**POSTDOCTORAL 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 through in-person interviews and discussions with residents, staff, and program leadership, as well as through review of certain records. It is not necessary nor helpful in the site visit report 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 note when information provided in the self-study is not consistent with information collected during interviews and discussions. It is also helpful to identify the general source of the information by category, such as training staff/faculty, leadership, or residents. Thank you very much for your assistance in this important process.

**In this document, you will find questions/comments (in bold, colored print) intended to guide you through interviews, and other aspects of the visit, as well as aid you with writing the report.** Please do not feel constrained by the specific questions/comments posed, as they are simply suggestions based on CoA experience with reading site visit reports. 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.A.1 Areas of Postdoctoral Accreditation**

Programs providing training in health service psychology (HSP) may be accredited in one or more areas:

1. Advanced competencies in the major areas of training in health service psychology that are recognized within the scope of accreditation (i.e., clinical, counseling, school, and other developed practice areas).

A focus area that promotes attainment of advanced competencies in a context within one or more of the major areas of training in health service psychology that are recognized within the scope of accreditation (i.e., clinical, counseling, school, and other developed practice areas).

1. Specialty practice areas in health service psychology. If accreditation is sought in a recognized specialty practice area, the specialty practice area must meet at least two of the following requirements:
	1. The specialty is recognized by the Commission on the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) of the American Psychological Association or by the American Board of Professional Psychology (ABPP).
	2. The specialty is recognized by and holds membership on the Council of Specialties (CoS).
	3. The specialty has provided the Commission on Accreditation with specialty-specific postdoctoral educational and training guidelines endorsed by the Council of Specialties.

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

**I.A.2 Length of Program**

Each resident must complete a minimum of 1 year of full-time training in no less than 12 months (10 months for school psychology postdoctoral training programs), or 2 years of half-time training in no more than 24 months. Specialty practice residencies may require longer training periods, as specified in their respective education and training guidelines. a. Advanced competencies in the major areas of training in health service psychology that are recognized within the scope of accreditation (i.e., clinical, counseling, school, and other developed practice areas).

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***If the program provides 2 years of half-time training: how do residents describe that the training plan is conveyed to them?***

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

**I.A.3 Direct Service Delivery**

This is an essential element of training that promotes advanced competencies in health service psychology. Programs must allocate sufficient time to various training activities in order to promote the development of advanced competencies (e.g., direct service, didactics, supervision, and research). Programs that require substantial research activities must demonstrate how these research activities are directly related to the program's aims, competencies and outcomes as described in Standard II.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

***Do residents describe having adequate time for direct service delivery, consistent with what they expected when they applied to the program?***

* ***Question for Program Director: How does the program decide the amount of time needed in direct service delivery for residents to attain the advanced competencies expected at the end of the residency?***

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

**I.A.4 Learning**

Learning must take precedence over service delivery. The program must demonstrate that residents' service delivery activities are primarily learning-oriented and that training considerations take precedence over service needs and revenue generation.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Please indicate how residents describe that their service delivery activities are primarily learning oriented versus focused on revenue generation.***

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

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

**I.B.1 Training Setting**

The setting must be appropriate for the program’s aims and the development of residents' advanced competencies. Resources to support training must be sufficient to meet the program's aims and various expected learning outcomes. The service population must be appropriate and sufficient to meet the direct service activities that foster development of advanced competencies.

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

**I.B.2 Administrative Structure**

1. The program's aims are consistent with the mission of the larger institution in which it resides. The program is represented in the institution's operating budget and plans in a manner that enables it to achieve its aims.
2. The administrative structure and processes facilitate systematic coordination, control, direction, and organization of the training activity and resources.
3. A postdoctoral training program may consist of, or be located under, a single administrative entity (e.g., institution, agency, school, or department) or may take the form of a consortium.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How do multiple people (staff/program leadership/ & institutional leadership) describe the administrative structure and coordination of the residency? How is the residency training different from internship training?***
* ***Describe how multiple people (staff, program, & institutional leadership) describe the institution’s financial support for the program.***
* ***If residents need to carry out their training in multiple sites, how is this organized in a way that does not interfere with their training?***
* ***If there are multiple sites, please describe any information you have received that is different from, or in addition to, what was described in the self-study.*** ***Describe the similarities and difference between the sites, with possible implications for training.***

**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 residents and faculty/staff from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in postdoctoral 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, residents, and faculty/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 residents 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.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How is the program preparing residents 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?***

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

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

1. A program must have stable and sufficient funding to conduct the training necessary to meet its aims.
2. All postdoctoral residents must be financially supported at a level consistent with comparable doctoral-level professionals training at the same site or in the region.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Provide any information obtained from residents, staff, and program leadership regarding inadequacy of funding support, resources, or support services for the program.***
* ***Confirm how financial resource allocation decisions are made.*** ***If a Consortium, how are resource allocation decisions made?***
* ***How do the program leadership and residents discuss whether residents are financially supported at a level consistent with comparable doctoral-level professionals training at the same site or in the region?***
* ***How do program staff/faculty and leadership describe how the program is reflected in the institution’s operational budget in a manner that allows it to meet its aims?***

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

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

1. The program provides sufficient and appropriate resources to fulfill the aims of the program (e.g., office space, supplies, computers, clerical support, library, and test equipment).
2. These resources and facilities must be compliant with the Americans with Disabilities Act.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for residents and program leadership: Does the program have the resources needed for training? Are there any areas where the program may fall short?***
* ***Questions for residents: Do you have the resources that you need to meet aims? Are resources such as computers, space, testing materials, and clerical support adequate? If sharing of office space and treatment space is used, is this sharing organized in a way that contributes of successful completion of the program?***
* ***What support is available for residents and staff to attend training activities outside of the facility and conferences?***
* ***Is time off available? Are stipends adequate? Do training spaces appear adequate?***
* ***How do residents and program leadership describe the means by which the training complies with ADA requirements?***

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

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

 **I.C.1 Administrative**

1. Resident Recruitment and Selection
2. The program has procedures for resident selection that ensure residents are appropriately prepared for the training offered.
3. At the initiation of training, residents will have completed doctoral and internship training in programs accredited by an accrediting body recognized by the U.S. Secretary of Education or by the Canadian Psychological Association. If the program accepts residents who attended unaccredited programs, the residency must describe how the program ensures that selected residents are otherwise qualified and appropriately prepared for advanced training in the residency program.
4. Program Policies and Procedures. The program has and adheres to, and makes available to all interested parties, formal written policies and procedures that govern residents as they enter and complete the program. These must include policies relevant to:
	1. resident recruitment and selection;
	2. any required prior doctoral program and internship preparation and experiences;
	3. administrative and financial assistance;
	4. requirements for successful resident performance (including expected competencies and minimal levels of achievement for completion);
	5. resident 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 residents including due process;
	8. supervision requirements;
	9. maintenance of records; and
	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 post-doctoral training or the profession.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for residents and program leadership: How (and when) are staff/faculty and residents made aware of the program’s policies? How would they access them? Do they know how to access them?***
* ***Are current residents aware of the requirements for completion of the program? What methods are used to assist residents experiencing difficulties (including remediation) in the program? Do residents know the circumstances that might lead to the termination of a trainee? The process for termination? If not, do they know where to find this information (e.g., in the trainee policy materials – in the program office, etc.)?***

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

**I.C.2 Resident Evaluation**

Residents must receive written feedback on the extent to which they are meeting performance requirements at least semiannually (or more often as the need arises).

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Do residents know what is required to complete the program? Are they aware of criteria for not completing the program successfully?***
* ***What mechanisms do residents describe are in place for receiving verbal and written feedback on their performance (i.e., how, when, what)?***
* ***Review resident files and ensure that the residents get written feedback evaluating all competencies at least semiannually (signed and dated feedback letters).***

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

**I.C.3 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 specifically impact the program.

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

**I.C.4 Availability of Policies and Procedures**

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

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Do residents have knowledge of all policies and procedures at the start of the residency and how to access them? Please describe how this occurs.***

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

**I.C.5 Record Keeping**

* 1. The program documents and permanently maintains accurate records of the residents' supervised training experiences and evaluations for future reference, certification, licensing, and credentialing purposes.
	2. Each program is responsible for maintaining records of all formal complaints and grievances against the program 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 residents' complaints as part of its periodic review of the program.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Are resident files complete (i.e., is there evidence of the assessment of resident performance [training experiences and evaluations] in resident records)?*** ***Do they reflect the training that the program describes in the self-study and in its public materials?***
* ***If remediations and/or program terminations have taken place, is there evidence (including in resident files) that the program has followed its own policies?***
* ***Are remediation plans and their outcome(s) documented in the resident’s file?***
* ***If there have been grievances since the last site visit, were they resolved, 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.1 Cultural and Individual Differences and Diversity**

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

1. Program climate is reflected in the recruitment, retention, and development of training supervisors and residents, as well as in didactic and experiential training that fosters an understanding of cultural and individual 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 residents.

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

**I.D.2 Resident/Faculty/Staff Relationship Climate**

1. The program recognizes the rights of residents and training supervisors to be treated with courtesy and respect. To maximize the quality and effectiveness of residents' learning experiences, interactions among residents, training supervisors, and program staff should be collegial and conducted in a manner that reflects psychology's ethical principles and professional conduct standards.
2. The program provides opportunities for socialization into the profession.
3. The program encourages peer interaction, and residents are provided with opportunities for appropriate peer interaction, support, and learning.
4. Residents are provided with opportunities for collegial interaction with professionals and/or trainees in other disciplines.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Does the program provide a welcoming, supportive, and encouraging learning environment for all residents.***
* ***How do residents describe what is it like to be a resident at the program? Are there instances when residents 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? Are they now treated with respect?***
* ***Explain how residents describe their relationship with supervisors and program leadership.***
* ***Are residents 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?***
* ***Do residents describe being provided with opportunities for peer interaction, support, and learning?***
* ***Describe the staff/supervisor and resident morale.***
* ***Please describe how staff/supervisors/residents explain how residents are provided with opportunities for collegial interactions with other professionals?***
* ***Describe how staff and residents describe how staff/faculty are accessible to residents. How do they guide and encourage residents to meet the aims and complete the program? How do staff serve as role models? Are there instances when you felt that you have not been treated with courtesy and respect?***

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

**I. (All)**

Additional Information relevant to Standard I.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***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):**

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

**II.A Aims of the Program**

The program must describe its aims in residency training (i.e., the overall, long-term expected outcome of the residency program).

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Please explain how staff and residents describe the aims of the program.***

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

**II.B Competencies**

Postdoctoral programs ensure that residents attain advanced competencies relevant to the program's specialty or area of focus. 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 residents in the competency areas. All programs provide experiences to promote advanced competencies fundamental to health service psychology (Level 1). Additionally, programs ensure that residents attain advanced competencies relevant to the program's aims or area of focus (Level 2), or that are consistent with the program's designated specialty (Level 3).

**II.B. 1 Level 1-Advanced Competency Areas Required of All Programs at the Postdoctoral Level**

* 1. Integration of Science and Practice. This includes the influence of science on practice and of practice on science.
	2. Individual and Cultural Diversity. This includes issues of cultural and individual diversity relevant to advanced practice, as appropriate to the setting, the population served, and the focus or specialty area.
	3. Ethical and Legal. This includes professional conduct, ethics and law, and professional standards for providers of psychological services relevant to advanced practice, as appropriate to the setting, the population served, and the focus or specialty area.

**II.B.2 Level 2-Program-Specific or Area of Focus Competencies**

* 1. The program specifies expected learning outcomes appropriate and relevant for the area of health service psychology that is emphasized in training (i.e., residents' expected competencies upon program completion).
	2. The program requires all residents to demonstrate competencies at an advanced level in those domains integral to achieving its aims. These may include some or all CoA profession-wide competencies or other competencies identified by the program.

**II.B.3 Level 3-Specialty Competencies.**

To be accredited in a specialty practice area, the program must fulfill the standards for accreditation as well as the training and education guidelines endorsed by the recognized specialty.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for staff/faculty and leadership: How does the program facilitate competence in the Level 1 competencies? What are the professional values you seek to instill in the resident?***
* ***Questions for residents: How are science and practice integrated at your program?***
* ***How often do the residents meet with members from other professions? What type of contact do residents have with individuals from other professions?***
* ***Describe how residents and program leadership explain how each Level 1 competency is attained by residents at residency completion.***
* ***If in the self-study, the program did refer to specific aims of the training program, please discuss those aims and how the program conveys those aims to the residents.***
* ***Can staff/faculty and residents describe the program's specific aims regarding its professional training?***
* ***How do the day-to-day activities of the program relate to or flow from the program’s specific aims? For residents, what are their individual goals? How are their goals consistent with the aims of the program?***

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

**II.C Learning Experiences That Promote the Development of Advanced Competencies**

**II.C.1**

A formal, goal-directed training plan describing planned training experiences must be developed for each resident. An individualized training plan should include the resident's level of competence at entry in planning for how he or she will successfully attain the program's exit criteria. The educational activities listed below may occur in an interprofessional context or may make use of existing didactics occurring in the setting if they are appropriate for an advanced level of training.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Please describe how residents indicate that their individualized training plans are developed.***

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

**II.C.2 Educational Activities**

(e.g. didactics, clinical conferences, grand rounds, group supervision). The program must demonstrate how structured educational activities complement experiential training and how they are linked to competencies in Levels 1-3 above.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Question for administration: Has your institution been authorized to provide distance education? (See IR C-25 P).***
* ***Questions for staff: Do educational activities include distance education component and if so, what kinds? Have you received training in distance education? How does the program evaluate the effectiveness of its distance education (including the frequency and sufficiency of staff/resident interaction)?***
* ***Questions for residents: Have educational activities included distance education components and if so, what kinds? How do distance education experiences compare to in-person activities/experiences? How is your privacy protected, including recordings in which you could be identified? What kinds of resident support services are available to you when completing distance education activities/experiences? Are they comparable to in-person support services?***

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

**II.C.3. Clinical Activities**

The program must provide supervised service delivery experiences in an appropriate setting that promote the development of the advanced competencies identified in Levels 1-3.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for staff and residents:***
	+ ***Describe how resident clinical activities are based on current psychological science. How is this fostered by the program (didactics, supervision, modeling by staff, etc.)?***
	+ ***Describe how resident training activities change over the course of the program. How might training activities differ at the mid-year and end of the year compared to the beginning of the training year? How might these experiences build upon each other? Through what mechanism does this change occur? Is it intentional?***
	+ ***Describe residents’ perceptions of how their educational activities support their development of advanced competencies.***
* ***Does the institution have productivity requirements for residents? What is the ratio of direct clinical time to time allocated for supervision, seminars, and research?***

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

**II.C.4. Individual Supervision**

1. At least two hours per week of individual supervision focused on resident professional activities must be conducted by an appropriately trained and licensed doctoral-level psychologist.
2. Supervisors must maintain an ongoing supervisory relationship with the resident and have primary professional clinical responsibility for the cases for which they provide supervision.
3. A postdoctoral resident must have an appropriately trained and licensed doctoral-level psychologist serving as primary supervisor in order to ensure continuity of the training plan.
4. The primary supervisor must maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other health professionals.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How do residents describe their experience with clinical supervision? How much individual supervision by a licensed psychologist do residents report receiving each week? Is their two hours of individual supervision honored or is it frequently interrupted, canceled or cut short? How much supervision do you receive per week? Describe any group supervision experiences.***
* ***Discuss how leadership and supervisors describe their experience in providing clinical supervision. Provide supervisors’ descriptions of how much supervision a resident receives each week.***
* ***Do supervisors report they are provided sufficient time to supervise?***
* ***Question for the program director: How does the program ensure that residents/residents receive the required amounts of supervision. Through what mechanism(s) is this tracked?***

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

**II.D Evaluation**

**II.D.1 Evaluation of resident competencies**

**II.D.1.a**

An evaluation is made of the resident's progress toward satisfactory attainment of the program's expected competencies, as reflected in the completion of the program's stated minimum levels of achievement and other program requirements.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How do the staff and residents describe the program’s minimum levels of achievement (MLAs)?***
* ***How does the program know all residents are achieving the program’s minimum levels of achievement in each competency?***
* ***Describe residents’ understanding of how the program assesses their performance during the residency and what is required to successfully complete the residency.***
* ***Questions for staff and leadership: Describe how the program assesses competence in each of the competencies. Are the answers they provide reflected on the program’s rating forms and in its outcome data?***

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

**II.D.1.b**

Data on residents' competencies must include competency-based assessments of residents as they progress through, and at completion of, the program (proximal data), as well as information regarding their attainment of competencies after they complete the program (distal data).

1. Proximal data will, at the least, include evaluations of residents by knowledgeable others (i.e., supervisors or trainers). The evaluation process and assessment forms must parallel the program's expected competencies. These evaluations include the feedback provided to residents as required in Standard I.C.1(d).
2. At each evaluation interval, the evaluation must be based in part on direct observation of the competencies evaluated.
3. Distal data reflect the program's effectiveness in achieving its aims, as reflected by resident attainment of program-defined competencies.
4. Distal data typically include information obtained from alumni surveys assessing former residents' perception of the degree to which the program achieved its aims by preparing them in the competencies identified as important by the program. The data may also include graduates' professional activities and accomplishments (e.g., licensure, employment, memberships, and affiliations).

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How does the program know all residents are achieving the program’s minimum levels of achievement in each competency?***
* ***Describe residents’ understanding of how the program assesses their performance during the residency and what is required to successfully complete the residency.***
* ***Please describe how residents are evaluated in terms of required competencies. Is each evaluation based in part on direct observation? Please describe.***

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

**II.D.2 Quality Improvement of the Program**

The program must demonstrate continuous self-evaluation, ensuring that its aims are met, that the quality of its professional education and training are enhanced, and that it contributes to the fulfillment of its host institution's mission.

1. The program, with appropriate involvement of its training supervisors, residents, and former residents, engages in a self-study process that addresses:
	1. its expectations for the quality and quantity of the resident's preparation and performance in the program;
	2. its effectiveness in achieving program aims for residents in terms of outcome data (while residents are in the program and after completion), taking into account the residents' views regarding the quality of the training experiences and the program;
	3. its procedures to maintain current achievements or to make changes as necessary;
	4. its aims and expected outcomes as they relate to local, regional, state/provincial, and national needs, as well as advances in the knowledge base of the profession and the practice area in which the program provides its training;
2. The program provides resources and/or opportunities to enhance the quality of its training and supervision staff through continued professional development.
3. The program and its host institution value and recognize the importance of resident training and of the supervisors' training and supervisory efforts, and demonstrate this in tangible ways.
4. The program demonstrates how it utilizes proximal and distal data to monitor and improve the program.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe the program’s self-study or self-improvement process. How are changes made? How is feedback obtained from staff, residents, graduates, and others involved in the program? Are there formal meetings? How often? Who attends?***
* ***What recent changes have been made? Through what mechanism did the program become aware or identify that change was needed?***
* ***How are proximal and distal outcome data used to determine the extent to which the program is achieving its aims?***
* ***What opportunities are available for the professional development of staff? What supports are available from the program and/or institution? How does the program foster the professional development of staff?***
* ***How does the host institution show that it values and recognizes the importance of resident training?***
* ***How do residents describe their process for providing feedback about the program? What do residents report regarding the program’s response to their feedback?***

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

**II. (AIl)**

Additional information relevant to Standard II.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***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):**

**Standard III: Program Residents**

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

**III.A.1 Resident Selection**

As evidence that residents meet the program's entry requirements, the program ensures that its residents:

1. have completed appropriate doctoral education and training in health service psychology or appropriate respecialization, either of which must include the completion of an appropriate internship;
2. have interests and abilities that are appropriate for the postdoctoral training program's aims and expected competencies.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***What do program staff report about how the program assesses applicants’ qualifications and experiences to be appropriate for the postdoctoral training program aims and expected competencies?***

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

**III.A.2 Postdoctoral Psychology Residents**

The program has one or more postdoctoral psychology residents who:

1. have an understanding of the program's aims and expected competencies;
2. have meaningful involvement in those activities and decisions that serve to enhance resident training and education;
3. have a title commensurate with the title used in that setting by other professionals in training who have comparable responsibility, education, and training, consistent with the laws of the jurisdiction in which the program is located.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***How are residents involved in activities and/or decisions that enhance the resident training and education?***
* ***Question for residents: what competencies are you expected to achieve by completion of the residency program?***

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

**III.A.3 Resident Diversity**

The program has made systematic and sustained efforts to attract residents from diverse backgrounds into the program.

Consistent with such efforts, it acts to provide a supportive and encouraging learning environment for all residents, including those with diverse backgrounds, and to provide learning opportunities appropriate for the training of diverse individuals.

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

**III.B Program Activities, Resources, and Processes**

These are designed to maximize the likelihood of all residents' success in completing the program. The program must provide professional mentoring to residents in addition to supervision.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***What are residents’ perceptions regarding adequacy of mentoring from supervisors and program leadership?***

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

**III. (AII)**

Additional information relevant to Standard III.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***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):**

**Standard IV: Program Faculty/Staff**

**IV.A. Program Leadership and Faculty/Staff Qualifications**

**IV.A. 1. Program Leadership**

* 1. The program has a designated director who is a psychologist, appropriately trained and credentialed (i.e., licensed, registered, or certified) to practice psychology in the jurisdiction in which the program is located, who is primarily responsible for directing the training program, and who has administrative authority commensurate with those responsibilities.
	2. The program director's credentials and expertise must be consistent with the program's aims.
	3. For programs that include a recognized specialty practice area, the individual providing leadership of that area must have appropriate expertise and credentials in that specialty.

**IV.A.2 Program Leadership Structure**

The program must describe how faculty/staff and residents contribute to the planning and implementation of the training program.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe how residents, staff, and program leadership contribute to the development, implementation, evaluation, and enhancement of the residency program.***

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

**IV.B Faculty/Staff**

 **IV.B.1 Sufficiency**

 The formally designated supervisors include at least two psychologists, who:

1. deliver services in the practice area in which postdoctoral training occurs;
2. function as an integral part of the program at the site where the program is housed;
3. have primary professional and clinical responsibility for the cases on which they provide supervision;
4. are appropriately trained and credentialed (i.e. licensed, registered, or certified) to practice psychology in the jurisdiction in which the program is located;
5. are of appropriate quality for the program's aims and have appropriate qualifications for advanced training in the focus area or specialty;
6. participate actively in the program's planning, its implementation, and its evaluation;
7. serve as professional role models for the residents.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for residents: Describe supervisors’ availability? Are they available when you need them outside of formal supervision? Do you think your supervisors are appropriately qualified? Please explain.***
* ***Describe how supervisors are involved in program planning, implementation, and evaluation.***
* ***How do supervisors describe serving as role models for residents?***
* ***How are adjunct staff used in the program?***

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

**IV.B.2 Recruitment and Retention of Diverse Faculty/Staff**

1. The program makes systematic and sustained efforts to attract and retain faculty/staff from diverse backgrounds into the program.
2. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment and the provision of continuing educational opportunities appropriate for a broad spectrum of professionals.
3. The program avoids any actions that would restrict program access on grounds that are irrelevant to a career in health service psychology.

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

**IV.C Ancillary Faculty/Staff**

1. The program may utilize ancillary faculty/staff in achieving its aims and competencies.
2. An accredited program must demonstrate that the ancillary faculty/staff are appropriate and sufficient to achieve the program's aims and ensure appropriate competencies for the residents.

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

**IV (AI)**

Additional information relevant to Standard IV.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***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):**

**Standard V: Communication Practices**

**V.A Public Disclosures**

 **V.A.1 General Disclosures**

1. The program demonstrates its commitment to public disclosure by providing accurate and complete 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, recruitment and selection, implementation of strategies to ensure resident cohorts that are diverse, required training experiences, use of distance education technologies for training and supervision, and expected training outcomes.
2. 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 makes available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Questions for residents: How accurately did the program’s brochure or website reflect the program? How consistent was it with what the program actually does?***

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

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

1. The program provides current information on training outcomes deemed relevant by the profession.
2. The program is described accurately and completely in documents available to current residents, prospective residents, and other publics. This information should be presented in a manner that allows applicants to make informed decisions about entering the program. At a minimum, descriptions of the program should include the licensure status, employment status, and advanced certifications residents can expect to obtain. Program descriptions should be updated regularly as new cohorts begin and complete the program.
3. The program describes its aims and expected resident competencies; its selection procedures and requirements for completion; its training supervisors, residents, facilities, service recipient populations, training settings, and other resources; its administrative policies and procedures, including the average amount of time per week residents spend in direct service delivery and other educational, training and program activities; and the total time to completion.
4. The program provides reasonable notice to its current residents of changes to its aims, didactics, program resources, and administrative policies and procedures, as well as any program transitions that may impact training quality.
5. The program issues a certificate of completion to residents who successfully attain the expected competencies and complete the contracted learning period.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Describe residents’ perceptions of how accurately the program’s brochure or website reflects the program. Do residents receive the training they expected to receive?***
* ***Is there anything residents 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.B Communication and Relationship With Accrediting Body**

The program demonstrates its commitment to the accreditation process through:

**V.B.1 Adherence**

The program abides by the accrediting body's published policies and procedures as they pertain to its recognition as an accredited program. 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 effected policies and procedures.
2. Nonstandard Reporting. The program submits timely responses to information requests from the accrediting body consistent with its effected policies and procedures.
3. Fees. The program remains in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Question for leadership: How does the program decide when CoA is to be notified of changes? Provide some examples.***
* ***Does the program or department have any plans that might substantially change its nature or function in the next few years?***

**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/staff changes, or changes in administration.

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

**V. (AIl)**

Additional information relevant to Standard V.

**Questions/comments to consider during the visit and when drafting the site visit comment below:**

* ***Has the program addressed all the issues from the last review that would be relevant to what site visitors might be able to assess on the ground?***
* ***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):**