**Intent to Apply Instructions - DOCTORAL**

The APA Commission on Accreditation (CoA) is providing these instructions 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 seek accreditation in the near future. Please read [Implementing Regulation C-28 D](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 students. The “intent to apply” declaration indicates that once students are in place, the doctoral 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 three years. “Intent to apply” is effective on the date of the Commission’s decision to acknowledge such a declaration. If the program exceeds the three-year period, it will need to inform its publics and students 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**

## Doctoral 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 doctoral 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.A.2Practice Area**

Health service psychology includes several practice areas in which an accredited program may focus, including the areas of clinical psychology, counseling psychology, school psychology, combinations of these areas, and other developed practice areas*.*

Focused Question

**[ ]  Identify the area of practice in which the program prepares students (i.e., Clinical, Counseling, or School Psychology).**

**I.B Institutional and Administrative Structure**

**I.B.1Administrative Structure**

The program's purpose must be pursued in an institutional setting appropriate for doctoral education and training in health service psychology. The institution must have a clear administrative structure and commitment to the doctoral program.

Focused Questions

**[ ]  Identify the regional accrediting body that recognizes the sponsoring institution and the institution’s current accreditation status with this body.**

**[ ]  Discuss how the program is integral to the department, college, school, or institution.**

**I.B.2Administrative 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 informs its admission and/or employment policies, it will need to describe those policies and how they are communicated.**

**I.C. Program Context and Resources**

**I.C.1 Program Administration and Structure**

Focused Question

**[ ]  Describe the administrative structure of the program, including the leadership structure and the leader’s credentials, along with any personnel involved in program administration.**

**I.C.2 Length of Degree and Residency**

Review: IR C-5 D: Academic residency for doctoral programs; and IR C-15 D: Awarding the doctoral degree prior to completion of the internship.

Focused Question

**[ ]  Outline the length and residency requirements of the program. In doing so, the program needs to specifically address how it meets the following criteria: a) requires a minimum of 3 full-time academic years of graduate study (or the equivalent) plus internship prior to receiving the doctoral degree; b) at least 2 of the 3 academic training years (or the equivalent) must be at the program from which the doctoral degree is granted; and c) at least 1 year must be in full-time residence at the program.**

**I.C.3Partnerships/Consortia**

A graduate program may consist of, or be located under, a single administrative entity (e.g., institution, agency, school, or department) or in a partnership or consortium among separate administrative entities. A consortium is comprised of multiple independently administered entities that have, in writing, formally agreed to pool resources to conduct a training or education program.

Focused Questions

**Is this program a consortium? If yes, please address the following:**

**[ ]  Provide a list of all member entities of the consortium.**

**[ ]  Describe the relationship and responsibilities of each consortial partner.**

**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- 30D.**

**I.C.4 Resources**

Focused Question

**[ ]  Provide a brief narrative describing each of the resources identified in Standard I.C.4. including the sufficiency of each:**

* **financial support for training and educational activities;**
* **clerical, technical, and electronic support;**
* **training materials and equipment;**
* **physical facilities;**
* **services to support students with academic, financial, health, and personal issues.**

**I.D Program Policies and Procedures**

**I.D.1Areas of Coverage**

The program has and adheres to formal written policies and procedures that govern students as they enter, progress through, and matriculate from the program. These must include policies relevant to:

* + - 1. academic recruitment and admissions, including general recruitment/admissions and recruitment of students who are diverse;
			2. degree requirements;
			3. administrative and financial assistance;
			4. student performance evaluation, feedback, advisement, retention, and termination decisions;
			5. due process and grievance procedures;
			6. student rights, responsibilities, and professional development;

nondiscrimination policies. The program must document nondiscriminatory 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 Standard V).**

**Standard II: Aims, Competencies, Curriculum, and Outcomes**

**II.A. Aims of the Program**

Focused Question

**[ ]  Describe the program's aim(s) and how they reflect the approach to training and the outcomes (including career paths) that the program targets for its graduates.**

 **II.B.** **Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession**

1. **Discipline-specific knowledge and profession-wide competencies**

Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to health services psychology. Thus, all students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

Supporting Material

**[ ]  REQUIRED TABLE: Complete Discipline-Specific Knowledge (DSK) Table (template attached).**

Focused Question

**[ ]  Discuss in a brief narrative how the program ensures that all students possess a general knowledge base in the field of psychology, consistent with IR C-7 D.**

**II.B.1.b**

Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology.

Students 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-8 D.**

**II.B.2 Learning/Curriculum Elements Related to the Program's Aims.**

The program must describe the process by which students attain discipline-specific knowledge and each profession-wide competency (i.e., the program's curriculum) and provide a description of how the curriculum is consistent with professional standards and the program's aims.

Supporting Material

**[ ]  In a clearly marked appendix, provide any available syllabi for required courses in addition to any elective courses that may be used to meet any of the requirements of Standard II (i.e., discipline-specific knowledge, profession-wide competencies, and program-specific competencies).**

Focused Question

**[ ]  Describe the program's curriculum and provide a list of required courses and other learning activities. Sufficient information should be included for each required learning activity to allow the Commission to assess the nature and quality of these experiences.**

**II.B.3** **Required Practicum Training Elements.**

Review: IR C-12 D: Practicum guidelines for doctoral programs and IR C-13 D: Telesupervision

Supporting Material

**[ ]  Provide Practicum Settings Table (template attached)**

Focused Question

**[ ]  Discuss plans to place students in settings that are committed to training, and that provide adequate and appropriate supervision (including direct observation) consistent with II.B.3.**

**II.B.4 Required Internship Training Elements**

Review: IR C-17 D: Expected Internship Placements for Students in Accredited Doctoral Programs

Focused Questions

**[ ]  Describe the program's policies, expectations of, and requirements for internship placement.**

**II.C Program-Specific Elements – Degree Type, Competencies, and Related Curriculum**

**II.C.1 Degree Type**

 Focused Question

**[ ]  Describe how doctoral training aligns with the chosen degree type.**

**II.C.2 Program-Specific Competencies and Related Curriculum**

Doctoral programs accredited in health service psychology may require that students attain additional competencies specific to the program.

Focused Question

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

**II.D Evaluation of Students and Program**

**II.D.1.a** **Evaluation of Students’ Competencies**

Review: IR C-18 D: Outcome data for doctoral programs.

Focused Questions

**[ ]  Describe the program's intended self-assessment process, including how students are involved in that process.**

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

**Standard III: Students**

**III.A. Student Selection Processes and Criteria**

Focused Questions

**[ ]  Discuss how the number of students is sufficient to ensure meaningful peer interactions, support, and socialization.**

**[ ]  Describe the criteria the program will use to evaluate applicants and the quality of their prior achievement.**

**[ ]  Discuss its systematic plan to attract and retain students from a range of diverse backgrounds, consistent with IR C-21 D.**

**III.B Supportive Learning Environment**

Focused Questions

**[ ]  Discuss faculty accessibility, how faculty are appropriate role models, and how**

**faculty engage in actions that promote attainment of program aims and**

**competencies.**

**[ ]  Discuss the program’s efforts to ensure a supportive, collegial, and respectful environment for students.**

**III.C Feedback and Remediation**

Students receive, at least annually and as the need is observed for it, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Such feedback should include:

* + - 1. timely, written notification of any problems that have been noted and the opportunity to discuss them;
			2. guidance regarding steps to remediate any problems (if remediable); and substantive, written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern.

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

**Standard IV: Faculty**

**IV.A. Program Leadership, Administration, and Management**

Focused Questions

**[ ]  Describe credentials and expertise of the designated program leader(s).**

**[ ]  Describe how faculty members' theoretical perspectives, competence, credentials, and experiences are appropriate for the program's aim(s).**

**IV.B. Faculty Qualifications and Role Modeling**

Supporting Material

**[ ]  Provide abbreviated CVs (template attached) for core faculty and those who teach required courses and/or provide training in the competency areas identified in Standard II.**

Focused Questions

**[ ]  If the program does not yet have a full complement of core faculty, discuss plans for the recruitment of qualified faculty.**

**[ ]  Discuss core faculty involvement in the development of the curriculum and training experiences.**

**IV.B.4 Faculty Sufficiency**

Focused Question

**[ ]  Discuss plans to ensure the program has sufficient faculty to meet the needs of the program, and how the program determines this. This should include a plan for the number of faculty in place at each year of the program as it develops to full curriculum implementation.**

**IV.B.5 Cultural and individual differences and diversity**

Focused Question

[ ]  **Describe the program's *efforts* to recruit and retain diverse faculty.**

**Standard V: Communications**

**V.A. Public Disclosure**

 Focused Question

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

Consistent with IR C-28 D, 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:

* An accurate description of the “intent to apply” declaration;
* 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.

**Discipline-Specific Knowledge Table:**

Complete the table for each of the discipline-specific knowledge areas outlined in Implementing Regulation (IR) C-7 D.

The program should also use this table as it collects proximal data consistent with the requirements of IR C-18 D. According to the IR, programs must, “provide data to CoA that document that by the time of graduation, all students have attained the required minimum levels of achievement for each required area of discipline-specific knowledge.” The IR also states that, “Because discipline-specific knowledge serves as the foundation to further training in health service psychology, data regarding [these areas] need only be presented at the proximal level; distal data are not required for discipline-specific knowledge.” Note: Data are not required for this “intent to apply” application.

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| **Provide information below to illustrate how the program ensures that students possess substantial understanding of and competence in:** |
| **Knowledge Area:** | *History and Systems of Psychology* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
|  |
| **Knowledge Area:** | *Affective Aspects of Behavior* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
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| **Knowledge Area:** | *Biological Aspects of Behavior* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
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| **Knowledge Area:** | *Cognitive Aspects of Behavior* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
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| **Knowledge Area:** | *Developmental Aspects of Behavior* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
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| **Knowledge Area:** | *Social Aspects of Behavior* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
|  |
| **Knowledge Area:** | *Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
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| **Knowledge Area:** | *Research Methods* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
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| **Knowledge Area:** | *Quantitative Methods* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |
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| **Knowledge Area:** | *Psychometrics* |
| How does the program ensure that students possess knowledge?  |  |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool and location:  |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  |

**Table 2: Profession-Wide Competencies Template:** Complete the table for each of the profession-wide competencies (see IR C-8 D) to demonstrate how each required competency is covered.

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-18 D. 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-18 D 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 D, 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 D, and programs must ensure that multiple elements are listed in Table 2 and assessed for each competency.

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

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| **Provide information below to illustrate how the program ensures that students can acquire and demonstrate substantial understanding of and competence in:** |
| **Competency:** | *(i) Research*  |
| **Elements associated with this competency from IR C-8 D** | * Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
* Conduct research or other scholarly activities.
* Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
 |
| **Program-defined elements associated with this competency** (if applicable; see table description above) |  |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * 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 each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * 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 (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
* Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
 |
| **Program-defined elements associated with this competency (if applicable)**  |  |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * 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 each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
* Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
* 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 each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * 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 orally and in written documents 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 each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * 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 each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * Demonstrate knowledge of supervision models and practices.
 |
| **Program-defined elements associated with this competency** **(Note: Additional element required for this competency [to ensure multiple elements are evaluated])** |  |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) **D** | * Demonstrate knowledge and respect for the roles and perspectives of other professions.
* Demonstrates knowledge of consultation models and practices.
 |
| **Program-defined elements associated with this competency (if applicable)**  |  |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  |
| **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. |  |

**Practicum Setting Table:**

**Instructions:** For the past ten (10) academic years (starting with current academic year, if data are available), please provide the following information for any practicum settings in which one or more of your students was placed, if applicable. [Note: If the same practicum site was used in more than one year and there were no substantial changes in the supervision, services provided, etc., you only need to provide detailed information about the site for the earliest year and the number of students placed there in each of the subsequent years.]

**Note:** \*Practicum Setting Options = Academic Teaching; Community Mental Health Center; Consortium; Correctional Facility; Health Maintenance Organization; Hospital/Medical Center; Independent Practice; Medical School/Center; Military Medical Center; Psychiatric Facility; School District or System; University Counseling Center; University (non-Medical); VAMC; Other. \*\*Activity Options = Administration; Assessment; Consultation; Psychotherapy; Research; Supervision; Teaching; Other.

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| **Name of Setting** | **Year(s) in Which Setting was Used (begin with earliest)** | **Highest Degree of Supervisor** | **Credentials of that Supervisor** | **Number of Students Placed at Setting for Each Respective Year** | **Type of Setting (use practicum setting options\*)** | **Services Provided (use activity options\*\*)** | **Types of Clients Served** |
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**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 core faculty and those who teach required courses and/or provide training in the competency areas identified in Standard II.*

**Name:**

**Academic rank:** Full Professor [ ]  Associate Professor [ ]  Assistant Professor [ ]  Other:

**Tenured:** Yes [ ]  No [ ]  Does not apply[ ]  **Year of appointment:**

**Highest Degree Earned:** Ph.D.[ ]  Psy.D.[ ]  Ed.D.[ ]  Other:

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

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

**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[ ]

**If the program under accreditation review is not your primary work site, please provide name of primary work site/institution, position title, and type of setting here:**

Role(s) in program under accreditation review:

If instruction for students in program is part of your role, briefly describe competence and credentials to oversee learning and/or to teach in this area(s):

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):