

# 2021 Self-Study Narrative Preparation Sheets- INTERNSHIP

## Standard I: Institutional and Program Context

### I.A Type of Program

#### I.A.1. Sponsoring Institution

The program is sponsored by an institution or agency that provides service to a population sufficient in number and variability to give interns adequate experiential exposure to meet training purposes, aims, and competencies.

Supporting Material

**UPLOAD OPTIONAL**

Focused Questions

- ☐ Describe the demographics, characteristics, and size of the populations served. If the training takes place in more than one setting, describe the multiple settings, the service recipient populations and the types of training experiences offered in each setting.

*(Consortium programs: Describe separately the demographics, 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.)*

#### I.A.2. Length of Program

Accredited internships may be structured as full-time or part-time. The program requires interns to have the equivalent of 1 year of full-time training to be completed in no fewer than 12 months (or 10 months for school psychology internships), or the equivalent of half-time training to be completed within 24 months. The sponsoring doctoral program, internship program, and intern must have a clear understanding of the intern's plan if internship time is to be divided among two or more agencies for half-time training.

Supporting Material

**UPLOAD OPTIONAL**

Focused Questions

- ☐ Review: IR C-1 I: Completion of an accredited internship training program: Issue of half-time, two-year internship programs
- ☐ Identify program length for full-time (12 months, 10 months [School Psychology]), or half-time (up to 24 months) programs.
- ☐ If the program has "half-time" interns, describe the average weekly time commitment and overall duration of the half-time training program and how this half-time program differs from the full-time one, if applicable.

### I.A.3.

Programs can be single-site or multiple sites.

#### Supporting Material

- ☐ **Required for consortium programs only:** Upload copy of consortium agreement, signed by ALL members, that includes:
- the nature and characteristics of the participating entities;
  - the rationale for the consortial partnership;
  - each partner's commitment to the training/education program, its aims and competencies;
  - each partner's obligations regarding contributions and access to resources;
  - each partner's adherence to central control and coordination of the training program; and
  - 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 recourse access, potential performance expectations, and evaluations.

Label this upload ***Consortium Agreement***.

- ☐ Fill out and upload the ***Consortium Partners/Sign-Off template***.

#### Focused Questions

- ☐ Review IR C-28 I: Consortium
- ☐ **Is this program a consortium? If no, write "N/A" in text box. If yes, please address the following:**
- ☐ **Provide a list of all member entities of the consortium.**
- ☐ **Describe how the interns are selected for each site of the consortium.**
- ☐ **Provide the amount of the internship stipend.**
- ☐ **If the stipends are not equal across sites, please justify this inequity in light of IR C-6 I: Intern funding.**

## I.B. Institutional and Program Setting and Resources

### **I.B.I. Internship program setting descriptions must include:**

- a) a description of the sponsoring institution/agency;
- b) a description of the training setting and how it is appropriate for the aims/purposes of the training program;
- c) a description of how the setting functions primarily as a service provider; information on required hours.

#### Supporting Material

**UPLOAD OPTIONAL**

### Focused Questions

- ☐ **Describe the mission of the sponsoring agency. Describe how the aims of the program are consistent with the mission of the sponsoring agency.**

*For consortia programs, describe the mission of each of the sponsoring agencies. Describe how the aims of the program are consistent with the mission of the sponsoring agency.*

- ☐ **Describe how the setting is appropriate for the aim(s)/purposes of the training program. If a consortium, provide a description for each setting.**
- ☐ **Describe how the setting functions primarily as a service provider and provide information on required hours. If a consortium, provide a description for each setting.**

### **I.B.2. Administrative Structure**

The program offers internship education and training in psychology that prepares interns for the practice of health service psychology.

The program is an integral part of the mission of the institution in which it resides.

The administrative structure and processes facilitate systematic coordination, control, direction, and organization of the training activity and resources.

### Supporting Material

### **UPLOAD OPTIONAL**

### Focused Questions

- ☐ **Describe how the program is integral to the institution/agency's mission.**

### **I.B.3. Administrative Responsibilities Related to Cultural and Individual Differences and Diversity**

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent, and long-term efforts to attract and retain interns and faculty/staff from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. Because of the United States' rich diverse higher education landscape, training can take place in both secular and faith-based settings. Thus, 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 public notice of these policies has been made to applicants, interns, faculty, and staff before their application or affiliation with the program. 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 set forth under the definition of cultural diversity. This provision is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the U.S. Constitution. This provision will be administered as if the U.S. Constitution governed its application. Notwithstanding the above, and regardless of a program's setting, the program may not constrain academic freedom or otherwise alter the requirements of these standards. Finally, compelling pedagogical interests require that each program prepare interns to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.

#### Supporting Material

#### **UPLOAD OPTIONAL**

#### Focused Questions

- ☒ **Provide a brief general orienting narrative statement regarding how the program engages in actions that indicate respect for and understanding of cultural and individual differences in diversity. A more detailed, in depth response is asked for in Standards III and IV.**
- ☐ **Does this program adhere to a religious affiliation or purpose that impacts its admission and/or employment policies? If so, describe how these policies are made known to applicants, interns, supervisors, and staff before their application to or affiliation with the program.**
- ☐ **Describe how the program ensures that it prepares interns to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity.**
- ☒ **Explain how the program avoids any actions that would restrict program access on grounds that are irrelevant to success.**

#### **I.B.4. Funding and Budget**

- a) Interns are provided financial support. Financial support should be set at a level that is representative and fair in relationship to both the geographic location and clinical setting of the training site.
- b) The program must have financial support for faculty/staff and sufficient and dependable training activities for the duration of the year or years of the contract with interns.
- c) Funding for the program should be represented in the institution's operating budget and plans in a manner that enables the program to achieve its training aims.

Supporting Material

**UPLOAD OPTIONAL**

Focused Questions

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**Review: IR C-6 I: Intern funding**

☐

**Describe financial support for intern stipends, staff, and training activities. Clarify whether any interns were unfunded in the last 10 years. If applicable, describe reasons why intern(s) were unfunded or stipends were inequitable across the program.**

***(Consortium programs should specify this information for each site at which interns complete training/perform services.)***

☐

**Describe how the program receives its budget.**

***(Consortium programs: 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.)***

**I.B.5. Training Resources and Support Services.**

The program must demonstrate adequacy of its educational and training resources, including:

- a) clerical, technical, and electronic support sufficient to meet the program's needs;
- b) training materials, equipment, and access to the current knowledge base in the profession, including access to appropriate technology and resources to stay current with the scholarly literature;
- c) physical facilities that are appropriate for confidential interactions, including facilities and resources that are compliant with the Americans With Disabilities Act.

Supporting Material

**UPLOAD OPTIONAL**

Focused Questions

**Provide a narrative describing each of the resources discussed in this item, including how they are sufficient to meet the program's needs:**

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**Describe the program's clerical, technical, and electronic support.**

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**Describe the program's training materials and equipment.**

☐

**Describe the program's physical facilities and training settings.**

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**Describe how the program ensures that its resources and facilities are compliant with the ADA.**

***Note: Consortium programs should specify this information for each site at which interns complete training/perform services.***

## I.C. Program Policies and Procedures

### I.C.1. Areas of Coverage

The program has and adheres to, and makes available to all interested parties, formal written policies and procedures that govern interns as they enter and complete the program. These must include policies relevant to:

- a. intern recruitment and selection;
- b. any required prior doctoral program preparation and experiences;
- c. administrative and financial assistance;
- d. requirements for successful internship performance (including expected competencies and minimal levels of achievement for completion);
- e. intern performance evaluation, feedback, retention, and termination decisions;
- f. identification and remediation of insufficient competence and/or problematic behavior, which shall include necessary due process steps of notice, hearing and appeal;
- g. grievance procedures for interns including due process;
- h. supervision requirements;
- i. maintenance of records;
- j. documentation of non-discrimination policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

### Supporting Material

- ☐ **Upload REQUIRED TABLE: Download Table 1 Program Policies and Procedures template. Use this template to provide Attachment Names/Page #s for program policies that have been uploaded as appendices. Please label upload as - *TABLE 1 Program Policies and Procedures***
- ☐ **Upload all public materials on the program and other program-related material (brochures, letters, program manuals, handbooks, formal institutional policy and procedure memoranda, etc.) discussing the policies requested.**

### Focused Questions

- ☐ **Complete Table 1 Program Policies and Procedures**  
**I.C.2. Implementation**

All policies and procedures used by the program must be consistent with the profession's current ethics code and must adhere to the sponsor institution's regulations and local, state, and federal statutes regarding due process and fair treatment. The program must demonstrate how it incorporates and implements departmental and institutional policies at the program level, whenever such policies impact the program specifically.

### Supporting Material

### **UPLOAD OPTIONAL**

#### Focused Questions

- ☐ Describe how the program ensures staff/supervisor/intern relations reflect psychology's ethical principles and professional conduct standards.
- ☐ Describe how due process and fair treatment policies at the agency/department level impact the internship program.

#### **I.C.3. Availability of Policies and Procedures.**

At the start of internship, the program must provide interns with written or electronic policies and procedures regarding program and institution requirements and expectations regarding interns' performance and continuance in the program and procedures for the termination of interns.

#### Supporting Material

#### **UPLOAD OPTIONAL**

#### Focused Questions

- ☐ Briefly discuss how the program communicates its policies and procedures to current interns and potential applicants.

#### **I.C.4. Record Keeping**

- a. Intern Performance. The program must document and permanently maintain accurate records of the interns' training experiences, evaluations, and certificates of internship completion for evidence of the interns' progress through the program as well as for future reference and credentialing purposes. The program should inform interns of its records retention policies.
- b. Complaints and Grievances. The program must keep information and records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine a program's records of intern complaints as part of its periodic review of the program.

#### Supporting Material

#### **UPLOAD OPTIONAL**

#### Focused Questions

- ☐ **Review: IR C-7 I: Record of Internship Complaint in CoA Periodic Review**
- ☐ Please describe the program's system for maintaining intern records including performance records and formal complaints, including whether there is a confidential location for storing this information. Programs should note that records pertaining to interns' training evaluations must be permanently maintained. Complete records should be available for on-site review by site visitors.
- ☐ Describe how students are informed of record retention policies.
- ☐ Provide a brief list of all formal intern complaints or grievances received by, or known to, the internship since the program's last accreditation site visit.

**Do not include intern's names. Full records should be available for on-site review by site visitors.**

## **I.D Program Climate**

### **I.D.I. Cultural and Individual Differences and Diversity.**

The program ensures a welcoming, supportive, and encouraging learning environment for all interns, including interns from diverse and underrepresented communities.

- a. Program climate is reflected in the recruitment, retention, and development of training supervisors and interns, as well as in didactic and experiential training that fosters an understanding of cultural and individual differences and diversity as it relates to professional psychology.
- b. The program conducts periodic self-assessment of its training climate in regards to diversity and takes steps to maintain an atmosphere that promotes the success of all interns.

c.

Supporting Material

**UPLOAD OPTIONAL**

#### Focused Questions

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**Describe how the program shows respect for diversity in the way it treats interns, and how it acts to ensure a supportive and encouraging learning environment appropriate for training diverse interns and providing training opportunities with diverse individuals (including consideration of the attitudes of interns toward diverse individuals).**

☐

**Describe how the program conducts periodic self-assessment of its training climate in regard to diversity and takes steps to maintain an atmosphere that promotes the success of all interns.**

### **I.D.2. Supportive Learning Environment**

- a. The program recognizes the rights of interns and faculty/staff to be treated with courtesy and respect. To maximize the quality and effectiveness of the interns' learning experiences, all interactions among interns, training supervisors, and faculty/staff should be collegial and conducted in a manner that reflects the highest standards of the profession. (See the current APA Ethical Principles of Psychologists and Code of Conduct.) The program has an obligation to inform interns of these principles and of their avenues of recourse should problems arise.
- b. Program faculty/staff are accessible to interns and provides them with a level of guidance and supervision that encourages successful completion of the internship. Faculty/staff members serve as appropriate professional role models and engage in actions that promote interns' acquisition of knowledge, skills, and competencies consistent with the program's training aims.



Supporting Material  
**UPLOAD OPTIONAL**

Focused Questions

- ☐ Describe how the program recognizes the rights of interns and training supervisors to be treated with courtesy and respect and ensures intern and staff/supervisor interactions are collegial.
- ☐ Discuss how interns are informed of the current APA Ethical Principles of Psychologists and Code of Conduct.

***Describe how supervisors:***

- ☐ Are accessible to interns.
- ☐ Actively encourage timely and successful completion of the internship.
- ☐ Briefly describe how the program ensures interns' socialization into the profession is appropriate to its area of training.
- ☐ Describe the opportunities provided to interns for collegial interaction with professionals or trainees in other disciplines.

**I. (AI).**

Additional Information relevant to Standard I.

Supporting Material  
**UPLOAD OPTIONAL**

Focused Questions

- ☐ **(IF CURRENTLY ACCREDITED):** In the program's last decision letter and/or other correspondence since the last review, did the CoA note any *Standard I* issues to specifically address "*in the next self-study*"? If so, provide the response here.
- ☐ **(IF CURRENTLY ACCREDITED):** In the program's last decision letter and/or other correspondence since the last review, did the CoA note any other *Standard I* issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

**II. Aims, Training, Competencies, and Outcomes**

**II.A. Required Profession-Wide Competencies**

1. Certain competencies are required for all interns who graduate from programs accredited in health service psychology. Programs must provide opportunities for all of their interns to achieve and demonstrate that each required profession-wide competency has been met.
2. The role of the internship is to build upon a trainee's competencies in all of the competency areas. Because science is at the core of health service

psychology, programs must demonstrate that they rely on the current evidence base when training and assessing interns in the competency areas. Interns must demonstrate competence in:

- a. Research
- b. Ethical and legal standards
- c. Individual and cultural diversity
- d. Professional values, attitudes, and behaviors
- e. Communication and interpersonal skills
- f. Assessment
- g. Intervention
- h. Supervision
- i. Consultation and interprofessional/interdisciplinary skills

#### Supporting Material

- ☐ **Upload REQUIRED TABLE: Download Table 2 Profession-Wide Competencies template. Please label upload as - *TABLE 2 Profession-Wide Competencies***
- ☐ **Upload copies of program and supervisor evaluation forms or instruments, intern performance evaluations, examinations or tests of intern competency or knowledge, and any other methods of assessing attainment of competencies (e.g., resource, process and outcome evaluation standards, methods and measurement instruments, and results).**

#### Focused Questions

- ☐ **Review IR C-8 I: Profession-Wide Competencies.**
- ☐ **Complete Table 2 Profession-Wide Competencies.**
- ☐ **Describe how the minimum level of achievement (MLA) is sufficient to demonstrate readiness for entry-level practice for each individual Profession-Wide Competency.**

## **II.B. Program-Specific Aims and Competencies**

### **II.B.I. Specific Aims of the Training Program.**

Consistent with profession-wide competencies required of all programs, the program must provide information on the specific aims of the training program. The program's aims should be aligned with the program's training activities and intended outcomes.

#### Supporting Material

#### **UPLOAD OPTIONAL**

#### Focused Question

- ☐ **Briefly describe the program's aim(s) for internship training, including the relevance of those aims to the clinical populations served. Note that the aim(s) must align with the program's training activities.**

## II.B.2. Program-Specific Competencies

While internship programs accredited in health service psychology must encompass profession-wide competencies required of all programs, they may also elect to demonstrate program-specific competencies.

- a. The program must specify if its intended training outcomes will place special emphasis on the development of any competencies in addition to those expected for all psychology interns or to a greater degree of achievement than might be expected for all psychology interns.
- b. Additional competencies, if any, must be current and consistent with the definition of health service psychology, ethics of the profession, and aims of the program.

### Supporting Material

- ☐ **OPTIONAL TABLE: Download Table 3 Program-Specific Competencies template. Please label upload as - *Table 3 Program-Specific Competencies***

### Focused Question

- ☐ **Does the program require program-specific competencies? If yes, complete Table 3, provide a narrative outlining these additional competencies, and discuss how they are consistent with the program's aim(s) and intended outcomes.**

**Note: If the program opts to present program-specific competencies, please ensure they are not already reflected in the required 9 profession-wide competencies and associated elements (see IR C-8 I).**

## II.C. Learning Elements to Develop Competencies

### II.C.I. Educational Activities.

It is the responsibility of the program to have a clear and coherent plan for educational activities that support interns' achievement of both profession-wide and any program-specific competencies.

### Supporting Material

- ☐ **REQUIRED UPLOAD: Provide a schedule of didactic seminars from the most recent training year, along with descriptions of the nature and content of all required didactics that are consistent with the requirements of IR C-12 I.**

### Focused Question

- ☐ **Review: IR C-11 I: Consistency in internship experiences within a program, and IR C-12 I: Internship didactics**
- ☐ **Provide a description of the structure of the program's training activities. For example, describe how the program is structured in terms of rotations, supervision and other training experiences and how that structure may change over the course of the year and may or may not be different for all interns. *Consortium programs: 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).*

- ☐ Describe each required didactic and other learning activities in terms of their content, format and average duration per week (e.g., didactic seminars, colloquia, symposia, co-therapy, discussion with staff, mentorship, role modeling or enactment, observation, consultative guidance, case conferences, rounds, journal clubs, etc).

## **II.C.2. Learning Elements**

- a. The program's primary training method must be experiential (i.e. service delivery in direct contact with service recipients) and include sufficient observation and supervision by psychologists to facilitate interns' readiness to enter into the general practice of psychology on training completion.
- b. The program must follow a logical training sequence that builds on the skills and competencies acquired during doctoral training.
- c. Training for practice must be sequential, cumulative, and graded in complexity in a manner consistent with the program's training structure.
- d. The program must demonstrate that intern service delivery tasks and duties are primarily learning-oriented and training considerations take precedence over service delivery and revenue generation.

## Supporting Material

### **UPLOAD OPTIONAL**

## Focused Questions

- ☐ Describe how the program curriculum is sequential, cumulative, and graded in complexity. Please be sure to provide examples that demonstrate this.
- ☐ List the required training activities that demonstrate that the training method is experiential.
- ☐ Describe how the program ensures that the interns' service delivery activities are primarily learning-oriented and that training considerations take precedence over service delivery and revenue generation. Are the interns required to generate revenue for the agency (i.e., "billable hours/contacts/services")? If so, how many billable hours/contacts are minimally required per intern per week?
- ☐ Does the program use ANY distance/online/electronically mediated education methodologies in its didactics or training seminars (whether blended with traditional education/training methods or standing alone)? If yes, please answer the following:
- a. Describe specifically when and how distance/online/electronically mediated education methodologies are used. If specific seminars/training experiences (in part or whole) are offered using distance education methods, each must be explicitly identified as such.
  - b. Describe the methods by which the program identifies the person participating in the education or training activity that uses distance

education methodologies. In other words, a program must report how it ensures that an intern participating in that activity is the same person that participates in and completes that activity.

- c. Describe how the methods described above protect intern privacy.
- d. Describe how interns are informed in a timely manner of any additional program fees associated with verification of intern identity.

### **II.C.3. Supervision**

- a. Supervision is regularly scheduled.
- b. Interns receive at least 4 hours of supervision per week.
- c. One or more doctoral level psychologists, who are appropriately trained and licensed, are involved in ongoing supervisory relationships with an intern and have primary professional responsibility for the cases on which supervision is provided. The supervisor(s) must conduct a total of at least 2 hours per week of individual supervision with the intern during the course of the year.
- d. Supervisory hours beyond the 2 hours of individual supervision must be consistent with the definition of supervision in the glossary, and must be supervised by health care professionals who are appropriately credentialed for their role/contribution to the program. These interactive experiences can be in a group or individual format.
- e. Interns should have access to consultation and supervision during times they are providing clinical services.
- f. The doctoral-level licensed psychologist supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals.

### Supporting Material

#### **UPLOAD OPTIONAL**

### Focused Questions

- ☐ **Review: IR C-14 I: Required supervision in internship training programs and IR C-15 I: Telesupervision**
- ☐ **Identify the amount of individual face-to-face supervision per week by licensed psychologists. In so doing, the program should confirm that all interns consistently receive at least 2 hours of scheduled individual face-to-face supervision with licensed psychologists every week.**
- ☐ **Describe the supervisory hours regularly scheduled for interns beyond the two hours of individual supervision, including the format of that supervision and the individual(s) providing it. In so doing, the program should confirm that interns receive a minimum of at least 4 *total* hours of supervision every week (combined individual and other supervision (e.g., group supervision)).**

*(Consortium programs: List supervision hours separately for each site, if they differ, so the breakdown of supervision hours is clear for each intern.)*

- ☐ **How does the program ensure that interns have access to consultation and supervision while they are providing clinical services?**

- ☐ Demonstrate the process(es) by which the program ensures that doctoral-level licensed psychologist supervisors maintain responsibility for overall supervision, including oversight and integration of supervision provided by other professionals.
- ☐ If the program utilizes any amount of telesupervision, discuss how it is used and reference the policy addressing this supervision modality. Be sure to include all of the information referenced in IR C-15 I.

*(Consortium programs: 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).*

## **II.D. Outcomes and Program Effectiveness**

### **II.D.1 Evaluation of Interns' Competencies**

- a. Current Interns. As part of its ongoing commitment to ensuring the quality of its graduates, the program must evaluate intern in both profession-defined and program-defined competencies. By the end of the internship, each intern must demonstrate achievement of both the profession-wide competencies and any additional competencies required by the program. For each competency, the program must:
  - i. specify how it evaluates intern performance;
  - ii. identify the minimum level of achievement or performance required of the intern to demonstrate competency;
  - iii. provide outcome data that clearly demonstrate all interns successfully completing the program have attained the minimal level of achievement of both the profession-wide and any program-specific competencies;
  - iv. base each intern evaluation in part on direct observation (either live or electronic) of the intern;
  - v. While the program has flexibility in deciding what outcome data to present, the data should reflect assessment that is consistent with professionally accepted practices in intern competencies evaluation.

#### Supporting Material

#### **IMPORTANT INFORMATION ON PROVISION OF PROXIMAL DATA:**

**Programs should NOT upload information in any portion of the self-study that identifies interns by name or initials. All materials must be de-identified.**

**All currently accredited programs must provide detailed, aggregate PROXIMAL outcome data for interns since the time of its last site visit. Applicant programs seeking full accreditation must provide all available data (from past 10 years).**

**Applicant programs applying for "accredited, on contingency" do not need to provide aggregate data. Rather these programs should provide a plan and the evaluation mechanisms that will be used to collect outcome data. See IR C-26 I: Accredited, On Contingency.**

Proximal, competency-based outcomes are measures obtained while the intern is in the program. Intern self-evaluation data are welcomed, but are not considered competency-based and therefore are not sufficient on their own.

*Based on guidance provided during the transition, programs were offered 3 options to transition from the Guidelines and Principles (G&P) [former accreditation standards] to the Standards of Accreditation (SoA): 1) Begin and end the 2016-17 training year consistent with the SoA; 2) Begin and end the 2016-17 training year consistent with the G&P; or 3) Begin the 2016-17 training year with the G&P and move to the SoA at mid-year. Data presented should be consistent with the pathway the program selected.*

☐ Upload REQUIRED TABLE: Download SoA PROXIMAL DATA TABLE. Use this template to provide required SoA-based proximal data. Please label upload as – Proximal data table.

Proximal data should be provided for all outcome measures described for profession-wide and program-specific competencies. Data must clearly demonstrate that all interns have met the MLAs identified in Tables 2 and 3 (if applicable).

☐ Upload G&P-based proximal data collected before implementation of the SoA.

The CoA understands that data collected under the former accreditation standards (G&P) will be presented by the program's former goals, objectives, and competencies. As such, there is no required template. Please be sure to identify the minimum levels of achievement (MLAs) for the G&P data provided. Data must clearly demonstrate that all interns have met these MLAs.

☐ Upload current proximal data evaluation mechanisms.

#### Focused Questions

☐ Review Implementing Regulation IR C-16 I – Outcome Data for Internship Programs.

☐ Summarize the proximal data that demonstrate achievement of all profession-wide and any program-specific competencies. This summary should supplement the more detailed outcome data provided in the upload. In both the narrative summary and in the data themselves, it should be clear that the minimum levels of achievement (MLAs) described in Tables 2 and 3 are met by all interns for each required competency by the time of program completion.

☐ If data indicate MLAs were not met by all interns, please provide narrative to address the remediation and whether the intern successfully completed the program.

☐ Describe how each intern evaluation is based in part on direct observation (see IR C-17 I: Direct Observation).

### **II.D.1.b. Internship Program Alumni.**

The program must evaluate the functioning of alumni in terms of their career paths in health service psychology. Each program must provide data on how well the program prepared interns in each of the profession-wide and any program-specific competencies. The program must also provide data on interns' job placement and licensure status.

#### Dataviews

☐ **Table 4 (Some fields automatically filled in by ARO data)**

#### Supporting Material

### **IMPORTANT INFORMATION ON PROVISION OF DISTAL DATA:**

***For programs applying for "accredited, on contingency" status:*** Do not provide distal outcome data. However, provide any evaluation forms used by the program used to assess the extent to which alumni feel prepared in the profession-wide and program-specific competencies. See IR C-26 I: Accredited, On Contingency.

***For programs applying for "full accreditation" status:*** Provide aggregate distal outcome data for program completers, and discuss what data are available to demonstrate the program's achievement of the profession-wide and any program-specific competencies.

- ☐ **Upload REQUIRED TABLE: Download SoA DISTAL DATA TABLE. Use this template to provide required SoA-based distal data. Please label upload as – Distal Data Table.**
- ☐ **Upload G&P-based distal data collected before implementation of the SoA (No required template).**

**NOTE:** Any distal data collected prior to January 1, 2017 may be presented in a manner that is consistent with the G&P. Any distal data collected after January 1, 2017 must be presented in a manner consistent with the SoA regardless of whether training was completed under the G&P or SoA. The CoA recognizes that some of the program's trainees will have completed their training in a program consistent with the G&P and that the data will be reflective of this. Programs are asked to provide commentary that will help guide CoA's interpretation of their distal data and demonstrate how such data are utilized to make program improvements consistent with the SoA.

- ☐ **Upload REQUIRED TABLE: Download Table 4 Program Interns Post Internship Experience template. Use this template to provide post-internship experience. Please label upload as - Table 4 Post Internship Experience. Note: For convenience, the dataview on this page includes ARO data. Feel free to cut/paste these data into the required Table 4 upload.**



- ☐ Upload copies of any current mechanisms (e.g., alumni surveys) used to collect distal outcome data. If uploaded elsewhere in the self-study, please reference the appendix and page number(s).

#### Focused Questions

- ☐ Review [IR C-16 I – Outcome Data for Internship Programs](#). ☐ Summarize the distal data that are available to demonstrate the program's achievement of its aims and competencies. This summary should be provided in addition to the distal outcome data uploaded in appendices above.
- ☐ Describe the formal process employed to collect distal data (e.g., timing, frequency, format, etc.).

#### **II.D.2. Evaluation of Program Effectiveness and Quality Improvement Efforts**

- a. The program must demonstrate ongoing self-evaluation to monitor its performance to ensure competence in health service psychology and contribute to fulfilment of its sponsor institution's mission.
- b. The program must document mechanisms for engaging in regular, ongoing self-assessment that:
  - i. involves program stakeholders, including training faculty/staff, interns, program graduates, and others involved in the training program;
  - ii. evaluates its effectiveness in training interns who, by the completion of the internship, demonstrate competencies required by the profession and the program, and who are able to engage in professional activities consistent with health service psychology and with the program's aims;
  - iii. has procedures in place to use proximal and distal data to monitor, make changes in, and improve the program;
  - iv. provides resources and/or opportunities to enhance the quality of its training and supervision faculty/staff through continual professional development;
  - v. evaluates the currency and appropriateness of its aims, educational activities, policies and procedures with respect to its sponsor institution's mission and goals; local, state/provincial, regional, and national needs for psychological services; national standards for health service psychology; and the evolving evidence base of the profession.

#### Supporting Material

#### **UPLOAD OPTIONAL**

#### Focused Questions:

- ☐ Describe how the program appropriately involves training supervisors, interns, and former interns in its self-study process.
- ☐ Describe how the program provides resources and/or opportunities to enhance the quality of its training and supervision staff through continued professional development.
- ☐ How does the program evaluate the effectiveness of its training and make necessary changes?

- ☐ Describe how the program evaluates and responds to changes in the knowledge base of the science or practice of psychology. In addition, describe how the program ensures that training reflects ongoing changes in local, regional or national needs for psychological services. In other words, how does the training program stay current?

## **II. (AI).**

Additional information relevant to Standard II.

Supporting Material

**UPLOAD OPTIONAL**

Focused Questions

- ☐ (IF CURRENTLY ACCREDITED): In the program's last decision letter and/or other correspondence since the last review, did the CoA note any *Section II* issues to specifically address "*in the next self-study*"? If so, provide your response here.
- ☐ (IF CURRENTLY ACCREDITED): In the program's last decision letter and/or other correspondence since the last review, did the CoA note any other Section II issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

## **III. Interns**

### **III. A Intern Selection Process and Criteria**

#### **III. A. I. Identifiable Body of Interns**

The program has an identifiable body of interns who are qualified to begin doctoral internship training.

- a. They are currently enrolled in a doctoral program accredited by an accrediting body recognized by the U.S. Secretary of Education or by the Canadian Psychological Association. If the internship accepts an intern from an unaccredited program, the program must discuss how the intern is appropriate for the internship program.
- b. Interns have interests, aptitudes, and prior academic and practicum experiences that are appropriate for the internship's training aims and competencies.
- c. Adequate and appropriate supervised practicum training for the internship program must include face-to-face delivery of health service psychological services.

#### Dataviews

- ☐ **Tables 5-7**  
(All fields are automatically filled in by ARO data)
- ☐ **Table 8**(All fields are automatically filled in by ARO data)

#### Supporting Material

- ☐ Upload **REQUIRED TABLES**: Table 5 Intern Statistics, Table 6 Intern Demographics, Table 7 Intern Professional Activities, Table 8 Program Interns Pre Internship Experience Education. Download Table templates Tables 5-8. Please label uploads as - *TABLE 5 Intern Statistics, TABLE 6 Intern Demographics, TABLE 7 Intern Professional Activities, TABLE 8 Program Interns Pre Internship Experience Education.*
- ☐ Upload instructions for applicant review and/or a review sheet used to review intern applicants.

#### Focused Questions

- ☐ **Review: IR C-18 I: Selection of Interns**
- ☐ **Ensure consistency of student numbers across tables.**
- ☐ **Explain how the program determines that interns are currently enrolled in a doctoral program accredited by an accrediting body recognized by the U.S. Secretary of Education or by the Canadian Psychological Association. If the internship accepts an intern from an unaccredited program, the program must discuss how the intern is deemed to be an appropriate candidate for the internship program.**
- ☐ **Explain how the program determines that interns' overall interests, aptitudes, and clinical and academic qualifications are appropriate for the program's aim(s) (a description of Match procedures is not alone sufficient).**
- ☐ **List practicum requirements used during intern selection to ensure that interns' educational and practicum experiences are consistent with the program's aim(s) and are appropriate for doctoral training in health service psychology. As requested above, if the program has instructions for applicant review and/or a review sheet to review intern applicants, upload and identify attachment name.**

#### **III.A.2. Recruitment of Interns who are Diverse**

- a. The program has made and continues to make systematic, coherent, and long-term efforts to attract interns from different ethnic, racial, gender, and personal backgrounds into the program.
- b. Consistent with such efforts, the program acts to ensure the provision of training opportunities appropriate for the training of diverse individuals. It reviews its success with these efforts and makes changes as appropriate.

### Supplemental Material

- ☐ **Optional: upload samples of intern recruitment announcements or advertisements, etc. to document the program's efforts in recruiting diverse interns.**

### Focused Questions

**NOTE: Describing only the program's outcomes (whether successful or not) in this area is not sufficient. The focus is on the systematic, coherent, and long-term *efforts* the program has made in recruiting diverse interns. Note that the program is required to describe these efforts (i.e., its plan) *regardless* of its perceived success in recruiting a diverse intern body. These should be described as efforts to recruit diversity as opposed to avoiding discriminatory practices. Efforts identified should focus specifically on recruitment of *diverse* interns rather than general recruitment efforts. Refer to Standard I.B.3 of the SoA for the definition of "diversity" as used in this domain.**

- ☐ **Review: IR C-19 I: Diversity recruitment and retention**
- ☐ **Describe the systematic, multiple-year plan, implemented and sustained over time, designed to attract interns from a range of diverse backgrounds. Specifically, the program must describe how it meets the following criteria:**
  - **The program must implement multiple specific activities, approaches, and initiatives designed to increase diversity among its interns. It may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient.**
  - **The program should document the concrete actions it is taking to enhance diversity, identifying the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve.**
- ☐ **Describe how the program examines the effectiveness of the efforts identified above to attract diverse interns and document any steps taken to revise/enhance its strategies as needed.**

### **III.A.3. Intern Sufficiency**

The program has at least two interns who:

- a. are provided with opportunities that ensure appropriate peer interaction, support, and socialization;
- b. are provided with opportunities for socialization and interaction with professional colleagues in a manner consistent with the program's training structure;
- c. have an understanding of the program's philosophy, aims, and expected competencies;
- d. 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 and with the sponsoring institution).

Supporting Material  
**UPLOAD OPTIONAL**

Focused Questions

- ☐ **Review: IR C-10 I: Interns and the use of the title "Doctor" and IR C-21 I: Position titles of psychology interns**
- ☐ **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.**
- ☐ **Describe how the program ensures that interns have an understanding of its philosophy, aims, and expected competencies.**
- ☐ **What is the training status label for interns used within the program and how is it consistent with the licensing laws of the jurisdiction?**

**III.B. Feedback to Interns**

1. Interns receive, at least semiannually and as the need is observed for it, written feedback on the extent to which they are meeting stipulated performance requirements. Feedback is linked to the program's expected minimal levels of achievement for profession-wide competencies and any program-specific competencies.
2. 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);
  - c. substantive written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern;
  - d. documentation that the intern evaluation was reviewed and discussed by the intern and the supervisor.

Supporting Material  
**UPLOAD OPTIONAL**

Focused Questions

- ☐ **Describe in detail how the program's procedures and timeline for providing written feedback to interns is consistent with all provisions of Standard III.B.**
- ☐ **Describe in detail the program's procedures and timeline for providing feedback and fostering communication with the interns' home doctoral program when remediation is needed.**

### III. (AI)

Additional information relevant to Standard III.

Supporting Material

**UPLOAD OPTIONAL**

Focused Questions

- ☐ **(IF CURRENTLY ACCREDITED):** In the program's last decision letter and/or other correspondence since the last review, did the CoA note any *Section III* issues to specifically address "*in the next self-study*"? If so, provide your response here.
- ☐ **(IF CURRENTLY ACCREDITED):** In the program's last decision letter and/or other correspondence since the last review, did the CoA note any other *Section III* issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

## **IV. Supervisor/Faculty/Staff Leadership**

### **IV.A Program Leadership**

#### **IV.A.1. Internship Program Director**

- a. The program director is primarily responsible for directing the training program and has administrative authority commensurate with that responsibility.
- b. The director should have appropriate administrative skills to ensure the success of the program and serve as a role model for the interns.
- c. The director must be a psychologist, appropriately trained and credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction in which the program is located.
- d. The director's credentials and expertise must be consistent with the program's aims and the expected competencies of its interns.

Supporting Material

**UPLOAD OPTIONAL**

Focused Questions

- ☐ **Identify the name, credentials, and professional experiences of the designated leader(s) and describe how these are consistent with the program's aim(s).**
- ☐ **Describe the administrative structure of the program. Starting with the training director(s), what are the administrative components of the program and how do they interact to manage the program.**

#### **IV.A.2 Administrative and Program Leadership Structure**

The program's administrative structure and processes facilitate appropriate review and continuous program improvement to ensure the program achieves its aims and provides the training environment needed for interns to attain all competencies. The program must describe how faculty/staff and interns contribute to the planning and implementation of the training program.

#### **IV.A.3. Intern Training Supervisors**

- a. Supervisors function as an integral part of the site where the program is housed and have primary responsibility for professional service delivery.
- b. The program must have a sufficient number of supervisors to accomplish the program's service delivery and to supervise training activities and program aims. An accredited internship program must have a minimum of two doctoral-level psychologists on-site.
- c. Supervisors are doctoral-level psychologists who have primary professional responsibility for the cases for which they provide supervision and are appropriately trained and credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction in which the internship is located.
  - i. When supervision services are conducted in a context where a state or territory credential is required for practice, the supervisor holds that required credential.
  - ii. When supervision services are conducted in a federal jurisdiction (e.g., the VA or Bureau of Prisons), the credentialing rules pertaining to practice in a federal setting apply.
  - iii. Supervision requirements of school settings are governed by Federal general education and special education laws.
- d. Supervisors are responsible for reviewing with the interns the relevant scientific and empirical bases for the professional services delivered by the interns.
- e. Supervisors participate actively in the program's planning, implementation, and evaluation and serve as professional role models to the interns consistent with the program's training aims and expected competencies.
- f. Other professionals who are appropriately credentialed can participate in the training program. These individuals may augment and expand interns' training experiences, provided that they are integrated into the program and are held to standards of competence appropriate to their role/contribution within the program.

#### Dataviews

- ☐ **Table 9.(a-c) (Some fields automatically filled in by ARO data)**
- ☐ **Tables 10 -11 (All fields automatically filled in by ARO data)**

#### Supporting Material

- ☐ **Upload REQUIRED TABLES: Table 9.a Training Supervisors, Table 9.b Other Agency\_Institution Supervisors, Table 9.c Current Other Contributors. Download Table 9 templates (Training Supervisors, Other Agency Supervisors, Other Contributors). Use these templates to provide required supervisor information. Please label uploads as - *TABLE 9.a Training***

**Supervisors, TABLE 9.b Other Agency\_Institution Supervisors and TABLE 9.c Current Other Contributors.** Note: For convenience, the dataviews on this page include ARO data. Feel free to cut/paste these data into the required Table 9 uploads.

- ☐ Upload REQUIRED TABLES: Table 10 Supervisor Demographics and Table 11 Professional Activities. Download Table 10 and 11 templates. Please label uploads as - TABLE 10 Supervisor Demographics and TABLE 11 Professional Activities.
- ☐ Upload Professional Activities Template (if applicable) for all training supervisors and other agency/institution supervisors.

#### Focused Questions

- ☐ **Review: IR C-13 I: Jurisdiction of licensure for supervisors**
- ☐ Explain how supervisors function as an integral part of the site where the program is housed and how they have primary responsibility for professional service delivery.
- ☐ Provide CoA with information that confirms that the program has a sufficient number of supervisors to accomplish service delivery and supervision of training activities and aim(s).
- ☐ Provide the total FTE (full time equivalent) number for all staff listed in Table 9 who have *direct responsibility in training*. Please provide a best estimate on the number of FTE staff dedicated to internship training, based on a 40-hour work week (e.g. 10 hours per week devoted entirely to the internship program = 0.25 FTE).
- ☐ Clarify whether all supervisors are licensed to practice in the jurisdiction in which the internship resides and have the credentials necessary to provide supervision to interns. If not, please explain the role of supervisors who do not meet these qualifications.
- ☐ Discuss how the program ensures that program supervisors review the relevant scientific and empirical bases for the professional services delivered by the interns.
- ☐ Describe how staff are of appropriate quality for the program's aim(s) and cite evidence.
- ☐ Discuss how staff participate actively in the program's planning, its implementation, and its evaluation.
- ☐ Describe and provide examples of how supervisors serve as professional role models consistent with the program's aim(s).
- ☐ If applicable, describe how adjunct staff/supervisors augment and expand interns' training experiences and are appropriately qualified for the program.

#### **IV.B. Faculty/Staff Diversity:**

The program must demonstrate systematic and long-term efforts to recruit and retain faculty/staff who are from diverse backgrounds.



#### Supplemental Material

- ☐ **Optional: upload samples of faculty/staff recruitment announcements or advertisements, etc. to document the program's efforts in recruiting diverse faculty and staff.**

#### Focused Questions

**NOTE: Each accredited program is responsible for making multiple systematic, coherent, and long-term efforts to attract (i.e., recruit) and retain faculty and staff from differing backgrounds. Describing only the program's outcomes (whether successful or not) in this area is not sufficient. The focus is on the systematic, coherent, and long-term *efforts* the program has made in recruiting and retaining diverse staff. Note that the program is required to describe these efforts (i.e., its plan) *regardless* of its perceived success in recruiting and/or retaining a diverse staff. These should be described as efforts to recruit and retain diversity as opposed to avoiding discriminatory practices. Efforts identified should focus specifically on recruitment of *diverse* faculty/staff rather than just general recruitment efforts.**

- ☐ **Refer to IR C-19 I: Diversity recruitment and retention**
- ☐ **Describe the program's systematic, multiple year plan to *attract* faculty and staff from a range of diverse backgrounds and discuss implementation of the plan, when possible (i.e., when there have been faculty openings). The program may participate in institutional-level initiatives aimed toward achieving diversity, but these alone are not sufficient.**
- ☐ **Describe multiple program-specific activities, approaches, and initiatives it implements to *retain* diversity among its faculty/staff. A program may include institutional-level initiatives aimed toward retaining faculty/staff who are diverse, but these alone are not sufficient.**
- ☐ **Describe how the program examines the effectiveness of its efforts to recruit and retain faculty/staff who are diverse and discuss steps taken to revise/enhance its strategies. The program should document concrete actions it has taken to achieve diversity, addressing the areas of diversity recruitment in which it excels as well as the areas in which it is working to improve.**

***(Consortium programs: Provide this information by site, if such efforts are coordinated separately.)***

#### **IV. (AI).**

Additional information relevant to Standard IV.

#### Supporting Material

**UPLOAD OPTIONAL**

### Focused Questions

- ☐ **(IF CURRENTLY ACCREDITED):** In the program's last decision letter and/or other correspondence since the last review, did the CoA note any Section IV issues to specifically address *"in the next self-study"*? If so, provide your response here.
- ☐ **(IF CURRENTLY ACCREDITED):** In the program's last decision letter and/or other correspondence since the last review, did the CoA note any other Section IV issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.

## **V. Communication Practices**

### **V.A Public Disclosures**

#### **V.A.I. General Disclosures**

- a. The program demonstrates its commitment to public disclosure by providing clearly presented written materials and other communications that appropriately represent it to all relevant publics. At a minimum this includes general program information pertaining to its aims, required training sequence, program-specific competencies, and expected outcomes in terms of its interns' careers.
- b. The program also demonstrates commitment to public disclosure by providing current information on its use of distance education technologies for training and supervision.
- c. The program articulates its commitment to attracting and training diverse interns.
- d. The program provides its status with regard to accreditation, including the specific training program covered by that status, and the name, address, and telephone number of the Commission on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials that pertain to the program's accreditation status.

### Supporting Material

#### **UPLOAD OPTIONAL**

### Focused Questions

- ☐ **Review: IR C-23 I: Accreditation status and CoA contact information and IR C-27 I: Trainee Admissions, Support, and Outcome Data.**
- ☐ **Provide the program's web address, if it has one.**
- ☐ **How does the program inform applicants and the public about admission criteria, application and selection processes, its training aim(s) and expected competencies, requirements for completion, resources, administrative policies and procedures (e.g., non-discrimination policy, grievance**

- procedures, due process policy, etc.) and accreditation status?
- ☐ Identify program documents (brochures, recruiting practices, program advertisements, web pages, etc.) available to current and prospective interns. If any of the materials are available online, provide the (working) web links.
  - ☐ Confirm that in all applicable documents the program's accreditation status and CoA contact information are accurate and can be verified by reviewers.
  - ☐ Provide the web address or appendix/page number in this self-study where the program's IR C-27 I-compliant "Trainee Admissions, Support, and Outcome Data" are located. As a reminder, these data must be updated annually and will be reviewed by the CoA as part of periodic program review.

#### **V.A.2. Communication With Prospective and Current Interns**

- a. All communications with potential interns should be informative, accurate, and transparent.
- b. The program is described accurately and completely in documents that are available to current interns, prospective interns, and other publics. This information should be presented in a manner that allows applicants to make informed decisions about entering the program. Program descriptions should be updated regularly as new cohorts begin and complete the program.
- c. The program describes its aims; requirements for admission and completion; curriculum; training supervisors, facilities, and other resources; administrative policies and procedures, including vacation, sick leave, maternity and paternity leave policies; the kinds of experiences it provides; anticipated workload requirements; and training outcomes in documents available to current interns, prospective interns, and other publics.
- d. The program provides reasonable notice to its current interns of changes to its aims, didactics, program resources, and administrative policies and procedures, as well as any other program transitions that may impact its training quality.
- e. The program issues a certificate of completion to all interns who have successfully met all program requirements. The certificate of completion must include a statement about the program's scope of accreditation (e.g., Internship in Health Service Psychology).

#### Supporting Material

- ☐ Upload a blank copy of the internship completion certificate interns receive upon program completion that is consistent with the provisions of IR C-22 I.

#### Focused Questions

**Standard V.A.2 (a-d) are addressed at earlier points within the self-study.**

- ☐ **Review: IR C-22 I: Program names, labels and other public descriptors**
- ☐ Discuss how the program's public information allows for informed decisions on behalf of potential interns.
- ☐ Provide a copy of the program's IR C-22 I compliant certificate of completion, which includes a statement about the program's scope of accreditation (e.g.,

## Internship in Health Service Psychology).

### V.A.3. Communication Between Doctoral and Internship Programs

- a. Throughout the internship year, there should be communication between the doctoral program and the internship program. The nature and frequency of this communication will depend on needs. Communication must take place when problems arise with interns.
- b. The internship should send formal written intern evaluations to the doctoral program at or near the midpoint of the training year and again at internship completion.

#### Supporting Material

- ☐ **Optional: Upload redacted samples of communication between the internship program and interns' home doctoral programs.**

#### Focused Question

- ☐ **Describe the program's policy for communication with doctoral programs consistent with Standard V.3 (a-b).**

## V.B Communication and Relationship With Accrediting Body

### V.B.I. Adherence

The program abides by the accrediting body's published policies and procedures as they pertain to its recognition as an accredited program, and the program responds in a complete and timely manner to all requests for communication from the accrediting body, including completing all required reports and responding to questions from the accrediting body.

- a. **Standard Reporting.** The program responds to regular recurring information requests (e.g., annual reports and narrative reports) as identified by the accrediting body's policies and procedures.
- b. **Nonstandard Reporting.** The program submits timely responses to any additional information requests from the accrediting body consistent with its policies and procedures.
- c. **Fees.** The program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

#### Supporting Material

#### **UPLOAD OPTIONAL**

#### Focused Questions

- ☐ **Since the program's last site visit (if applicable) have there been any changes in the program, or the sponsor institution's, mission or resources, or in the 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.**
- ☐ **Describe the program's status with regard to financial responsibility to the**

accrediting body. Applicant programs should note if the application fee has been paid. Accredited programs should note whether annual fees have been paid in a timely manner.

### **V.B.2. Communication**

The program informs the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program's quality. This includes notification of any potential substantive changes in the program, such as changes in sequence of experiential training, faculty changes, and changes in administration.

#### Supporting Material

- ☐ **Upload all correspondence to/from CoA since the time of the last decision letter.**

#### Focused Questions

- ☐ **Review: IR C-24 I: Notification of changes to accredited programs**
- ☐ **Does the program or its host institution have any plans that might substantially change the nature, function or mission of the internship program in the foreseeable future? Describe these plans and their potential consequences to the program's accreditation status.**

### **V. (AI).**

*Additional information relevant to Standard V.*

#### Supporting Material

**UPLOAD OPTIONAL**

#### Focused Questions

- ☐ **(IF CURRENTLY ACCREDITED): In the program's last decision letter and/or other correspondence since the last review, did the CoA note any *Section V* issues to specifically address "*in the next self-study*"? If so, provide your response here.**
- ☐ **(IF CURRENTLY ACCREDITED): In the program's last decision letter and/or other correspondence since the last review, did the CoA note any other *Section V* issues to address (i.e., narrative responses due by a certain date)? If so, briefly describe what information was provided to the CoA and whether the CoA determined the issue was satisfactorily addressed. You may reference correspondence in the appendices as necessary, but provide a brief summary of those issues here.**