

**Accreditation Panel for Doctoral Programmes and Internships in
Professional Psychology (Clinical, Counselling, School)
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 Accreditation Office.

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 Accreditation Office 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 CPA Accreditation Office.** **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:

**Accreditation Office
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

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

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 AN
INTERNSHIP TRAINING PROGRAMME IN
PROFESSIONAL PSYCHOLOGY
BY THE
CANADIAN PSYCHOLOGICAL ASSOCIATION
(CLINICAL, COUNSELLING, AND SCHOOL PSYCHOLOGY)**

Date: _____

Name of Agency:

Chief Executive Officer

Name and signature: _____

Mailing address: _____

Name of Department or Service sponsoring programme if applicable:

Accreditation status of agency if applicable:

Exact name of programme:

Head of Department or Service within which programme is housed

Name and signature: _____

Telephone: (____) _____

Mailing address: _____

Chief Psychologist or Professional Practice Leader if different from Head of Department or Service above:

Name and signature: _____

Telephone: (____) _____

Mailing address: _____

Director of Training:

Name and signature: _____

Mailing address: _____

Telephone: 0 _____

Fax: 0 _____

E-mail: _____

How many years has the programme been in existence? _____

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: _____

Professional area (i.e. Clinical Psychology, Counselling Psychology, School, Clinical Neuropsychology): _____

Programme's primary educational model and professional objectives:

A copy of the most recent Programme Brochure made available to applicants is provided in Appendix: ____

A copy of the most recent Intern Handbook is provided in Appendix: ____

A copy of relevant institutional policies and procedures applicable to interns is provided in Appendix: ____

A copy of the Certificate of Internship Completion issued by the programme is provided in Appendix: ____

Any prefatory remarks or information that you consider relevant that are not captured by the questions and items in the self study form which follows:

I. Organizational Issues and Eligibility

- A. Describe the administrative support for the training programme in terms of the amount and stability of financial resources specifically budgeted for the psychology internship programme, including financial support for interns. What is the stipend accorded to full-time interns (and to half-time interns in the event that your programme offers half-time positions)?
- B. How does the agency support and reward the training activities of its staff members?
- C. Describe the credentials, roles and responsibilities of the Director of Training (DoT) and the Training Committee. Describe the organizational structure your programme. Specify to whom the DoT and Training Committee report as well as comment on the distinctiveness of the roles of the DoT and Leader/Chief of Psychology.
- D. Describe your programme's and/or agency's commitment to human dignity and civil rights in all aspects of your operations. Copies of the programme or agency's policies can be appended to the completed self-study to support this criterion.
- E. What are your programme's procedures for recruiting and reviewing applications to your internship programme? How do you track whether or not an applicant attends a CPA-accredited programme? If an applicant attends a non-CPA accredited programme, how do you ensure that the applicant is equivalently prepared to attend your internship programme? **Complete Table 1**

Table 1
Intern Statistics
(Indicate the number of interns in each year who applied, enrolled, were funded, were unfunded)

	2004-05	2005-06	2006-07	2007-08	2008-09
Applied to program					
Enrolled in program					
Funded					
Unfunded					

- F. Describe how your programme ensures that interns have completed at least 600 hours of practica, as well as all necessary academic requirements, before beginning their internship year. What specific application requirements does your programme have of applicants?

- G. How many hours per week are required of full-time and of half-time interns? What is the total number of hours each intern must accrue by the end of the internship year as one of the prerequisites for successful completion of your programme? How does the programme and intern keep track of hours completed? In the event that you offer a half-time internship, please confirm that interns complete two, consecutive half-time years at your programme as one of the pre-requisites to successful completion.
- H. What kind of working relationships or liaisons do you maintain with doctoral programmes for the purposes of recruiting interns and ensuring a good fit between students' skills and interests and the offerings of your programme?
- I. Confirm and describe your compliance with APPIC (Association of Psychology and Postdoctoral Internship Centres) policies around notification of successful applicants.

II. Philosophy, Mission and Model

- A. What is your programme's mission? Describe comprehensively the values, principles, goals and objectives that comprise this mission. Indicate how your mission is fully disclosed to the public (cross reference to your programme's brochure if applicable) as well as how it:
- is consistent with the philosophy and mission of your host agency,
 - is complementary with the philosophy and mission of the doctoral programmes from which interns are accepted, and
 - respects the scientific basis of psychological practice.
- B. Describe how the application of your philosophy and mission abides by the following criteria:
1. Interns primary roles are as trainees and no more than two-thirds of their time is spent in direct service
 2. The method of training is an applied one.
 3. Training is offered in an organized and coherent sequence of experience of increasing complexity and allows increasing autonomy for the intern. The programme ensures that interns are exposed to a variety of problems and patient populations.
 4. By the end of the internship year, interns possess sufficient knowledge and skill in psychological assessment, intervention, consultation, and programme development and evaluation to render them eligible for registration in any jurisdiction in Canada.
 5. Training in empirically-supported interventions, and in more than one therapeutic modality (e.g. family, individual, group), is provided.

6. Science and practice are integrated within the programme and interns are afforded research opportunities.
7. A written, individualized training plan is completed for each intern at the beginning of the training year. A copy of the training plan format is appended to the completed self-study.
8. Interns receive four hours of individual supervision weekly by qualified supervisors.
9. The programme endeavours to provide interns training in the provision of supervision.
10. Interns are provided feedback about their progress on an ongoing basis. A written evaluation, in a consistently applied format, is carried out at regularly and pre-determined points throughout the internship year. The format accurately reflects the programme's stated goals and objectives and explicitly assesses the intern's success in meeting them. Feedback to the intern's university is in writing, is carried out at least twice during the year, synthesizes all supervisors' evaluations and is submitted in a form agreeable to the university. Provide copies of any and all forms used to evaluate interns in an appendix to the completed self-study.
11. The programme has minimum standards of successful completion, which are presented to interns, in written form, at the start of the internship year. The programme has policies and procedures to advise and remediate interns when their performance is not meeting these minimum standards. Policies and procedures around completion and remediation should be included in an appendix to the self-study.
12. At the start of the internship year, the programme presents interns with developed and written policies and procedures for appeal. A copy of these policies and procedures is included in an appendix to the completed self-study.
13. The programme issues a certificate to all interns who successfully complete the programme. A blank copy of the certificate is included as an appendix to the completed self-study.

III. Diversity

- A. Describe how the programme demonstrates its respect for diversity as it recruits and promotes staff and as it recruits and evaluates interns. 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 appended materials may be used in response to this item.

- B. Specify how the programme comprehensively and systematically provides its interns with 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 II, III, and VIII** of the self-study form.
- C. How does the programme accommodate interns with disabilities?

IV. Professional Psychology Staff

- A. Describe how the psychology staff is an organized group that plans, delivers and monitors professional standards and service delivery. Describe the role of the Chief Psychologist or Professional Practice Leader to whom the psychologists are responsible. Describe how the staff is sufficiently stable, and of sufficient numbers, to meet the needs of the training programme and its interns?
- B. Does supervisory staff possess the doctoral degree in the area of professional psychology in which your programme provides training? Have staff members completed their doctoral degrees and internships in CPA-accredited programmes? Is supervisory staff registered in the jurisdiction in which the programme is located? Provide a curriculum vita for every staff psychologist regularly involved in the training programme using the format appended to the self-study form. Complete **Tables 2 and 3**.

Table 2
Psychologists in Training Programme

Name	Date hired	FTE	No. of hrs/days devoted to training programme	Degree and year	Accredtn. Status of Staff Members' Training	Nature of involvement in training	Regstrn status
					Doc Intshp		

Table 3
Number of Psychologist Staff Involved in Professional Activities over the Last Five Years¹

	Memb prof assoc.	Authors or coauthors of papers at prof. Meetings	Authors or coauthors of articles in prof scien. journals	Recipients of grants or contracts	Leadership in prof. associations	TOTAL NUMBER
Male						
Female						

¹ Note: indicate the **number of psychologist staff 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)

- C. Describe how other professionals contribute to the training experiences of interns. Provide a curriculum vita for every other professional at your agency who is involved in the training programme using the format appended to the self-study form. ² **Complete Tables 4 and 5.**

Table 4
Other Contributors to Programme

Name	Date hired	FTE	No. of hrs/days devoted to training programme	Degree and year	Nature of involvement in training	Regstn status

Table 5
Number of Other Contributors Involved in Professional Activities over the Last Five Years³

	Memb prof assoc.	Authors or coauthors of papers at prof. Meetings	Authors or coauthors of articles in prof. scienc. Journals	Recipients of grants or contracts	Leadership in prof. associations	TOTAL NUMBER
Male						
Female						

- D. Describe how your programme endeavours to provide its supervisors with access to instruction and training in the provision of supervision.

V. Interns

- A. Describe how the programme determines that applicants have the intellectual and interpersonal qualities important to professional practice? **Complete Tables 6, 7, and 8.**

Table 6
Interns Currently Enrolled

Intern (use code numbers not names)	University	Dept. and Programme	Degree type (i.e. PhD, PsyD, EdD)	DoT at doctoral programme	Full or Half-time	Hours of completed practica

² Note that other professionals includes any psychology staff who is other than a doctoral-level registered psychologist (e.g. a staff member on a temporary or candidate register, a master's level registered or unregistered provider of psychological services) as well as members of other disciplines who contribute to the training programme.

³ Note: indicate the **number of other contributors 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)

Table 7
Interns Enrolled in Past Five Years

Intern (use code numbers not names)	University	Dept. and Programme	Degree type (i.e. PhD, PsyD, EdD)	Name of DoT at doctoral programme

Table 8
Interns' Professional Activities
(Note the number of interns in each year who participated in the listed activities not the number of activities)

	2004-05	2005-06	2006-07	2007-08	2008-09
Memb prof or research assoc					
Authors or co-authors papers at prof meetings					
Authors or co-authors of articles in referred journals					
Leadership in prof assoc.					

- B. How does the programme ensure that applicants who have a doctoral degree in a non-professional area of psychology, but are enrolled in a professional programme for the purposes of re-specialization, have the requisite professional skills and knowledge to complete an internship?
- C. How many full-time and half-time internship positions does the programme offer on an annual basis? How many are you recruiting for next year?
- D. How does the programme credit interns' contributions to research, professional projects or other aspects of the programme's operations?
- E. Describe the opportunities interns have to contribute to programme planning and development. How are interns represented on the programme's training committee? Describe the format and procedures in place for interns to evaluate supervision received as well as other aspects of their training experiences. Include any forms used by interns to evaluate their training experiences as an appendix to the

completed self-study. Indicate when these evaluations are completed and to whom interns submit them.

- F. Indicate how the programme makes interns aware of national and provincial/territorial standards and guidelines of professional practice in psychology.

VI. Facilities and Resources

- A. Describe the following facilities and resources:

1. interns' work space
2. storage for interns' work
3. means of communication (e.g. telephone, voice-mail, e-mail access)
4. space in which to carry out professional activities
5. clerical support
6. audio-visual resources and equipment
7. computer access
8. library and reference access

VII. Public Disclosure

- A. As requested on the cover page of the self-study, include the programme's brochure as an appendix to the self-study. Also append any other descriptive materials that the programme makes available to applicants and interns and which have not already been requested in this self-study form.
- B. Indicate how the programme makes applicants aware of its accreditation status.

VIII. Programme Evaluation and Quality Improvement

- A. 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 appropriate 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 is informed by the:
1. evolving body of scientific knowledge in psychology as it applies to practice
 2. current standards of best practice

3. local, regional and national needs for psychological services
4. jobs and career paths attained by the programme's graduates.

Complete Table 9.

Table 9
Interns Post-Internship Experience

Intern (use code numbers not names)	Initial post- internship employment setting ⁴	Initial job title	Current Employment setting	Current job title	Prof. Achievements (e.g. licensure, diplomate)
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- B. Describe the responsibilities of the Director of Training, and other members of the training committee, in ensuring that self-assessment activities address the:
1. programme's requirements of applicants wanting to undertake internship training
 2. programme's expectations of interns and interns success in meeting them
 3. preparedness of graduated interns to apply for professional registration
 4. applicability of the knowledge and skills acquired on internship to post-doctoral training and employment.

Complete Table 10.

Table 10
Goals, Objectives and Outcomes

Goals and their constituent Objectives	Means of Meeting Goals and Objectives (e.g. number and kinds of therapy or assmnt cases)	Method of Assessing Success in Meeting Goals and Objectives (e.g. supervisor's evaluation)	Outcome (e.g. How well succeeded with particular case, contributions to inter- disciplinary team)
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IX. Relationship with the CPA Accreditation Panel

- A. Detail the programme's attention to the comments made 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.

⁴ If this is a concurrent CPA/APA application, see enclosed listing of employment codes which can be used in lieu of narrative

- 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).

INTERNSHIP CONSORTIA

(This section is to be completed, **in addition to the foregoing internship self study**, only by those internship programmes that are applying as a consortium.)

Standards for Consortia of Service Organizations

1. Provide the written agreement among the consortial settings, which defines the terms, conditions and responsibilities of each setting. Provide a listing of all settings and indicate the type of training available at each one.
2. Describe how the consortium meets the following specifications of administrative cohesion
 - i. Director of Training responsible for programme across settings
 - ii. Training committee comprised of psychologists across settings
 - iii. Single set of policies and procedures governing how consortium recruits and selects interns, accords stipends and benefits to interns, evaluates interns as well as programme itself. These policies and procedures are available in writing at all settings.
 - iv. Single brochure
 - v. Every setting used during any given training year. Indicate how much time an intern spends at each consortial setting.
 - vi. Regular and frequent contact for interns across settings.
 - vii. At least three interns
 - viii. Only the consortium, and not individual settings, can claim accredited status.
 - ix. Consortium meets all standards and criteria for internship programmes detailed in the Accreditation Manual

Standards for Doctoral Consortia

1. Provide the written agreement among the doctoral programme(s) and service settings that defines the terms, conditions and responsibilities of each service setting. Provide a listing of all doctoral programmes and service settings and indicate the type of training available at service setting.
2. Describe how the consortium meets the following specifications of administrative cohesion
 - i. Director of Training responsible for programme across service settings
 - ii. Training committee comprised of psychologists across doctoral programmes and service settings

- iii. Single set of policies and procedures governing how consortium recruits and selects interns, accords stipends and benefits to interns, evaluates interns as well as programme itself. These policies and procedures are available in writing at all doctoral programmes and service settings that comprise the consortium.
- iv. Single brochure
- v. Every service setting used during any given training year. Indicate how much time an intern spends at each setting.
- vi. Regular and frequent contact for interns across settings.
- vii. At least three interns
- viii. Only the consortium, and not individual doctoral programmes or service settings, claim accredited status.
- ix. Consortia meet all standards and criteria for internships programmes detailed in the Accreditation Manual

Abbreviated Curriculum Vitae for Programme's Staff

Note: Use this abbreviated format for c.v.'s requested in IV.C of the self study form. Please limit c.v.'s to two pages per staff 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 & Department/Service where Internship was Completed:

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

Licensure: No: ___ Yes: ___ Province(s): _____

Primary Appointment:

Position: _____ **Setting:** _____

Professional Service Delivery (list activities, responsibilities and/or other service-related positions):

Academic Position, Rank, Tenure-Status: _____

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:

Employment Setting Codes

- 1. Community Mental Health Center
- 2. Health Maintenance Organization
- 3. Medical Center
- 4. Military Medical Center
- 5. Private General Hospital
- 6. General Hospital
- 7. Veterans Affairs Medical Center
- 8. Private Psychiatric Hospital
- 9. State/County Hospital
- 10. Correctional Facility
- 11. School District/System
- 12. University Counseling Center
- 13. Academic Teaching Position
 - 13a. doctoral program
 - 13b. masters program
 - 13c. 4-year college
 - 13d. community/2 yr. College
 - 13e. adjunct professor
- 14. Independent Practice
- 15. Academic Non-Teaching Position
- 16. Medical School
- 33. Other (e.g., consulting), please specify
- 44. Student
- 99. Not currently employed

****² Employment Setting Codes - referenced in Table 9