Commission on Accreditation

2015
Application Instructions for ELIGIBLE Status

Internship Programs

Mail Application to:
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

(T) 202-336-5979 (F) 202-336-5978
www.apa.org/ed/accreditation
Email: apaaccred@apa.org
The APA Commission on Accreditation (CoA) is providing these instructions to give you a framework for completing your application for eligible status. All programs must follow these instructions using the outline provided. To apply for full accreditation or “Accredited, on contingency” status, please refer to the most recent Self-Study Instructions available at http://www.apa.org/ed/accreditation/about/policies/self-study-instructions.aspx.

The application for eligible status includes documentation related to excerpts from Domains A – D of the Self-Study Instructions. Review for eligible status is a paper review only. The review is conducted to verify that the essential elements are in place to begin a program and as such does not provide the public with a judgment regarding the quality of the program. Rather if an internship program is approved as eligible for accreditation, it serves as a notice to the public that the program will be seeking accreditation in the near future. “ELIGIBLE” IS NOT AN ACCREDITED STATUS.

Throughout the instructions you will find that various kinds of data, documents, and materials are required for application. Some of these requirements are relatively new, and reflect changes in higher education that impact the accreditation process. Applicant programs should consult the Implementing Regulations (IRs) for current information; references to relevant IRs are provided throughout these instructions. It is always your program’s responsibility to keep abreast of changes in reporting requirements, and materials that must be provided both for purposes of accreditation and in its public documents.

During the review for eligible status, your application will undergo review by Office of Program Consultation and Accreditation (OPCA or Office) staff and CoA members. The process is most efficient and productive when questions and requests for clarification start a collaborative process to ensure that the application accurately reflects your program. This should not be considered an adversarial process, but rather a process of working together to ensure that an acceptable level of quality is maintained in the field.

Programs that are granted eligible status, will be publicly listed as such on the OPCA website. This is an indication that the program has been reviewed by the CoA and will be moving towards applying for accredited status in the near future.

APPLICATION PROCESS

For programs seeking eligible status the application process is primarily intended to provide your program an opportunity to systematically describe the infrastructure upon which you will be building a program consistent with your education and training model (Domain B of the Guidelines and Principles for Accreditation of Programs in Professional Psychology, or G&P). Although the eligible application includes completion and review of only Domains A-D of the G&P, it is important that programs eventually pursuing either “Accredited, on contingency” or “Accredited” status understand the relationship between Domains B and F for planning how the program will establish and assess its goals and objectives. The current self-study instructions are located at http://www.apa.org/ed/accreditation/self-study-instructions.aspx
The G&P requires that each program “be evaluated in the light of its own education and training philosophy or model, insofar as [it is] consistent with those generally accepted as appropriate to the profession and the Commission on Accreditation.” The application therefore should accurately reflect both the unique aspects of your program’s education and training model as well as the appropriateness of the model to the CoA and to the profession.

A program may choose to adhere to the principles and values of a specific professional psychology training community whose training model was promulgated at a national conference. In such a case the CoA expects your program’s unique training goals and objectives to be consistent with the training principles, values, goals, and objectives published in that conference’s proceedings, as well as with those in the G&P. In all cases, your program must clearly specify its anticipated training model or philosophy.

Likewise, a program may have training goals and objectives that extend beyond those required by the G&P, may use innovative training processes or educational methods that are unique to its training setting, or may employ nontraditional training populations or other resources not reflected in the G&P. All of these must be clearly identified and presented where requested in order to be evaluated as part of the accreditation review.

**A WORD ABOUT IMPLEMENTING REGULATIONS (IRs)**

Please review the Implementing Regulations (IRs) relevant to internship program training before preparing your application. The most recent version of these policies can be found on the accreditation web page at [http://www.apa.org/ed/accreditation/about/policies/](http://www.apa.org/ed/accreditation/about/policies/). The IRs serve as a companion piece to the G&P and *Accreditation Operating Procedures* (AOP). They are intended to clarify portions of the G&P, and may help you respond to specific elements of the Domains more efficiently and concisely.

To make relevant IRs easily accessible to programs, these instructions include page links to specific IRs. However, since the IR documents are changed frequently, it is possible that the link will not take you to the exact page of the relevant IR. The IR reference number and its corresponding title are included in the application instructions to ensure that you can find the correct IR.

The CoA regularly updates existing IRs and develops new policies as appropriate. The Office produces a public update after each Commission meeting to highlight new or updated policies and procedures. Programs are encouraged to review those updates, available online at [http://www.apa.org/ed/accreditation/newsletter](http://www.apa.org/ed/accreditation/newsletter) on a regular basis for policy updates.
APPLICATION SUBMISSION REQUIREMENTS AND REMINDERS

In addition to the instructions above, your program must follow these additional guidelines:

Physical submission:

- First-time eligible applicants provide 4 original copies of the application.

- Applicants for eligible status must pay a $1000 application fee before the application can be processed for review. You may send a check with the application or you may pay via credit card over the phone. Call the Office with any questions about payment. (*please verify current fees on the Accreditation website)

- All applications are removed from large binders and placed in identical folders. Rubber bands, clips, or your own folders/dividers are acceptable ways of identifying each copy.

- Binding is not necessary; however, if you choose to use it, please use binding that is easy to remove when extra copies are eventually shredded by our Office.

- It is very helpful to have some way of marking/dividing the appendices and sections so that referenced information can be easily located.

- Photocopying materials on two sides is encouraged in order to minimize paper usage.

Length and formatting:

- There is no page limit for applications for internship and postdoc programs seeking eligible status. However, programs are requested to provide concise, direct responses to each domain item.

- Use no smaller than 12-point typeface.

- Form fields indicate where responses are necessary in the narrative. The gray text boxes can be deleted (i.e., your final text should not be highlighted in gray) and are only there to remind you to provide information in that spot. It is difficult to edit within the form fields. You may wish to prepare your response outside the form field and paste into the gray boxes or you may replace the gray boxes with your text.

- Appendices should contain materials that support the narrative. Only material that is referenced specifically (Appendix # and page #) within the text and/or requested in these instructions should be included in the appendices. Do not assume an item in the appendices will be read unless it is specifically referenced within the application.
Miscellaneous:

- **CVs:** Follow the abbreviated CV format provided in these instructions, answering all questions briefly. Do not exceed the 2-page limit for any CV. Do not send full vitae in addition to the abbreviated CVs; only the abbreviated CVs will be reviewed. Please double-check to make sure that a CV is included for every faculty member listed in Table 2(a). Exceptions to the CV requirement are noted in the footnotes to that table. Eligible decisions can be delayed because CVs are missing and/or incomplete in applications.
A LETTER OF INTENT FROM THE PRESIDENT/CEO ON THE INSTITUTION’S LETTERHEAD MUST ACCOMPANY THIS APPLICATION. APPLICATIONS RECEIVED WITHOUT THIS LETTER WILL BE RETURNED TO THE PROGRAM.

☐ Date Submitted:_________________

☐ Eligible Applicant (4 copies)

Program Name: ____________________________________________
Department Name (if applicable): ______________________________
Institution/Agency Name (if different from program name): ________
Location (City/State): _______________________________________

Will the internship program be part of a consortium? ☐ No ☐ Yes
(If Yes, list all consortium affiliates, including addresses and a contact person for each site):

☐ The program is invoking Footnote 4: ☐ No ☐ Yes

PROGRAM CONTACT INFORMATION: The following information will be used to update our internal Office database. The individuals listed will receive copies of important program written correspondence (e.g., site visit reports, decision letters). Please add the relevant contact information for any other individuals who the program would like to receive such correspondence (e.g., co-directors, accreditation coordinator, Provost, etc). Signatures indicate that the application has been approved for submission.

____________________________________________________________________

1 See Footnote 4 under Domain D regarding policies of religiously-affiliated institutions.
Application for Internship Training Programs: Eligible Status

- The application for eligible status includes documentation related to Domains A – D of the self-study. Review for eligible status is a paper review only. The review is conducted to verify that the essential elements are in place to begin a program and as such does not provide the public with a judgment regarding the quality of the program. Rather if an internship program is approved as eligible for accreditation, it serves as a notice to the public that the program will be seeking accreditation in the near future. “ELIGIBLE” IS NOT AN ACCREDITED STATUS.

- As noted in these instructions, the following template is REQUIRED. It is not necessary to delete any text from the submitted document. Ensure that all checkboxes and form fields have been addressed.

## 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.

- Review Implementing Regulation (IR) C-10: Affiliated internship training programs.

- State your program goal(s) describing training in the practice of professional psychology.

- Describe the mission of your sponsoring agency. For consortia programs, describe the mission of each of the sponsoring agencies.

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.

- Describe the demographics, characteristics, and size of the populations that will be served. If the training is to take place in more than one setting, describe the multiple settings, their service recipient populations and the types of training experiences offered in each setting. For consortia programs, describe separately the characteristics and size of the population to be served by each of the institutions or agencies in the consortium and the types of training experiences offered in each setting.

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.
Describe how the program will be integral to the institution’s mission.

How does the institution ensure that the program will have the resources to achieve its goals and objectives?

Describe how the program will receive its budget. Consortial programs should describe how the program will be integral to the mission of each institution or agency and how the program will receive its budget from each institution or agency.

4. The program will require of each intern the equivalent of 1 year full-time training to be completed in no less than 12 months (10 months for school psychology internships) and no more than 24 months.

Review: IR C-8: Completion of an accredited internship training program: Issue of half-time, two-year internship programs.

The program length will be (Check all that apply):

- One year full time, 12 months
- 10 months (School Psychology)
- Part-time up to 24 months

5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. 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 they relate 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.

A6. REQUIRED TABLE: In an appendix labeled “A”, please provide a list of the

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2 See Domain A, Section 5 of Accreditation Guidelines and Principles for Doctoral Graduate Programs: 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.
program-level policy documents referenced using the following table template. Additionally, provide page references for the following program policies (not narrative text from this application) that can be located within your program’s written documents in the appendices. The template for the A6. required table is located at the end of these instructions.

PLEASE NOTE: The items in Table A6. refer to program-level policies and procedures (e.g., those provided in an intern training handbook). Those procedures should be provided in hard-copy. If in addition to these program-level policies there are more general institutional or agency policies and procedures in place, it is acceptable to provide the appropriate webpage/URL address, with page numbers or instructions on how to find the specific policy. Please note that evaluation forms per se are not considered policies.

**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.

1. The program publicly states an explicit philosophy or model of professional training and education by which it prepares 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.

☐ Describe how your program will be guided to provide education and training that 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.
List the program’s proposed goals and objectives.

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;

Review: IR C-17: Consistency in internship experiences within a program

Briefly describe how your program will be structured in terms of rotations, didactics, supervision and other training experiences.

(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;

Review: IR C-15(b): Required supervision in internship and postdoctoral training programs.

Discuss how the program plans to provide 4 hours of supervision per week, and 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 with regard to the professional delivery of psychological services to the consumer public; professional conduct and ethics; and standards for providers of psychological services;

Describe the proposed required training activities that integrate science with practice and include training in professional standards and ethics.

(e) Describe the program’s administrative structure and process which systematically coordinates, controls, directs, and organizes the training activity and resources;
Describe the proposed administrative structure of your program. Starting with the training director, what will be the administrative components of your program and how will they interact to manage the program?

(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, program evaluation, and supervision;

   (c) Strategies of scholarly inquiry; and

   (d) Issues of cultural and individual diversity relevant to all of the above.

Briefly address the required training/experiential activities used to provide training in areas B.4 a-d.

Describe the ways in which the program plans to evaluate intern attainment of intermediate to advanced level skills, abilities, proficiencies, competencies, and knowledge in areas B.4 a-d through the required training/experiential activities described 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

Describe how the program will ensure that intern training requirements take precedence over service delivery and revenue generation requirements. Consortia programs should provide this information for each site:
Domain C: Program Resources

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

- Tables 2(a), 2(b), and 2(c) are provided on pages # ___– ___. Consortia programs should provide a list of all agencies party to the consortium and the number of proposed supervisors.

- Abbreviated curriculum vitae (CVs) that include all of the requested information and that follow the prescribed two page format are provided in Appendix ______, pages # ___– ___ for all training supervisors and for anyone who will be involved with training and supervision of interns.

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;

- Please provide CoA with information to support that you will have a sufficient number of supervisors to accomplish your service delivery and supervision of training activities and goals: ___

- Provide the estimated total FTE (full time equivalent) number for all staff listed in Table 2 who will have direct responsibility in training. Please provide here your best estimate on the number of FTE staff dedicated to internship training, based on a 40-hour work week (i.e. 10 hours per week devoted entirely to the internship program = 0.25 FTE): ___

- Provide a plan that describes how the program intends to provide sufficient supervision of training activities for interns.

   (c) Are ALL 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.

- Provide a plan that describes how the program intends to recruit intern training supervisors that are appropriately credentialed to practice psychology in the jurisdiction in which the internship is located.
Review: IR C-15: Jurisdiction of licensure for supervisors

Yes ☐ (Abbreviated CV for each supervisor should provide evidence.)

No ☐ If no, please explain the role of supervisors who do not meet these qualifications. ☐

(d) Are responsible for reviewing with the interns the relevant scientific and empirical bases for the professional services delivered by the interns,

(e) 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;

(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;

What is the proposed number of interns your program plans to train annually? ☐

(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) How are interns prepared to have an understanding of the program’s philosophy, goals, and model of training?

☐ Review: IR C-7: Selection of Interns.

☐ In Domain A you provided a proposal for intern selection. Please add any additional information that describes this process.

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.

☐ Describe the program’s current resources, including its physical facilities and appropriate training materials. Also describe the program’s plans for obtaining additional resources prior to intern selection that will enable it to meet its stated goals, objectives, and competencies.

☐ Provide the proposed annual amount of the stipend for the program’s interns.

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 that have, in writing, formally agreed to pool resources to conduct a training or education program.

☐ Not applicable – the internship program is not a consortium. (Please skip to last two questions of this domain.)

IF YOUR PROGRAM IS A CONSORTIUM – answer questions below:

☐ Provide a list of all member entities of the consortium, including a consortium plan and proposed agreement that will be effected at the time the program applies for “Accredited, on contingency” status.

☐ Describe how the consortium will meet each of the elements (a-f) stated below:

☐ (a) The nature and characteristics of the participating entities;

☐ (b) The rationale for the consortia 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;

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

### ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN C

Complete all sections of Tables 2. Ensure numbers of staff are consistent across all sections of all tables.

Provide abbreviated CVs for relevant staff in Table 2 as indicated by the instructions for that table.

Include any documentation related to intern selection in an Appendix.

### 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.³

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³ 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. (Review IR C-22(a)).
NOTE: Describing only your program’s outcomes (whether successful or not) in this area is not sufficient. The focus in Domain D.1 is on the systematic, coherent, and long-term efforts your program plans in recruiting and retaining diverse interns and staff. Note that your program is required to describe these efforts (i.e., its plan) regardless of its perceived success in recruiting and/or retaining a diverse staff or intern body. These should be described as efforts to recruit diversity as opposed to avoiding discriminatory practices. Refer to IR C-22: Diversity recruitment and retention for the definition of “diversity” as used in this domain.

☐ Describe your program’s planned efforts to attract and retain diverse STAFF. What does the program do to recruit diverse STAFF? Consortial programs should provide this information by site, if such efforts are coordinated separately.

☐ Describe your program’s planned efforts to attract and retain diverse INTERNS. What does the program do to recruit diverse INTERNS?

☐ Describe how your program will ensure a supportive and encouraging learning environment appropriate for training diverse interns and providing training opportunities with diverse individuals:

☐ Explain how your program will avoid any actions that would restrict program access on grounds that are irrelevant to success (policy should be referenced in Domain A.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 it relates to the practice of psychology. The avenues by which these goals are achieved are to be developed by the program.

☐ Review: IR C-23: Diversity education and training

☐ Summarize the proposed efforts your program will undertake to provide interns with relevant knowledge and experiences about the role of cultural and individual diversity in training and practice, as discussed in these guidelines and IR C-23. Describe how intern competency in mastering these issues will be evaluated. Please note that provision of clinical service under supervision is often a significant component of the training and experiential activities in a given curriculum area.
ADDITIONAL DOCUMENTATION REMINDER FOR DOMAIN D

Include all documents on institutional, agency and program policies and procedures on nondiscriminatory recruitment and personnel practices (should be referenced in Domain A.6).

Provide samples of planned staff and intern recruitment announcements or advertisements, etc. to document the program’s efforts in recruiting diverse staff and interns.

Append and reference information or copies of proposed training/experiential activities to document the program’s plans for educating interns about diversity.
Table 2(a)

Current Program Training Supervisors
(Summary Information)\(^4\)\(^5\)

**Training Supervisors** *(involved with planning/implementation of internship; have direct contact with interns):*

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<thead>
<tr>
<th>Name</th>
<th>Role/Contribution to this Internship Program (List All)</th>
<th>Highest Degree Earned</th>
<th>Psychology Licensure (Y/N)</th>
<th>Page # for CV</th>
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**Other Agency/Institution Supervisors** *(not involved in planning/implementation of internship but have direct contact with interns):*

\(^4\)For EACH person identified in this table as “Training Supervisors” or “Other Agency/Institution Supervisors,” prepare an abbreviated curriculum vita according to the format provided in these instructions.

\(^5\) Consortia programs should complete Table 2 (all sections) for each site.
### Psychologists

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<tr>
<th>Role/Contribution to this Internship Program (List All)</th>
<th>Highest Degree Earned</th>
<th>Psychology Licensure (Y/N)</th>
<th>Page # for CV</th>
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### Other Mental Health Professionals

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<th>Role/Contribution to this Internship Program (List All)</th>
<th>Highest Degree Earned</th>
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**Other Contributors to Program** (not involved in planning/implementation of internship and do not have direct contact with interns, but provide training opportunities [e.g., didactic seminar presenters]):

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<th>Psychologists</th>
<th>Role/Contribution to this Internship Program (List All)</th>
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</tbody>
</table>

**PLEASE NOTE:**

- Remember to include an abbreviated CV (max. 2 single-sided pages or 1 double-sided page), using the required format in these instructions, for EACH person listed in this table in the “Training Supervisors” and “Other Agency/Institution Supervisors” categories. Submit only abbreviated CVs; full-length vitae should not be included. Please provide the application page number for the respective CV as indicated in the right-hand column.
- CVs should be organized in an appropriate manner (e.g., in the order the individuals appear in this table; alphabetically) so that reviewers can locate them easily. CVs are provided in (Appendix/Page#):

---

6 Curriculum vitae are not necessary for individuals listed as “Other Contributors” and having minimal contact with interns.
Table 2(b)

**Current Training Supervisor Demographics**
*(Please ensure that numbers reported on this Table are consistent with number of individuals reported in Table 2(a)).*

<table>
<thead>
<tr>
<th>Number of individuals who identify themselves as:</th>
<th>Training Supervisors</th>
<th>Other Agency/Institution Supervisors</th>
<th>Other Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>M</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>M</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiethnic or None of the Above 7</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NUMBER (above rows only)</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
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<tr>
<td>Other 8</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject to Americans with Disabilities Act</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Nationals 9</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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8 Individuals identifying with more than one of the above categories. For those individuals who are categorized as multiethnic, be sure to only include them in this category and not in other ethnicity categories.
8 Programs may choose to note other types of diversity described in Domain A.5 and IR C-22.
9 Individuals who are not U.S. Citizens or legal U.S. Permanent Residents.
Table 2(c)

Professional Activities in the Last Seven Years

<table>
<thead>
<tr>
<th>Number of CURRENT staff who have engaged in these professional activities during the past seven years:</th>
<th>Members in Professional Societies</th>
<th>Authors/Co-Authors of Papers at Professional/Scientific Meetings</th>
<th>Authors/Co-Authors of Articles in Professional Journals</th>
<th>Recipients of Fed. Grants or Other Awards</th>
<th>Engaged in Delivery of Prof. Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Supervisors</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Agency/Institution Supervisors</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Contributors</td>
<td>M</td>
<td></td>
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<td></td>
<td>F</td>
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</tbody>
</table>
CoA Abbreviated Curriculum Vitae  
(Limit of 2 single-sided or 1 double-sided pages per faculty member)  
Answer all items including names/types of sites (e.g., University of X; Y Hospital), and “yes” or “no” where indicated. Submit an abbreviated CV for each person listed on Table 2(a) as specified in the instructions for that table. Failure to include the necessary CVs may result in delayed or adverse accreditation decisions.

Name:  
Primary Professional Appointment (name of institution/agency): Year of appointment:  
Position Title: Type of Setting (e.g., Hospital; Univ. Counseling Center):  

Highest Degree Earned: Ph.D. □ Psy.D. □ Ed.D. □ M.D. □ Other:  
Date of Degree: Institution/Program Name: Area of Degree (e.g., Clinical):  
APA/CPA Accredited: No □ Yes □ N/A □  

For Non-Psychologists  
Date of Degree: Institution/Program Name: Degree:  
Residency (if applicable): Institution/Specialty:  
Psychology Internship Completed: No □ Yes □ N/A □ Year:  
Name of Program: Type of Setting: APA/CPA Accredited: No □ Yes □  

Psychology Postdoctoral Residency Completed: No □ Yes □ N/A □ Year:  
Name of Program: Type of Setting: Area of Emphasis:  
APA/CPA Accredited: No □ Yes □  
Psychology Licensure: No □ Yes □ State(s)/Province(s):  
Board Certified by ABPP: No □ Yes □ Specialty:  
Currently listed in National Register and/or Canadian Register? No □ Yes □  
Describe Clinical/Services Delivery Position or Responsibilities in current position with program under review:  
Professional Honors & Recognition (Member/Fellow of Professional or Scientific Society, etc.):  
Selected Presentations to Professional/Scientific Groups in Last 7 Years (List chronologically using APA format for bibliographic citations):  
Selected Publications in Last 7 Years (List chronologically using APA format for bibliographic citations):  
Selected Funded Research Grants or Training Contracts in Last 7 Years (Include funding source, duration of funding, total direct costs):  
Other Professional Activities in Last 7 Years (Include leadership activities/roles in state/provincial, regional or national professional organizations):
## Appendix A

### Required Table A6.

<table>
<thead>
<tr>
<th>Policy Item</th>
<th>Document(s) in which policy appears</th>
<th>Page #(s) of Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of nondiscrimination</td>
<td></td>
<td></td>
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<tr>
<td>Proposal for intern recruitment and selection</td>
<td></td>
<td></td>
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<tr>
<td>Proposal for practica and academic preparation requirements</td>
<td></td>
<td></td>
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<tr>
<td>Proposed due process policy</td>
<td></td>
<td></td>
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<tr>
<td>Proposed grievance procedures</td>
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<tr>
<td>Proposed intern termination policy</td>
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<td></td>
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<tr>
<td>Proposed intern handbook (in process or in place)</td>
<td></td>
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</tbody>
</table>