**INTERNSHIP SITE VISIT REPORT PREP SHEET**

**with guiding questions/comments**

*(Text from Online Self-Study Module in the CoA Portal)*

This document is intended to assist site visitors with gathering information helpful to the Commission on Accreditation (CoA). The CoA relies on site visitors to provide data gathered “on the ground” (i.e., through in-person interviews and discussions with interns, staff, and program leadership, as well as through review of certain records). It is not necessary nor helpful in the site visit report simply to repeat what is stated in the self-study, as commissioners will have read the self-study with care. The CoA relies on you for input from the people involved at all levels of the training program. Thus, regardless of how the questions in this document are worded, please respond with information obtained directly at the training site. In addition, it is helpful to report on information provided in the self-study is not consistent with that provided during interviews and discussions. It is also helpful to identify the general source of the information by category, such faculty, leadership, or students. Thank you very much for your assistance in this important process.

In this document, sections of the SoA have **guiding questions/comments** in bold, colored print. These questions/comments are simply meant to guide you as you write your report; therefore, please do not feel restrained by the specific questions/comments posed. If there is other information that you have gathered at the site that is relevant to SoA requirements, please provide that information.

**Please do NOT submit this document to the OPCA, as it is simply a report preparation sheet. You will submit the final report through the CoA Portal**: <https://coaportal.apa.org/login>.

**Reports Tab**

**Opening Statement** (Basic overview of visit – dates, logistics, etc.):

**Summary** (Basic overview of program):

**Closing Statement** (Final comments):

**Uploads** (SV Schedule, etc.):

**Standard I: Institutional and Program Context**

**I.A Type of Program**

**I.AI.** **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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Are there any obstacles or inconsistencies between the aims of the internship and the parent institution’s mission?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.A.3.**

Programs can be single-site or multiple sites.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***If interns need to carry out their training at multiple sites, do interns describe their experience in a way that indicates that having multiple sites does not interfere with the quality of their training?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

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

1. a description of the sponsoring institution/agency;
2. a description of the training setting and how it is appropriate for the aims/purposes of the training program;
3. a description of how the setting functions primarily as a service provider;

information on required hours.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Are the program descriptions in the self-study reflective of your experience during the site visit?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

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

1. The program is an integral part of the mission of the institution in which it resides.
2. The administrative structure and processes facilitate systematic coordination, control, direction, and organization of the training activity and resources.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How do multiple people (faculty/staff/program leadership/ & institutional leadership) understand the administrative structure of the internship?***
* ***Describe how multiple people (staff, program & institutional leadership) understand the institution’s financial support for the program.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Provide any information obtained regarding non-adherence to policies regarding diversity.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. 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.
2. 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.
3. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Provide any information obtained regarding inadequacy of funding support, resources, or support services for the program from interns, staff, and program leadership.***
* ***Confirm how financial resource allocation decisions are made.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

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

1. clerical, technical, and electronic support sufficient to meet the program's needs;
2. 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;
3. physical facilities that are appropriate for confidential interactions, including facilities and resources that are compliant with the Americans With Disabilities Act.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Please describe the training resources for interns to achieve the aims of the program, given reports from interns, staff, and leadership.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.C. Program Policies and Procedures**

**I.C.I.** **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:

1. intern recruitment and selection;
2. any required prior doctoral program preparation and experiences;
3. administrative and financial assistance;
4. requirements for successful internship performance (including expected competencies and minimal levels of achievement for completion);
5. intern performance evaluation, feedback, retention, and termination decisions;
6. identification and remediation of insufficient competence and/or problematic behavior, which shall include necessary due process steps of notice, hearing and appeal;
7. grievance procedures for interns including due process;
8. supervision requirements;
9. maintenance of records;
10. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Are interns and staff aware of the program’s policies and procedures, and do interns and staff know how to access them?***
* ***Are remediation plans and their outcome(s) documented in the intern’s file?***
* ***Is documentation evident in intern files for interns who have or are going through remediation and corrective actions?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Do interns have knowledge of all policies and procedures at the start of the internship? Please describe how this occurs.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. 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.
2. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Is there evidence of the assessment of intern performance (training experiences, evaluations, certificates of internship completion) in intern records?***
* ***What methods are used to assist interns experiencing difficulties (including remediation) in the program? If there is a termination, what policies and procedures are used? How are interns informed of these procedures?***
* ***If remediation and or program terminations have taken place, is there evidence (including in intern files) that the program has followed its own policies?***
* ***If there have been grievances since the last site visit, where are these grievances stored and how is privacy and confidentiality maintained?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

1. 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.
2. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Please address how current interns describe the training atmosphere in the area of diversity.***
* ***Do trainees and staff perceive that the program provides a supportive environment for diverse staff and interns? Not all programs will have diversity among the staff and interns, but a welcoming environment is essential.***
* ***Please describe how the program assesses how it provides a welcoming and supportive environment for diverse trainees and staff. Does the program provide examples of how program self-evaluation has been done in the past and how it is an ongoing process?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. 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.
2. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How do interns describe what is it like to be an intern at the program? Are there instances when interns feel they have not been treated with courtesy and respect? If yes, please describe those instances. What happened and how did these instances get resolved?***
* ***Explain how interns describe their relationship with supervisors and program leadership.***
* ***Are interns aware of options they have if they are not treated with courtesy and respect? Are they aware of the program’s grievance policy and where to find it?***
* ***Describe how staff are accessible to interns and guide and encourage interns to meet the program’s aims and complete the program.***
* ***How do staff serve as role models?***
* ***Describe the staff/supervisor and intern morale.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**I.(AIl).**

Additional Information relevant to Standard I.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard I that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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:
3. Research
4. Ethical and legal standards
5. Individual and cultural diversity
6. Professional values, attitudes, and behaviors
7. Communication and interpersonal skills
8. Assessment
9. Intervention
10. Supervision
11. Consultation and interprofessional/interdisciplinary skills

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Describe staff’s understanding of how the program facilitates interns’ attainment of the PWC’s.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How do staff and interns describe the program's specific aims regarding its professional training?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

1. 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.
2. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Are interns/staff aware of any program specific competencies? How are they incorporated into their training?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. 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.
2. The program must follow a logical training sequence that builds on the skills and competencies acquired during doctoral training.

1. Training for practice must be sequential, cumulative, and graded in complexity in a manner consistent with the program's training structure.
2. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Describe how intern training activities change over the course of the program.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.C.3. Supervision**

1. Supervision is regularly scheduled.
2. Interns receive at least 4 hours of supervision per week.
3. 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.
4. 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.
5. Interns should have access to consultation and supervision during times they are providing clinical services.
6. The doctoral-level licensed psychologist supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How do interns describe their experience with clinical supervision? How much individual supervision by a licensed psychologist do interns report receiving each week? What other types supervision do interns report? What is the frequency of this supervision?***
* ***Discuss how leadership and supervisors describe their experience in providing clinical supervision. Provide supervisors’ descriptions of how much supervision an intern receives each week.***
* ***Do supervisors report they are provided sufficient time to supervise?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

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

1. 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:
   1. specify how it evaluates intern performance;
   2. identify the minimum level of achievement or performance required of the intern to demonstrate competency;
   3. 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;
   4. base each intern evaluation in part on direct observation (either live or electronic) of the intern;
   5. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How does the program know all interns are achieving the program’s minimum levels of achievement in each competency?***
* ***Describe interns’ understanding of how the program assesses their performance during the internship and what is required to successfully complete the internship.***
* ***Please describe how interns are evaluated – is an intern’s progress in all profession-wide and program-specific competencies assessed at least twice a year? Is each evaluation based in part on direct observation?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. 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.
2. The program must document mechanisms for engaging in regular, ongoing self-assessment that:
   1. involves program stakeholders, including training faculty/staff, interns, program graduates, and others involved in the training program;
   2. 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;
   3. has procedures in place to use proximal and distal data to monitor, make changes in, and improve the program;
   4. provides resources and/or opportunities to enhance the quality of its training and supervision faculty/staff through continual professional development;
   5. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How is feedback obtained from staff, interns, graduates and others involved in the program?***
* ***How do interns describe their process for providing feedback about the program? What do interns report regarding the program’s response to their feedback?***
* ***What opportunities are available for staff professional development?***
* ***Is the program staff aware of and planful about how their program fits into trends that are affecting the sponsoring institution, career opportunities, and training trends in the region and nation?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**II.(AlI).**

Additional information relevant to Standard II.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard II that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

1. 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.
2. Interns have interests, aptitudes, and prior academic and practicum experiences that are appropriate for the internship's training aims and competencies.
3. Adequate and appropriate supervised practicum training for the internship program must include face-to-face delivery of health service psychological services.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How do the staff and interns participate in the assessment of applicants? What do they report about how the program assesses applicants’ qualifications?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. 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.
2. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***What processes does the program have in place to recruit diverse interns? How does it assess the effectiveness of those processes?***
* ***What does the program do regarding ongoing assessment and modification of its diversity recruitment and retention efforts?***
* ***What does the program do to foster a supportive and encouraging environment for diversity in didactics, clinical interventions, and research?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

The program has at least two interns who:

1. are provided with opportunities that ensure appropriate peer interaction, support, and socialization;
2. are provided with opportunities for socialization and interaction with professional colleagues in a manner consistent with the program's training structure;
3. have an understanding of the program's philosophy, aims, and expected competencies;
4. 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).

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***What opportunities do interns have for peer interaction, support, and socialization?***
* ***What is an intern’s understanding of the aims of the internship program?***
* ***What formal training status is used at the site to describe the title of the interns?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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:

1. timely written notification of all problems that have been noted and the opportunity to discuss them;
2. guidance regarding steps to remediate all problems (if remediable);
3. substantive written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern;
4. documentation that the intern evaluation was reviewed and discussed by the intern and the supervisor.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Do interns know what is required to complete the program? Are they aware of criteria for not completing the program successfully?***
* ***What mechanisms do interns describe for receiving verbal and written feedback on their performance (i.e., how, when, what)?***
* ***Is there evidence in the evaluations that the evaluations have been discussed and reviewed by the intern and the supervisor?***
* ***Please describe how each evaluation is based in part on direct observation.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**III.(AIl)**

Additional information relevant to Standard III.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard III that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

**IV.A Program Leadership**

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

1. The program director is primarily responsible for directing the training program and has administrative authority commensurate with that responsibility.
2. The director should have appropriate administrative skills to ensure the success of the program and serve as a role model for the interns.
3. 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.
4. The director's credentials and expertise must be consistent with the program's aims and the expected competencies of its interns.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Describe how interns, staff, and program leadership contribute to the development, implementation, evaluation, and enhancement of the internship program. How do they work together and oversee the program and how are changes made to the program?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. Supervisors function as an integral part of the site where the program is housed and have primary responsibility for professional service delivery.
2. 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.
3. 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.

* 1. When supervision services are conducted in a context where a state or territory credential is required for practice, the supervisor holds that required credential.
  2. 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.
  3. Supervision requirements of school settings are governed by Federal general education and special education laws.

1. Supervisors are responsible for reviewing with the interns the relevant scientific and empirical bases for the professional services delivered by the interns.
2. 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.
3. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How do supervisors describe serving as role models for interns?***
* ***Explain how supervisors describe the ways they review with interns the empirical basis for the professional services delivered by interns?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***How does the program continually assess and modify its recruitment and retention plan for diverse staff?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**IV.(AIl).**

Additional information relevant to Standard IV.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard IV that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**V. Communication Practices**

**V.A Public Disclosures**

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

1. 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.
2. The program also demonstrates commitment to public disclosure by providing current information on its use of distance education technologies for training and supervision.
3. The program articulates its commitment to attracting and training diverse interns.
4. 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.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. All communications with potential interns should be informative, accurate, and transparent.
2. 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.
3. 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.
4. 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.
5. 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).

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***Describe interns’ perceptions of how accurately the program’s brochure or website reflects the program. Do interns receive the training they expected to receive?***
* ***Is there anything interns wish they had known about the program prior to program completion?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

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

1. 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.
2. 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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***What mechanism does the program have in place for interacting with interns’ doctoral programs, and how often does this occur?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

1. **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.
2. **Nonstandard Reporting.** The program submits timely responses to any additional information requests from the accrediting body consistent with its policies and procedures.
3. **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.

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**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.

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***For leadership: How does the program decide when the CoA is to be notified of changes?***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**

**V.(AIl).**

*Additional information relevant to Standard V.*

**Guiding questions/comments to consider during the visit and in drafting the site visit comment below:**

* ***If requested in the preliminary review, please address questions the program was asked to pursue at the site visit.***
* ***Address any information relevant to Standard V that seems to be missing, is inconsistent, or diverges from the self-study.***

**Site Visit Comment (i.e. final report language to be pasted in CoA Portal):**