

**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 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.**

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 CPA Accreditation Office is as indicated below:

Accreditation Office
Canadian Psychological Association

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

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

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

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 NEUROPSYCHOLOGY)**

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, 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, THAT IS NOT CAPTURED BY THE QUESTIONS AND ITEMS IN THE SELF-STUDY FORM WHICH FOLLOWS:

I. Institution

- A. Describe the relationship of the clinical neuropsychology programme to other programmes of professional psychology and/or other neuroscience programmes within your institution. **Refer to Standard I for an explanation of the acknowledged routes to training in clinical neuropsychology.**
- B. The charter status of university that houses the programme should be indicated as requested on the cover page of the application.
- 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 clinical neuropsychology. Note that the programme may elect to address this criterion when responding to **Standards III and X of the self-study form.**
- G. **When responding to Tables 6 through 13**, it should be evident that the programme trains an identifiable body of students in clinical neuropsychology at the doctoral level.
- 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 how the psychology faculty assume responsibility for the practice-related training components of the programme.

- J. Describe how the programme, and the training offered to its doctoral students, is responsive to registration/licensure requirements of clinical neuropsychologists in their jurisdictions of practice.
- K. Describe the policies and procedures used to evaluate students and indicate how and when students are informed of their evaluations.
- L. 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?
- M. 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.
- B. Describe how your programme offers and requires training in the three basic areas of clinical neuropsychology that are necessary to competent professional practice (i.e. core knowledge in general psychology and basic neuroscience, clinical training in assessment and intervention, research). Specifically indicate:
 - 1. How the programme ensures competence in the nine core areas defined in:
 - Standard III.B.1.i.**
 - a. Statistics and methodology
 - b. Learning, cognition, and perception
 - c. Life span development
 - d. Personality
 - Standard III.B.1.ii.**
 - e. Basic neurosciences: full neuroanatomy course, preferably taught by anatomists with lab; chemical neuroanatomy
 - f. Behavioural neurosciences: physiological psychology and pharmacology
 - g. Basic human neuropsychology
 - h. Principles of rehabilitation
 - i. Research master's thesis or an equivalent written independent research project in neuropsychology

2. How the programme provides training in intervention and assessment as defined in

Standard III.B.2.

- i. cognitive rehabilitation
 - ii. education and counselling
 - iii. consultation
 - iv. clinical neurology and neuropathology
 - v. principles of clinical neuropsychology
 - vi. psychometric theory and principles of test construction
 - vii. specialized neuropsychological tests and assessment techniques
 - viii. personality assessment
 - ix. history taking and interviewing techniques
 - x. empirically-supported intervention and consultation techniques
 - xi. psychopathology
 - xii. basic instruction in clinical and counselling psychology interventions
 - xiii. professional ethics in practice and research (CPA Code as well as relevant provincial and territorial codes and standards)
 - xiv. programme development and evaluation
 - xv. clinical supervision
3. Describe how the programme meets the research training requirements and standards of the university within which it is housed as well as those of the profession of neuropsychology.

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. 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),
- **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 or research 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)

	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
Core Faculty N=					
Complementary Faculty N=					
Part-time and Adjunct Faculty N=					

- B. 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.
- C. 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 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		

- D. Does core faculty have doctoral degrees in clinical neuropsychology? Has core faculty completed their doctoral and internship training at programmes accredited by the CPA (or its equivalent)? Who among the core faculty specializes in neuropsychological assessment? **Answers to these questions may be supported by the completed Curriculum Vitae asked for in Standard V.A of this self-study form.**
- E. Is at least one of the core faculty members registered to practice psychology in the jurisdiction in which the programme is located? Are all of the 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? Responses to these questions may be provided in reference to **Tables 1 to 3.**
- 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. Describe how the programme ensures that primary supervision for interns in clinical neuropsychology is provided by doctoral-trained psychologists. Describe how interns receive instruction from, and/or collaborate with, members of other specialities or disciplines.

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
Number of Students Activities during Past Five Years

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

Table 7
Number of Students Applied, Offered Admission and 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					

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

Student (use code numbers)	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						

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

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

Table 11
Doctoral Dissertations Currently in Progress

Student (use code numbers)	Title of Dissertation	Advisor

Table 12
Students Awarded Doctoral Degree During Last Five Years

Student (use code numbers)	Year of entry	Type of Degree (i.e. Ph.D., Psy.D., Ed.D.)	Year Gradtd.	Title of Distn	¹ 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 numbers)	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? ²
- 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
- G. practicum and internship facilities

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

² 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.

- 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.10 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 clinical neuropsychological 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 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: _____ University Awarding Degree: _____

CPA/APA Accredited: No: ___ Yes: ___ Specialty (e.g. Clinical, Counselling, Clinical Neuropsychology) _____

Internship Completed: No: ___ Yes: ___ Year: ___ Setting _____

CPA/APA Accredited: No: ___ Yes: ___ Speciality (e.g. Clinical, Counselling, Clinical Neuropsychology): _____

Licensure: No: ___ Yes: ___ Province(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: