**Intent to Apply Instructions – POSTDOCTORAL**

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

All programs can seek public notification of “intent to apply” prior to seeking accreditation. The application for intent to apply includes documentation related to key standards of the SoA. **This is a document review only and does not include a site visit.** The review is conducted to verify that the essential elements are adequately described. **“Intent to apply” is a declaration and is not an accredited status.** This declaration does not constitute a judgment by the CoA regarding the quality of the program; rather, it serves as public notice of the program’s intent to see accreditation in the near future. Please read [Implementing Regulation C-21 P](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” declaration at any time, including prior to or after admitting residents. The “intent to apply” declaration indicates that once residents are in place, the program intends to apply for an APA accredited status (either “on contingency” or full accreditation). A program may be listed as “intent to apply” for a maximum of two years. The “intent to apply” declaration is effective as of the date of the Commission’s decision to acknowledge the declaration. If the program exceeds its two year period for full-time 1-year programs and four years for full-time programs that are more than 1-year, it will need to inform its publics and residents 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 the” intent to apply” declaration, the 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**

## Postdoctoral 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 postdoctoral 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.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.

Review: IR C-1 P: Statement on Postdoctoral Residency Accreditation

Focused Questions

[ ]  **Specify and briefly describe the area of training in health service psychology for which the postdoctoral training program prepares its residents.**

[ ]  **If the program is part of a multiple practice program, identify the other programs (e.g., traditional and/or specialty areas).**

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

Focused Questions

[ ]  **What is the overall duration of the postdoctoral training program, i.e., how long (in terms of weeks, average number of hours per week and total number of hours) does it take to complete the residency?**

[ ]  **If the program has "half-time" residents, describe the average weekly time commitment and overall duration of the half-time training program and how this half-time program differs from the full-time one, if applicable.**

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

Focused Question

[ ]  **Explain how postdoctoral training activities constitute a program, as opposed to an apprenticeship or "on the job training," in the form of supervised training, or supervised service delivery after completion of the doctorate. More specifically, the program is asked to describe how the development of advanced competencies is attained.**

**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.

Focused Question

[ ]  **Describe how residents' service delivery activities are primarily learning-oriented and how training considerations take precedence over service delivery and revenue generation. Are residents required to generate revenue for the agency (i.e., "billable hours/contacts/services")? If so, how many billable hours/contacts are minimally required per resident per week?**

**I.B.1** **Training Setting.**

Focused Questions

[ ]  **Describe the sponsor institution's service delivery setting(s) in which the program's training and education activities take place and the service recipient population(s) (clients, patients) in those settings. Describe how the setting(s) provide training opportunities and resources appropriate to the program's aims.**

[ ]  **If the training takes place in more than one setting, describe the multiple settings, the service recipient populations, and the types of training experiences and resources offered in each setting.**

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

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

Focused Questions

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

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

**Note: Upon submission of application for “accredited, on contingency” or full accreditation, the program will need to provide a copy of the consortial agreement, consistent with IR C- 24 P.**

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

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

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

Focused Question

[ ]  **Describe financial support for resident stipends, staff, and training activities. Clearly identify the stipend offered to residents in this response.**

 ***(Consortium programs should specify this information for each site.)***

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

Focused Questions

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

[ ]  **Describe the program's clerical, technical, and electronic support and how they are sufficient to meet the program's needs.**

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

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

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

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

 **I.C.1 Administrative**

1. **Resident Recruitment and Selection**
2. **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.

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

**I.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).

Focused Question

[ ]  **Describe in detail the program's procedures and timeline for providing written feedback to residents consistent with the provisions of Standard I.C.2.**

**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 interns, including interns from diverse and underrepresented communities.

Focused Question

[ ]  **Describe how the program acts to ensure a supportive and encouraging learning environment appropriate for training diverse residents and providing training opportunities with diverse individuals, including consideration of the attitudes of residents toward diverse individuals.**

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

Focused Question

[ ]  **Describe how the program recognizes the rights of residents and training supervisors to be treated with courtesy and respect and ensures resident and staff/supervisor interactions are collegial.**

**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).

Focused Question

[ ]  **Briefly describe the program's aim(s) for residency training. Describe each aim in terms of the clinical population(s) served and the outcome desired. Note that the training activities must align with the aim(s) of the program.**

**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).

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.
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.
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.

Supporting Material

[ ]  **Provide REQUIRED Competencies Table (template attached).**

Focused Questions

[ ]  **Identify the competency levels required of residents (i.e. Level 1 and Level 2; Level 1 and Level 3; Levels 1, 2 and 3, etc.)**

[ ]  **If the program requires Level 2 competencies, provide a narrative outlining these competencies and discuss how these are consistent with the program's aim(s).**

[ ]  **For specialty programs (Level 3), demonstrate how the program’s training and education are consistent with the training and education guidelines endorsed by the recognized specialty.**

**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.

Focused Question

[ ]  **Describe the process for developing an individualized training plan. Please include a description of how the resident's level of competence at entry is assessed and a description of the training methods that can move the resident from entry-level competence to the competency aims the program has set at the completion of the residency.**

**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.

Review: IR C-11 P: Postdoctoral residency didactics, and IR C-12 P: Positive Identification of Students Consistent With Higher Education Opportunity Act

Focused Question

[ ]  **Describe how structured educational activities complement experiential training and how they are linked to expected competencies.**

**Note: Upon submission of application for “accredited, on contingency” or full accreditation, the program will need to provide didactic descriptions (if applicable) consistent with IR C-11 P. Didactic descriptions are not required for “intent to apply” declaration.**

**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.

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

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

Focused Questions

[ ]  **Describe the amount, schedule (duration and frequency) and nature of residents' weekly individual supervision by appropriately credentialed psychologists and specify any other forms of supervision (e.g., group supervision, supervision by non-psychologists, etc).**

[ ]  **Discuss how supervision is consistent with residents' training activities and how methods of supervision are appropriate for advanced practice training consistent with program aim(s) and competencies.**

**II.D Evaluation**

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

Focused Question

[ ]  **For each of the program's stated aim(s) and expected competencies, outline the minimal levels of achievement that the program requires for its residents to maintain good standing and to progress satisfactorily through/complete the program. Describe how the program ensures that these minimum achievement levels are met by each resident. (You may refer to information already provided in II.C).**

**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).

Focused Question

[ ]  **Outcome data are not necessary. However, the program should provide copies of program and supervisor evaluation forms or instruments, resident performance evaluations, examinations or tests of resident competency or knowledge, and any other methods of assessing attainment of competencies.**

**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.

Focused Question

[ ]  **Describe how the program will appropriately involve training supervisors, residents, and former residents in its self-study process.**

**Standard III: Program Residents**

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

Focused Question

[ ]  **Explain how the program determines that residents' overall clinical and academic qualifications are appropriate for the training program's aim(s) and expected competencies.**

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

Review: IR C-8 P: Statement on number of postdoctoral residents.

Focused Questions

[ ]  **How many residents does the postdoctoral psychology training program have? (For programs transitioning from traditional to specialty practice areas, please review IR C-3 P: Postdoctoral residency program transitions.) How many of these are half-time?**

[ ]  **How does the program ensure residents' socialization into the profession appropriate to its advanced traditional or specialty practice area of training?**

**III.A.3 Resident Diversity.**

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

Review: IR C-6 P: Diversity recruitment and retention

Focused Question

[ ]  **Describe the program's efforts to attract diverse RESIDENTS.**

**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.

Focused Question

[ ]  **Describe the professional mentoring provided to residents. In particular, describe actions that are or would be taken by the program in circumstances when a resident is not moving toward completion of the program in a timely manner.**

**Standard IV: Program Faculty/Staff**

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

Focused Question

[ ]  **Summarize the qualifications, credentials, role and responsibilities of the Director of Training and how the Director's credentials and expertise are consistent with the program's advanced substantive traditional or specialty practice area. If the program is in a specialty practice area, make sure that you specifically discuss how the Director of Training has credentials and expertise in the program's specialty practice area.**

**IV.B Faculty/Staff**

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

Focused Questions

[ ]  **Complete and upload abbreviated CVs for the Director of Training, and on each psychologist who is a primary resident supervisor or adjunct training staff member (template attached).**

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

**[ ]  Describe how the program will ensure that there are sufficient staff to meet the program’s training and service-delivery needs. Programs in a specialty area should include specific information regarding how supervisors have expertise, demonstrate substantial competence and have credentials in the program's specialty area.**

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

Refer to IR C-6 P: Diversity recruitment and retention.

Focused Question

[ ]  **Describe the program's efforts to attract and retain diverse STAFF.**

 ***Consortial programs should provide this information by site, if such efforts are coordinated separately.***

**Standard V: Communication Practices**

**V.A Public Disclosures**

Focused Question

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

Consistent with IR C-21 P, if the CoA accepts the program’s declaration of intent to apply, the program will need to include the following information in its public materials:

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

**Competencies Table Template:**

Complete the table for Level 1, 2, and 3 competencies (see [IR C-9 P](https://irp.cdn-website.com/a14f9462/files/uploaded/Section%20C_092421.pdf) and SoA Standard II.B). Consortium programs should note the site at which activities occur and which interns receive this training *(i.e., residents at that specific site or residents in the consortia as a whole)*. **This table should include only *evaluated* training experiences that are required of all residents. Optional training experiences or participation in activities that are not formally evaluated should not be included.**

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-16 P. Proximal data must be *collected* at the element level and *presented* at the competency level (for all competencies at levels 1, 2, and 3); distal data may be collected and presented at the competency level. IR C-16 P states that, “At a minimum, those elements must reflect the content description all advanced competencies (including the two profession-wide competencies as defined in IR C-9 P, 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-9 P, and the program should articulate its own elements for competencies where elements have not been provided by the Commission.

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

When evaluation forms/surveys are used to evaluate knowledge, please identify the specific items/sections of the form that are relevant to each PWC. A minimum level of achievement (MLA) should be identified for each evaluation mechanism. Please note that the MLA must demonstrate readiness for advanced practice, consistent with IR C-9 P.

**INSTRUCTIONS FOR PROGRAMS SEEKING INTENT TO APPLY STATUS IN A RECOGNIZED SPECIALTY PRACTICE AREA:**

Programs must use the level 3 competencies and corresponding elements identified for their specialty area in IR C-9 P. Programs are instructed to copy the competencies and bulleted elements directly from IR C-9 P and paste them into the level 3 section of this table.

|  |
| --- |
| **Level 1: Advanced Competencies (REQUIRED for ALL Postdoctoral Residency Programs)****Provide information below to illustrate how the program ensures that ALL residents can acquire and demonstrate substantial understanding of and competence in:** |
| **Competency:** | 1. *Integration of science and practice*
 |
| **Elements associated with this competency from IR C-9 P** | * Demonstrate the ability to critically evaluate foundational and current research that is consistent with the program’s focus area(s) or representative of the program’s recognized specialty practice area.
* Integrate knowledge of foundational and current research consistent with the program’s focus area(s) or recognized specialty practice area in the conduct of professional roles (e.g. research, service, and other professional activities).
* Demonstrate knowledge of common research methodologies used in the study of the program’s focus area(s) or recognized specialty practice area and the implications of the use of the methodologies for practice.
* Demonstrate the ability to formulate and test empirical questions informed by clinical problems encountered, clinical services provided, and the clinic setting within which the resident works.
 |
| **Program-defined elements associated with this competency** (see table description above) |  |
| **Required training/experiential activities to meet elements** |  |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.  | How outcomes are measured: | Evaluation tool and self-study location:  |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  |

|  |  |
| --- | --- |
| **Competency:** | *(ii) Ethical and legal standards* |
| **Elements associated with this competency from** [**IR C-9 P**](https://irp.cdn-website.com/a14f9462/files/uploaded/Section%20C_092421.pdf) | * Be knowledgeable of and act in accordance with each of the following:
	+ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
	+ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
	+ Relevant professional standards and guidelines.
* Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas as they pertain to the accredited area.
* Conduct self in an ethical manner in all professional activities.
 |
| **Program-defined elements associated with this competency** (see table description above) |  |
| **Required training/experiential activities to meet elements** |  |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.  | How outcomes are measured: | Evaluation tool and self-study location:  |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  |

|  |  |
| --- | --- |
| **Competency:** | *(iii) Individual and cultural diversity* |
| **Elements associated with this competency from** [**IR C-9 P**](https://irp.cdn-website.com/a14f9462/files/uploaded/Section%20C_092421.pdf) | * An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
* Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities related to the accredited area 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 to 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 ability to independently apply their knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups encountered during residency, tailored to the learning needs and opportunities consistent with the program’s aim(s).
 |
| **Program-defined elements associated with this competency** (see table description above) |  |
| **Required training/experiential activities to meet elements** |  |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.  | How outcomes are measured: | Evaluation tool and self-study location:  |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  |

|  |
| --- |
| **Level 2: Program-Specific/Area of Focus Competencies;** advanced competencies relevant to the program’s aims or area of focus. The program is encouraged to duplicate the table below to capture all Level 2 competencies, as necessary.**Provide information below to illustrate how the program ensures that ALL residents can acquire and demonstrate substantial understanding of and competence in:** |
| **Competency:**  |  |
| **Elements associated with this competency** |  |
| **Required training/experiential activities to meet elements** |  |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.  | How outcomes are measured: | Evaluation tool and self-study location:  |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  |

|  |
| --- |
| **Level 3: Specialty Competencies (Only Required for programs accredited/seeking accreditation in a specialty area recognized by the CoA);** competenciesthat are consistent with the program’s designated specialty. The program should duplicate the table below to capture all Level 3 competencies, as identified in IR C-9 P for the designated specialty area. **Provide information below to illustrate how the program ensures that ALL residents can acquire and demonstrate substantial understanding of and competence in:** |
| **Competency from IR C-9 P:** |  |
| **Elements associated with this competency from IR C-9 P** |  |
| **Program-defined elements associated with this competency** (see table description above) |  |
| **Required training/experiential activities to meet elements** |  |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.  | How outcomes are measured: | Evaluation tool and self-study location:  |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  |

**CoA Abbreviated Curriculum Vitae**

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

*Answer all items including names/types of sites (e.g., University of X; Y Hospital), and “yes” or “no” where indicated. Submit an abbreviated CV for the Director of Training, and on each psychologist who is a primary resident supervisor or adjunct training staff member.*

**Name:**

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

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

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

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

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

***For Non-Psychologists***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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