In addition to documenting the responses to the following, the applicant must submit the following:

1. Identification of a designated director of internship training who assumed responsibility for program content and structure.
2. The presence of multiple interns in the program at the time of training
3. Detailed description of the training and educational opportunities provided for the intern.
4. Detailed description of the roles and responsibilities of the intern within the internship training program.
5. Detailed description of the pattern of supervision provided to the intern.
6. A contract between the intern and internship describing the agreement for training. This contract could be documented by:
   - A letter of offer and letter of acceptance
   - A document that describes the individualized contract for the training

Applicants are required to submit documentation, which supports meeting each of the criterion identified in column 1 of this document.

<table>
<thead>
<tr>
<th>Column 1 - APA Criteria</th>
<th>Identify below the name of the document and page number within the document that supports each criterion</th>
</tr>
</thead>
</table>

### I. INSTITUTIONAL SETTING

A. Location of University, Department or school

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<th>Document Name:</th>
<th>Page Number:</th>
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B. Criteria for Eligibility for Accreditation must include:
- The institution is Regionally accredited
- The program is publicly identified as professional psychology program
- The program is a recognizable, coherent entity
- The program faculty has authority and responsibility
- The program has an Integrated, organized plan of study.
- There is a supervised practicum, internship, lab & field experience
- There is identifiable psychological faculty and a Psychologist responsible for the program
- There is an identifiable body of students, matriculated for the psychology degree
- There is appropriate financial support by the institution

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### II. CULTURAL & INDIVIDUAL DIFFERENCES

A. Respect for Cultural & Individual Differences must be Imparted to
- Students and Reflected in faculty
- Faculty promotion
- Student recruitment
- Student evaluation
- Curriculum
- Field training

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B. Diversity of Faculty & Students is an essential goal
### III. TRAINING MODELS & CURRICULA

#### Basic Principles

*A. Integration of practice & theory early*

*B. Students form early identity with profession*
- Faculty demonstrate & model professional behavior
- Close working relationship student-faculty

*C. Three FT years academic grad. study in:*
- Ethics & standards
- Research, design & methodology
- Statistics
- Psychological measurement
- History & systems of psychology

#### Demonstrate competence in

*(1) Biological bases of behavior*
*(2) Cognitive & affective bases of behavior*
*(3) Social bases of behavior*
*(4) Individual behavior*

#### Training in specific skills such as:
- Psychodiagnosis
- Psychological assessment (group & individual)
- Intervention procedures (group & individual)
- Consultation
- Program evaluation
- Etc.

#### E. Values of sci. & prof. responsibility
- APA ethical standards
- APA providers of psychol. services
- APA psychol. & ed. test

#### F. Student access to other related fields

#### G. Research training - sci. method not single paradigm

#### H. Research topics relevant to student's training

#### I. Research training appropriate to prof. psychologist, as
- Natural setting as well as lab
- Action research
- Evaluation & follow up studies
- Demonstration projects

*J. Explicit, comprehensive system for education of students competence to practice*
- By prof. FT faculty augmented by practitioners
- In areas of licensing exams, ABPP
- careful relative emphasis on skills

### K. Models for degrees
- scientist-practitioner Ph.D. contribute to knowledge
- practitioner - Psy.D. demonstration of understanding

### L. Students made aware of licensing procedures

### M. Models of training
- program specify model in writing
- program specify knowledge & skills required & methods of assessing them
- consistent with social responsibility & respect for cultural and individual differences
- programs evaluated in terms of model
- prof. training may be achieved by various formal & informal courses
- emphasis on student acquiring competence in broad area of professional practice
- commitment to life-long professional development a basic value for faculty & students

### IV. FACULTY

*General: Prof. psychologists need exposure to theory & knowledge, competencies, skills appropriate to human problems*

*Some faculty have professional competencies*

Prof. faculty evidence of professional dedication, as by licensing and/or participation in CE

*Sensitive & responsive to individual differences*

*No systematic exclusion by dept. for hiring, promotion or rotation on basis of*
- age
- gender
- ethnic or racial background
- lifestyle
- religion
- handicapping conditions

Diversity to teach courses in IIIC & professional in the aggregate faculty should have
- Experienced, productive with career commitment who provide leadership, supervision & modeling augmented by ones outside program’s setting
- Responsible faculty tenured or senior, role models, licensed, ABPP, or fellow
- Prof. faculty had internships & stay abreast of new developments in field
- Large enough for all duties One responsible for practicum
- Clear identification of faculty responsible for each specialty
V. STUDENTS
Key factors to be evaluated
- intellectual & personal characteristics
- how selected
- how helped by faculty to achieve goals

Students should have
- commitment to social justice
- commitment to contributing to well-being of others
- cultivation of
  - self awareness
  - sensitive to others
  - tolerance for cultural & individual differences

*Information to prospective students
- specific goals of program
- unique style of program
- resources of program
- theoretical orientation of program
- professional functions prepared for
- prof. & research interests of faculty
- usual size of applicant pool
- acceptance rates
- attrition rates
- percentage of students who are
  - male
  - female
  - minority
  - handicapped
- age distribution
- availability & nature of
  - financial counseling
  - academic counseling
  - other support systems
- requirements for
  - full-time students
  - part-time students
- information on local living conditions
- no systematic exclusion on basis of
  - race
  - ethnic origin
  - sex
  - age
  - religion
  - physical handicap
- continuous assessment of student progress by faculty & appropriate action
- existence of specific advisement policies & mechanisms to handle student problems with due process
<table>
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<tr>
<th>VI. FACILITIES</th>
<th>Assess adequacy of following in relation to program specialty &amp; geographical area &amp; program goals</th>
</tr>
</thead>
</table>
| A. Teaching facilities | • classrooms  
• seminar rooms  
• observation facilities  
• laboratory space for  
  - individuals  
  - groups |
| B. Library | • books  
• journals  
• reprints  
• microforms |
| C. Office space faculty & support | |
| D. Work space for students | |
| E. Research space for | • faculty  
• students |
<p>| F. Materials &amp; supplies | |
| G. Practicum facilities | Internship facilities |
| H. Calculators, typewriters, dictating equipment | |
| I. Data analysis &amp; computer facilities | |
| J. Recorders (audio, video, closed circuit TV) | |
| K. Building research equipment | |
| L. Facilities for handicapped persons | |</p>
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<tr>
<th>VII. PRACTICUM &amp; INTERNSHIP TRAINING</th>
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<tbody>
<tr>
<td>A. Practicum</td>
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<tr>
<td>• close working relationship between faculty &amp; practicum supervisors</td>
<td></td>
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<tr>
<td>• at service installations where training is a major function</td>
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<td>• develops following capacities:</td>
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<tr>
<td>1. commitment to social responsibility</td>
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<td>2. conceptualize human problems</td>
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<td>3. awareness of full range or human abilities</td>
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<td>4. understand one’s own personality</td>
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<td>5. skill in interpersonal interaction</td>
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<td>6. ability to contribute to knowledge &amp; practice</td>
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<tr>
<td>• access to role models</td>
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<tr>
<td>• practicum begin early in doctoral program</td>
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<tr>
<td>• practicum coordinated by faculty member</td>
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<tr>
<td>• minimum 400 hrs. total</td>
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<tr>
<td>- 150 direct service</td>
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<td>- 75 supervised</td>
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