

PSYCHOLOGY

Program Equivalency Criteria

Applicant Name:	First:	Middle/MI:	Last:
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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.

Column 1 - APA Criteria **Identify below the name of the document and page number within the document that supports each criterion**

I. INSTITUTIONAL SETTING

A. Location of University, Department or school	Document Name: <hr/> Page Number:
B. Criteria for Eligibility for Accreditation must include: <ul style="list-style-type: none"> • 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 	Document Name: <hr/> Page Number:

II. CULTURAL & INDIVIDUAL DIFFERENCES

A. Respect for Cultural & Individual Differences must be Imparted to <ul style="list-style-type: none"> • Students and Reflected in faculty • Faculty promotion • Student recruitment • student evaluation • curriculum • field training 	Document Name: <hr/> Page Number:
B. Diversity of Faculty & Students is an essential goal	Document Name: <hr/> Page Number:

C. Develop knowledge & skills regarding diversity as: <ul style="list-style-type: none"> • handicapping conditions • different ages • genders • racial & ethnic background • religion • life styles • social & individual backgrounds 	Document Name:
	Page Number:

III. TRAINING MODELS & CURRICULA

Basic Principles *A. Integration of practice & theory early	Document Name:
	Page Number:
B. students form early identity with profession <ul style="list-style-type: none"> • faculty demonstrate & model professional behavior • close working relationship student-faculty 	Document Name:
	Page Number:
C. Three FT year academic grad. study in: <ul style="list-style-type: none"> • ethics & standards • research, design & methodology • statistics • psychological measurement • history & systems of psychology Demonstrate competence in <ul style="list-style-type: none"> * (1) biological bases of behavior * (2) cognitive & affective bases of behavior * (3) social bases of behavior * (4) individual behavior 	Document Name: Page Number:
	Document Name: Page Number:
Training in specific skills such as: <ul style="list-style-type: none"> • psychodiagnosis • psychological assessment (group & individual) • intervention procedures (group & individual) • consultation • program evaluation • etc. 	Document Name: Page Number:
E. Values of sci. & prof. responsibility <ul style="list-style-type: none"> • APA ethical standards • APA providers of psychol. services • APA psychol. & ed. test 	Document Name: Page Number:
F. Student access to other related fields	Document Name: Page Number:
G. Research training - sci. method not single paradigm	Document Name: Page Number:
H. Research topics relevant to student's training	Document Name: Page Number:
I. Research training appropriate to prof. psychologist, as <ul style="list-style-type: none"> • natural setting as well as lab • action research • evaluation & follow up studies • demonstration projects 	Document Name: Page Number:
*J. Explicit, comprehensive system for education of students competence to practice <ul style="list-style-type: none"> • by prof. FT faculty augmented by practitioners • in areas of licensing exams, ABPP • careful relative emphasis on skills 	Document Name: Page Number:

<p>K. Models for degrees</p> <ul style="list-style-type: none"> • scientist-practitioner Ph.D. contribute to knowledge • practitioner - Psy.D. demonstration of understanding 	<p>Document Name: Page Number:</p>
<p>L. Students made aware of licensing procedures</p>	<p>Document Name: Page Number:</p>
<p>M. Models of training</p> <ul style="list-style-type: none"> • 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 	<p>Document Name: Page Number:</p>
<p>IV. FACULTY</p> <p>*General: Prof. psychologists need exposure to theory & knowledge, competencies, skills appropriate to human problems</p> <p>*Some faculty have professional competencies</p> <p>Prof. faculty evidence of professional dedication, as by licensing and/or participation in CE</p> <p>*Sensitive & responsive to individual differences</p> <p>*No systematic exclusion by dept. for hiring, promotion or rotation on basis of</p> <ul style="list-style-type: none"> • age • gender • ethnic or racial background • lifestyle • religion • handicapping conditions <p>Diversity to teach courses in IIIC & professional in the aggregate faculty should have</p> <ul style="list-style-type: none"> • 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 	<p>Document Name: Page Numbers:</p>

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

Document Name:

Page Numbers:

<p>VI. FACILITIES Assess adequacy of following in relation to program specialty & geographical area & program goals</p> <p>A. Teaching facilities</p> <ul style="list-style-type: none"> • classrooms • seminar rooms • observation facilities • laboratory space for <ul style="list-style-type: none"> - individuals - groups <p>B. Library</p> <ul style="list-style-type: none"> • books • journals • reprints • microforms 	<p>Document Name:</p> <p>Page Number:</p>
<p>C. Office space faculty & support</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>D. Work space for students</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>E. Research space for</p> <ul style="list-style-type: none"> • faculty • students 	<p>Document Name:</p> <p>Page Number:</p>
<p>F. Materials & supplies</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>G. Practicum facilities Internship facilities</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>H. Calculators, typewriters, dictating equipment</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>I. Data analysis & computer facilities</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>J. Recorders (audio, video, closed circuit TV)</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>K. Building research equipment</p>	<p>Document Name:</p> <p>Page Number:</p>
<p>L. Facilities for handicapped persons</p>	<p>Document Name:</p> <p>Page Number:</p>

<p>VII. PRACTICUM & INTERNSHIP TRAINING</p> <p>A. Practicum</p> <ul style="list-style-type: none"> • close working relationship between faculty & practicum supervisors • at service installations where training is a major function • develops following capacities: <ol style="list-style-type: none"> 1. commitment to social responsibility 2. conceptualize human problems 3. awareness of full range or human abilities 4. understand one's own personality 5. skill in interpersonal interaction 6. ability to contribute to knowledge & practice • access to role models • practicum begin early in doctoral program • practicum coordinated by faculty member • minimum 400 hrs. total <ul style="list-style-type: none"> - 150 direct service - 75 supervised 	<p>Document Name: Page Number:</p>
	<p>Document Name: Page Number:</p>