**Intent to Apply Instructions - INTERNSHIP**

The APA Commission on Accreditation (CoA) is providing this worksheet as a framework for completing an application for “intent to apply” declaration. All programs must follow these instructions using the outline provided. Please note that these “Intent to Apply” instructions do not require programs to demonstrate adherence to all standards and Implementing Regulations.

All programs can seek public notification of “intent to apply” prior to seeking accreditation. The application for intent to apply includes documentation related to key standards of the SoA. **This is a document review only and does not include a site visit.** The review is conducted to verify that the essential elements are adequately described. **“Intent to apply” is a declaration and is not an accredited status.** This declaration does not constitute a judgment by the CoA regarding the quality of the program; rather, it serves as public notice of the program’s intent to see accreditation in the near future. Please read [Implementing Regulation C-25 I](https://irp.cdn-website.com/a14f9462/files/uploaded/Section%20C_092421.pdf) for additional information on the “intent to apply” declaration.

To apply for full accreditation or “accredited, on contingency” status, please register in the CoA Portal (https://coaportal.apa.org/login) to access the full self-study application or refer to the most recent Self-Study Instructions available at

<https://accreditation.apa.org/accreditation-process/self-study>.

**Overview/Logistics:**

A program may seek “intent to apply” at any time, including prior to or after admitting interns. The “intent to apply” declaration indicates that once interns are in place, the program intends to apply for an APA accredited status (either “on contingency” or full accreditation). A program may be listed as “intent to apply” for a maximum of two years. “Intent to apply” is effective on the date of the Commission’s decision to acknowledge such a declaration. If the program exceeds the two-year period, it will need to inform its publics and interns that it is no longer designated as an “intent to apply” program. Declaration of “intent to apply” is not a requirement for an application for “accredited, on contingency” or full accreditation.

For programs seeking “intent to apply”, this application process is intended to provide the program an opportunity to systematically describe the infrastructure upon which it will be building a program consistent with the *Standards of Accreditation* (SoA). The CoA will provide feedback to the program in response to the “intent to apply” application.

**Process to Apply:**

To apply for this declaration, programs are asked to submit documentation in accordance with the provisions listed below. It is recognized that a program will have some key elements in place and others in development, both of which will be reviewed by the CoA for prospective alignment with the SoA. In “intent to apply” documentation, programs must include:

* The application and submission of the transmittal page, signed by program/department/institution leaders. These should be submitted by email to programreview@apa.org.
* The application fee of $1000 (This may be paid with a check or via credit card over the phone. Please call the Office at 202-336-5979 with questions about payment).

**Length and Formatting:**

* There is no page limit; however, programs are requested to provide concise, direct responses to each item.
* Use no smaller than 12-point typeface.
* The submission and appendices should be paginated.
* Appendices should contain materials that support the narrative. Only material that is referenced specifically (Appendix # and page #) within the text and/or requested in these instructions should be included in the appendices. Do not assume an item in the appendices will be read unless it is specifically referenced within the narrative.

**TRANSMITTAL PAGES**

## Internship Programs: Intent to Apply Declaration

*Please include all required signatures.*

Date Submitted:

Program Name:

Department Name (if applicable):

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

Location (City/State):

Will the internship program be a consortium?  No Yes

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

**PROGRAM CONTACT INFORMATION:** *The following information will be used to update our internal Office database. The individuals listed will receive copies of important program written correspondence. Please add the relevant contact information for any other individuals who the program would like to receive such correspondence (e.g., co-directors, accreditation coordinator, Provost, etc).*

***\*\*Signatures indicate that the application has been approved for submission by all program/department/institution leaders.***

# Program Director:

(Name) (Signature)

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

Title:

Full Mailing Address:

Phone Number:

Email Address:

## Chief Psychologist/Dept Head:

(Name) (Signature)

Title:

Full Mailing Address:

Phone Number:

Email Address:

**Institution/Agency President/CEO:**

(Name) (Signature or that of designee\*)

Title:

Full Mailing Address:

Phone Number:

Email Address:

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

**Standard I: Institutional and Program Context**

**I.A Type of Program**

**I.AI.** **Sponsoring Institution.**

Focused Question

**Describe the demographics, characteristics, and size of the populations that will be served. If the training will take 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 characteristics and size of the population that will be 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.**

Review: IR C-1 I: Completion of an accredited internship training program: Issue of half-time, two-year internship programs

Focused Question

**Identify the program length as either full-time (12 months, or 10 months for School Psychology programs) or half-time (no more than 24 months).**

**I.A.3.**

Programs can be single-site or multiple sites.

Focused Question

**Is this program a consortium? If yes, please provide a list of all member entities of the consortium.**

**Note: Upon submission of application for “accredited, on contingency” or full accreditation, the program will need to provide a copy of the consortial agreement, consistent with IR C- 28 I.**

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

Focused Question

**Describe the mission of the sponsoring agency and how the training setting is appropriate for the aim(s)/purposes of the program.**

***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.***

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

Focused Question

**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.**

*Note: Upon submission of application for “accredited, on contingency” or full accreditation, if the program adheres to a religious affiliation or purpose that impacts its admission and/or employment policies, it will need to describe those policies and how they are communicated.*

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

Review: IR C-6 I: Intern funding

Focused Question

**Describe financial support that will be available for intern stipends, staff, and training activities.**

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

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

Focused Question

**Provide a narrative describing each of the resources discussed in this item, as enumerated below:**

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

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

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

***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.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.

***Note: Upon submission of application for “accredited, on contingency” or full accreditation, the program will need to provide all relevant policies as listed above. While all policies are not required for “intent to apply” declaration, the program is asked to provide any policies that are currently available (see request in Standard V).***

**I.D Program Climate**

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

Focused Question:

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

Focused Question

**Describe how the program recognizes the rights of interns and staff/supervisors to be treated with courtesy and respect and ensures intern and staff/supervisor interactions are collegial.**

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

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

Certain competencies are required for all interns who graduate from programs accredited in health service psychology.

Interns must demonstrate competence in:

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

Supporting Material

**REQUIRED TABLE: Complete Profession-Wide Competencies (PWC) Table (template attached).**

Focused Question

**Discuss in a brief narrative how the program will ensure students demonstrate each PWC, consistent with IR C-7 I.**

**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.

Focused Question

**Briefly describe the program's aim(s) for internship training.**

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

Focused Question

**If the program requires additional “program-specific” competencies of all its interns, it must describe the competencies, how they are consistent with the program's aim(s), and the process by which interns attain each competency (i.e., training experiences).**

**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.

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

Review: IR C-17 I: Consistency in internship experiences within a program, and IR C-12 I: Internship didactics

Focused Questions

**Describe how training will be sequential, cumulative, and graded in complexity.**

**Describe the structure of training activities. For example, describe how the program will structured in terms of rotations, supervision, and other training experiences (e.g., didactics) as well as 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).***

**Note: Upon submission of application for “accredited, on contingency” or full accreditation, the program will need to provide didactic descriptions (if applicable) consistent with IR C-12 I. Didactic descriptions are not required for “intent to apply” declaration.**

**II.C.3. Supervision**

Review: IR C-14 I: Required supervision in internship training programs and IR C-15 I: Telesupervision

Focused Question

**Describe how interns will receive four hours of weekly supervisions, two of which must be individual face-to-face supervision with licensed, doctoral-level psychologists.**

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

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

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

Focused Questions

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

**Outcome data are not necessary. However, the program should provide any evaluation forms used by the program for determining if expected competencies are being achieved.**

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

Focused Question

**Describe how your program will involve training supervisors, interns, and alumni in its self-study process, and how it will stay current by evaluating and responding to changes in the knowledge base of psychology.**

**III. Interns**

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

Review: IR C-18 I: Selection of Interns

Focused Question

**Explain how the program will determine that interns' overall interest, aptitudes, and clinical and academic qualifications are appropriate for the training program's aim(s) (a description of Match procedures is not alone sufficient) as well as how the program will determine 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.**

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

Focused Question

**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.

Focused Question

**Describe how the program will provide written feedback to interns is consistent with all provisions of Standard III.B.**

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

**IV.A Program Leadership**

Focused Question

**Describe the program’s administrative structure and how the credentials and professional experiences of the designated program leader are consistent with the program’s aim(s).**

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

Review: IR C-13 I: Jurisdiction of licensure for supervisors

Supporting Material

**Provide abbreviated curriculum vitae (CVs) for** **training supervisors and other agency/institution supervisors (template attached).**

Focused Questions

**If the program does not yet have a full complement of training supervisors, discuss plans for the recruitment of qualified supervisors.**

**Describe how the program will ensure that there are sufficient staff to meet the program’s training and service-delivery needs.**

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

Focused Question

**V. Communication Practices**

**V.A Public Disclosures**

Focused Question

**Provide any program documents (brochures, handbooks, policies/procedures, recruiting practices, program advertisements, web pages, etc.) currently available to current and/or prospective interns. If any of the materials are available online, be sure to provide operable web links for all relevant information.**

Consistent with IR C-25 I, if the CoA accepts the program’s declaration of intent to apply, the program will need to include the following information in its public materials:

* The program’s timeline to apply for “accredited, on contingency” or full accreditation;
* The date that the declaration expires; and,
* The contact information for the Commission on Accreditation.

**Profession-Wide Competencies (PWC) Table Template:**

Complete the table for each of the profession-wide competencies (see [IR C-8 I](https://irp.cdn-website.com/a14f9462/files/uploaded/Section%20C_092421.pdf)). Consortium programs should note the site at which activities occur and which interns receive this training *(i.e., interns at that specific site or interns in the consortia as a whole)*.

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-16 I. Proximal data must be *collected* at the element level and *presented* at the competency level; distal data may be collected and presented at the competency level. IR C-16 I states that, “Accredited programs are required to operationalize competencies in terms of multiple elements. At a minimum, those elements must reflect the content description of each PWC defined in IR C-8 I, including the bulleted content, and must be consistent with the program aim(s).” The table below has been pre-populated with the required elements from IR C-8 I.

Note: Data are not required for this “intent to apply” application.

When evaluation forms/surveys are used to evaluate knowledge, please identify the specific items/sections of the form that are relevant to each PWC. A minimum level of achievement (MLA) should be identified for each evaluation mechanism. Please note that the MLA must demonstrate readiness for entry-level independent practice, consistent with IR C-8 I.

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| **Provide information below to illustrate how the program ensures that ALL interns can acquire and demonstrate substantial understanding of and competence in:** | | |
| **Competency:** | *(i) Research* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications). * Disseminate research or other scholarly activities (e.g., case conference, presentation, publications at the local (including the host institution), regional, or national level. | |
| **Program-defined elements associated with this competency** (see table description above) |  | |
| **Required training/experiential activities to meet each element.** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(ii) Ethical and legal standards* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Be knowledgeable of and act in accordance with each of the following:   + the current version of the APA Ethical Principles of Psychologists and Code of Conduct;   + Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and   + Relevant professional standards and guidelines. * Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. * Conduct self in an ethical manner in all professional activities. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(iii) Individual and cultural diversity* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. * Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. * The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. * The ability to apply a framework for working effectively with areas of individual and cultural diversity. * The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(iv) Professional values, attitudes, and behaviors* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others * Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. * Actively seek and demonstrate openness and responsiveness to feedback and supervision. * Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(v) Communications and interpersonal skills* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. * Demonstrate a thorough grasp of professional language and concepts; produce, comprehend and engage in communications that are informative and well-integrated. * Demonstrate effective interpersonal skills and the ability to manage difficult communication well. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(vi) Assessment* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. * Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). * Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. * Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. * Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. * Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(vii) Intervention* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Establish and maintain effective relationships with the recipients of psychological services. * Develop evidence-based intervention plans specific to the service delivery goals. * Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. * Demonstrate the ability to apply the relevant research literature to clinical decision making. * Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. * Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(viii) Supervision* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees. * Apply the supervisory skill of observing in direct or simulated practice. * Apply the supervisory skill of evaluating in direct or simulated practice. * Apply the supervisory skills of giving guidance and feedback in direct or simulated practice. | |
| **Program-defined elements associated with this competency** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(ix) Consultation and interprofessional/interdisciplinary skills* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Demonstrate knowledge and respect for the roles and perspectives of other professions. * Apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

**CoA Abbreviated Curriculum Vitae**

**(Limit of 2 single-sided or 1 double-sided pages per faculty member)**

*Answer all items including names/types of sites (e.g., University of X; Y Hospital), and “yes” or “no” where indicated. Submit an abbreviated CV for each training supervisor and other agency/institution supervisor.*

**Name:**

**Primary Professional Appointment (name of institution/agency):**       **Year of appointment:**

**Position Title:** **Type of Setting (e.g., Hospital; Univ. Counseling Center):**

**Highest Degree Earned:** Ph.D. Psy.D. Ed.D. M.D. Other:

**Date of Degree:**       **Institution/Program Name:**       **Area of Degree (e.g., Clinical):**

**APA/CPA Accredited:** No  Yes  N/A

***For Non-Psychologists***

**Date of Degree:       Institution/Program Name:       Degree:**

**Residency (if applicable):       Institution/Specialty:**

**Psychology Internship Completed:** No Yes N/A  **Year**:

**Name of Program:**       **Type of Setting:**       **APA/CPA Accredited:** No  Yes

**Psychology Postdoctoral Residency Completed:** No  Yes N/A **Year:**

**Name of Program:**       **Type of Setting:**       **Area of Emphasis:**

**APA/CPA Accredited**: No Yes

**Psychology Licensure:** No Yes **State(s)/Province(s):**

**Board Certified by ABPP:** No Yes **Specialty:**

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

Describe Clinical/Services Delivery Position or Responsibilities in current position with program under review:

Professional Honors & Recognition (*Member/Fellow of Professional or Scientific Society, etc.*):

Selected Presentations to Professional/Scientific Groups in Last 7 Years *(List chronologically using APA format for bibliographic citations)*:

Selected Publications in Last 7 Years *(List chronologically using APA format for bibliographic citations)*:

Selected Funded Research Grants or Training Contracts in Last 7 Years *(Include funding source, duration of funding, total direct costs)*:

Other Professional Activities in Last 7 Years (Include leadership activities/roles in state/provincial, regional or national professional organizations