

**Accreditation Panel for Doctoral Programmes and Internships in  
Professional Psychology  
Procedures for Application for Accreditation and Re-accreditation**

The **Standards and Procedures for Doctoral Programmes and Internship in Professional Psychology** (2002) provide programmes with the guidance they will need in applying for accreditation and re-accreditation. It is essential to become thoroughly familiar with the Standards and Procedures in advance of submitting an application for accreditation. For programmes seeking concurrent CPA/APA accreditation, the APA's **Guidelines and Principles for Accreditation of Programmes in Professional Psychology** should also be reviewed. A few highlighted requirements of the accreditation process are as follows:

**A completed application for accreditation and re-accreditation must include a completed self study form.** These forms are available from our website as well as from the CPA Accreditation Office. Make sure that when consulting or requesting the form, you ensure you have the correct form – forms differ between doctoral and internship programmes as well as between clinical/counselling/school psychology and clinical neuropsychology. The completed application must also include an **application fee for programmes applying for initial accreditation. Programmes applying for re-accreditation do not need to submit an application fee.** A fee schedule is available from the CPA Office of Accreditation.

For programmes seeking re-accreditation, all application materials and requirements are routinely sent out by the Office once the programme communicates in writing that it intends to seek re-accreditation. A programme seeking initial accreditation should contact the Office of Accreditation and request all the necessary application materials (these will include the Standards and Procedures manual, the self-study form, and a fee schedule).

The programme applying for accreditation or re-accreditation must submit **three (3) complete copies of the self study form to the Office of Accreditation. The internship programme must retain 2 complete copies of the self study form and the doctoral programme must retain 3 complete copies of the self study form to send to its selected site visitors once the site visit has been authorized by the Accreditation Panel.**

Programmes applying for **concurrent CPA/APA accreditation** should contact the APA Office of Accreditation and request a copy of the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology and a copy of the APA accreditation fee schedule. **Concurrent accreditation affords programmes the opportunity to complete the one CPA self study form and submit it to both associations in application for accreditation.** Programmes applying for concurrent accreditation must ensure that they have submitted **three (3) copies of the CPA self study to the CPA Office of Accreditation as well as three (3) copies to APA Office of Program Consultation and Accreditation.** Although

the CPA self study form has been developed in accordance with both the CPA and APA accreditation standards and procedures in mind, it is possible that the APA will require additional material or documentation of programmes seeking re-accreditation. It is the responsibility of programmes seeking concurrent accreditation to ensure that they have supplied the APA with all required application materials. The Accreditation Office of the programme's home country will coordinate the concurrent accreditation process. Note that only programmes in Clinical Psychology, Counselling Psychology, and School Psychology may apply for concurrent CPA/APA accreditation. The APA Committee on Accreditation notes the following information. In accordance with the "Provisions for Recognition" of the Council on Post-secondary Accreditation (COPA), the APA Office of Programme Consultation and Accreditation will respond to specific inquiries from the public regarding the final accrediting actions taken on this application for approval of your training programme. However, there is no published list of adverse decisions.

All accreditation standards and procedures are clearly articulated in the CPA Standards and Procedures manual. However, programmes are encouraged to contact the CPA Accreditation Office with any questions, concerns or needs for clarification. The coordinates of the both the CPA and APA Accreditation Offices are as indicated below:

**Office of Accreditation  
Canadian Psychological Association**

141 Laurier Ave. West, Suite 702  
Ottawa, Ontario  
K1P 5J3

Dr. Heather MacIntosh, Registrar, Accreditation Panel  
888-472-0657 (613-237-2144), ext. 333, [accreditation@cpa.ca](mailto:accreditation@cpa.ca)

Ms. Ann Marie Plante, Accreditation Assistant  
888-472-0657 (613-237-2144), ext. 328, [aplante@cpa.ca](mailto:aplante@cpa.ca)

**Office of Program Consultation and Accreditation  
American Psychological Association**

750 First Street N.E.  
Washington, D.C. 20002-4242

Dr. Susan Zlotlow, Director 1-800-374-2721, ext. 5979, [szlotlow@apa.org](mailto:szlotlow@apa.org)

## SELF-STUDY FORMAT

When completing the self-study, programmes are encouraged to strike a balance between being comprehensive and being concise in their descriptions. While there is no page limit to the self-study, the reader's understanding of the text is best served through accurate and articulate descriptions.

When completing the self-study, follow the sequence of Standards outlined in the CPA Standards and Procedures manual. Other features that serve to facilitate the careful review of self-studies by the Accreditation Panel and site visitors include the following:

- Self-studies are paper-bound or placed in large three-ring binders
- Use double-sided pages to minimize paper usage
- Paginate all pages and/or use section dividers to facilitate information referencing
- Typeface is 10-point or larger for the self-study text
- Include a Table of Contents and List of Tables
- Appendices contain only information that directly supports the self-study information
- Student names are not included in the self-study text or tables, but a coding system is used instead

**APPLICATION SELF-STUDY FORM FOR ACCREDITATION OF A  
DOCTORAL TRAINING PROGRAMME IN PROFESSIONAL  
PSYCHOLOGY  
BY THE CANADIAN PSYCHOLOGICAL ASSOCIATION  
(CLINICAL, COUNSELLING, SCHOOL PSYCHOLOGY)**

Date: \_\_\_\_\_

**NAME OF UNIVERSITY**

\_\_\_\_\_

**UNIVERSITY PRESIDENT**

**Name and signature:**

\_\_\_\_\_

**Postal address:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DEAN OF FACULTY/SCHOOL WITHIN WHICH PROGRAMME IS HOUSED**

**Name and signature:**

\_\_\_\_\_

**Postal address:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROVINCIAL OR TERRITORIAL CHARTER STATUS OF UNIVERSITY:**

\_\_\_\_\_

**EXACT NAME OF PROGRAMME:**

\_\_\_\_\_

**CHAIRPERSON OF DEPARTMENT WITHIN WHICH PROGRAMME IS HOUSED:**

Name and signature: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_

Postal address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DIRECTOR OF PROGRAMME:**

Name and signature: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_) \_\_\_\_\_

E-mail: \_\_\_\_\_

Postal address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROFESSIONAL AREA (i.e. Clinical Psychology, Counselling Psychology, School Psychology, Clinical Neuropsychology):**

\_\_\_\_\_

**DEGREE(S) AWARDED TO PROGRAMME GRADUATES (check all that apply):**

Ph.D. \_\_\_\_\_ Psy.D. \_\_\_\_\_ Ed.D. \_\_\_\_\_

**If initial application, did you have a pre-site visit consultation?**

Yes \_\_\_\_ No \_\_\_\_

**If yes, is pre-site visit report included with application materials?**

Yes \_\_\_\_ No \_\_\_\_

**If re-accreditation, date of last site visit: \_\_\_\_\_**

**PROGRAMME'S PRIMARY EDUCATIONAL MODEL AND PROFESSIONAL OBJECTIVES:**

**ANY PREFATORY REMARKS OR INFORMATION WHICH YOU CONSIDER RELEVANT, WHICH IS NOT CAPTURED BY THE QUESTIONS AND ITEMS IN THE SELF-STUDY FORM WHICH FOLLOWS:**

## I. Institution

- A. The charter status of university that houses programme should be indicated as requested on the cover page of the application.
- B. Identify the psychology faculty within the school or department of psychology of which the programme is part. The programme may elect to address this criterion when responding to **Standard V of the self-study form**.
- C. Comment on the adequacy of financial and organizational support given to the programme by the university.
- D. Describe the ways in which the university supports its faculty in their training roles.

## II. Programme Administration

- A. How is the programme publicly identified and described?
- B. Address this criterion when responding to **Standard V of the self-study form**.
- C. Is there a recognizable and coherent organizational unit (e.g. a department of psychology) that is responsible for the programme?
- D. Describe how the programme maintains authority and responsibility for all aspects of the programme's operation.
- E. Address this criterion when responding to **Standard III of the self-study form**.
- F. Describe the supervised practicum, internship and research training afforded to students and describe how this training is appropriate to the practice of psychology. Note that the programme may elect to address this criterion when responding to **Standards III and X of the self-study form**.
- G. Address this criterion when responding to **Standard VI** of the self-study form.
- H. Describe how academic and practical training proceed in sequence with increasing complexity. How does the programme ensure that students are sufficiently prepared for advanced professional training (e.g. internships, post-doctoral fellowships) and employment? Note that these questions can be addressed when responding to **Standards III and X** of the self-study form.
- I. Describe the policies and procedures used to evaluate students and indicate how and when students are informed of their evaluations.
- J. Describe the policies and procedures the programme employs to manage difficulties encountered by students. How are remediation plans developed,

implemented and monitored? How are students made aware of, and involved in, all of these procedures?

- K. What are the programme's appeal policies for students? Describe the mechanisms in place through which a student might lodge a complaint, grieve or appeal. How does the programme ensure that students are made aware of the mechanisms for appeal?

### III. Philosophy, Mission and Curriculum

- A. What is your programme's mission? Describe comprehensively the values, principles, goals and objectives that comprise this mission. How is the programme different from other programmes within the department in which it is housed?
- B. How do faculty integrate practice, theory and research early in the programme and how do faculty demonstrate their commitment to the scientific enterprise of psychology?
- C, D, and E.  
Describe the nature of research training offered by the programme, including the overall approach to research training, the research training experiences required, and the relationship between research and clinical training.
- F. How does the programme help students form an early identification with their profession? How does faculty model the professional values, roles and skills that students are expected to learn?
- G. How many years of full-time, resident graduate study does the programme require of its students?
- H. How does the programme provide instruction and/or ensure competence in the following five core content areas of study?
1. biological basis of behaviour
  2. cognitive-affective bases of behaviour
  3. social basis of behaviour
  4. individual behaviour
  5. historical and scientific foundations of general psychology
- I. Describe how the programme requires graduate-level instruction in the following foundations of professional practice:
1. scientific and professional ethics and standards
  2. research design and methodology
  3. statistics
  4. test construction and psychological measurement
- J. Describe how the programme ensures that students have doctoral-level training in the following specific professional skills:
1. psychological assessment

2. intervention
  3. consultation
  4. programme development and evaluation
  5. clinical supervision
- K. Describe how the programme ensures training in:
1. empirically-supported interventions
  2. more than one therapeutic modality (e.g. individual, couple, family, group)
- L. How does the programme provide students with access to instruction in other related fields?
- M. What are the specific competencies expected of the programme's graduates<sup>1</sup>? What are the standards the programme uses to evaluate how students have achieved these competencies? How does the programme ensure that the practitioners on the faculty are responsible for the evaluation of students' competencies? How does the programme ensure that the competencies it expects of its graduates meet the standards of practice required by local regulators of psychology?
- N. List all other courses required of students as well as all other optional courses in which instruction is provided. Cross-reference this listing to descriptions included in the programme's brochure or course calendar.

#### IV. Diversity

- A. Describe how the programme demonstrates its respect for diversity as it recruits and promotes faculty and as it recruits and evaluates students. Describe how the decisions to recruit, promote and evaluate are made on grounds that are relevant to success. Describe the policies and procedures the programme employs for recruitment, promotion or evaluation.  
**Reference to policies and procedures contained in appended brochures or handbooks may be used in response to this item.**
- B. Specify how the programme comprehensively and systematically provides its students with didactic instruction and practical experience in diversity and psychological practice. The procedures, goals and outcomes relevant to training in diversity should be specifically included in response to **Standards III, IV, and X of the self-study form.**
- C. How does the programme accommodate students with disabilities?

#### V. Faculty

A and B.  
**Provide a Curriculum Vitae**, using the format appended to this form, for every member of the programme's

- **core** (full-time faculty affiliated with the professional programme),

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<sup>1</sup> These competencies should be reflected in the goals and objectives listed in Table 14.

- **complementary** (full-time faculty affiliated with other programmes within the department of psychology or university), and
- **part-time** or **adjunct faculty** (faculty employed part-time to teach courses and/or faculty employed or appointed as adjunct clinical supervisors).

**Complete Tables 1 through 4.**

**Table 1**

**Full-time Core Faculty**

Name	Date hired	Acad. rank	Areas of specialization	Contribution to prog	No. of theses, distns. currently supervising M.A. Ph.D.	Hrs. per wk. in prof. Super- vision	Grad. Courses currently teaching	Prof. Regstn
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**Table 2**

**Complementary Faculty**

Name	Date hired	Acad. rank	Areas of specialization	Contribution to programme	No. of theses, dissertations currently supervising M.A. Ph.D.	Hrs. per wk. in prof. supervision	Grad. Courses currently teaching	Prof. Regstn
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**Table 3**

**Part-time and Adjunct Faculty**

Name	Date hired	Acad. rank	Areas of specialization	Contribution to prog.	No. of theses, distns currently supervising M.A. Ph.D.	Hrs. per wk. in prof. Super- vision	Grad. Courses currently teaching	Prof. Regstn
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**Table 4**  
**Number of Faculty Involved in Professional Activities over Past Five Years (Only current faculty included)<sup>2</sup>**

	Members Prof. Societies	Authors/Co-authors Papers at Prof. or Scientific Meetings	Authors/Co-authors articles referred journals	Recipients Grants or Delivery of Contracts	Engaged in Prof. Practice or Practice-Related Consultation	TOTAL NUMBER
Core Faculty						
<b>Male</b>						
<b>Female</b>						
Complementary Faculty						
<b>Male</b>						
<b>Female</b>						
Part-time and Adjunct Faculty						
<b>Male</b>						
<b>Female</b>						

C and D.

Describe the roles and responsibilities of core, complementary, and adjunct faculty in the governance and operation of the programme. Describe the roles each assumes in practicum and clinical supervision.

- E. Does the psychologist responsible for the programme hold a tenured and senior position within the institution? How do the psychologists responsible for the programme serve as professional role models? **The answers to these questions may be supported by completed Tables 1 and 4.**
- F. Specify how the roles of the Programme Director and Chairperson of the department within which the programme is housed are separate and distinct.
- G. Do core faculty have doctoral degrees in the professional area (i.e. clinical or counselling) for which you are seeking accreditation? Has core faculty completed their doctoral and internship training at programmes accredited by the CPA (or its equivalent)? **Answers to these questions may be supported by the completed Curriculum Vitae asked for in Standard V.A and B of this self-study form.**
- H. Are core, complementary and adjunct faculty who supervise students in the provision of professional service appropriately credentialed and registered in the jurisdiction in which the service is provided? **The answer to this question may be supported by completed Tables 1, 2, and 3.**
- I. Comment on the overall adequacy of the faculty in meeting the needs of the programme. Is the faculty/student ratio adequate for teaching as well as

<sup>2</sup> Note: indicate the **number of faculty engaged in each of these activities** (e.g. the number who are members of professional societies, the number who have authored papers) not the number of activities (i.e. not the number of societies or number of papers amongst all faculty)

clinical and research supervision? Is there sufficient breadth and depth in scientific and professional specialties among the faculty? What are the strengths and limitations of the faculty as a whole? Who is responsible for monitoring and evaluating students' practicum and internship placements? Describe any plans for changes in staffing within the programme and its department over the next two years (e.g. anticipated retirements, recruitment). **Complete Table 5.**

**Table 5**  
**Speakers and Consultants over the Past Five Years**

	Title of Talk or Type of Consultation	Date
Name of Speaker or Consultant		

## VI. Students

- A. Describe how students contribute to research and to programme planning and review. How are their contributions received and credited?
- B. How are students supported in meeting their own professional goals? How does the programme evaluate students' progress in meeting their own and programmatic goals?
- C. Complete **Tables 6 through 13**. **Tables 7 through 13** compile information related to the characteristics, progress and activities of the students who apply and are accepted into your programme. In addition to completing these tables, please elaborate on the policies and procedures relevant to processing applications and offering students admission. Indicate the average amount of financial support per doctoral student and how many doctoral students receive no financial support. **Note that the information requested in these tables also relate to Standard I.C and Standard II.G.**

**Table 6**  
**Student' Activities during Past Five Years<sup>3</sup>**

	2004-05	2005-06	2006-07	2007-08	2008-09
Members/affiliates in Professional or Research Societies <b>Male</b> <b>Female</b>					
Authors or Co-authors of Articles in Referred Journals <b>Male</b> <b>Female</b>					
Authors or Co-authors of Papers presented at Scientific or Professional meetings <b>Male</b> <b>Female</b>					
Teaching assistantship <b>Male</b> <b>Female</b>					
Research assistantship <b>Male</b> <b>Female</b>					
Internal Scholarship or Fellowship <b>Male</b> <b>Female</b>					
External Scholarship or Fellowship <b>Male</b> <b>Female</b>					
Working more than 10 hrs a week <b>Male</b> <b>Female</b>					
Total number of Students <b>Male</b> <b>Female</b>					

**Table 7**  
**Number of Students Who Applied, Were Offered Admission and Who Accepted Offer of Admission in Past Five Years**

	2004-05	2005-06	2006-07	2007-08	2008-09
Applied to program					
Offered admission					
Accepted Offer of Admission					

<sup>3</sup> Note: indicate the **number of students engaged in each of these activities** (e.g. the number who are members of professional societies, the number who have authored papers) not the number of activities (i.e. not the number of societies or number of papers amongst all students)

**Table 8****Students Who Accepted Offers of Admission (and hence enrolled)  
during the Past Five Years**

Student (use code not names)	Year of entry	Undergraduate major, degree, year degree obtained and university	Undergraduate GPA (Verbal, Quantitative and Analytic)	GRE scores	Other test used for admission (List name of test and scores)	Present year level and status (i.e. full or part-time) in programme	Previous attendance at graduate school (Indicate university, graduate major, graduate degree obtained, year degree obtained, graduate GPA)	Withdrawn before degree obtained (Indicate year and reason for leaving)

**Table 9****Number of Students Currently Enrolled**

	Full-time		Part-time		Total	
	Male	Female	Male	Female	Male	Female
First year						
Second year						
Third year						
Fourth year						
Fifth year						
Sixth year and beyond						
TOTAL ALL YEARS						

**Table 10****Number of Students Applied and Received Internships during Past Five Years**

	2004-05	2005-06	2006-07	2007-08	2008-09
Applied					
Received Funded					
Received Unfunded					
Received Accredited					

**Table 11****Doctoral Dissertations Currently in Progress**

Student (use code not names)	Title of Dissertation	Advisor

**Table 12**  
**Students Awarded Doctoral Degree During Last Five Years**

Student (use code not names)	Year of entry	Type of Degree (i.e. Ph.D., Psy.D., Ed.D.)	Year Gradtd.	Title of Distn	<sup>4</sup> Distn. Advisor	Name of Intnshp setting and accreditation status, hours and date completed	Initial Employer and job title	Present employer and job title	Prof. achievmts (e.g. fellow, diplomate, licensure)
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**Table 13**  
**Students in Seventh Year and Beyond**

Student (use code not names)	Year of admission	Which requirements are unfinished	Expected date of graduation	Current financial support
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- D. How many full-time academic years are required to complete the programme? How long, on average, have students in the last five years taken to complete the doctoral degree? <sup>5</sup>
- E. Are any students engaged in outside employment and, if so, how many hours per week does each work? The response to this question may be made in reference to **Table 6**.
- F. Describe policies and procedures in place to counsel and help remediate students who experience difficulty. Include a description of how the programme manages students whose difficulties persist despite counsel and remediation. **Cross-reference to any relevant appended materials such as brochures and handbooks.**

## **VII. Facilities and Resources**

Describe the following:

- A. teaching facilities
- B. library facilities
- C. office space and support for faculty
- D. work space for students
- E. research space for faculty and students
- F. assessment materials and supplies including scoring facilities

<sup>4</sup> If the Dissertation Advisor is not included in Tables 1, 2 or 3 provide a c.v. for that person using the appended format

<sup>5</sup> Make these calculations starting from the first post-baccalaureate year for students entering with a bachelor's degree. In the event that any students are given graduate credit upon entering your programme – because they entered with a master's degree for example – please calculate their time to completion separately from the group entering with a bachelor's degree and calculate starting from their first year in your programme.

- G. practicum and internship facilities
- H. computer facilities
- I. resources to support data analysis
- J. recording equipment
- K. facilities and technical support for building research equipment
- L. facilities to enable access for students with disabilities

#### **VIII. Public Disclosure**

- A. Include the programme's brochure as an appendix to the self-study. Ensure that it contains the information outlined in **Standard VIII.A.1 through A.11 of the Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology (Standards and Procedures)**. Append any other university calendars, departmental brochures and programme handbooks disseminated to students.
- B. Indicate how the programme makes applicants aware of its accreditation status.

#### **IX. Practicum and Internship Training**

- A. Provide a description of the practicum training required by the programme. Ensure that this description conveys how the training facilitates the development of the core knowledge and skills listed in **Standard IX.A.1 through A.6 in the Standards and Procedures**. Describe the practicum requirements of each year in the programme, indicating how many hours are required, how many of these hours are spent in direct contact with clients and how many hours of supervision are given per hour of client contact. List each practicum setting employed since the last site visit (or, if this is your first site visit, all settings used in the last two years). If a setting was used more than one year, only list it once but indicate in which years it was used. Make sure your list of settings includes the following information:

Name and location of agency

Name of primary practicum supervisor(s) as well as their degree status and credentials (e.g. licensure, diplomate)

Number of students placed there annually

Duration of placement

Description of the setting and training experience to include the type of setting, the type of services provided (e.g. intervention, assessment, consultation) and the types of clients served (e.g. children, adults, families)

### Relationship of practicum setting to programme

- B. Briefly describe each internship agency employed in the past two years. Indicate whether or not each internship programme is accredited by CPA or its equivalent. For internship programmes that are not accredited, please append any descriptive materials published by the agency wherever available.

## X. Programme Evaluation and Quality Improvement

- A. **Complete Table 14.** Describe how the programme regularly and reliably examines its success in meeting its model's goals and objectives. This description should detail the data collection process employed to examine outcomes and any data derived. Demonstrate how the measures the programme uses to evaluate its outcomes are accurate measures of its goals and objectives. Describe how the programme uses the information learned from its evaluation of outcomes to review and revise its training model as well as its goals and objectives. Show how this review and revision is informed by:
1. the evolving body of scientific knowledge in psychology as it applies to practice
  2. current standards of best professional practice
  3. local, regional and national needs for psychological services
  4. jobs and career paths attained by programme's graduates.

**Table 14**  
**Goals, Objectives and Outcomes**

Goals and their constituent Objectives	Means of Meeting Goals and Objectives (e.g particular course work or practical experience)	Method of Assessing Success in Meeting Goals and Objectives (e.g. examinations, publications)	Outcome (e.g. How well students performed on examinations or in practica, how many published)
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## XI. Relationship with the CPA Accreditation Panel

- A. Report on the programme's attention to the comments and/or monitoring items conveyed by the Panel in the most recent accreditation decision and/or re-affirmation letter sent to the programme.
- B. Describe the written records the programme maintains of its compliance with the Accreditation Standards.
- C. Report on any changes in the programme's nature, structure or function that could affect the quality of training provided. In addressing this item, you can reference any other response to the self-study in which this topic is discussed.

- D. This item will be verified by the Panel (and Committee on Accreditation if this is a concurrent CPA/APA accreditation).
- E. Indicate where, in the programme's brochure, the name and address of the CPA Accreditation Office (and APA Office if this is a concurrent CPA/APA application) can be found.

## Abbreviated Curriculum Vitae for Programme's Faculty

**Note: Use this abbreviated format for c.v.'s requested in V.A and B of the self study form. Please limit c.v.'s to two pages per faculty member.**

**Name:** \_\_\_\_\_

Highest **Degree** Earned: Ph.D. \_\_\_\_\_ Psy.D. \_\_\_\_\_ Ed.D. \_\_\_\_\_ Other \_\_\_\_\_

Date of Degree: \_\_\_\_\_ Name of University & Department Awarding Degree: \_\_\_\_\_

CPA/APA Accredited: No: \_\_\_ Yes: \_\_\_ Specialty (e.g. Clinical, Counselling, School & Clinical Neuropsychology) \_\_\_\_\_

**Internship** Completed: No: \_\_\_ Yes: \_\_\_ Year: \_\_\_

Name of Institution & Name of Department/Service where Internship was Completed: \_\_\_\_\_

CPA/APA Accredited: No: \_\_\_ Yes: \_\_\_ Speciality (e.g. Clinical, Counselling, School, Clinical, Neuropsychology): \_\_\_\_\_

**Licensure:** No: \_\_\_ Yes: \_\_\_ Jurisdiction(s): \_\_\_\_\_

**Primary Appointment:**

Position: \_\_\_\_\_ **Setting:** \_\_\_\_\_

**Academic Position, Rank, Tenure-Status:** \_\_\_\_\_

**Professional Service Delivery** (list activities, responsibilities and/or positions): \_\_\_\_\_

**Professional Honours & Recognition** (e.g. Fellow of Professional or Scientific Society; Diplomate): \_\_\_\_\_

**Publications** in Last Five Years:

**Presentations** to Professional or Scientific Groups in Last Five Years:

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

**Other Professional Activities** in Last Five Years: