of practice (see Scope of Accreditation for definition of substantive areas).
3. The internship is an organized program. It consists of a properly administered, planned, structured, and programmed sequence of professionally supervised training experiences that are characterized by greater depth, breadth, duration, frequency, and intensity than practicum training. The training program includes the following:
 - (a) The program's training activities are structured in terms of their sequence, intensity, duration, and frequency as well as planned and programmed in the modality of the training activities and their content;
 - (b) The primary training method is experiential (i.e., service delivery in direct contact with service recipients). The experiential training component includes socialization into the profession of psychology and is augmented by other appropriately integrated modalities, such as mentoring, didactic exposure, role-modeling and enactment, observational/vicarious learning, supervisory or consultative guidance;
 - (c) Intern supervision is regularly scheduled and sufficient relative to the intern's professional responsibility assuring at a minimum that a full-time intern will receive 4 hours of supervision per week, at least 2 hours of which will include individual supervision;
 - (d) The content of internship training activities addresses the application of psychological concepts and current scientific knowledge, principles, and theories to the professional delivery of psychological services to the consumer public; professional conduct and ethics; and standards for providers of psychological services;
 - (e) The program has an administrative structure and process which systematically coordinates, controls, directs, and organizes the training activity and resources; and

- (f) The program has a designated leader who is a doctoral psychologist, appropriately credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction in which the internship is located and who is primarily responsible for directing the training program.
4. In achieving its objectives, the program requires that all interns demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of:
- (a) Theories and methods of assessment and diagnosis and effective intervention (including empirically supported treatments);
 - (b) Theories and/or methods of consultation, evaluation, and supervision;
 - (c) Strategies of scholarly inquiry; and
 - (d) Issues of cultural and individual diversity that are relevant to all of the above.
5. The program has the responsibility to further the training experiences of its interns and to promote the integration of practice and scholarly inquiry. Consistent with these responsibilities, the program should:
- (a) Demonstrate that interns' service delivery tasks and duties are primarily learning oriented and that training considerations take precedence over service delivery and revenue generation; and
 - (b) Ensure that the interns' educational and practicum experiences are consistent with the program's model, philosophy, and training goals and are appropriate for doctoral training in professional psychology.

Furthermore, given its stated goals and expected competencies, the program is expected to provide information regarding the minimal level of achievement it requires for interns to satisfactorily progress through and complete the internship program, as well as evidence that it adheres to the minimum levels it has set.

Domain C: Program Resources

The program demonstrates that it possesses resources of appropriate quality and sufficiency to achieve its training goals and objectives.

1. The program has formally designated intern training supervisors who:
- (a) Function as an integral part of the site where the program is housed and have primary responsibility for professional service delivery;
 - (b) Are sufficient in number to accomplish the program's service delivery and supervision of training activities and goals;
 - (c) Are doctoral-level psychologists who have primary professional (clinical) responsibility for the cases on which they provide supervision, and are appropriately credentialed (i.e., licensed, registered or certified)

to practice psychology in the jurisdiction in which the internship is located;

- (d) Are responsible for reviewing with the interns the relevant scientific and empirical bases for the professional services delivered by the interns;
- (e) Are of appropriate quality for the program's philosophy or training model and goals;
- (f) Participate actively in the program's planning, its implementation, and its evaluation; and
- (g) Serve as professional role models to the interns consistent with the training goals and objectives.

In addition to the designated intern training staff, the program may include appropriately qualified adjunct staff/supervisors to augment and expand interns' training experiences, provided these adjuncts are integrated into the program and are held to standards of competence appropriate to their role/contribution within the program (as in 1 (d), (e), & (g) above).

2. The program has an identifiable body of interns who:

- (a) Are of sufficient number to ensure meaningful peer interaction, support, and socialization;
- (b) Are either in the process of completing a doctoral degree in professional psychology from a regionally accredited, degree-granting institution in the United States or have completed a doctoral degree in psychology in a field other than professional psychology and are certified by a director of graduate professional psychology training as having participated in an organized program in which the equivalent of pre-internship training has been acquired at a regionally accredited degree-granting institution in the United States. In the case of Canadian programs, the institution is publicly recognized as a member in good standing by the Association of Universities and Colleges of Canada;
- (c) Have completed adequate and appropriate supervised practicum training, which must include face-to-face delivery of professional psychological services;
- (d) Have interests, aptitudes, and prior academic and practicum experiences that are appropriate for the internship's goals and objectives;
- (e) Have an understanding of the program's philosophy, goals, and model of training;
- (f) Have meaningful involvement in those activities and decisions that serve to enhance internship training and education; and
- (g) Have a training status at the site that is officially recognized in the form of a title or designation such as "psychology intern" (consistent with the licensing laws of the jurisdiction in which the internship is located).

3. The program has the necessary additional resources required to achieve its training goals and objectives. The program works with the administration of the sponsor institution to develop a plan for the acquisition of those additional resources that may be necessary for program development.

These should include:

- (a) Financial support for its intern stipends, staff, and training activities;
 - (b) Clerical and technical support;
 - (c) Training materials and equipment;
 - (d) Physical facilities and training settings; and
 - (e) Training settings appropriate to the program's training model.
4. An internship program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:
 - (a) The nature and characteristics of the participating entities;
 - (b) The rationale for the consortial partnership;
 - (c) Each partner's commitment to the training/education program, its philosophy, model, and goals;
 - (d) Each partner's obligations regarding contributions and access to resources;
 - (e) Each partner's adherence to central control and coordination of the training program; and
 - (f) Each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations.

An individual consortial partner (member entity) of an accredited consortium may not publicize itself as independently accredited unless it also has independently applied for and received accreditation.

Domain D: Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

1. The program has made systematic, coherent, and long-term efforts to attract and retain interns and staff from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training

opportunities for a wide spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in internship training or a career in professional psychology.⁶

2. The program has a thoughtful and coherent plan to provide interns with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena and professional practice. It engages in positive efforts designed to ensure that interns will have opportunities to learn about cultural and individual diversity as they relate to the practice of psychology. The avenues by which these goals are achieved are to be developed by the program.

Domain E: Intern–Staff Relations

The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between interns and training staff and that it operates in a manner that facilitates interns' training and educational experiences.

1. The program recognizes the rights of interns and staff to be treated with courtesy and respect. In order to maximize the quality and effectiveness of the interns' learning experiences, all interactions among interns, training supervisors, and staff should be collegial and conducted in a manner that reflects the highest standards of the profession (see the current APA "Ethical Principles of Psychologists and Code of Conduct.") The program has an obligation to inform interns of these principles and of their avenues of recourse should problems arise.
2. Program staff are accessible to the interns and provide them with a level of guidance and supervision that encourages successful completion of the internship. The staff provide appropriate professional role models and engage in actions that promote the interns' acquisition of knowledge, skills, and competencies consistent with the program's training goals.
3. The program shows respect for cultural and individual diversity among its interns by treating them in accord with the principles contained in Domain A, Section 5 of this document.
4. At the time of admission, the program provides interns with written policies and procedures regarding program requirements and expectations for interns' performance and continuance in the program and procedures for the termination of interns. Interns receive, at least semiannually, written feedback on the extent to which they are meeting these requirements and performance expectations. The feedback should address the interns' performance and progress in terms of professional conduct and psychological knowledge, skills, and competencies in the areas of psychological assessment, intervention, and consultation. Such feedback should include:
 - (a) Timely written notification of all problems that have been noted and the opportunity to discuss them;
 - (b) Guidance regarding steps to remediate all problems (if remediable); and
 - (c) Substantive written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.

⁶ See Footnote 4 for a further explication of this principle.

5. The program should issue a certificate of internship completion to interns successfully completing its training program. In all matters relevant to the evaluation of interns' performance, programs must adhere to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of interns.
6. Each program will be responsible for keeping information and records of all formal complaints and grievances against the program, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine programs' records of student complaints as part of its periodic review of programs.

Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its interns and training staff, and contributes to the fulfillment of its host institution's mission.

1. The program, with appropriate involvement from its interns, engages in regular, ongoing self-studies that address:
 - (a) Its expectations for the quantity and quality of the intern's preparation and performance (prior to the initiation of any training activities);
 - (b) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while interns are in the program and after completion and including the interns' views regarding the quality of the training experiences and the program);
 - (c) Its procedures to maintain current achievements or to make changes as necessary; and
 - (d) Its goals, objectives, and outcome data relevant thereto, in relation to local, regional, state/provincial, and national standards of professional practice and changes in the knowledge base of the profession.
2. The program provides resources and/or opportunities to enhance the quality of its training and supervision staff through continued professional development.
3. The program and its host institution value and recognize the importance of internship training and of the staff's training and supervisory efforts and demonstrate this valuing in tangible ways.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

1. The program is described accurately and completely in documents that are available to current interns, prospective interns, and other "publics." The descriptions of the program should include:

- (a) Its goals, objectives, and training model; its selection procedures and requirements for completion; its training staff, interns, facilities, and other resources; and its administrative policies and procedures; and
- (b) Its status with regard to accreditation, including the specific program covered by that status, and the name, address, and telephone number of the Commission on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

Domain H: Relationship With Accrediting Body

The internship program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

1. The internship abides by the accrediting body's published policies and procedures as they pertain to its recognition as an accredited internship site.
2. The internship informs the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the internship's quality.
3. The internship is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

C. Postdoctoral Residencies

Domain A: Eligibility

As a prerequisite for accreditation, the postdoctoral training program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the education and training of professional psychologists.

1. The program offers postdoctoral residency education and training in psychology, one goal of which is to provide residents with education and training in preparation for practice at an advanced level in a substantive traditional or specialty practice area in professional psychology.⁷
2. The program is sponsored by an institution or agency that has among its primary functions the provision of service to a population of recipients sufficient in number and variability to provide residents with adequate experiential exposure to meet the program's education and training goals and objectives.
3. The program is an integral part of the mission of the institution in which it resides and is represented in the institution's operating budget and plans in a manner that enables the residency program to achieve its goals and objectives. All postdoctoral residents in psychology are financially supported and provided benefits at a level consistent with that afforded comparable doctoral-level professionals in training.

⁷ All accreditation decisions must be made on the basis of the Domains and Standards in the *Guidelines and Principles for Accreditation of Programs in Professional Psychology*. Within the Standards of the *Guidelines and Principles*, the Commission on Accreditation may in its decision-making processes refer to or adopt definitions, training models, goals, objectives, and norms developed by certain professional psychology training communities or reference groups.

4. The program requires of each resident a minimum of 1 year full-time training to be completed in no fewer than 12 months (10 months for school psychology postdoctoral training programs) or 2 years of half-time training to be completed in no more than 24 months. Substantive traditional practice area residencies may consist of up to 3 years of full-time training. Substantive specialty practice area residencies may require longer training periods in which the overall program duration and weekly time commitment are consistent with the program's training model and the standards of the specialty practice area in which the program provides its training.
5. The program engages in regular and systematic actions that indicate respect for and understanding of cultural and individual diversity.⁸ This is reflected in the recruitment, retention, and development of training supervisors and residents and in didactic and experiential training that foster an understanding of cultural and individual diversity as it relates to professional psychology. The program has nondiscriminatory policies and operating conditions and avoids any actions that would restrict program access on grounds that are irrelevant to success in the postdoctoral training program or the profession.
6. The program adheres to, and makes available to all interested parties, formal written policies and procedures that govern resident selection, internship and academic preparation requirements, administration and financial assistance, resident performance evaluation and feedback, advisement, retention, termination, due process, and grievance redress for residents and training supervisors. It complies with other policies and procedures of the sponsor institution that pertain to supervisors' and residents' rights, responsibilities, and personal development.

Domain B: Program Philosophy, Training Plan, and Objectives

The program has a clearly specified philosophy or model of training, compatible with the mission of its sponsor institution and appropriate to the practice of professional psychology. The psychology postdoctoral residency is an organized, logically sequenced program. Its goal is to provide quality education and training that is primarily experiential in nature, and is aimed at preparing psychologists for professional psychology practice at an advanced competency level in a substantive traditional or specialty practice area. The program's training goals and objectives are consistent with its philosophy and model.

1. The program publicly states an explicit philosophy or model of professional training and education by which it intends to prepare residents for advanced practice in a substantive traditional or specialty practice area in professional psychology. The program's philosophy and educational model should be substantially consistent with the mission, goals, and culture of the program's sponsor institution. It must also be consistent with the following principles of the discipline:
 - (a) The postdoctoral residency in a substantive traditional or specialty practice area of professional psychology is designed to develop advanced practice competencies and expertise based upon sound scientific and professional practice foundations:
Psychological practice is based on the science of

⁸ See Section III.A. (Domain A.5) of the *Guidelines and Principles Aeditation of Programs in Professional Psychology* (guidelines for doctoral graduate programs).

psychology which, in turn, is influenced by the professional practice of psychology; and

- (b) Postdoctoral training has sufficient breadth to ensure advanced competence as a professional psychologist and sufficient depth and focus to ensure professional and technical expertise in the area in which the program provides its substantive traditional or specialty practice training.

2. The postdoctoral program is organized and builds upon but is distinct from doctoral preparation and internship. The postdoctoral program must be clearly differentiated from other training programs offered within the institution. The program includes the following:

- (a) Education and training activities are cumulative, graduated in complexity, and structured in terms of their sequence, intensity, duration, and frequency, as well as planned and programmed in their methods and content;
- (b) The primary training method is supervised service delivery in direct contact with service recipients; and
- (c) Training includes socialization into the profession of psychology and is augmented by other appropriately integrated modalities, such as mentoring, didactic exposure, role-modeling and enactment, observational/vicarious learning, and supervisory or consultative guidance.

3. Consistent with its philosophy or training model and the standards for the advanced substantive traditional or specialty area of professional psychology practice in which the program provides its training, the program specifies education and training objectives in terms of residents' competencies expected upon program completion. In achieving these objectives, the program requires that all residents demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the following content areas:

- (a) Theories and effective methods of psychological assessment, diagnosis, and interventions;
- (b) Consultation, program evaluation, supervision, and/or teaching;
- (c) Strategies of scholarly inquiry;
- (d) Organization, management, and administration issues pertinent to psychological service delivery and practice, training, and research;
- (e) Professional conduct, ethics and law, and other standards for providers of psychological services; and
- (f) Issues of cultural and individual diversity that are relevant to all of the above.

4. Resident supervision is regularly scheduled and sufficient relative to the resident's professional responsibility. At a minimum, a full-time resident will receive 4 hours of struc-

tured learning activities per week, at least 2 hours of which will include individual, face-to-face supervision.

- (a) Each resident shall have at least two supervisors during any one training year; at least one of these shall be a psychologist who shall serve as the resident's primary supervisor;
 - (b) Supervision is consistent with the residents' training activities, so as to provide an intensive, advanced substantive traditional or specialty practice learning experience while maintaining appropriate responsibility for the service recipients;
 - (c) Methods of supervision are appropriate for advanced practice training and reflect the knowledge base of the substantive traditional or specialty practice area in supervision; and
 - (d) Residents have access to supervisor consultation and intervention in emergencies.
5. Postdoctoral residency programs encourage their residents to participate in state, provincial, regional, national, and international professional and scientific organizations.
 6. The program demonstrates that residents' service delivery activities are primarily learning oriented and that training considerations take precedence over service delivery and revenue generation.
 7. The postdoctoral program has well-documented procedures for the administrative structure and process that systematically coordinates, controls, directs, and organizes its training activities and resources. The program has responsibility for recruitment, selection, evaluation, and termination of residents, as well as program content:
 - (a) The program has a designated director who is a psychologist, appropriately credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction in which the program is located, who is primarily responsible for directing the training program and has administrative authority commensurate with those responsibilities; and
 - (b) The program director's credentials and expertise must be consistent with the program's mission and goals and with the advanced substantive traditional or specialty practice area of professional psychology in which the program provides its training.

Furthermore, given its stated goals and expected competencies, the program is expected to provide information regarding the minimal level of achievement it requires for postdoctoral residents to satisfactorily progress through and complete the residency program, as well as evidence that it adheres to the minimum levels it has set.

Domain C: Program Resources

The program demonstrates that it possesses resources of appropriate quality and sufficiency to achieve its education and training goals and objectives and ensure program stability and sustainability.

1. The postdoctoral training program has formally designated training supervisors who are sufficient in number to accomplish the program's service delivery, education and training, and supervision goals;
2. The formally designated supervisors include at least two psychologists who:
 - (a) Deliver services in the advanced substantive traditional or specialty practice area in which the postdoctoral training occurs;
 - (b) Function as an integral part of the program at the site where the program is housed;
 - (c) Have primary professional/clinical responsibility for the cases on which they provide supervision;
 - (d) Are appropriately credentialed (i.e. licensed, registered, or certified) to practice psychology in the jurisdiction in which the program is located;
 - (e) Are of appropriate quality for the program's philosophy of training, model, and goals;
 - (f) Have expertise, demonstrate substantial competence, and have credentials in the advanced substantive traditional or specialty practice area of professional psychology that are at the core of the program's training goals and objectives;
 - (g) Participate actively in the program's planning, its implementation, and its evaluation; and
 - (h) Serve as professional role models for the residents.
3. The program may include appropriately qualified adjunct staff/supervisors to augment and expand residents' training experiences, provided these adjuncts are integrated into the program and are held to standards of competence appropriate to their role/contribution within the program (as in 1(c), (e), and (h) above).
4. The program has one or more postdoctoral psychology residents who:
 - (a) Are provided with opportunities that ensure appropriate peer interaction, support, and socialization;
 - (b) Have completed appropriate doctoral education and training in professional psychology or appropriate respecialization, both of which must include the completion of an appropriate internship;
 - (c) Have interests and attitudes that are appropriate for the postdoctoral training program's goals and objectives;
 - (d) Have an understanding of the program's philosophy, model, and goals;
 - (e) Have meaningful involvement in those activities and decisions that serve to enhance resident training and education; and

- (f) Have a title commensurate with the title carried in that setting by other professionals in training who have comparable responsibility and comparable education and training, consistent with the laws of the jurisdiction in which the program is located.
5. The program has the additional resources necessary to achieve its training goals and objectives. The program works with the administration of the sponsor institution to develop a plan for the acquisition of those additional resources that may be necessary for program development. The resources include:
 - (a) Financial support for resident stipends, training supervisors, and training activities, consistent with the standards of the advanced substantive traditional or specialty practice area in which the program provides its training;
 - (b) Clerical and technical support;
 - (c) Training resources, materials, and equipment; and
 - (d) Physical facilities, training populations, and settings.
 6. The program takes advantage of the resources and diversity offered by the community in which the program is located.
 7. A postdoctoral training program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities that have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:
 - (a) The nature and characteristics of the participating entities;
 - (b) The rationale for the consortial partnership;
 - (c) Each partner's commitment to the education and training program, its philosophy, model, and goals;
 - (d) Each partner's obligations regarding contributions and access to resources;
 - (e) Each partner's adherence to central control and coordination of the training program; and
 - (f) Each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing resident admission, financial support, training resource access, potential performance expectations, and evaluations.
 8. An individual consortial partner (member entity) of an accredited consortium may not publicize itself as independently accredited unless it also has independently applied for and received accreditation.

Domain D: Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences in the training of psychologists.

1. The program has made systematic, coherent, and long-term efforts to attract and retain residents and supervisors from different ethnic, racial, gender, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment and the provision of training opportunities appropriate for the training of diverse individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in postdoctoral training or a career in professional psychology.⁹
2. The program has a thoughtful and coherent instructional plan to provide residents with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena and professional practice. It engages in positive efforts designed to ensure that residents will have opportunities to learn about cultural and individual diversity as it relates to the advanced substantive traditional or specialty practice area of psychology postdoctoral training. The avenues by which these training goals are achieved by the program are to be developed by the program.

Domain E: Resident–Supervisor Relations

The program demonstrates that its policies, procedures, education, training, and socialization experiences are characterized by mutual respect and courtesy between residents and training supervisors and that it operates in a manner that facilitates residents' training and educational experiences.

1. The program recognizes the rights of residents and training supervisors to be treated with courtesy and respect. In order to maximize the quality and effectiveness of residents' learning experiences, all interactions among residents, training supervisors, and program staff should be as between colleagues and conducted in a manner that reflects psychology's ethical principles and professional conduct standards.¹⁰ The program has an obligation to inform residents of these principles and their avenues of recourse should problems arise.
2. Training supervisors are accessible to the residents and provide them with a level of guidance and supervision that actively encourages timely and successful completion of the program. The supervisors provide appropriate professional role modeling and engage in actions that promote the residents' acquisition of knowledge, skills, and competencies consistent with the program's training goals.
3. The program shows respect for cultural and individual diversity among its residents by treating them in accord with the principles contained in Section C, Domain A, Standard 5 of this document.
4. The program provides residents immediately upon entry with written grievance and conflict resolution procedures and policies regarding program requirements and expectations for residents' performance and continuance in or termination from the program. The nature and structure of supervision are reviewed early in the program. Residents receive, at least semiannually, systematic written feedback on the extent to

⁹ See Section III.A. (Domain D.1, Footnote 4) of the "Guidelines and Principles for Accreditation of Programs in Professional Psychology" (guidelines for doctoral graduate programs) for a further explication of this principle.

¹⁰ See the current APA "Ethical Principles and Code of Conduct" and the Canadian Psychological Association "Canadian Code of Ethics for Psychologists" (1991).

which they are meeting these performance requirements and expectations. Feedback should address the residents' performance and progress in terms of professional conduct and psychological knowledge, skills, and competencies in the areas of psychological assessment, intervention, and consultation, and should include:

- (a) An initial written evaluation provided early enough in the program to serve as the basis for self-correction (if needed);
 - (b) A second written evaluation that occurs early enough to provide time for continued correction (if needed) or development;
 - (c) Discussions and signing of each evaluation by the resident and the supervisor;
 - (d) Timely written notification of all problems that have been noted, the opportunity to discuss them, and guidance regarding steps to remedy them (if remediable); and
 - (e) Substantive written feedback on the extent to which corrective actions are or are not successful in addressing those problems.
5. The program issues a certificate of residency completion to residents successfully completing the training program.
 6. The program documents and permanently maintains records of the residents' supervised training experiences and evaluations for future reference, certification, and credentialing purposes. In all matters relevant to the evaluation of residents' performance, programs must adhere to their sponsor institution's regulations and local, state, and federal statutes regarding due process and fair treatment.
 7. Each program will be responsible for keeping information and records of all formal complaints and grievances against the program, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine programs' records of student complaints as part of its periodic review of programs.

Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its residents and training supervisors, and contributes to the fulfillment of its host institution's mission.

1. The program, with appropriate involvement from its training supervisors, residents, and former residents, engages in a self-study process that addresses:
 - (a) Its expectations for the quality and quantity of the resident's preparation and performance in the program;
 - (b) Its effectiveness in achieving program goals and objectives for residents in terms of outcome data (i.e., while residents are in the program and after

completion) and including the residents' views regarding the quality of the training experiences and the program;

- (c) Its procedures to maintain current achievements or to make changes as necessary; and
- (d) Its goals, objectives, and outcome data relevant thereto, in relation to local, regional, state/provincial, and national needs and changes in the knowledge base of the profession and the advanced substantive traditional or specialty practice area in which the program provides its training.

2. The program provides resources and/or opportunities to enhance the quality of its training and supervision staff through continued professional development.

3. The program and its host institution value and recognize the importance of resident training and of the supervisors' training and supervisory efforts, and demonstrate this in tangible ways.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written and other communications that appropriately represent it to the relevant publics.

1. The program is described accurately and completely in documents that are available to current residents, applicants, and the public. The descriptions of the program should include:
 - (a) Its training model, goals, and objectives; its selection procedures and requirements for completion; its training supervisors, residents, facilities, service recipient populations, training settings, and other resources; its administrative policies and procedures, the average amount of time per week residents spend in direct service delivery and other education and training activities, and the total duration of the program to completion.
 - (b) Its status with regard to accreditation, including the specific program covered by that status, and the name, address, and telephone number of the Commission on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

Domain H: Relationship With Accrediting Body

The postdoctoral training program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

1. The training program abides by the accrediting body's published policies and procedures as they pertain to its recognition as an accredited postdoctoral training site.

2. The training program informs the accrediting body in a timely manner of changes in its training model, goals, objectives, curriculum plan, and resources or operations that could alter the postdoctoral training program's quality.
3. The training program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.