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**Commission on Accreditation**

**2010**

**Self-Study Instructions**

***Internship Training Programs***

Mail Self-Study 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

<http://www.apa.org/ed/accreditation/>

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## **INTRODUCTION**

The accreditation self-study instructions presented herein are designed to provide a framework to complete the self-study. All programs **MUST** follow these instructions using the outline provided (see Implementing Regulation [D2-3](#)). In addition, throughout the instructions you will find that certain data, documents, and materials are requested. These data, materials, and documents must be provided with the self-study. In the past 3-5 years, there have been many changes in higher education. As just one example, there is now increased emphasis on measurable outcomes. The Commission on Accreditation (CoA) is sensitive to these changes and has incorporated much of the relevant language and requirements reflecting these changes. That means that if you have not prepared a self-study very recently, there may be requirements and components that are not familiar to you (e.g., the requirements for measurable *objectives/competencies* in Domain B along with aggregated *outcome data* to support having met those objectives in Domain F). It is the program's responsibility to keep abreast of changes in reporting requirements, self-study components, and materials that must be provided both in the self study and in your public documents.

During the accreditation process, your self-study will undergo extensive review by Office staff, site visitors, and CoA members. When any of these individuals raise questions or request clarification, it benefits all involved to enter into collaborative efforts to present such clarification or answer such questions. 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. While the program clearly has expertise regarding its own structure, model, and training experiences, the Commission on Accreditation represents expertise in psychology accreditation in general. Working collaboratively to enhance the clarity and comprehensiveness of the self-study should be the goal of all involved.

## **SELF-STUDY PROCESS**

The accreditation self-study process is a form of INTERNAL program evaluation. It is primarily intended to provide the program an opportunity to systematically review, describe, and evaluate its education and training model and outcomes (Domains B & F of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, or G&P). While all Domains of the Guidelines and Principles are important and necessary to address, Domains B & F, and the correspondence between the two, are the most salient areas for describing both the nature of your training program and its ultimate success. They are also the two Domains in which programs often provide inadequate information with which to make judgments.

The self-study also functions as an EXTERNAL program evaluation, by providing the CoA and site visitors with an opportunity to assess the degree to which your program's model and outcomes are consistent with the Scope of Accreditation and the G&P.

The G&P require 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 self-study is therefore expected to reflect accurately both the unique aspects of the program's education and training model as well

as the appropriateness of the model to the CoA and to the profession. The Accreditation self-study, site visit, and CoA review are all activities aimed at evaluating the program's model, its components, and consistency with the G&P.

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 the 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, the program must clearly specify its 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.

### **DEFINITIONS**

The phrase "education and training model (or philosophy)," as used in the G&P, refers to a program's education and training plan. An education and training model has five (5) distinct components that, taken collectively, should depict the program accurately:

1. Philosophy (values and principles);
2. Goals, objectives, and competencies, and their outcomes;
3. Processes and methods;
4. Resources; and
5. Program evaluation and assessment.

1. **Philosophy (values and principles)** describes the "why" of an education and training program, its reason for existing. It addresses fundamental assumptions, deeply held convictions and generally accepted tenets which define what is "appropriate and important" to the public, to the professional psychology training community at large, and to the training program and its sponsor institution, and why it is, therefore, important to conduct the program. Values and principles should "inform" the program's entire model and should logically lead to the program's goals and objectives. Information about the program's values and principles should be presented in Domain B.
2. **Goals and objectives** are descriptions of *expected, predicted or desired* outcomes. A Goal is broader than an Objective. Typically one goal subsumes several objectives. For example, a program may have as a goal: to produce competent clinicians. Objectives under this goal could include production of interns who are competent in psychological assessment; production of interns who are competent in psychotherapy; etc. Goals and objectives are targets, and **competencies** serve as the operationalized and measurable translation of the objectives. Competencies are the skills exhibited by interns which demonstrate that the program is meeting its objectives. An **outcome** reflects the extent to which a goal or

objective has *actually* been reached, (as in: “Our outcomes were as follows: we were partially successful in achieving Goal X, we fully achieved Objectives A, B and C, but we failed to reach Objective D”).

Information about the nature of a program’s goals and objectives should be presented in Domain B. This should include *how* the program assesses whether or not the specific goals and objectives are being met. The outcomes of these assessments (i.e., which goals are actually achieved by the program, and the data which demonstrate that achievement) should be presented in Domain F.

3. **Processes** address the “how” of the training enterprise and should describe the methods and procedure (i.e., the program’s training and education activities) used to transform the program’s principles, goals, objectives, and resources into outcomes. Rotation descriptions, training activities, seminar/didactics syllabi, program policy manuals, etc., are examples of descriptions of training processes. This information belongs in Domain B.
4. **Resources** are the human and fiscal “tools” and “raw materials” necessary to attain the program’s goals and objectives. They include the physical training environment; the equipment, materials and supplies; the training supervisors and other staff; the interns; the training populations and settings; and the financial support for the program. Information about the program’s resources should be described in Domain C.
5. **Program evaluation and assessment** consists of both internal and external program evaluation. These activities traditionally focus on resources, processes and outcomes:
  - a) *Resource evaluation* assesses the quality, adequacy and sufficiency of the resources employed in the process of attaining goals and objectives.
  - b) *Process evaluation* assesses the methods and activities employed to attain program goals and objectives; the consistency of the methods and activities with those goals and objectives and the values and principles informing them; and how they relate to the actual outcomes produced.
  - c) *Outcome evaluation* compares or measures a program’s desired, expected or predicted outcomes (i.e., its training goals and objectives) against its actual ones (i.e., the “products” of the training programs). In so doing, outcome evaluation assesses the degree to which the program was successful in realizing its goals and objectives both during the internship program and after completion of the internship (i.e., its desired, expected or predicted achievement of competencies).

Information about program self-assessment and outcomes is requested in Domain F. It is expected that assessment of program outcomes will include measures of intern performance while in the program, **and** outcome measure of interns who have completed the program. The actual aggregated outcome data itself must be presented under Domain F. Programs are expected to directly demonstrate achievement of their educational goals and objectives

through the presentation and analysis of self-assessment and outcome data. A summary of these outcome data *must* be included in the self study.

### **SELF-STUDY FORMAT**

The attached instructions refer to and follow the sequence of the Domains of the G&P. Internship programs are now REQUIRED to use the template provided, answering all questions in bold font and checking boxes to ensure that all information has been addressed. There is a narrative component as well as required tables used to summarize quantitative information. In many instances a question can be answered concisely in the appropriate table. In some instances a question may require a more extensive or detailed response. You are strongly encouraged to strike a balance between being succinct and comprehensive in responding to self-study questions. Your program, the site visitors and the CoA are best served by descriptions that are accurate, complete, and concise.

In a few instances an Accreditation Guideline (and the self-study question pertaining to that guideline) appears in slightly different forms in more than one G&P Domain (i.e., is repeated). In those instances it may suffice to refer clearly to the response previously provided, to avoid redundancy. Most training programs and their activities are extensively documented. For that reason, comprehensive responses can often be provided by referring directly to existing program documentation, thereby preventing duplication of effort. If such is the case, please append the relevant documentation and respond to questions by *specifying exactly where* in the appended documents the requested information can be located (*including page number of the final document*). Only material which is specifically referenced in the self-study text should be included in the appendices. Much of the information required should already be in a program's training brochure or manual, or in an intern handbook.

Some examples of existing program documentation useful in responding to self-study questions are:

1. Brochures or other informational materials describing your program's mission, training resources and processes;
2. Program manuals or intern training handbooks;
3. Didactic seminar schedules, training calendars, listings of training events such as colloquia, workshops, invited lectures, grand rounds;
4. Rotation descriptions, sample training contracts, descriptions of required knowledge and practice competencies,
5. Descriptions of methods of measuring attainment of program and intern training goals and objectives, samples of performance-based examinations, evaluation forms and other resource, process or outcome assessment methods;
6. Descriptions of training outcomes, e.g., intern work samples, scholarly products, post-docs or initial employment settings;
7. Administrative policy and /or procedure manuals, program correspondence, etc.

In preparing a self-study, it is important that programs review all ***Implementing Regulations*** that are directly relevant to internship training. These policies can be found as part of the CoA's "Policy Statements and Implementing Regulations" on the accreditation web page at

<http://www.apa.org/ed/accreditation/implementregs200524.pdf>. The Implementing Regulations set forth the CoA's philosophy and amplify language in the G&P and the Accreditation Operating Procedures. The document is designed as a companion piece to the G&P/Operating Procedures and provides references, as appropriate, to sections of those documents.

New to 2010, this document provides the web link to the page of the relevant Implementing Regulation when referenced; however, ultimately it is the program's responsibility to make sure that ALL policies have been followed and that this is reflected in the self-study.

The CoA regularly updates existing Implementing Regulations and develops new policies as appropriate. The CoA produces an electronic newsletter after each Commission meeting to highlight new or updated regulations. Programs are encouraged to review the newsletter, available online at <http://www.apa.org/ed/accreditation/>, on a regular basis for policy updates.

**Internship programs are REQUIRED to use the template of the self-study instructions in completing the self-study. In addition to the instructions above, the program must adhere to the following additional guidelines:**

**Physical submission:**

- Applicants provide 4 original copies of the self-study. Programs undergoing periodic review provide 3 original copies of the self-study.
- It is not necessary to send the self-study in large 3-ring binders. All self-studies are removed from large binders and placed in identical folders. Rubber bands, clips, or your own folders are acceptable ways of separating the documents.
- Binding is not necessary; however, if you choose to use it, please use binding that is easy to remove when extra copies of the self-study are eventually shredded.
- Photocopying materials on two sides is encouraged in order to minimize paper.

**Length and formatting:**

- Due to the required use of the template, there is no longer a page limit for internship programs. Programs are asked to be complete in their descriptions, yet as succinct as possible. Do not provide information that is not requested or related to the G&P.
- Use no smaller than **12 point** typeface for the self-study text, to ensure that the text is easy to read.
- Paginate the document continuously from the Transmittal page through Appendices so that information can be easily referenced. It also is easier to review and follow the self-study materials if the various components are clearly indicated in some way (e.g., tabs) that makes the components easier to identify.
- Bold prompts and check boxes should not be removed and are there to indicate that the program has provided the required information. The program should mark the boxes when that information has been provided.
- Form fields indicate where responses are necessary. Programs should use these areas for narrative. These 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 boxes. 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 contain material that supports the self-study. Only material that is referenced *specifically* (Appendix # and page #) in the self-study text OR requested in these instructions should be included in appendices. Do not assume an item in the appendices will be read unless it is specifically referenced within the self-study.

### **Miscellaneous:**

- Do not provide reference to any intern by name unless their permission to do so has been granted. When submitting sample documents, please remove any name that could raise FERPA or Health Information Portability and Accountability Act (HIPAA) issues, questions, or concerns.
- Follow the abbreviated CV format provided in these instructions, answering all questions briefly, and not exceeding the 2-page limit. Double check to make sure that a CV is included for every staff member who provides instruction or supervision for the program. Make sure that the number of CVs provided corresponds to the number of staff in the program, as reported in Table 2.

### **Important reminders:**

- While reviewing your program's past self-study may be useful in program self-assessment and enhancement, please note that the instructions evolve every year to ask for more specific information. You must follow the most current instructions since specific information that may not have been requested in the last self-study may now be requested.
- After completing your self-study, please complete *and submit* the checklist on the following page to ensure that the program has provided all necessary information.
- Often times site visits, reviews, or decisions are delayed due to avoidable mistakes and/or omissions. Before submitting the final document, please double-check to make sure that:
  - All components of the self-study that need to be submitted are included, in the correct order;
  - All numbers match throughout the document (e.g., the number of current interns or supervisors in the narrative corresponds with the information provided in the tables, and that all tables are consistent with one another);
  - References to page numbers of policies and other appendices are correct throughout the narrative and the Summary Check Sheet (which must be included);
  - Every question, item, or table described in this document has been addressed;
  - If during the last accreditation review, your program was asked to provide a response with your next self-study, that response is included within the relevant Domain(s) and discussed in Domain F;
  - Every new requirement or request for additional information is clearly documented and easy to assess for completeness; and
  - You have included the transmittal page, signed by all parties.

After completing your self-study, complete the checklist below to ensure that you have provided all necessary information with accurate references. Please double-check to ensure that all page numbers noted here are identical to ones provided within the self-study narrative.

This completed checklist should be included with each copy of the self-study.

Summary Check Sheet for Documents and Appendices		
√ Done	Task	Page #(s)
	Transmittal page signed by all parties	
	All pages consecutively numbered including appendices	
	Table 1	
	Table 2	
	Table 3	
	Table 4	
	Table 5	
	Abbreviated Curriculum Vitae for supervisors	
	Intern Handbook	
	Intern brochure/web pages	
	Program Due Process Policy	
	Program Grievance Policy	
	Practicum and academic preparation requirements	
	Administrative assistance (clerical and technical support, etc)	
	Financial support for intern stipends, staff, & training activities	
	Consortium Agreement signed by all members, if applicable	
	Intern selection Policies	
	Internship Evaluation Forms	
	Sample program outcome evaluation surveys with aggregate data (during and after graduation)	
	Policies required by the Program's institution	
	Seminar List with descriptions as necessary	
	Minimum Requirements for Successful Completion of the Internship (e.g. Average rating across competencies, - or no competency lower than "x")	
	Correspondence with the CoA	
	Other materials/Describe: <span style="background-color: #cccccc; display: inline-block; width: 100px; height: 1em;"></span>	
	Other materials/Describe: <span style="background-color: #cccccc; display: inline-block; width: 100px; height: 1em;"></span>	
	Other materials/Describe: <span style="background-color: #cccccc; display: inline-block; width: 100px; height: 1em;"></span>	

## Transmittal Pages Internship Programs: Self-Study Report for 2010

**Note: Please include all required signatures**

**Currently Accredited** (3 copies)

Date Submitted: \_\_\_\_\_

OR

**Applicant** (4 copies)

Program Name: \_\_\_\_\_

Location (City/State): \_\_\_\_\_

Department Name (if applicable): \_\_\_\_\_

Institution/Agency Name (if different from program name): \_\_\_\_\_

Date of last site visit:

Number of interns in program this year:

Is the internship program part of a consortium?  No  Yes

If Yes, list all affiliates, including addresses and a contact person for each site:

Is the program seeking concurrent accreditation with the Canadian Psychological Association?

No  Yes

The program is invoking Footnote 4<sup>1</sup>:  No  Yes

**PROGRAM CONTACT INFORMATION:** The following information will be used to update our database. The individuals listed will receive copies of important program correspondence (i.e., site visit reports, decision letters). Please add the contact information for any other individuals who should receive such correspondence (i.e., co-directors, accreditation directors, etc). Signatures indicate that the self-study has been approved for submission and serve as an invitation to conduct a site visit to the program.

**Program Director:** \_\_\_\_\_  
(Name) (Signature)

Credential and Jurisdiction of Director of Training, i.e., licensed, registered or certified:

Title:

Full Mailing Address:

Phone Number:  Ext.  Fax:

Email Address:

<sup>1</sup> See Footnote 4 under Domain D regarding policies of religiously-affiliated institutions.

**Chief Psychologist/Dept Head:** \_\_\_\_\_  
(Name) (Signature)

Title:

Full Mailing Address:

Phone Number: [redacted] Ext. [redacted] Fax: [redacted]

Email Address: [redacted]

**Institution/Agency President/CEO:** \_\_\_\_\_  
(Name) (Signature or that of designee\*)

Title:

Full Mailing Address: [redacted]

Phone Number: [redacted] Ext. [redacted] Fax: [redacted]

Email Address: [redacted]

\*If signed by designee, provide the full name of that individual in addition to the name of the person for whom he/she signed.

## Self-Study for Internship Training Programs

- ◆ The Accreditation Guidelines and Principles (G&P) are printed below, followed by specific or clarifying instructions, which are bolded throughout the text. Template form fields and check boxes (indicating information has been included) are provided for information related to each question.
- ◆ Please be sure to read all introductory information and instructions on pages 2-7 before completing this.
- ◆ It is the Program's responsibility to ensure that the Self-Study addresses all accreditation-salient Domains and issues.

### 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 Regulations [C-10](#) and [C-14](#).
- State the program goal (s) describing training in the practice of professional psychology.
- Describe the mission of the sponsoring agency. For consortia programs, please 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 characteristics and size of the populations served. If the training takes 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 please describe separately the characteristics and size of the population served by each of the institutions or agencies in the consortium and the types of training experiences offered in each setting.
- Refer to your response above regarding the characteristics and size of the population served. Identify any barriers and how your trainees have overcome

**these barriers to meet the program’s training goals and objectives for adequate experiential exposure to number and variability of population served.** [REDACTED]

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 is integral to the institution’s mission.** [REDACTED]
- How does the institution ensure that the program has the resources to achieve its goals and objectives?** [REDACTED]
- Describe how the program receives its budget. Consortial programs should describe how the program is integral to mission of each institution or agency and how the program receives its budget from each institution or agency.** [REDACTED]

4. The program requires 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 Implementing Regulation [C-8](#).**
- The program length is (Check all that apply):**
  - One year full time, 12 months**
  - 10 months (School Psychology)**
  - Part-time up to 24 months**
- Elaborate on the time commitment required of the interns. Provide a breakdown of the time interns spend in various activities and roles. Consortia programs should elaborate on the time commitment required of interns at each site. If your program hosts both part-time and full-time interns, please delineate the differences in time commitment and responsibilities.** [REDACTED]

5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity<sup>2</sup>. 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.

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<sup>2</sup> 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.

- Provide in Domain D** the description of actions that indicate respect for and understanding of cultural and individual diversity and 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.
- In the table below, reference the program’s policies that indicate nondiscriminatory practices and demonstrate avoidance of 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.

- In the table below, provide page references for the following program policies (*not self-study narrative text*) that can be located within the program’s written documents in the appendices of the self-study.**

**PLEASE NOTE:** The items below refer to program-level policies and procedures (i.e., those provided in an intern training handbook). Those procedures should be provided in hard-copy with the self-study. 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.

Policy Item	Page #(s)
Intern selection	
Practica and academic preparation requirements	
Administrative assistance (clerical and technical support, etc)	
Financial assistance (may include benefits)	
Intern performance evaluation, feedback, advisement, retention, minimal requirements	
Intern termination	
Due process	
Grievance procedures	
Statement of nondiscrimination	
Other relevant <u>institutional</u> policies with which the program is required to comply (specify)	

- (IF CURRENTLY ACCREDITED):** If the CoA noted any Domain A issues in your program’s last decision letter or in other correspondence since the last review,

please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):

**ADDITIONAL DOCUMENTATION REMINDER – Domain A**

*Provide the information requested on the Transmittal Page and in Table 1.*

*Include as appendices public materials on your host or sponsor institution, training program publicity and other program related material (brochures, letters, program manuals, handbooks, formal institutional policy and procedure memoranda, etc.,) describing intern recruitment and selection procedures; prior preparation and other admission requirements; program completion requirements; performance evaluation and feedback, conflict/grievance resolution, advisement, retention and termination policies and procedures, interns' financial compensation and fringe benefits, etc.*

**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.*

**Copy and insert below the information from your public materials that states an explicit philosophy or model of professional training and education by which it intends to prepare students for the practice of professional psychology.**

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 or insert the specific training requirements that demonstrate that your program curriculum 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.

**Review Implementing Regulation [C-14](#).**

**Remember that this is an outcome-oriented evaluation process. To that end, each program will be evaluated on: (1) the clarity, consistency, and appropriateness of the program goals and objectives; (2) the quality of training outcomes in relation to these goals/objectives; (3) the ability of a program to achieve its goals/objectives; and (4) the likelihood that such outcomes can be consistently maintained. In general, numbers 1 and 2 are addressed here in Domain B, while numbers 3 and 4 are addressed in Domain F where aggregated outcome data are presented.**

**List the program’s goals, objectives, and competencies that follow and support the stated philosophy and model (*add rows for additional goals/objectives/competencies as necessary*):**

Goal #1:
Objective(s) for Goal #1:
Competencies Expected:
Appendix & Page Number for Evaluation Forms Used for Expected Competencies:
How Outcomes are Measured:
Minimum Thresholds for Achievement for Expected Competencies:
Goal #2:
Objective(s) for Goal #2:
Competencies Expected:
Appendix & Page Number for Evaluation Forms Used for Expected Competencies:
How Outcomes are Measured:
Minimum Thresholds for Achievement for Expected Competencies:
Goal #3:
Objective(s) for Goal #3:
Competencies Expected:
Appendix & Page Number for Evaluation Forms Used for Expected Competencies:
How Outcomes are Measured:
Minimum Thresholds for Achievement for Expected Competencies:

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 Implementing Regulation [C-17](#).**

**Provide or insert a description of the structure of your program’s training activities. Consortia programs should describe the structure of activities at each site, and which interns receive this training (i.e., interns at that specific site or interns in the consortia as a whole).**

**List the required training activities that demonstrate that the training method is experiential.** [redacted]

- (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 Implementing Regulation [C-15\(b\)](#).**

**List the required supervision provided to your interns in the format below. Consortia programs should list supervision hours separately for each site, if they differ, so the breakdown of supervision hours is clear for each intern.**

- **Amount of individual face-to-face supervision per week by licensed psychologists:** [redacted]
- **Amount of individual face-to-face supervision per week by other licensed health care providers:**
- **Amount of group face-to-face supervision per week, and definition of what group supervision entails for your internship:** [redacted]

**List any additional supervision activities that do not fall into any of the above categories in the table below. Consortia programs should note the site at which each activity occurs, and which interns receive this training (i.e., interns at that specific site or interns in the consortia as a whole).**

Additional supervision activities (and site, if applicable)	Amount of time spent per week
[redacted]	[redacted]


(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;

- List and describe in the table below the required training activities that integrate science with practice and include training in professional standards and ethics. Consortia programs should note the site at which each activity occurs, and which interns receive this training (i.e., interns at that specific site or interns in the consortia as a whole).**

<b>Training Activities (and site, if applicable)</b> <i>List and provide brief description for each</i>	

(e) Describe the program’s administrative structure and process which systematically coordinates, controls, directs, and organizes the training activity and resources;

- Describe the components of the administrative structure:**

(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.

- The name and credentials of the designated leader are provided on the transmittal page.**

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;

- Review Implementing Regulation [C-1](#).**

- Address training in all 3 areas of B.4(b): consultation, program evaluation, and the provision of supervision to others in the table below. Consortia programs should note the site at which activities occur, and which interns receive this training (i.e., interns at that specific site or interns in the consortia as a whole).

(c) Strategies of scholarly inquiry; and

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

Elaborate in as much detail as necessary to specifically address how your program provides training in areas B.4.a-d in the table below.

\*\*\*NOTE: If any of the below “required training activities” for any curriculum area include seminars/didactic experiences, you must provide a thorough description of those seminars within an Appendix of the self-study. Those descriptions should include information such as an abstract/description of the content, learning objectives, and any other additional material necessary (i.e., bibliography, readings) to demonstrate the material covered. Include Appendix/page number references to any such descriptions in the table below.

<b>Curriculum Area:</b>	<i>Theories and methods of assessment and diagnosis</i>
<b>Required Training Activity</b>	
<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	
<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on evaluation form correspond</i> )	
<b>Curriculum Area:</b>	<i>Theories and methods of effective intervention</i>
<b>Required Training Activity</b>	
<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	

<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on evaluation form correspond</i> )	
<b>Curriculum Area:</b>	<i>Theories and methods of empirically based / supported treatments</i>
<b>Required Training Activity</b>	
<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	
<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on evaluation form correspond</i> )	
<b>Curriculum Area:</b>	<i>Theories and/or methods of consultation</i>
<b>Required Training Activity</b>	
<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	
<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on</i>	

<i>evaluation form correspond)</i>	
<b>Curriculum Area:</b>	<i>Theories and/or methods of evaluation (see IR <a href="#">C-1</a> for definition)</i>
<b>Required Training Activity</b>	
<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	
<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on evaluation form correspond</i> )	
<b>Curriculum Area:</b>	<i>Theories and/or methods of supervision</i>
<b>Required Training Activity</b>	
<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	
<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on evaluation form correspond</i> )	
<b>Curriculum Area:</b>	<i>Strategies of scholarly inquiry</i>
<b>Required Training Activity</b>	

<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	
<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on evaluation form correspond</i> )	
<b>Curriculum Area:</b>	<i>Issues of cultural and individual diversity</i>
<b>Required Training Activity</b>	
<b>Competencies Expected</b>	
<b>How Outcomes are Measured</b>	
<b>Minimum Thresholds for Achievement</b>	
<b>Appendix and Page Number for Evaluation Form Used</b> ( <i>specify which items on evaluation form correspond</i> )	

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

- Provide the number of hours interns spend in direct service, as well as the number of hours spent in training activities, during a typical week. Consortia programs should provide this information for each site.**

- **Service hours:** [REDACTED]
- **Training hours:** [REDACTED]

**If your sponsoring institution is revenue-generating, describe how you ensure that intern training requirements take precedence over service delivery and revenue generation requirements. Consortia programs should provide this information for each site:** [REDACTED]

(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.

**List practicum requirements used during intern selection to ensure that 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. If you have instructions for applicant review and/or a review sheet that you use to review intern applicants, include that in an Appendix and provide a page reference to that information.** [REDACTED]

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.

**This information is included in the required Tables under Domains B and F in the self-study document.**

**A schedule of all seminar topics and presenters are located in Appendix [REDACTED], Page [REDACTED] (*add additional appendices/page numbers as needed*). Consortia programs should note at which site(s) these seminars occur, and which interns participate in these seminars (i.e., interns at that specific site or interns in the consortia as a whole).**

**As noted at the beginning of the B.4 table, if seminars are used to provide coverage in any of the required curriculum areas, it is the program's responsibility to include adequate information on those seminars within the self-study to convey their nature and content. Those descriptions should include an abstract/description of the content, learning objectives, and any other additional material necessary (i.e., bibliography, readings) to demonstrate the material covered.**

**Descriptions of all seminars/didactics are provided in Appendix [REDACTED], Page # [REDACTED].**

**(IF CURRENTLY ACCREDITED): If the CoA noted any Domain B issues in your program's last decision letter or in other correspondence since the last review,**

please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):

**ADDITIONAL DOCUMENTATION REMINDER – Domain B**

*Submit any other documentation relevant to the above questions. Provide clear references in the responses to the questions above on where the information referred to is located in the appended documentation.*

*Be sure to include seminar syllabi and reading lists in appendices so that the nature and content of the seminar is clearly conveyed.*

**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 separate Table 2 (all sections) for each site.
- Abbreviated curriculum vitae (c.v.) that include all of the requested information and that follow the prescribed two page format are provided in Appendix [ ], pages # [ ] – [ ] for all training supervisors, including adjuncts.

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;

Yes  No  If no, please explain. [ ]

- (b) Are sufficient in number to accomplish the program's service delivery and supervision of training activities and goals;

- Discuss how the program has determined the sufficiency of number of supervisors: [ ]

- Provide the total FTE (full time equivalent) number of staff that have direct responsibility in training. The number of staff should be reflected in Table 2, but 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): [ ]

- (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.

Yes  (Abbreviated c.v. for EACH supervisor should provide evidence.)

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

Review Implementing Regulation [C-15](#).

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

Discuss how your program accomplishes this.

(e) **Describe** how supervisors, including adjuncts, are of appropriate quality for the program's philosophy or training model and goals and cite evidence from the abbreviated curriculum vitae:

(f) **Describe** how supervisors, including adjuncts, participate actively in the program's planning, its implementation, and its evaluation:

(g) **Describe** how supervisors, including adjuncts, serve as professional role models to the interns consistent with the training goals and objectives. Please provide examples:

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;

**Describe briefly how the program fosters meaningful peer interaction, support, and socialization and how it determines whether the number of interns is sufficient for these purposes. Any programs in which interns are often dispersed across sites should note how interns at different sites have the opportunity to interact with one another.**

(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;

- Review Implementing Regulation [C-7](#).**
- Explain how the program determines this:** [REDACTED]
  - (c) Have completed adequate and appropriate supervised practicum training, which must include face-to-face delivery of professional psychological services;
- Explain how the program determines that interns' practicum experiences are sufficient for the program's requirements:** [REDACTED]
  - (d) Have interests, aptitudes, and prior academic and practicum experiences that are appropriate for the internship's goals and objectives;
- Explain how the program determines that interns' qualifications are appropriate for your training program (a description of Match procedures is not sufficient):** [REDACTED]
  - (e) How are interns prepared to have an understanding of the program's philosophy, goals, and model of training?
- Specify when and how interns are provided with information about the program's philosophy, goals, and model of training.** [REDACTED]
  - (f) How are interns involved in the activities and decisions that serve to enhance internship training and education?
- Describe when and how interns provide feedback to the program and are involved in activities and decisions that enhance their training and education.** [REDACTED]
  - (g) Interns 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).
- Review Implementing Regulations [C-4](#) and [C-6](#).**
- What is the training status label used within the program?** [REDACTED]
- Tables 3(a), 3(b), and 3(c) are provided on pages # [REDACTED] – [REDACTED]**
- Table 4 is provided on page # [REDACTED].**

**Table 5 is provided on page # \_\_\_\_\_.**

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.

**Note: Consortia programs should specify the below information for each site at which interns complete training/perform services.**

(a) **Describe** financial support for intern stipends, staff, and training activities; \_\_\_\_\_

**Review Implementing Regulation [C-9](#).**

(b) **Describe** clerical and technical support: \_\_\_\_\_

(c) **Describe** training materials and equipment: \_\_\_\_\_

(d) **Describe** physical facilities and training settings: \_\_\_\_\_

(e) **Describe** the specific training settings provided which are appropriate to the program's training model. \_\_\_\_\_

4. **Consortia:** 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 program is not a consortium).**

*If the program is a consortium:*

**Provide a list of all member entities of the consortium and contacts at each site on the transmittal page. \_\_\_\_\_**

**A current copy of the consortia agreement, SIGNED BY ALL MEMBERS, that includes all required information listed below in C.4(a-f), is provided in Appendix \_\_\_\_\_, page # \_\_\_\_\_.**

**The written consortia agreement includes:**

(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.

**Describe how the interns are selected for each site of the consortium.** [REDACTED]

**Provide the amount of the internship stipend.** [REDACTED]

**If the stipends are not equal across sites, please justify this inequity in light of Implementing Regulation [C-9](#):** [REDACTED]

*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.*

**A copy of the public materials describing accreditation status for the consortium members is provided in Appendix [REDACTED], page # [REDACTED] (add additional appendices/page numbers as needed).**

**(IF CURRENTLY ACCREDITED): If the CoA noted any Domain C issues in your program's last decision letter or in other correspondence since the last review, please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):**

**ADDITIONAL DOCUMENTATION REMINDER – Domain C**

*Complete all sections of Tables 2, 3, 4, and 5. Ensure numbers of staff/interns are consistent across all sections of the tables.*

*Provide abbreviated CV's 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.<sup>3</sup>

**NOTE: Describing only the program’s outcomes (whether successful or not) in this area is not sufficient. The primary focus in this domain is on the systematic, coherent, and long-term efforts the program has made in recruiting and retaining diverse students and faculty. These should be described as efforts to recruit diversity as opposed to avoiding discriminatory practices. Refer to Domain A.5 of the G&P for Doctoral Programs for the definition of “diversity” as used in this domain.**

Describe the program’s **efforts** to attract and retain diverse **STAFF**. Consortial programs should provide this information by site, if such efforts are coordinated separately.

Describe the program’s **efforts** to attract and retain diverse **INTERNS**.

Describe the **outcomes** of the program’s **efforts** to attract and retain a diverse group of:

Interns:

Staff:

Describe how the program acts to ensure a supportive and encouraging learning environment appropriate for training diverse interns and providing training opportunities with diverse individuals:

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<sup>3</sup> See Footnote 4 of the Accreditation *Guidelines and Principles* for Doctoral Programs: “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 is 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 United States Constitution. It will be administered as if the United States Constitution governed its application.”

- Explain how the program avoids 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.

- Describe (do not just list) in the table below the components of the program’s plan to provide interns with relevant knowledge and experiences about the role of cultural and individual diversity in training and practice. Consortial programs should provide a separate table for each site if activities differ.

Description of Training Activity	Method of Evaluation of Intern Competency for this Activity
[Redacted]	[Redacted]
[Redacted]	[Redacted]

- (IF CURRENTLY ACCREDITED): If the CoA noted any Domain D issues in your program’s last decision letter or in other correspondence since the last review, please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):

**ADDITIONAL DOCUMENTATION REMINDER – 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 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 training calendars listing diversity training events and experiences to document the program’s efforts in educating interns about diversity.*

**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 APA "Ethical Principles of Psychologists and Code of Conduct" *American Psychologist*, December 2002). The program has an obligation to inform interns of these principles and of their avenues of recourse should problems arise.

- Internship and institutional documents that discuss intern rights (due process) and grievance procedures are located in Appendix \_\_\_\_\_, page # \_\_\_\_\_ (add additional appendices/page numbers as needed for different documents).**
- Describe how interns are provided training consistent with the most current APA *Ethical Principles of Psychologists and Code of Conduct*. \_\_\_\_\_**

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.

- What mechanisms are in place to ensure that staff:**
  - Are accessible? \_\_\_\_\_**
  - Support successful completion of the internship? \_\_\_\_\_**
  - Are appropriate role models for the program? \_\_\_\_\_**
  - Promote acquisition of knowledge, skills, and competencies? \_\_\_\_\_**

3. Describe how the program shows respect for cultural and individual diversity among their interns by treating them in accord with the principles contained in Domain A, Section 5 of this document. **You may reference information already provided in this self-study, include Appendix and page #.** \_\_\_\_\_

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 students.

- Describe when interns receive the program's written policies as described above, *and* how the program ensures that interns understand those policies.**
- Policies and procedures regarding program requirements, including conditions of termination, are provided in the following document(s) (e.g., Intern Handbook):**

█ (Appendix █, page # █) (add additional appendices/page numbers as needed for different documents).

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 intern’s 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.

- Describe in detail how your procedures and timeline for providing written feedback to interns meets all provisions of Domain E.4(a-c), above: █
- The program’s evaluation policy and procedures, including items E.4(a-c) above, can be found in the self-study according to the table below:

Program Document	Page # of Policy	Page # of Self-Study
█	█	█
█	█	█
█	█	█
█	█	█

5. The program should issue a certificate of internship completion to interns successfully completing their training program.

- A copy of the certificate of internship completion is provided on Page # █ and meets the requirements set forth by Implementing Regulation [C-6\(a\)](#).

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.

- Briefly discuss how this is accomplished: █

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 (site visit).

- Review Implementing Regulations [C-3](#) and [C-12](#).
- Provide a brief list of any intern complaints or grievances received by, or known to, the internship since the program's last accreditation site visit. Full records should be available for on-site review by site visitors.
- Indicate where and how this confidential information is stored (or would be stored, if no complaints have been filed).
- (IF CURRENTLY ACCREDITED): If the CoA noted any Domain E issues in your program's last decision letter or in other correspondence since the last review, please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):

**ADDITIONAL DOCUMENTATION REMINDER – Domain E**

*Provide relevant personnel policies, appropriate sections of procedure manuals or other documentation on conflict, problem or grievance resolution, due process, etc. If your program has existing documents (e.g., a detailed personnel handbook, procedure manual, etc.), please append it and refer to the sections in which the requested information can be located.*

*Provide sample copies of intern evaluation forms or documents, training contracts, etc.*

**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:

- Describe how the internship appropriately involves interns in the program's regular, ongoing self-studies: [REDACTED]
- Discuss how the program evaluates, through self-study, the following:
  - (a) Its expectations for the quantity and quality of the intern's preparation and performance (prior to the initiation of any training activities)
- How does the program evaluate this? Provide detailed response here, and summarize in table below. [REDACTED]

(c) Its effectiveness in achieving 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 training experiences and the program);

**All programs must provide detailed PROXIMAL and DISTAL aggregate outcome data that is related to your program's stated educational model, philosophy, goals, objectives, and competencies. Such data should be provided for interns as they progress through the program (proximal data) and for graduates of the program (distal data). There should be a clear connection between the stated goals/objectives/competencies that were outlined in Domain B, the method of evaluation the program uses to determine whether these are being achieved (e.g., intern evaluation forms), and the detailed outcome data.**

- **Examples of proximal competency-based outcomes are measures obtained while the intern is in the program, such as intern mid-point, end-of-year and end of training program evaluations, and their consistency with your program's stated objectives and competencies.**
- **Examples of distal goal-related outcomes are measures obtained after the intern has completed the program; such as the type of initial and subsequent employment, professional roles and activities, and their consistency with your program's training mission and goals (e.g., licensure, attending a postdoctoral residency, employment in the practice area, etc).**

**These data may be supplied in a table, in text, and/or in a flowchart. Outcome data should be supplied in the appendices, aggregated in a manner that is useful in looking at program effectiveness (i.e., by intern cohort).**

**Discuss what data are available to demonstrate achievement of Domain B goals/objectives/competencies:**

**Page # for proximal aggregate data in appendices:**

**Page # for distal aggregate data in appendices:**

**A copy of the evaluation of the program that is completed by interns is provided on Page # .**

(c) Its procedures to maintain current achievements or to make changes as necessary;

**How does the program evaluate its achievements and make necessary changes? Provide detailed response here, and summarize in table below.**

(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.

**Include here information regarding how the program has responded to previous feedback from the CoA since the last accreditation review. Although this information has been requested at the end of each domain, please provide a brief summary here to demonstrate the self-assessment aspect of addressing these issues.**

**Summarize your detailed responses above within the table below:**

Evaluation topic	Mechanisms for evaluation by program	If applicable, identify the Appendix location for <b><i>summary data</i></b> (not blank evaluation forms)
Quantity and quality of the intern's preparation and performance (prior to the initiation of any training activities)		
Interns' views regarding the quality of the training experiences and the program.		
Maintenance of current achievements or make changes as necessary		
Goals, objectives, and outcomes in relation to national standards of professional practice.		
Long-term planning		

2.  **Describe** the program's resources and/or opportunities to enhance the quality of its training and supervision staff through continued professional development.

3.  **Describe** how the program and its host institution demonstrate that they value and recognize the importance of internship training and of the staff's training and supervisory efforts and demonstrate this value in tangible ways.

**(IF CURRENTLY ACCREDITED): If the CoA noted any Domain F issues in your program's last decision letter or in other correspondence since the last review, please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):**

**ADDITIONAL DOCUMENTATION REMINDER – Domain F**

*Provide documentation of self-evaluative activities, including copies of program, supervisor, and intern evaluation forms.*

*Provide data demonstrating assessment of intern competency or knowledge, and any other methods of assessing attainment of intern and program training goals and objectives.*

*All accredited programs must provide proximal and distal aggregate outcome data. Applicant programs are expected to provide proximal outcome data on interns’ progression through the program; if the program does not yet have distal data it should adhere to the principles of Implementing Regulation [D1-1](#) in justifying outcomes.*

**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

**How does the program inform its applicants and the public about its admission criteria, application and selection processes, its training model and mission (values, training goals, objectives, etc), its requirements for completion, its resources, its administrative policies and procedures, and its accreditation status?**

**Indicate the program’s web address, if it has one:**

**List all program documents (brochures, recruiting practices, program advertisements, web pages, etc.) available to current and prospective residents and place them in a labeled appendix. Reference these documents here:**

List Public Documents	Location in Self Study (Appendix & Page #)

(b) Its status with regard to accreditation, including the specific program covered by that status, and the name, address, and telephone number **[202-336-5979]** of the Commission on Accreditation. The program should make available to intern applicants and other appropriate publics such reports or other materials as they pertain to the program's accreditation status.

**Reference where (i.e., page number, visual location) in each applicable document the program's accreditation status and CoA contact information can be verified by reviewers:**

**(IF CURRENTLY ACCREDITED): If the CoA noted any Domain G issues in your program's last decision letter or in other correspondence since the last review, please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):**

**ADDITIONAL DOCUMENTATION REMINDER – Domain G**

*Provide copies of program public materials (flyers, brochures, posters, listings in directories, etc.) and program handbooks and materials, as appropriate, as well as public materials on your host or sponsor institution.*

*If any of the above materials are available online, provide the (working) web links.*

**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.

**Since your program's last application for renewal of accreditation (if applicable), have there been instances of program departure from the accreditation G&P? If so, please explain.**

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.

**Review Implementing Regulation [C-19](#).**

**Since the program's last site visit (if applicable) have there been any changes in your, or your sponsor institution's, mission or resources, or in your training**

**program's processes or practices, or other issues that have influenced the quality of the training program, the training staff, or the interns' training experiences? If so, describe them.**

- Provide any correspondence with CoA in appendices. Page(s) #:**
- Does your program or its host institution have any plans that might substantially change the nature, function or mission of your internship program in the foreseeable future? Describe these plans and their potential consequences to your program's accreditation status.**

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.

- Describe the program's status with regard to financial responsibility to the accrediting body. [REDACTED]**
- (IF CURRENTLY ACCREDITED): If the CoA noted any Domain H issues in your program's last decision letter or in other correspondence since the last review, please indicate those here and provide a response (you may reference correspondence in the appendices as necessary, but provide a summary of those issues here in the narrative):**

# Table 1

## Internship Programs *Domain A (Eligibility)*

Program Name: [REDACTED]

Institution Name: [REDACTED]

Date Self-Study Submitted: [REDACTED]

Date of Last Site Visit: [REDACTED]

Program's *Primary* Educational Model and Professional Training Goal(s) and Objectives<sup>4</sup>:

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<sup>4</sup> Provide a succinct description of the model; a fuller description should be provided in the narrative for Domain B.

## Table 2(a)

### Current Program Training Supervisors (Summary Information)<sup>5 6</sup>

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

Name	# of hours per week at this Institution	% Time Dedicated to Internship Program (Based upon 40 hr/wk)	Role/Contribution to Program	Highest Degree Earned	Psychology Licensure (Y/N)

**Other Agency/Institution Supervisors** (not involved in planning/implementation of internship but have direct contact with interns):

Psychologists	# of hours per week at this Institution	% Time Dedicated to Internship Program (Based upon 40 hr/wk)	Role/Contribution to Program	Highest Degree Earned	Psychology Licensure (Y/N)

<sup>5</sup> For **EACH** person identified in this table as “Training Supervisors” or “Other Agency/Institution Supervisors,” prepare an abbreviated curriculum vitae according to the format provided in these instructions.

<sup>6</sup> Consortia programs should complete Table 2 (all sections) for each site.

<b>Other Mental Health Professionals</b>	<b># of hours per week at this Institution</b>	<b>% Time Dedicated to Internship Program</b> <i>(Based upon 40 hr/wk)</i>	<b>Role/Contribution to Program</b>	<b>Highest Degree Earned</b>	<b>Licensure (Y/N)</b>

**Other Contributors to Program**<sup>7</sup> (not involved in planning/implementation of internship and do not have direct contact with interns but provide training opportunities [e.g., didactic seminar presenters]):

<b>Psychologists</b>	<b># of hours per week at this Institution</b>	<b>% Time Dedicated to Internship Program</b> <i>(Based upon 40 hr/wk)</i>	<b>Role/Contribution to Program</b>	<b>Highest Degree Earned</b>	<b>Psychology Licensure (Y/N)</b>
<b>Other Mental Health Professionals</b>	<b># of hours per week at this Institution</b>	<b>% Time Dedicated to Internship Program</b> <i>(Based upon 40 hr/wk)</i>	<b>Role/Contribution to Program</b>	<b>Highest Degree Earned</b>	<b>Licensure (Y/N)</b>

<sup>7</sup> Curriculum vitae are not necessary for individuals listed as "Other Contributors" and having minimal contact with interns.

## Table 2(b)

### Current Training Supervisor Demographics

<i>Number of individuals who identify themselves as:</i>		<b>Training Supervisors</b>	<b>Other Agency/ Institution Supervisors</b>	<b>Other Contributors</b>
<b>African American/Black</b>	<b>M</b>			
	<b>F</b>			
<b>Caucasian</b>	<b>M</b>			
	<b>F</b>			
<b>Hispanic/Latino</b>	<b>M</b>			
	<b>F</b>			
<b>Asian/Pacific Islander</b>	<b>M</b>			
	<b>F</b>			
<b>American Indian/Alaska Native</b>	<b>M</b>			
	<b>F</b>			
<b>Multiethnic or None of the Above <sup>8</sup></b>	<b>M</b>			
	<b>F</b>			
<b>TOTAL NUMBER</b>	<b>M</b>			
	<b>F</b>			
<b>Other <sup>9</sup></b>	<b>M</b>			
	<b>F</b>			
<b>Subject to Americans with Disabilities Act</b>	<b>M</b>			
	<b>F</b>			
<b>Foreign Nationals <sup>10</sup></b>	<b>M</b>			
	<b>F</b>			

<sup>8</sup> 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.

<sup>9</sup> Programs may choose to note other types of diversity described in Domain A.5.

<sup>10</sup> Individuals who are not U.S. Citizens or Permanent Residents.

## Table 2(c)

### Professional Activities in the Last Seven Years

<i>Number of CURRENT staff who have engaged in these professional activities during the past seven years:</i>		<b>Members in Professional Societies</b>	<b>Authors/Co-Authors of Papers at Professional /Scientific Meetings</b>	<b>Authors/Co-Authors of Articles in Professional Journals</b>	<b>Recipients of Fed. Grants or Other Awards</b>	<b>Engaged in Delivery of Prof. Services</b>
<b>Training Supervisors</b>	<b>M</b>					
	<b>F</b>					
<b>Other Agency/ Institution Supervisors</b>	<b>M</b>					
	<b>F</b>					
<b>Other Contributors</b>	<b>M</b>					
	<b>F</b>					

## CoA Abbreviated Internship Training Staff Summary

(Limit of two pages per staff member)

*\*Answer all items including names of sites (e.g., University of...; ...Hospital), types of sites, and "yes" or "no" where indicated*

Name: \_\_\_\_\_

Highest Degree Earned: Ph.D.  Psy.D.  Ed.D.  Other (specify): \_\_\_\_\_

Date of Degree: \_\_\_\_\_

Area of Degree (Clinical, School, Counseling, Combined, Other-specify): \_\_\_\_\_

Institution Awarding Degree: \_\_\_\_\_

APA/CPA Accredited Doctoral Program: No:  Yes:

Psychology Internship Completed: No:  Yes:  Year: \_\_\_\_\_

Name of Program: \_\_\_\_\_

Type of Setting (e.g., Mental Health Center, VA Medical Center): \_\_\_\_\_

APA/CPA Accredited Internship: No:  Yes:

Psychology Postdoctoral Residency Completed: No:  Yes:  Year: \_\_\_\_\_

Name of Program: \_\_\_\_\_

Type of Setting: \_\_\_\_\_

APA/CPA Accredited Postdoctoral Residency: No:  Yes:  Area of Emphasis: \_\_\_\_\_

Psychology Licensure: No:  Yes:

States/Provinces: \_\_\_\_\_

ABPP Diplomate: No  Yes

Specialty: \_\_\_\_\_

Currently listed in National Register and/or Canadian Register? No:  Yes:

Primary Professional Appointment (name of institution/site): \_\_\_\_\_

Position title: \_\_\_\_\_

Type of setting: \_\_\_\_\_

Academic Position, Rank, Tenure-Status, Year of Appointment to Program Under Review:

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 Seven Years (*List chronologically using APA format for bibliographic citations*):

Selected Publications in Last Seven Years (*List chronologically using APA format for bibliographic citations*):

Selected Funded Research Grants or Training Contracts in Last Seven Years (*Include funding source, duration of funding, total direct costs*):

Other Professional Activities in Last Seven Years (*Include leadership activities/roles in state /provincial, regional or national professional organizations*):

# Table 3(a)

## Intern Statistics

<i>For the last seven years, report the number of interns for each entering internship cohort who:</i>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
<b>Applied to Program:</b>							
<b>Ranked on APPIC match:</b>							
<b>Entered Program as Full-Time Interns:</b>							
<b>Entered Program as Part-Time Interns:</b>							
<b>Funded:</b>							
<b>Unfunded:</b>							

# Table 3(b)

## Intern Demographics:

<i>Number of interns entering each year who identify themselves as:</i>		2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>African American/Black</b>	<b>M</b>							
	<b>F</b>							
<b>Caucasian</b>	<b>M</b>							
	<b>F</b>							
<b>Hispanic/Latino</b>	<b>M</b>							
	<b>F</b>							
<b>Asian/Pacific Islander</b>	<b>M</b>							
	<b>F</b>							
<b>American Indian/ Alaska Native</b>	<b>M</b>							
	<b>F</b>							
<b>Multiethnic<sup>11</sup></b>	<b>M</b>							
	<b>F</b>							
<b>TOTAL NUMBER</b>	<b>M</b>							
	<b>F</b>							
<b>Other<sup>12</sup></b>	<b>M</b>							
	<b>F</b>							
<b>Number Subject to Americans with Disabilities Act</b>	<b>M</b>							
	<b>F</b>							
<b>Foreign Nationals<sup>13</sup></b>	<b>M</b>							
	<b>F</b>							

<sup>11</sup> 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.

<sup>12</sup> Programs may choose to note other types of diversity described in Domain A.5.

<sup>13</sup> Individuals who are not U.S. Citizens or Permanent Residents.

## Table 3(c)

### Intern Professional Activities

<i>Number of interns entering each year who (at time of entry):</i>	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>Were members of professional/research societies (include student affiliates)</b>							
<b>Had been authors/co-authors of papers at professional meeting</b>							
<b>Had been authors/co-authors of articles in professional and/or scientific journals</b>							
<b>Held leadership roles/activities in state/provincial, regional or national professional organizations</b>							

### Intern Support:

Please provide the following information.

A. # of hours/week required of a full-time intern:

B. Stipend for a full-time one-year intern:

C. # of hours/week required of a part-time intern:

D. Stipend for a part-time intern:

E. Total hours required to complete the internship:

## Table 4

### Program Interns - Pre-Internship Experience/Education

Starting with the most recent intern cohort **ENTERING** the program (consistent with Table 3), provide the following information for each intern entering your program for the last seven (7) years. DO NOT IDENTIFY THE INTERNS BY NAME. Place the requested information in the following format and identify by year of entry (e.g., 08.001, 08.002, etc).

ID#	Graduate Degree Institution	Area of Professional Psychology (Clinical, Counseling, School, etc.)	Degree program type (PhD, PsyD, EdD)	Area of Training Emphasis (if applicable)	Doctoral Program Training Model

## Table 5

### Program Interns - Post-Internship Experience

Starting with the most recent intern cohort **COMPLETING** the program, provide the following information for each intern who completed your program for the last seven (7) years. **DO NOT IDENTIFY THE INTERNS BY NAME.** Place the requested information in the following format and identify by year of admission (e.g., 07.001, 07.002, etc):

ID#	Initial Post-internship Employment Setting Code *	Initial Job Title	Current Employment Code*	Year Degree Completed	Current Job Title	Psychology Licensure (Y/N)?	Licensed in State(s)	Other Professional Achievements (e.g. fellow status, diplomate)

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\* See listings on next page

## **Employment Setting Codes**

1. Community Mental Health Center
2. Health Maintenance Organization
3. Medical Center
4. Military Medical Center
5. Private General Hospital
6. General Hospital
7. Veterans Affairs Medical Center
8. Private Psychiatric Hospital
9. State/County Hospital
10. Correctional Facility
11. School District/System
12. University Counseling Center
13. Academic Teaching Position
  - 13a. doctoral program
  - 13b. masters program
  - 13c. 4-year college
  - 13d. community/2 yr. College
  - 13e. adjunct professor
14. Independent Practice
15. Academic Non-Teaching Position
16. Medical School
33. Other (e.g., consulting), please specify
44. Student
99. Not currently employed