

**Accreditation Standards  
and Procedures for  
Doctoral Programmes  
and Internships in  
Professional Psychology**

**Fourth revision, 2002**

**CANADIAN  
PSYCHOLOGICAL  
ASSOCIATION**

*Advancing Psychology for All*

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This manual was prepared by Dr. Karen R. Cohen for the Accreditation Panel of the Canadian Psychological Association (CPA). The members of the Accreditation Panel in 2001-2002, the year in which the fourth revision of this manual was approved, included Dr. Doris Hanigan (Chair), Dr. David Clark, Dr. Laurel Lee Mayo, Dr. Sam Mikail, Dr. Ian Nicholson, Dr. Isabelle Rouleau, and Dr. Derek Truscott. Thanks are due to the many members of the Canadian community of psychologists who provided comment and feedback on each draft. Thanks are due as well to the Committee on Accreditation of the American Psychological Association for their Guidelines and Principles for Accreditation of Programs in Professional Psychology (1996).



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(Approved, Accreditation Panel and CPA Board of Directors, February, 1984; 1st revision, June 1989;  
2nd revision, October 1989; 3rd revision, June, 1991; 4th revision, June 2002)



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# INTRODUCTION

## BACKGROUND

Clinical psychology programmes were the first of the professional programmes to become accredited by the Canadian Psychological Association. Following the Second World War, Canadian universities began to provide formal training in clinical psychology. Twenty years later, such training continued to be offered by only a few universities. By the end of the 1960s, however, formal training programmes in clinical psychology had been developed in about 20 Canadian departments of psychology. The development of these programmes was made possible, at least in part, by staffing entitlements generated by burgeoning undergraduate psychology course enrolments. Although existing programmes have grown, and some few new ones have been developed since, it was the 1960's, which saw the major growth of clinical psychology training in Canada.

A directive to set accreditation standards and procedures in Canada developed from the First Opinicon Conference (1960), the Couchiching Conference (1965), and the Second Opinicon Conference (1984) and led to the establishment of the Accreditation Panel of the Canadian Psychological Association in 1984. Recommendations following from this directive included that training should be at the doctoral level and should take place under the direction of university departments of psychology. Further, recommendations included that "The CPA should set up a board similar to the APA Education and Training Board to undertake accreditation of applied psychology programmes at the doctoral level" (Webster, 1967, p. 111).

Although the Canadian Psychological Association did not undertake its role in accreditation until some time after these 1967 recommendations were made, several Canadian programmes sought and obtained accreditation from the American Psychological Association and, in Ontario, training programmes sought and obtained accreditation from the Ontario Psychological Association.

At the 1980 Annual Meeting of the Canadian Psychological Association held that year in Calgary, the Canadian Council of Clinical Psychology Programme Directors (CCCPPD) established a working group to draft accreditation criteria to be undertaken by the Canadian Psychological Association. That accreditation initiative, and the efforts of the CCCPPD in drafting criteria, were supported by the Board of Directors of CPA via a subcommittee of the Standing Committee on Professional Affairs. Prior to the CPA Annual Convention in Toronto in 1981 and in Montreal in 1982, a first and second draft of accreditation criteria were prepared and presented to directors of clinical psychology training programmes and to other interested professional and academic psychologists. Amidst little negative response and some important and constructive critical comment, the membership of the CCCPPD offered widespread support for the emerging accreditation criteria.

## FORMAL ADOPTION OF CRITERIA

The CPA Board of Directors approved the **Accreditation Criteria for Clinical Psychology Programmes and Internships** at its meeting of June 1983 and the first meeting of the interim Accreditation Panel was held in June 1984.

In January, 1988, a "Memorandum of Understanding" was signed between the Ontario Psychological Association's and the Canadian Psychological Association's bodies of accreditation to set out the conditions and procedures for concurrent site visits to university training programmes and internship settings accredited by both organizations. However, in 1990 the Accreditation Council of the Ontario Psychological Association decided to terminate its accreditation activities.

Another "Memorandum of Understanding" was signed in March 1989 among the chief executive officers of the American Psychological Association and the Canadian Psychological Association and the chairs of the APA

Committee on Accreditation and CPA Accreditation Panel. This agreement allowed for a single and coordinated accreditation process and procedure for those programmes wanting accreditation from both the CPA and the APA. This coordinated process and procedure reduced the time, paperwork and expense demanded of programmes were they to seek accreditation from each association separately but allowed each accreditation body to render its own separate and independent accreditation decision (see Appendix A for APA/CPA “Memorandum of Understanding”). This memorandum was reviewed with minor revisions to accommodate the award of discordant terms in 2002.

The first mandated review of the CPA accreditation criteria took place in 1988-89. Revisions following from that review incorporated invited comments from training programmes and the membership at large. The revised criteria were approved by the CPA Board of Directors in February 1989 (1<sup>st</sup> revision).

In response to the concerns about professional training in psychology brought forward by various CPA Sections, the CPA Board of Directors approved, in principle, the expansion of the scope of accreditation with the proviso that plans for expansion be budget-neutral. A meeting of interested parties took place during the CPA annual convention in June 1989 during which the feasibility of using the present accreditation model to accredit training in other areas of professional psychology was explored. As a result of that meeting, the name of the Accreditation Panel for Doctoral Programmes and Internships in **Clinical** Psychology was changed to Accreditation Panel for Doctoral Programmes and Internships in **Professional** Psychology by the CPA Board of Directors in October 1989. Also in 1989, the Board considered and approved a request made by the Section on Counselling Psychology to be included in the accreditation process under the same criteria adopted for clinical psychology (2<sup>nd</sup> revision).

In August of 1990, Sections 1 and 23 submitted a proposal to the Board of Directors which had as its objective the accreditation of doctoral and internship programmes in clinical neuropsychology. At the Board's request, the Accreditation Panel reviewed this proposal at their March 1991 meeting. The Panel's review relied upon the recommendations made by those psychologists in the larger training community who had been asked to review the proposal. The Board in turn accepted the objective of the proposal in June 1991 and struck up a task force to work towards its implementation. This task force also met during the 1991 convention and was successful in refining the proposed criteria for accreditation in clinical neuropsychology (3<sup>rd</sup> revision).

In view of the Board's decision of October 1989, the criteria and procedures used to accredit Doctoral Programmes and Internships in clinical psychology and counselling psychology were the same. However, the criteria and procedures for accreditation of doctoral programmes and internships in clinical neuropsychology were not. For this reason, the standards and criteria for accreditation in clinical and counselling psychology are presented separately from the standards and criteria for accreditation in clinical neuropsychology in this Manual. It should be noted, however, that in accordance with direction received from the 1996-97 survey and consultations, standards for clinical neuropsychology internships now have, as a prerequisite, 600 hours of practicum preparation and require 1600 internship hours.

It is important to note as well that the “Memorandum of Understanding” between CPA and APA allows for the concurrent accreditation of Doctoral Programmes and Internships in clinical and counselling psychology only. APA does not accredit programmes and internships in clinical neuropsychology and, therefore, it is not possible for such programmes and internships to seek concurrent CPA/APA accreditation.

In 1996-97, the Panel undertook its fourth review of the accreditation criteria (4<sup>th</sup> revision approved by the CPA Board of Directors in 2002). Chief among those issues surveyed which impacted most directly upon accreditation and its activities, and which was of significant concern to respondents, was the relationship on accreditation between the CPA and the APA. Respondents' concern about this issue followed APA's adoption of its “Guidelines and Principles for Accreditation of Programs in Professional Psychology” in 1996.

Prior to 1996, the CPA accreditation criteria were essentially identical to the APA criteria from which the CPA criteria were derived. Both were based upon a prescriptive model, which defined and set minimum criteria



and prerequisites for all facets of faculty/staff, student/intern, and programme functioning of doctoral and internship programmes in professional psychology. APA's 1996 guidelines represented a shift from a prescriptive to an outcome-based model of accreditation. Instead of defining minimum criteria and prerequisites for programme operation, the outcome-based model directs programmes to develop and explicitly state their philosophies and principles of training, to demonstrate how they objectify their philosophies and principles, and to evaluate how well they attain their training objectives. The consequent divergence in the CPA and APA models of accreditation resulted in a more protracted self-study process for programmes which, as evident in responses to our 1996-97 survey, the majority of programmes found burdensome. In addition, programmes were concerned that the now different criteria would lead to more divergence in the decisions and terms made by the two independent, decision-making, accreditation bodies.

When asked in our survey whether programmes favoured a prescriptive or outcome-based model, respondents were equally divided in their preferences. The advantages and disadvantages of each model were reviewed and discussed in *Psynopsis* (see "The Changing Face of Accreditation", p.16-17, fall 1997). Empowered by the community's equal support for both models and by the recognition of value in retaining a community standard (prescriptive model) while promoting programme's self-determination and accountability (outcome model), the Accreditation Panel undertook what became its 2002 revision of its criteria. This revision has as its most significant change the incorporation of a focus on programme development and outcomes.

Other changes included in the 2002 revision address another of the chief concerns of respondents to our 1996-97 survey - namely changes to the organization and delivery of health care in Canada. The Panel revised its policy on captive internships (now called affiliated internships), reviewed but maintained its stance on remuneration for interns, revised the categories of accreditation, and adopted a provision for inactive but accredited status. All of the foregoing is presented in detail in the documentation, which follows.

Another important change in the evolution of accreditation in Canada is the CPA's, and the CPA Accreditation Panel's, acceptance of the CPA Psy.D. Task Force's 1998 recommendations. The CPA and its Accreditation Panel support universities as they develop scholar-practitioner training programmes. Further, they encourage scholar-practitioner programmes to develop mechanisms to support mid-career training for master's level practitioners seeking the Psy.D. degree and support regulatory boards in establishing or re-establishing registration requirements at the doctoral level. The Panel anticipates the application of the 2002 Standards to Psy.D. programmes as these programmes emerge in Canada and seek accreditation.

Finally, the 2002 revision includes a change in nomenclature. What were once called the Accreditation Criteria are now called the Accreditation Standards and Procedures. The Panel resolved that the designation "criteria" was too prescriptive in its connotation. Consequently, the Criteria are now referred to as Standards and any subheadings within a Standard are referred to as criteria. For example, Standard II (Programme Administration) for doctoral programmes in Clinical and Counselling Psychology includes criteria A through K.

## **BASIC ASSUMPTIONS UNDERLYING ACCREDITATION**

Accreditation standards have their origins in several values and beliefs.

- The Canadian Psychological Association is the only association which includes and represents psychologists across Canada. By virtue of this national scope, the CPA can and should expand its role in the development of professional psychology in Canada.
- CPA is committed to reflecting the cultural and geographical diversity of Canada as well as committed to the scientific application of psychological knowledge to human development and functioning - the latter commitment which can know no regional boundaries.
- CPA acknowledges the primary role of provincial and territorial regulatory bodies in ensuring professional accountability for the delivery of psychological services. CPA supports this role, however, by promoting a high, community standard of training for those practitioners who will present themselves to the provincial and territorial regulatory bodies for credentialing.

The Manual that follows reflects the realized belief that psychologists across Canada can reach consensus in identifying standards for the training of clinical psychologists, counselling psychologists, and clinical neuropsychologists. It is the application of these identified standards from the initial self-study, the site visit, through to the accreditation decision, which assures that programmes have met these standards.

The Accreditation Panel's survey and review of its accreditation criteria in 1996-97 underscore that Canadian professional psychologists continue to be committed to maintaining a community standard of graduate training. Furthermore, they support the prescriptive elements of the CPA accreditation criteria which afford programmes the opportunity to demonstrate to themselves, and to the community, that they have met, and often exceeded, standards.

It has and continues to be the belief of the Accreditation Panel that programmes need be guided by professional self-determination and not by exigencies imposed upon programmes by external forces. With the 2002 revision, the CPA Accreditation Standards and Procedures more explicitly acknowledge the importance of encouraging programmes to develop and articulate their own training models, to implement these models, and to regularly and reliably examine their success in meeting the goals and objectives of their training models. The foregoing changes in the 2002 revision are most concretely apparent in the creation of two new standards:

### **Philosophy, Mission, and Model/Curriculum Programme Evaluation and Quality Improvement**

The 2002 revision's attention to philosophy and self-evaluation recognizes and supports programmes as they:

- meet a community standard of training in professional psychology as represented by the prescriptive elements of the CPA Accreditation Standards,
- define and articulate their own philosophy of training and develop the mechanisms to implement their training models, and
- examine and are guided by their success in meeting the goals and objectives of their training models.

Programmes can convey their attention to philosophy and self-evaluation when completing a self-study by answering the following questions.

**Why you do it**

**What you do**

**How you do it**

**How well you do it**

**How you ensure that you continue to do it well and better**

Each of the foregoing headings is further elaborated under the section entitled **The Role and Responsibilities of the Programme in the Application for Accreditation and Re-accreditation** in this Manual.



# THE ROLE AND RESPONSIBILITIES OF THE PROGRAMME IN THE APPLICATION FOR ACCREDITATION AND RE-ACCREDITATION

Accreditation is a voluntary process of quality assessment and enhancement and, as such, is initiated by the institution or specialized programme of higher education and training that is seeking recognition. In applying for accreditation, institutions and programmes have the right to be evaluated in light of their own stated purposes and goals. For specialized programmes, such as those of the professions (e.g. psychology, law, medicine), evaluation occurs also in the context of national professional standards of education and training. As stated in the CPA **Accreditation Procedures**, the burden of proof that there is satisfactory compliance with those standards, as set forth in the CPA **Standards and Procedures for Accreditation**, rests with the programme.

Thus, from the start, the programme assumes responsibility for its pursuit of accreditation. That responsibility includes initiating the process, stating clearly and publicly the programme's philosophy, goals and outcomes, and demonstrating sufficient compliance with national standards or criteria of quality in post-secondary education and training established by the profession of which the programme is part. It is through the self-study process that programmes have an opportunity to demonstrate these responsibilities.

## I. Programme Leadership and Administration

### A. Training Director

The overriding role of the training director is to provide leadership, guidance, direction, coordination and inspiration to students/interns, members of the training committee and other programme staff on matters relating to training in professional psychology. The training director assumes overall responsibility for the programme. He or she provides the leadership and coordination necessary to maintaining accredited status. Typical duties of the training director include but are not limited to:

- programme planning and development requisite to the annual reporting and self-study process,
- overseeing and delegating the professional and administrative tasks, which are necessary to the operation of the programme, and
- liaising with the Registrar and Accreditation Office staff and ensuring timely submission of annual reports and annual fees, selecting site visit teams and scheduling site visits, and responding to inquiries and requests for information from the Accreditation Office.

In addition, the training director customarily keeps other administrative officials (e.g. department heads) apprised of matters relating to the operation and administration of the programme.

### B. Other Faculty and Students

As mentioned in the preceding section, it is up to the training director to oversee and delegate the many tasks required to running a training programme and maintaining accredited status. In addition to members of the training committee, core faculty/staff have a role in programme leadership and development. Programmes should also take the opportunity to involve students/interns in the varied aspects of a programme's operation including the self-study process. Student involvement not only allows programme development to benefit from the voice of consumers, but also affords students important leadership and administrative experience.

## II. Programme Self-Study and Reporting

The self-study reflects the ongoing evaluation and planning undertaken by the programme. The self-study describes the past and present but also conveys how the programme critically examines its past and present as a means of continuous quality improvement. Most importantly, the self-study conveys how the programme uses the proceeds of its self-examination to inform its planning for the future. Compliance with accreditation standards, as well as continuous quality improvement, are the essential requirements of achieving and maintaining accreditation.

### A. Philosophy, Goals, Objectives, and Outcomes

As elaborated in the introduction, the most significant change effected to Accreditation Standards and Criteria in this, its fourth revision, is the incorporation of a focus on programme development and outcomes. This focus is operationalized in the creation of two new Standards entitled **Philosophy, Mission and Curriculum/Model (Doctoral programmes, Standard III, Internship programmes Standard II) and Programme Evaluation and Quality Improvement (Doctoral programmes Standard X, Internship programmes Standard VIII)**.

It was the Panel's intention that the articulation of Standards II/III and VIII/X would help programmes more comprehensively define and convey their philosophies and training models and, most importantly, develop mechanisms to meet the goals and objectives of their models and evaluate their success in doing so. The CPA holds programmes accountable to their own articulated models and goals but, with the retention of many prescriptive criteria, helps to ensure that programmes have met a community standard of training in professional psychology as well.

When facing the significant task of completing a self-study (especially for the first time), programmes are often understandably eager to obtain a prototype. Although the Panel has sometimes made one available through its site visitor workshops, it has been reluctant to include a prototype in any of its self-study materials. The reason for this reluctance is essentially that there is no prototypical programme. Although Canadian programmes tend to be more homogenous in their models of training than may be the case in other countries, each must define and develop its own training model and decide how to assess its own outcomes. Even if two programmes had similar models, each may develop different means and mechanisms of meeting their goals and of assessing their efficacy.

It is the hallmark of the 2002 Standards and Procedures that programmes convey the deliberate way in which they assess their outcomes and demonstrate that they do and can meet the goals of their models. In this way, the label used to describe a training programme is an accurate description of the training actually provided.

In Canada, where training in professional psychology generally ascribes to the scientist-practitioner model, a programme may easily assume that its faculty and students, as well as the general public, know and agree with its philosophy, goals, and objectives. Such assumptions can be inaccurate. In fact, programmes may find that a thorough review and analysis of their philosophy, goals, and objectives will lead them to discover the diversity of assumptions, opinions, and expectations held within their ranks and among the public served.

The first step in the self-study process is to conduct a thorough self-review. The programme should ask itself the questions detailed under the headings as follows.

**WHY YOU DO IT**

*Why does the programme exist?  
What is your philosophy of training?*

**WHAT YOU DO**

*What kind of training programme do you offer?  
To whom do you offer training?  
What are your training objectives?  
What knowledge and skills do you impart to students/interns?*

**HOW YOU DO IT**

*How do you operationalize your philosophy of training?  
What are the courses, seminars, workshops, readings, practice through which skills and knowledge are imparted?*

**HOW WELL YOU DO IT**

*How do you know that students/interns have acquired the skills and knowledge you have endeavoured to impart?*

*What are the outcome measures (e.g. examinations, evaluations, student licensure and employment) you employ to determine whether you have imparted the skills and knowledge you have intended to impart and whether students/interns have acquired these skills and knowledge?*

*How do you ensure that you are providing the kind of training demanded by the publics you serve (e.g. students/interns, universities, health care institutions, private practice)?*

**HOW YOU ENSURE THAT YOU CONTINUE TO DO IT WELL AND BETTER**

*How do you use the outcome data you collect?  
How does the outcome data you collect influence the ongoing development of your programme's philosophy and training model?*

The second step in the self-study process is to convey the findings of your self-review, in written form, by completing the self-study and including the requisite supporting materials (i.e. brochures, manuals, organizational charts, evaluation forms etc.)

Although the self-study itself is completed only once every three to seven years at the end of a term of accreditation, and in preparation for a site visit, the process of self-study is a continuous one and programmes complete and submit reports annually. Annual reports are completed according to a prescribed format and normally are briefer than the self-study required in advance of a site visit.

It is the Panel's intent that the annual reports and self-studies completed by the programme meet more than an administrative requirement. The annual report and self-study reflect, and are reflected in, the programme's ongoing planning, development and evaluation - activities which invite the participation of all faculty/staff and students/interns and which are coordinated with these same activities on an institutional level. Programmes understandably develop from one self-study or annual report to another

and, therefore, issues identified by the Panel, and addressed by the programme, will change over time.

In summary, the self-study is a process by which the programme clearly defines its goals and objectives, develops and reviews the structures and mechanisms it employs to meet its goals and objectives and evaluates its success in meeting its goals and objectives.

### **III. Resources**

Faculty, students, facilities, support staff, organizational and financial support are important resources to institutions and programmes of higher education. Moreover, the way in which such resources are integrated into an overall plan or curriculum of study is essential to programmes' effectiveness. Resources are evaluated via several Standards (Institution/Administration/Organizational Issues and Eligibility, Faculty, Students, Facilities and Resources) each of which has many criteria - criteria that are evaluated in the context of a programme's philosophy, goals and outcomes (Standards II/III and VIII/X) and its attention to and treatment of diversity (Standard III/IV).

### **IV. Summary of Programme's Roles and Responsibilities**

The success of accreditation depends upon the continuous activities of programme planning, development and evaluation. These activities must be evident throughout the:

- self-study,
- site visit, and
- Panel review and decision.

The self-study, and its supporting materials, provides the foundation upon which the site visit and Panel review take place. Accordingly, the programme, and its training director, should devote considerable time and expertise to completing the self-study. The completion of the self-study provides the structure with which the programme can ensure that programme planning, development and evaluation are carried out and enable the programme to benefit from the peer consultation and guidance which mark the accreditation process. It is to the programme's advantage to have the members of its training committee, core faculty/staff, and students/interns, under the guidance of the director of training, participate in all aspects of the programme's operation and self-study process.



# THE ROLE AND RESPONSIBILITIES OF THE SITE VISIT TEAM IN THE PROCESS OF ACCREDITATION AND RE-ACCREDITATION

The site visit is an essential and unique step in the process of accreditation and re-accreditation. The visit, and the report which follows from it, verifies and supplements the information contained in the programme's self-study and offers information not easily conveyed in printed materials (e.g. satisfaction of staff and students, relationships among members of the discipline and with administration). This latter contribution is unique in that it is customarily only the site visitors, and not members of the Accreditation staff or Panel, who meet with the programme and its officials and students face to face. Of direct benefit to the site visitor is the opportunity to collaborate with other professional members of the site visit team, keep abreast of national training standards, and visit centres of training and practice.

## I. Nomination of a Site Visitor

The Panel invites nominations of psychologists to serve as accreditation site visitors. It is important to the Panel, and to its accredited programmes, that all site visitors are well prepared to fulfil this important role. The Panel seeks site visitors who:

- have previous site visit experience (with CPA or another accrediting body such as APA) and/or have completed a CPA or APA site visitor workshop,
- hold membership in CPA and other psychological associations,
- are currently, or have recently been, a faculty/staff member, or affiliate in some official capacity, of a doctoral or internship programme,
- are knowledgeable about professional and scientific issues in psychology,
- hold licensure/certification, where appropriate,
- are active in their academic/professional careers,
- possess a doctoral degree and have completed a doctoral-level internship at accredited programmes or their equivalents.

Characteristics required of a site visitor include:

- dependability, keen organizational skills, promptness (e.g. preparing for the site visit by reviewing all self-study materials, ensuring travel arrangements, attending and organizing site visit activities and meetings, meeting deadlines for report submission),
- ability to represent the Accreditation Panel and uphold the Accreditation Standards and Procedures - whether or not these reflect the visitor's own beliefs and philosophies of training,
- ability to collect factual data objectively and thoroughly and
- good interpersonal skills.

The Panel endeavours to ensure diversity among its roster of site visitors and, accordingly, encourages the nominations of members of both sexes, varied linguistic, cultural, and racial groups, and different geographical regions.

The Panel will consider self nominations as well as nominations from colleagues. Nominees are invited to contact the Accreditation Office and request a site visitor roster information form. The completed form, a curriculum vita, and a letter which details why and how the nominee has the qualifications and characteristics required of a site visitor as listed above, comprise the nomination package. The nomination package should be mailed to:

Registrar, Accreditation Panel  
Canadian Psychological Association  
151 Slater Street, Suite 205  
Ottawa, Ontario  
K1P 5H3

Once received, the nomination package will be reviewed by the Registrar and/or the Accreditation Panel. The Panel and/or Registrar will notify the nominee of his or her acceptance as a site visitor following this review.

## **II. Site Visitor Roster**

The Accreditation Office maintains a Roster of site visitors, which includes completed site visitor roster information forms and curricula vitae. The Roster will be updated at regular intervals by asking site visitors to re-affirm their interest and availability and to update their site visitor roster information forms and curricula vitae.

## **III. Site Visitor Team Selection**

Once a site visit has been authorized, the Accreditation Office will send the programme instructions for arranging and conducting a site visit as well as a list of names of potential site visitors from among whom the programme can select a site visit team. Factors such as gender, language, geography, site visit experience, and area of speciality are taken into account when the office creates a site visitor list for a programme. Instructions to the programme include a list of criteria for selecting a site visit team that must be considered when composing teams.

The site visit list will asterisk the names of psychologists eligible to chair the site visit team. Chairs are customarily past-members of the Accreditation Panel (except student members) and/or site visitors who have conducted three or more site visits in the past five years. It is important that site visitors who meet these eligibility criteria, but who do not want to chair a site visit team, notify the Accreditation Panel of this preference.

In some instances, and at the Panel's discretion, one or more members of the site visit team will be appointed by the Panel and may include a member(s) of the Panel. These instances are rare but would be likely to occur only for re-accreditations and where the Panel had some significant concerns about a programme's ability to comply with Standards.

In the case of concurrent CPA/APA accreditation or re-accreditation, the programme will receive a CPA list of potential site visitors as above as well as an APA list. The APA list will also identify potential chair-

persons (Although Canadian programmes are advised to select a Canadian chair, whenever possible, programmes should select a chair who is on the roster of both associations). Doctoral programmes applying for concurrent CPA/APA accreditation will receive an APA list which also includes the names of visitors who can serve in the capacity of generalist (i.e. psychologists whose specialty area is a non-professional area such as experimental, social, developmental, physiological). Please note that a generalist is a requirement of APA for teams visiting doctoral but not internship programmes.

It is necessary to the integrity of the accreditation process to **avoid even the appearance of a conflict of interest between a site visitor and the programme**. Because it is not possible for the Accreditation Office to be aware of all relationships among prospective site visitors and programmes, **it is the programme's responsibility and the responsibility of the selected site visitor to determine and avoid a conflict of interest**. Site visitors and programme officials are invited to contact the Registrar when in doubt about any particular conflict of interest. Examples of possible conflicts of interest are:

- former employment at the programme,
- former student at a programme,
- family connection with a programme,
- significant personal or professional connection with the programme,
- site visited programme on immediately preceding site visit.

On receipt of their site visit list from the Accreditation Office, and in consultation with the Registrar whenever necessary, the programme

- makes their site visitor selections,
- contacts the selected prospective site visitors to determine their interest and availability and to arrange mutually convenient dates for the visit,
- informs the Registrar of the date of the visit, at least six weeks prior to the visit, so that the necessary materials can be mailed to the visitors and economical travel arrangements can be made.

#### **IV. Role and Responsibilities of a Site Visitor**

The cardinal role of the site visitor is to collect data about the operation of the programme that can be used to verify and enhance the information reported in the self-study materials. It is essential that the visitor, and the Accreditation Panel, assess programmes fairly and objectively and hold them accountable to the Accreditation Standards and Procedures rather than to any personal philosophy or bias about training. In so doing, the site visitor assists both the Panel and the programme in identifying areas in which the programme ably meets or does not meet Standards.

The site visitor does not make any recommendations to the programme about how or what to change about any aspect of its operation. Any concerns a team might have about a programme can be communicated via the site visit report, a copy of which is sent to the programme. The reason site visitors do not prescribe recommendations directly to the programme on site is two-fold:

- The philosophy of accreditation is to encourage programmes to develop their own unique and realizable models of training while meeting Accreditation Standards rather than prescribing the way in which Standards must be met by all programmes.

- Recommendations, if any, need be made by the Panel who has the accreditation decision-making authority.

It is helpful to the visitors, and to the programme, for the visitor to clarify to the programme that:

- the purpose of the visit is to understand the programme in terms of its own philosophy, goals and objectives, and outcomes, and
- site visitors are **representatives** of the Panel, but are not in the role of **decision-makers**.

The Panel's accreditation decisions depend equally on the care and attention paid to the self-study by the programme and on the rigour with which the site visit team reviews the self-study, conducts the site visit and prepares the site visit report. The experience and expertise of the site visit team is invaluable to the accreditation process and the accreditation decision.

All information collected about a programme (via the self-study and site visit) remains confidential among the programme, the site visitors, and the Panel and in accordance with Section VIII of the Accreditation Procedures. Site visitors should state to all who are interviewed during a visit that what they are told may, at the discretion of the site visitors, be reported to the Panel, but will otherwise remain confidential except as detailed under Section VIII of the Accreditation Procedures.

The site visitor's responsibility for the site visit terminates upon completion of the site visit report. The accreditation decision made by the Panel, and communicated to the programme via a decision letter, will be copied to the site visit team and will be made available to the site visit team which visits the programme for the following re-accreditation. Under no circumstances should the visitor initiate any contact, or respond to inquiries or correspondence from the programme under review, until after the site visit is completed and the Accreditation Panel has rendered an accreditation decision. Any matter or concern a site visitor has about a programme following a site visit should be referred to the Panel through the Registrar.

Site visitors are also asked to observe the following guidelines when conducting the site visit:

- be prompt for meetings and interviews and remain for the entire visit,
- Although there might be some situations in which some social contact with the programme's staff and students is appropriate (for example a luncheon provided by the programme during a site visit day), socializing with staff and students should be otherwise avoided. Socializing with the staff and students can diffuse the focus of the visit as well as the roles of the site visitors. Further, site visit teams generally need any non-visiting time (in the evenings for example) to review the day's events and plan for the next day,
- limit personal free time during the visit and be available for all scheduled meetings with the site visit team and programme staff,
- The programme participants understandably will be eager to please the site visit team. Special care must be taken not to exploit this tendency by using the site visit as a forum for the development of personal relationships,
- Background material, gathered by the visitors during the visit or furnished thereafter at the request of the visitors, should be treated as confidential and regarded as the property of those who contributed to it. It should be shared only among team members and the Panel,
- Site visitors should not give the impression that any interview is pro forma,

- Although site visitors can be responsive to programmes about how they do or do not comply with Standards, visitors should not offer any specific solutions to problems or concerns identified during the site visit,
- Site visitors should not imply criticism of persons or aspects of the programme under study,
- Site visitors should endeavour to clarify any accreditation-related issues or processes for the programme but should not enter into a debate about any of these with the programme. Any questions or complaints about accreditation standards, policy, or procedure should be directed to the Registrar,
- Members of the team should not give the staff or students the impression that they formulated or made an accreditation decision. All accreditation decisions are made by the Panel in consideration of information from several sources (i.e. self-study, site visit report, programme's response to site visit report, any other support documentation sent by the programme), only one of which (albeit a very important one) is the site visit report, and
- Members of the team must not serve as consultants to the programme until after the Panel has reached an accreditation decision and an appeal process, if initiated, has been completed.

## V. Site visit team preparation

### A. Background Information

Once the Director of Training has confirmed the composition of the site visit team and the date of the site visit, he/she sends each site visitor a copy of the programme's self-study. (Programmes making an initial application, as well as programmes seeking re-accreditation, complete a self-study). The Director of Training should send the self-study to every member of the site visit team at least six weeks in advance of the site visit. The Registrar provides the site visitors with any additional information about the programme. This additional information typically includes the programme's response to any inquiry made by the Registrar following submission of the self-study, previous decision or re-affirmation letters - including monitoring items, any other supplementary materials sent to the Panel by the programme, or any instruction from the Panel to the visitors about the need for any specific or focussed further inquiry while on site.

### B. Familiarity with Standards and Procedures

To prepare for a site visit, the visitor should become thoroughly familiar with the current **Standards and Procedures for Accreditation** as detailed in this manual. Although some visitors may disagree personally with aspects of the Standards, they should exercise special care to represent them faithfully in the work of assessment and to avoid any idiosyncratic interpretations of them. The **reliability** of the accreditation process depends on a consistent interpretation and application of Standards and Criteria by site visitors, Panel members, and Accreditation staff.

All site visitors should read the **Accreditation Procedures** as detailed in this manual, to gain a comprehensive view of the accreditation process as a whole and of the critical role played by the site visitor.

Each site visitor should also review the programme's self-study in detail prior to the site visit. Questions, and requests for clarification or elaboration, should be formulated in preparation to be asked of the programme during the visit. Questions should be shared with all members of the site visit team at the pre-visit planning meeting.

### C. Chair's Role

In advance of the visit, the chair of the visiting team should discuss the proposed schedule, travel plans, and local arrangements with the Director of Training. Visits to doctoral programmes usually require **two full days** by a three-person team, whereas those to pre-doctoral internships usually require a **day and a half** by a two-member team. Multi-site internship programmes may require visits of longer than a day and a half and/or larger site visit teams - in such instances, the Chair should negotiate this requirement with the Registrar in advance of the visit. Visitors should not attempt to shorten any visit and should remain on site for the full time scheduled.

## VI. CONDUCT OF SITE VISIT

### A. Pre-Site-Visit Planning Session

A successful site visit depends upon careful planning and respectful collegial interaction. It is strongly recommended that all site visitors arrive in sufficient time to participate in a team meeting before the visit begins. Such a meeting should identify any specific concerns the team might have about the programme and its operation, any standards or criteria which might need special review or attention, or any other need for additional information. The pre-visit meeting also provides an opportunity to discuss the need for possible adjustments in the site visit schedule and to assign individual team member responsibilities, including initial plans for preparation of the report. Finally, it will provide an opportunity for an exchange of ideas relevant to the visit among the site visitors. Additional meetings of this nature are necessary over the course of the visit and should be scheduled as needed. **The site visit team is free to consult with the Accreditation Office should a need arise at any time during the site visit.**

The Panel encourages the team to use and complete the Quick Reference to Standards and Criteria while on site (a copy of these can be found in this manual and a separately bound copy will be sent to each site visitor once their participation on the team has been confirmed). The completed Quick Reference is very helpful when writing the site visit report to ensure that each Standard and Criterion has been addressed.

### B. The First Site Visit Day

The site visit team should schedule time at the end of the first day of the visit to reflect about and discuss their findings. Such a meeting allows the team to review and discuss the following:

- the data gathered,
- initial impressions,
- changes required for the next day's schedule,
- substantive areas yet to be addressed,
- plans for conducting the closing conference, and
- the timetable for writing the site visit report.

### C. Interviews with Training Director, Departmental Chair/Chief Psychologist

Following its own pre-site-visit meeting, the site visit team will usually begin the site visit with an orientation session with the programme's officials - the Director of Training and the Chair/Chief. This orientation session (which may be scheduled in two parts - the first with the director of training and the

second with the director of training and the chair/chief) allows the team to get an overview of the programme and the department/service/centre of which it is part. Following the orientation meeting, the visitors can request additional information or interviews not originally included in the schedule.

When conducting its meeting with the training director, the site visit team at a minimum should seek information about the following:

- an overview of the programme,
- strengths and weaknesses of the programme,
- long-range plans for the programme,
- faculty/staff and student/intern morale,
- programme productivity,
- the perception of the training model employed,
- the method of faculty/staff decision-making,
- the method of delegation of responsibility,
- matters unique to this programme, and
- matters unique to the training director's vita.

When conducting an interview with the Chair/Chief Psychologist, the site visit team at a minimum should seek information about the following:

- how does the programme fit into the overall department/discipline/institution,
- satisfaction with resources consumed by the programme,
- departmental/discipline investment in the programme,
- morale of faculty/staff and students/interns,
- the administrative support of the programme,
- the method of departmental/discipline decision making, and
- policies to promote professional/academic growth of the faculty/staff.

#### **D. Interviews with University/Agency Administrators**

When conducting an interview with university/agency administrators, the site visit team seeks to gain an understanding of the programme's place in the institution's master plan, the programme's contribution to the mission of the institution, and the administrators' satisfaction with how resources are utilized by the programme. Additionally, the visitors should seek information about proposed changes, if any, that may be planned for the programme by the institutional administrators.

#### **E. Interviews with Faculty/Staff Members**

The general purpose of the interviews with faculty/staff is to get as accurate an impression as possible of each person's **actual** contributions (through teaching, supervision of practice, or supervision of research) to the education of the graduate student/intern in professional psychology. The visitor must be careful to distinguish, when necessary, between national reputation and professional status and actual contributions to the programme. It is important to allow each faculty/staff member to express his or her opinions about the structure and quality of the programme.

The length and focus of interviews with faculty/staff members will vary with the number of staff and students and breadth of the programme's offerings. Ideally, core faculty/staff members are interviewed individually so that each person can describe his or her unique contribution as fully as possible. In some cases, group interviews may be appropriate and acceptable.

The visitor should obtain information about the following in the interview with each member of the programme's faculty/staff:

- the staff's role in the programme,
- teaching load and courses taught (doctoral programmes),
- involvement in thesis committees (doctoral programmes),
- strengths and weaknesses of the programme,
- view of programme, department/professional, and administrative leadership,
- research productivity,
- morale and satisfaction with employment,
- tenure/promotion issues,
- programme decision making, and
- questions unique to that person's vita including professional activity where appropriate.

#### **F. Interviews with Students/Interns**

At the outset of interviews with students/interns, the site visit team acquaints them with the purposes and procedures of the site visit and the role played by site visitors in gathering information for the Panel. Students/interns often are made to feel more comfortable if the visitors begin by asking the students to state in turn their year level, specialty area, research interest and activity to date, career plans, and why they chose to attend this programme. For internships, site visitors should find out the home university of each intern.

Students and interns may feel conflicted about the accreditation process. Although they want to be candid about programme strengths and weaknesses, and even help to make improvements, students may not want to say anything that may jeopardize the programme's accreditation. In an effort to encourage candid responding, the site visit team can make it clear to students/interns that no programme is expected to be without flaw. Site visitors should also convey to students/interns that their input would be treated **anonymously**. Guarantees of **confidentiality** should not be given because student/intern feedback is provided to the Accreditation Panel in the site visit report (a copy of which is also sent to the programme) and because there might be instances in which information obtained from a student/intern carries a reporting responsibility for the site visitor as registered psychologist.

Students/interns should be engaged in an open discussion of their understanding of the programme's philosophy, model and goals and how well these are realized. The visitors should note the degree to which students/interns reflect and embody the goals of their programme. The visitors should note:

- how comfortably the students/interns interact,
- the extent to which students/interns are challenged by the programme, and
- what roles and functions, if any, students/interns have in the governance of the programme.



The visitors should also note any specific satisfactions and dissatisfactions with:

- programme model and theoretical orientation
- courses (doctoral programmes),
- course loads (doctoral programmes),
- quality of teaching, research and professional training, and
- congruence between students'/interns' expectations and the training they are actually receiving.

When conducting interviews with students and interns, the visitors should explicitly seek students' accounts of the following:

- programme strengths and weaknesses,
- staff and student/intern morale and dignity with which all are treated,
- role modelling of and training in professional and ethical issues,
- how well the programme meets their expectations,
- opportunity for student/intern interaction,
- accessibility and availability of faculty/training staff,
- programme decision making and student/intern input,
- issues and policies relating to discrimination and sexual harassment,
- research encouragement,
- financial support,
- finding a mentor,
- integration of practicum experiences (doctoral programmes),
- preparation for internship (doctoral programmes), and
- what would they change.

## G. Closing Conference

At the end of the site visit, the site visit team should offer the programme the opportunity for a closing conference. The closing conference is usually chaired by the site visit team chair with input from the other team members as appropriate. However, the team is free to elect any of its members to chair the closing conference. The programme director should attend the closing conference, as can any other members of the faculty/staff, students/interns, and administrators at the discretion of the programme director.

The closing conference is an opportunity for the site visitors to convey their observations about the programmes compliance with the Accreditation Standards and Criteria. It is helpful for the site visitors to present their feedback as it will be presented in the site visit report. Always in the context of standards and criteria, site visitors should discuss programme strengths and weaknesses. Programme officials should be given an opportunity to comment on the team's observations and to correct any errors of fact which might have been made by the team.

Although in past years, the site visit team was asked to make a recommendation about accreditation status to the Accreditation Panel, they are no longer asked to do so. **Accordingly, the site visit team should not convey any recommendation about accreditation status to the programme.**

## VII. Suggested Schedule for Site Visits

A productive and informative site visit depends upon thorough preparation and organization. Key steps in preparation are to:

- Read the programme's self-study and any supporting materials in advance of the site visit,
- Highlight any questions, concerns or need for further information which might have arisen as you reviewed the self-study materials and which you would like to be sure to address during the site visit, and
- The site visit chair should plan the site visit schedule in advance of the visit and in consultation with the programme's director of training.

Although the administrative structure within which the programme is housed, as well as the organization and resources of a particular programme, will influence how the site visit is scheduled, the following are two general guidelines to scheduling a site visit - one for doctoral programmes and one for internship programmes.

### A. Doctoral Programmes

1. Site visit team meets the night before the site visit. This meeting should overview the schedule and plans for the site visit days, review the interviewing responsibilities of each member and discuss any additional issues or concerns to address during the site visit.
2. Team meets with the Director of Training at the start of Day 1.
3. Team meets with core faculty throughout the morning and early afternoon of Day 1.
4. Team meet with students late in the morning of Day 1.
5. Team meets with the Chair of the Psychology Department early in the afternoon of Day 1.
6. Team meets with other affiliated or adjunct faculty (e.g. practicum supervisors) during the afternoon of Day 1.
7. Team meets with other departmental faculty (e.g. experimental, social, developmental, industrial-organizational etc.) throughout Days 1 and 2.
8. Team visits facilities used by the programme, within the university or outside of the university (e.g. practicum settings) on Day 1 or early on Day 2.
9. Team meets with administrators of the university during the morning of Day 2 after the team has become familiar with any specific issues.
10. Feedback session is last formally scheduled meeting of site visit at end of Day 2.

**Day 1**

- 9:00 Training Director  
Core faculty  
Students
- 12:00 LUNCH - can be helpful for team to do a working lunch on their own to discuss the morning's meetings and make any necessary scheduling adjustments
- 1:30 Department Chair
- 2:30 Core, other departmental, adjunct/affiliated faculty (e.g. practicum supervisors)
- 5:00 DINNER - team should dine on their own and use time after dinner to discuss and plan as necessary

**Day 2**

- 8:30 University Administrators  
Adjunct/affiliated faculty (e.g. practicum supervisors)  
Facilities
- 12:30 LUNCH - team meets on own for working lunch
- 1:30 Team preparation for feedback session
- 3:00 Feedback
- 4:00 Assignment responsibilities and draft site visit report on site as time permits

**B. Internship Programmes**

1. Site visit team meets the night before the site visit. This meeting should overview the schedule and plans for the site visit days, review the interviewing responsibilities of each member and discuss any additional issues or concerns to address during the site visit.
2. Meet with Chief Psychologist/Professional Practice Leader/Director of Counselling Centre and Director of Training as first meeting on Day 1.
3. Meet with programme's supervisory staff (individually or in small groups) in morning and early afternoon on Day 1.
4. Meet with interns (and other trainees wherever appropriate) on Day 1.
5. Visit programme's facilities sometime on Day 1 or early Day 2.

6. Meet with the administrators of the agency early on Day 2.
7. Meet with other professional staff (e.g. other professional members of interdisciplinary teams) late on Day 1 or early Day 2.
8. On site paper review (e.g. client files, supervision logs, intern work samples, minutes of training committee meetings) late Day 1 or early Day 2.
9. Feedback session is the last formally scheduled meeting on Day 2.

**Day 1**

- 9:00 Chief Psychologist/Professional Practice Leader/Director  
of Counselling Centre with Director of Training  
Supervisory staff  
Interns  
Facilities  
Other professional staff
- 12:00 LUNCH - can be helpful for team to do a working lunch on their own  
to discuss the morning's meetings and make any necessary scheduling  
adjustments
- 1:30 Supervisory staff  
to 5:00 Interns  
Facilities  
Other professional staff
- 5:00 Paper review
- 6:00 DINNER - team should dine on their own and use time  
after dinner to discuss and plan as necessary

**Day 2**

- 9:00 Agency Administrators  
Other professional staff  
Team preparation for feedback session
- 12:00 Feedback
- 1:00 Working lunch - assignment responsibilities and draft site  
visit report on site as time permits

## VIII. Site Visit Report

### A. General Guidelines

The final and tangible product of the site visit is the report submitted to the Accreditation Panel. This report is essential to the accreditation decision made by the Panel and considerable care and rigour is required of the site visitors in its preparation. To ensure that each and every Standard and Criterion is addressed in the site visit report, it is helpful to complete and use the Quick Reference to Standards and Criteria.

Here are some guidelines for the preparation of the site visit report:

- Visitors should discuss and agree on the contents of the report, and prepare an outline of the report, before leaving the site. At least one other member of the team (in addition to the Chair) should leave the site with an outline of the report.
- In the event that the team cannot reach consensus on any aspect of the contents of the report, the Panel does permit a minority report to be filed by any team member. To date, it has never become necessary for a team to file a minority report.
- Although the chair is chiefly responsible for the final report and its submission to the Accreditation Office, teams often assign the writing of each section to all members. Accordingly, the site visitor team should clarify each member's report-writing responsibilities before they leave the site.
- The chair of the site visit team must submit the site visit report to the Accreditation Office within 30 days following the site visit. Accordingly, before leaving the site, the visitors should agree upon a date for the first draft and revisions of the report. The Panel recommends that the first draft be circulated among the team within two weeks of the site visit. This recommendation is made for two reasons. First, a report written immediately following the visit is usually more accurate and rich in detail than is one written some interval later. Second, the two week deadline allows the third week for revision and the fourth week for submission of the report to the Accreditation Office. The Panel underscores the importance of respecting the 30-day submission deadline for the report. An accreditation decision cannot be made without the report and a delayed accreditation decision can have profound consequences for a programme (an unaccredited programme may have more difficulty attracting applicants than an accredited one, for example). The site visitors should note that they submit the site visit report to the Accreditation Office only. The office will forward a copy to the programme. The programme then has 30 days to respond to the site visit report in writing and similarly sends this response to the Accreditation Office.
- The site visitors should structure the report using the headings of Standards and Criteria as presented in this manual. The report should present its findings in reference to each and every criterion. However, when writing the report, the team can reference, and need not repeat, factual information or statistical data contained in the programme's self-study that the team believes to be accurate.
- The report should provide information about the programme as it relates to each of the Standards and Criteria. It should detail where, in the view of the site visitors, the programme meets or exceeds a Standard or Criterion, and where it may not. The report can indicate whether the programme is aware of any non-compliance and whether or not there is a plan proposed or in place to become compliant. The report should not contain any recommendations about how a programme should change to become more compliant with a standard or criterion.
- Sample site visit reports are usually available from the Accreditation Office.

## **B. Reports on Site Visits to Doctoral Programmes**

As mentioned in the preceding section, site visitors should structure their report using the specific headings of the Standards and Criteria as found in this manual and should address each and every criterion. Although much of the information necessary to ensuring that programmes meet the criteria can and has been addressed by the Panel in reviewing the self-study, the site visit report is used to verify and supplement this information. The following highlights some key questions to answer, and observations to note, in relation to each of the Standards.

### **1. Institution**

Site visitors want to pay special attention to the financial, administrative and professional support accorded by the institution to the discipline and its training activities.

### **2. Programme Administration**

In this section, the visitors should review each of the criteria and, accordingly, comment upon the organization and administration of the programme and the role of its responsible officials.

### **3. Philosophy, Mission and Curriculum**

In evaluating this Standard, site visitors should address the following questions within the site visit report:

What does the programme do (training model) and how do they do it (how do they put their training model into practice)?

Are the training model and its application apparent in all aspects of the programme's operation? Does the training model and its application, no matter how rigorously or accurately described in printed materials, meet the criteria of **Standard III Philosophy, Mission and Curriculum**

In preparation for reporting on this Standard, it is helpful for site visitors to have reviewed course calendars, curricula, and evaluations; student transcripts, evaluations, papers and publications, comprehensive examinations and theses while on site.

### **4. Diversity**

In evaluating this Standard, visitors are asked to address how diversity is taught and how it is represented among faculty and students. It is important to ascertain that the programme treats students and faculty fairly, regardless of their group membership and that the programme considers and instructs its students about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. Important questions to answer include:

What procedures does the programme employ to recruit female faculty, as well as faculty members of diverse groups and male students?

Have offers of employment been made to qualified women and members of diverse groups? Have offers of admission been made to male students and those from diverse groups? If such offers were not accepted, did the programme investigate the reasons why they were not accepted?

Has the programme considered or implemented any means of improving its success at recruiting diversely?

In the absence of sufficiently diverse faculty, has the programme considered the creative use of adjuncts or consultants who are women or members of diverse groups?

Although the Standards do not prescribe specific means of providing didactic instruction in diversity, the Panel must be assured that such instruction is in fact provided. Accordingly, site visitors are asked to report on the means through which programmes provide didactic and practical training in this area and how efficacious it appears to be. Site visitors can ask students about whether they judge their programme to have adequately prepared them to work with members of diverse populations.

The site visitors should also formulate an impression of the programme's climate in relation to issues of diversity by speaking candidly with students and faculty who represent diverse populations.

## 5. Faculty

Much of the information about the faculty can be gleaned from their curriculum vitae and from the tabular material included in the self-study. When reporting on this section, site visitors are asked to pay particular attention to the contributions faculty members make to the programme independent of their professional reputations. Questions to consider are

Does the faculty provide appropriate professional role models for students?

Is the faculty large enough to assume the many responsibilities necessary to a quality programme (e.g. teaching, supervising, research, administration, committee assignments)?

Are faculty members available and accessible to students?

## 6. Students

The characteristics required of graduate students in professional psychology, as described in Standard VI, can only be observed on site with a good deal of careful, professional judgment. Do students appear intellectually able and interpersonally skilled and committed to social justice and to the well being of others?

This Standard also concerns itself with the respect and support accorded to students - aspects best confirmed in interview with the students directly. The site visitors are also advised to consult the written policies, procedures, and evaluations that concern themselves with the goal-setting and remediation for students.

## **7. Facilities and Resources**

Site visitors should take the opportunity to tour and review the programme's facilities and resources as detailed in Standard VII. The site visit report should comment on the general adequacy of resources and facilities for the purposes required and call attention to any obvious lack of equipment, facility or support. Please note as well the presence of structural modifications or facilities for persons with disabilities.

## **8. Public Disclosure**

The information required of this Standard can be gleaned from the programme's brochure. In reporting on this section, however, site visitors can corroborate that students had received the brochure and were made aware of the programme's accreditation status.

## **9. Practicum and Internship Training**

Visitors to a doctoral programme will understandably be unable to review or visit all the practicum or internship sites utilized by the programme. However, the site visitors should try to determine:

- the kinds of contributions practicum agencies make to the training of the programme under review,
- whether these agencies provide training that complements and extends that of the graduate programme,
- that training activities of the practicum or internship sites are coordinated with those of the doctoral programme,
- the professional qualifications of the staff providing supervision at practicum sites, and
- that the practicum training facilitates the development of the core knowledge and skill as outlined in Standard IX.A.1 through 6.

## **10. Programme Evaluation and Quality Improvement**

In reporting on this section, the site visitors should confirm the mechanisms the programme has put in place to examine its success in meeting the goals and objectives of its models. Site visitors should view and report on any surveys conducted by the programme in evaluating its outcomes and should gain an understanding of how the programme might have affected change as the result of its outcomes. It is also helpful, in connection with this Standard, to report on feedback from students and practicum settings about the preparedness of students to meet the community's needs for psychological services.

## **11. Relationship with CPA Accreditation Panel**

The evaluation of this Standard is largely done by the Panel via correspondence between the programme and the Accreditation Office. However, it is helpful to the Panel if, while on site, the site visitors are able to examine the programme's written records of their compliance with Standards.



## C. Reports on Visits to Internship Programmes

### 1. Organizational Issues and Eligibility

When reporting on this Standard, site visitors should confirm the programme's compliance with the criteria in Standard I. In particular they should also verify:

- staff and intern commitments to human dignity,
- that the internship follows at least 600 hours of practicum experience and is completed prior to the award of the doctoral degree,
- leadership positions and roles,
- intern selection procedures,
- institutional support for the discipline and its training activities, and
- if an intern completes a half-time internship, it is indeed an integrated programme consisting of two, consecutive half-time years at the same setting.

### 2. Philosophy, Mission and Model

In evaluating this Standard, site visitors should address the following questions within the site visit report:

What does the programme do (training model) and how do they do it (how do they put their training model into practice)?

Are the training model and its application apparent in all aspects of the programme's operation?

Do the training model and its application, no matter how rigorously or accurately described in printed materials, meet all of the criteria detailed in Standard II of the Accreditation Standards and Procedures?

In preparation for reporting on this Standard, it is helpful for site visitors to have reviewed students' rotation plans, training goals and evaluations, psychological reports and progress notes as well as supervision logs, supervisor evaluations, and remediation policies and plans while on site. The foregoing materials should be anonymously presented and/or written consent obtained from the student and/or client whose name appears in any of the materials.

### 3. Diversity

In evaluating this standard, visitors are asked to address how diversity is taught and how it is represented among staff and students. It is important to ascertain that the programme treats students and faculty fairly, regardless of their group membership, and that the programme considers and instructs its students about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. Important questions to answer include:

What procedures does the programme employ to recruit members from diverse backgrounds?

Have offers of employment or internship been made to qualified members of diverse groups? If such offers were not accepted, did the programme investigate the reasons why they were not accepted?

Has the programme considered or implemented any means of improving its success at recruiting diversely?

In the absence of sufficiently diverse staff, has the programme considered the creative use of adjuncts or consultants who are women or from diverse groups?

What procedures are used to ensure equity among diverse faculty in terms of rank, salary and promotion?

Although the Standards do not prescribe specific means of providing didactic instruction in diversity, the Panel must be assured that such instruction is in fact provided. Accordingly, site visitors are asked to report on the means through which programmes provide didactic and practical training in this area and how efficacious it appears to be. Site visitors can ask interns about whether they judge the internship to have adequately prepared them to work with members of diverse populations.

The site visitors should also formulate an impression of the programme's climate in relation to issues of diversity which they can often do by speaking candidly with interns and staff who represent diverse populations.

#### **4. Professional Psychology Staff**

In reporting on this section, visitors should document their observations about and/or confirm:

- the leadership and organization of the discipline and the psychology training committee,
- licensure/certification status of supervisors and determine that supervisors have themselves completed an internship in their specialty of practice,
- staff's efforts to gain recognition and distinction in the profession (e.g. Diplomate status, Fellow status, active participation in psychology associations),
- the extent and quality of collaboration with other disciplines,
- accessibility and availability of staff to interns, and
- the adequacy of role modelling, both professional and scientific, provided by the staff.

#### **5. Interns**

The characteristics required of interns in professional psychology, as described in Standard V, can only be observed on site with a good deal of careful, professional judgment. Do interns appear intellectually able, interpersonally skilled, ethical and committed to social justice and to the well being of others? This Standard also concerns itself with the respect and support accorded to interns - aspects best confirmed in interview with the interns directly.

The site visitors are also advised to confirm:

- interns' roles in programme planning and evaluation,
- the programme's efforts and success in recruiting interns from CPA-accredited doctoral programmes,
- that programmes have verified the pre-internship preparation of any doctoral-level psychologists who are attempting to re-specialize in an area of professional psychology,
- that the programme hosts at least two doctoral-level interns, and
- interns receive training in professional standards and ethics as outlined in Standard V.G.

## **6. Facilities and Resources**

Site visitors should take the opportunity to tour and review the programme's facilities and resources as detailed in Standard VI. The site visit report should comment on the general adequacy of resources and facilities for the purposes required and call attention to any obvious lack of equipment, facility or support. Please note as well the presence of structural modifications or facilities for persons with disabilities.

## **7. Public Disclosure**

In reporting on this section, site visitors can corroborate that interns have received the programme's brochure and that they have been made aware of the programme's accreditation status.

## **8. Programme Evaluation and Quality Improvement**

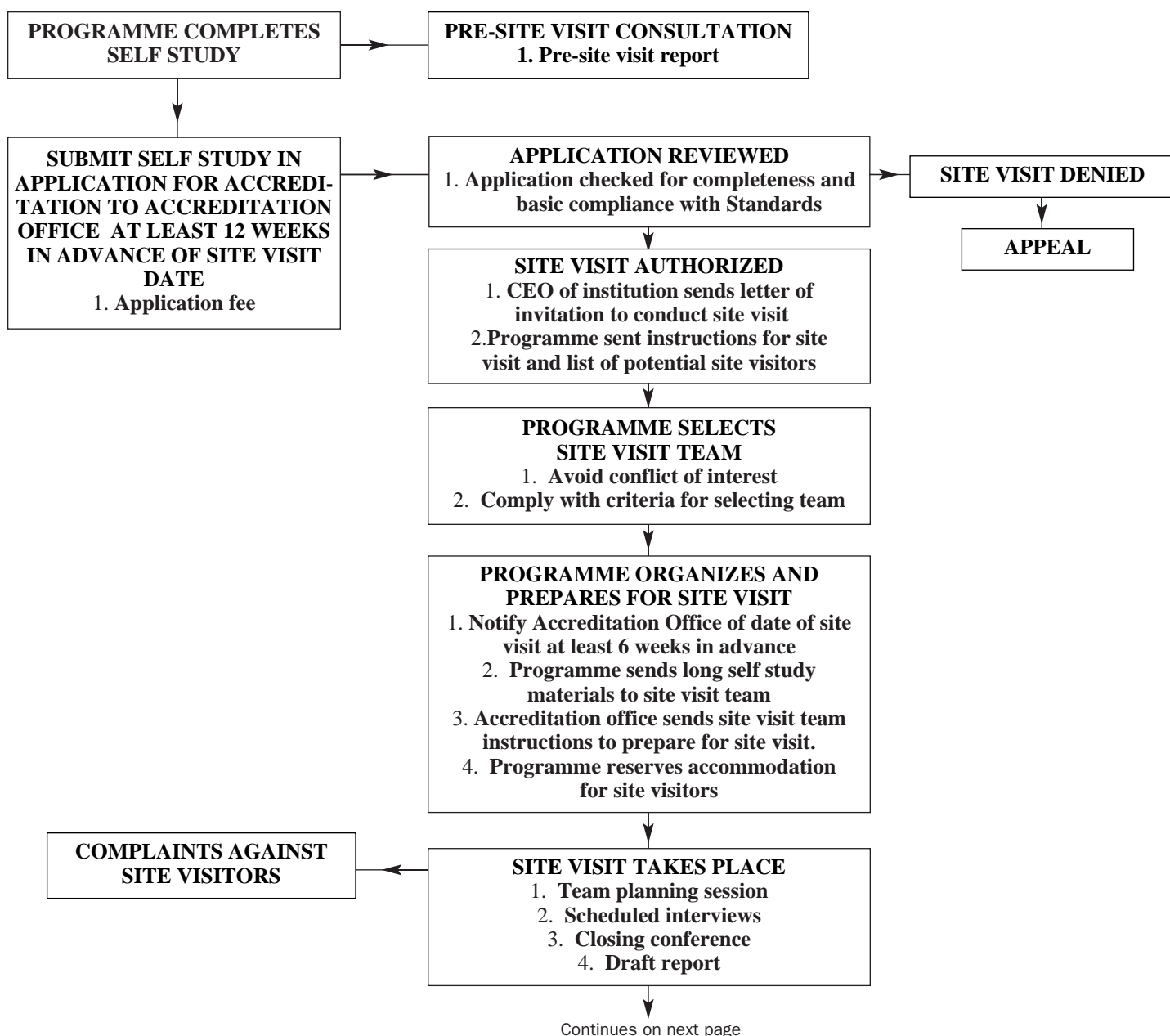
In reporting on this section, the site visitors should confirm the mechanisms the programme has put in place to examine its success in meeting the goals and objectives of its models. Site visitors should view and report on any surveys conducted by the programme in evaluating its outcomes and should gain an understanding of how the programme might have affected change as the result of its outcomes. It is also helpful in connection with this Standard to report on feedback from past and current interns about their preparedness to begin internship and about their preparedness to meet the community's needs for psychological services following internship training.

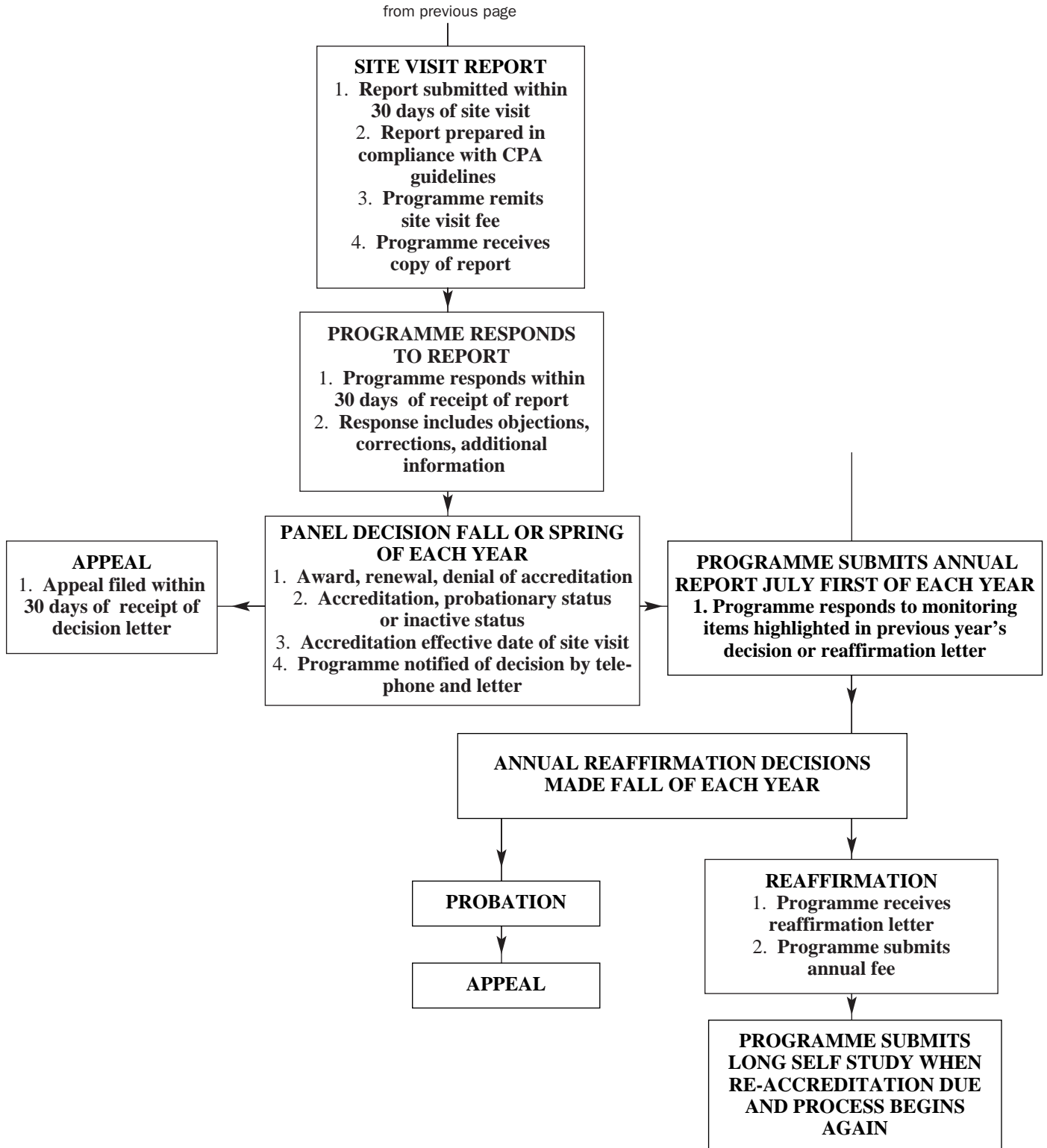
## **9. Relationship with CPA Accreditation Panel**

The evaluation of this Standard is done largely by the Panel via correspondence between the programme and the Accreditation Office. However, it is helpful to the Panel if, while on site, the site visitors are able to examine the programme's written records of their compliance with Standards.

# FLOW CHART

## APPLICATION AND RE-APPLICATION PROCESS







# STANDARDS FOR ACCREDITATION OF DOCTORAL PROGRAMMES IN PROFESSIONAL PSYCHOLOGY

## CLINICAL AND COUNSELLING PSYCHOLOGY

### I. Institution

All existing clinical psychology or counselling psychology training programmes in Canada are located in departments of psychology or educational psychology within universities. The CPA and the CPA Accreditation Panel:

- concur with the findings of the Wellner Report (1978) which recognizes that the basic body of knowledge of psychology is the foundation of professional practice and, accordingly, its instruction should remain within departments of psychology,
  - believe that university departments of psychology can best support professional programmes in maintaining the highest standards of scholarship and teaching,
  - advocate for the doctorate as the national standard for education and training in professional psychology and
  - endorse both the scientist-practitioner (Ph.D.) and the scholar-practitioner (Psy.D.) models of doctoral training in professional psychology (these models are articulated in the CPA Psy.D. task force report, November 1998).
- A. Training in clinical psychology or counselling psychology is at the doctoral level and is offered in or through a provincially or territorially chartered Canadian university.
- B. There is an identifiable psychology faculty within the department.
- C. The university demonstrates its commitment to the programme by providing appropriate financial support for the programme.
- D. The university's support for professional education and training is evident in the recognition, value, and reward the university accords to its faculty for the knowledge, skill and talent necessary to educate and train professionals.

### II. Programme Administration

- A. The programme is clearly and publicly identified and described as a clinical psychology or counselling psychology programme.
- B. There is an identifiable psychology faculty attached to the programme and a psychologist is responsible for the programme.

- C. A recognizable and coherent organizational unit is responsible for the programme.
- D. The faculty of the programme has clear authority and primary responsibility for all aspects of the programme.
- E. The programme has an integrated, organized plan of study and ensures a breadth of exposure to the field of psychology.
- F. The programme includes supervised practicum, internship, and research training appropriate to the practice of psychology.
- G. The programme has an identifiable body of students who are matriculated in the clinical psychology or counselling psychology programme for a degree.
- H. Academic and practical training proceed in sequence and present information, and exact requirements, which are cumulative and increasingly complex over the course of the programme. In advancing these requirements, a programme helps to ensure that its students are sufficiently prepared for advanced professional training (e.g. doctoral internships, post-doctoral fellowships) and post-doctoral employment.
- I. The programme has developed policies and procedures for student evaluation and students are made aware of how and when they will be evaluated.
- J. The programme has developed policies and procedures for handling students' academic, practice and/or interpersonally related difficulties. Policies and procedures for developing, implementing and monitoring remediation plans are also necessary. These policies and procedures are communicated, in writing, to each student at the start of his or her graduate training.
- K. Remediation policies and procedures detail the mechanisms through which a student might lodge a complaint against the programme or grieve an action, or appeal a decision or evaluation, made by the programme. Mechanisms for appeal are communicated in writing to students.

### III. Philosophy, Mission and Curriculum

A programme's **mission** is the sum total of its **values and principles**, and its **goals and its objectives**. It is important that the programme's mission is consistent with the mission of its host institution. It is also important that the programme's mission respects the scientific basis of practice in clinical or counselling psychology and explicitly recognizes how science both informs and is informed by practice.

It is CPA's position that there are some criteria that are necessary to ensure sound training in professional psychology - these are largely the criteria related to curriculum detailed in Standard III. That being said, however, CPA also upholds the belief that many different models can lead to a well-trained clinical or counselling psychologist. Every programme has a philosophy of training that reflects its values and principles about teaching and training in clinical or counselling psychology. It is possible for a programme to meet the prescriptions of Accreditation Standards and Criteria within the context of its unique philosophy of training.



It is the programme's responsibility in addressing Standard III, to clearly and comprehensively convey its values and principles about teaching and training as well as demonstrate how it meets the prescriptions of the criteria of Standard III. Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of clinical or counselling psychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g. students, the academic and health-care communities, its host institution, the profession of psychology).

Taken together, a programme's values and principles determine its goals and objectives - put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives<sup>1</sup>.

The critical question that a programme asks of itself when addressing Standard III is:

**What do we do (training model) and how do we do it (how do we put our training model into practice)?**

- A. Programmes develop and articulate their values and principles and their goals and objectives.
- B. Practice, theory and research are integrated early into the programme.
- C. Research training is used as a method of helping students formulate and solve problems as well as the means by which students can acquire new knowledge and evaluate practice. The canons of science and scholarship, rather than of any specific methodological paradigm, are the focus of research training and are used to evaluate the merits of research.
- D. Research training includes the techniques and methods of inquiry appropriate to applied research questions and domains and includes professional and natural settings as well as the laboratory.
- E. Students are encouraged and supported in choosing research topics (thesis and otherwise) that enhance the field of professional psychology.
- F. Students form an early identification with their profession. Faculty are available to demonstrate and model the professional values, roles, and skills that students are expected to learn.
- G. The programme's curriculum requires the equivalent of a minimum of three academic years of full-time resident graduate study.

<sup>1</sup> If, for example, a programme's values and principles articulate the need for clinical or counselling psychologists to meet and exceed provincial, territorial and national standards for ethical practice, then an appropriate goal for this principle would be that students should learn and apply all such standards. The objectives which constitute this goal reasonably might be that all students take a course in professional ethics offered by the programme and that all students review the programme's holdings on legislation and standards relevant to the practice of clinical or counselling psychology. An illustration of an appropriate outcome for this goal is footnoted under Standard X.

- H. The CPA has identified content areas that constitute the core foundation in general psychology necessary for training in clinical and counselling psychology. The Programme requires that each student has demonstrated an undergraduate or graduate competence in these areas in any of the following ways:
- by passing suitable examinations in each of the five areas, or
  - successful completion of at least one half-year graduate course, or a two semester (or two, one-semester) senior undergraduate course

The five core content areas are:

1. biological bases of behaviour (e.g. physiological psychology, comparative psychology, neuropsychology, psychopharmacology),
  2. cognitive-affective bases of behaviour (e.g. learning, sensation, perception, cognition, thinking, motivation, emotion),
  3. social bases of behaviour (e.g. social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory),
  4. individual behaviour (e.g. personality theory, human development, individual differences, abnormal psychology), and
  5. historical and scientific foundations of general psychology (this content area can be fulfilled with a one-semester, senior undergraduate course).
- I. The foundation of professional practice in psychology is the evolving body of knowledge within the larger discipline of psychology. Although programmes will vary in emphasis and in available resources, a sound doctoral-level education in general psychology is prerequisite to training in clinical psychology and counselling psychology. Instruction in the following topics is included in graduate-level instruction in every doctoral programme in clinical psychology and counselling psychology:
1. scientific and professional ethics and standards (to include CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services), as well as relevant provincial and territorial codes of ethics and professional standards
  2. research design and methodology,
  3. statistics, and
  4. test construction and psychological measurement.
- J. For competent professional functioning, clinical and counselling psychologists have doctoral-level training in the following specific skills:
1. psychological assessment,

2. intervention (i.e. planning, techniques and evaluation),
  3. consultation (e.g. inter-disciplinary team functioning; other organizations such as schools, community agencies),
  4. programme development and evaluation (e.g. methodology for total quality management, inter-disciplinary service development and evaluation), and
  5. clinical supervision
- K. Training encompasses a range of assessment and intervention procedures and is not restricted to a single type. Although programmes may emphasize different theoretical models and skills, students need become familiar with the diversity of major assessment and intervention techniques in common use and their theoretical bases. All programmes:
1. include training in empirically-supported interventions, and
  2. provide training in more than one therapeutic modality (i.e. individual, couple, family, group).
- L. Based upon students' needs and individual interests, the programme facilitates students' access to appropriate instruction in related fields such as anthropology, biology, genetics, neuroscience, sociology, and other behavioural and social sciences.
- M. The specific competencies expected of graduates may vary with the goals of the programme. However, these goals and expectations are thoroughly developed and clearly articulated (see Standard III.A). Further, the programme must have a clear and comprehensive set of standards for evaluating their students' successes in meeting the programme's expectations. The evaluation of professional competence is the responsibility of the practitioners on the faculty and augmented, if desired, by practitioners from the community. In these evaluations, it is prudent to assess competence in those areas that are required by provincial and territorial licensure or registration requirements and/or other formal standards for psychological practice.

## IV. Diversity

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (for example, types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e. French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity (of which culture is only one dimension).

It is our professional and social responsibility to understand and respect the range of human diversity which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender and socioeconomic status.

Programmes that train psychologists demonstrate their understanding and respect for human diversity in all aspects of their operations.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes faculty and as it recruits and evaluates students. In recruiting and promoting faculty and in recruiting and evaluating students, the programme avoids any actions on grounds that are irrelevant to success as a faculty member or as a graduate student. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.
- B. The programme comprehensively and systematically provides its students with didactic instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures that the programme employs to ensure such instruction and experience, the goals the programme hopes to attain in the instruction of diversity, and its success in meeting its goals should be communicated via the programme's attention to Standards III, IV, and X.
- C. The Panel supports programmes in their efforts to make accommodations for students with disabilities.

## **V. Faculty**

Faculty is essential to the development and maintenance of an excellent programme. Clinical and counselling psychologists have comprehensive education in the theories, research methods and subject matter within psychology. As a group, faculty are sufficiently skilled to provide instruction in the substantive areas of psychology and professional psychology as detailed in Standard III, Criteria H,I, J, and K in addition to providing instruction within their own areas of speciality.

Further, faculty are grounded in the knowledge and skills demanded by the diversity of settings in which clinical and counselling psychologists are employed and in the knowledge and skills necessary to understand, assess and treat the human problems professional psychologists face. Finally, at least some faculty members have the skills and experiences in practice that enable them to train students to work in applied settings and with specific problems and populations of clients.

It is important that faculty who are clinical and counselling psychologists help students identify with professional practice. Faculty can do this by demonstrating their own commitment to professional practice via their research, teaching, as well as practice activities. Other venues through which dedication to practice is apparent includes supervision of students' practice activities, participation in psychological associations and learned societies, obtaining licensure, and participation in practice-related continuing education.

Universities are responsible for assuring that the programme faculty has, in the aggregate, the following qualities:

- A. Core faculty are comprised of experienced and productive members whose teaching, research and other professional activities (e.g. course loads, publications, professional participation and practice) demonstrate their commitments to the intellectual, scientific and applied enterprises of psychology.
- B. Core faculty are committed to, and identified with, the programme so that effective leadership, modeling, supervision, and instruction for students can be ensured.

- C. The offerings of the programme may be augmented by the contributions of faculty members whose primary affiliations are within another area of psychology (complementary faculty), by faculty who are affiliated with other, often practice-related settings (adjunct faculty) and/or by faculty from other departments or faculties.
- D. Core faculty have active roles in the development and governance of the programme and assume primary responsibility for the training of the programme's students.
- E. The psychologist(s) administratively responsible for the programme hold tenured and senior appointments at the institution that houses the programme. These psychologists serve as professional role models for faculty, staff, and students, as demonstrated by their leadership, competence, and participation in, and recognition by, professional associations or learned societies.
- F. The Panel recommends that the faculty member who assumes directorship of the training programme not also hold a position as chair or head of the department of psychology. This recommendation is made for the following reasons:
- to ensure that the programme has sufficient staff and resources to meet its research and practice needs (Standard V.I),
  - The department chair or head serves as a further source of appeal or direction for the student, especially if a problem or conflict arises between the intern and the director of training (Standard II.J), and
  - The Head/Chair of the department is necessarily concerned about staffing and service issues for the department as a whole, which may put him or her in conflict of interest in advocating for the specific needs of the training programme (Standards I and II)
- G. Core faculty members have completed their own doctoral degrees in counselling or clinical psychology that met the standards in place at the time of their training - standards which ideally included completion of an internship. It is preferable that core faculty, especially those administratively responsible for the programme, have completed their doctoral and internship training at programmes accredited by the CPA (or its equivalent).
- H. Core, adjunct, or complementary faculty who supervise students in the provision of professional service are appropriately credentialed and registered in the jurisdiction in which the service is provided.
- I. The psychology faculty, and in particular the core faculty, are large enough to advise and supervise students' research and practice as well as to attend to administrative duties, serve on university department or programme committees, be assured of appropriate class sizes, and provide a sufficient diversity of course offerings. At least one faculty member is designated as having primary responsibility for monitoring and evaluating practicum facilities and internship settings and for overseeing student progress within them.

## VI. Students

Students seeking entrance into a graduate programme in clinical psychology or counselling psychology demonstrate their preparedness and commitment to psychology by having obtained an honours baccalaureate degree in psychology from a Canadian university (or its equivalent). Graduate students of clinical psychology or counselling psychology have demonstrated intellectual ability and interpersonal skills. In addition, students are committed to social justice and to the well-being of others and possess, and are helped to further develop, an understanding and respect for the diversity of individual differences (See Standard IV).

- A. Students are treated with dignity and respect. The value accorded students' input and contributions are evident within the programme's operation. Students' contributions to research or other professional projects are credited appropriately (e.g. authorship of publications). Students have representation on the programme's committees and task forces that review and evaluate the curricula, develop policy and procedure, and conduct strategic planning.
- B. To every extent made possible by the resources of the programme, students are provided ongoing support and opportunity as they determine, plan and meet their own professional goals. Students' progress in meeting their own and programmatic goals are evaluated on a regular and predictable basis.
- C. Students evidence their commitments to the intellectual, scientific and applied enterprises of psychology via their participation in teaching, research, and other professional activities (e.g. teaching and research assistantships, publications, association membership practical and applied training opportunities).
- D. Students progress through the programme in a timely fashion consistent with national norms for completion of graduate training in professional psychology.
- E. Students do not work more than 20 hours a week in outside employment.
- F. Students who experience academic, practice and/or interpersonally-related difficulties are counseled early and offered a remediation plan in concert with the policies and direction of the programme's Director of Training and training committee. Students whose serious difficulties persist despite counselling and remediation are made aware of career alternatives and, if necessary, dropped from the programme.

## VII. Facilities and Resources

No matter how skilled the faculty or exceptional the students, a successful doctoral programme relies on the adequacy of its facilities and resources. The following facilities and resources adequately support programme' goals:

- A. teaching facilities, including classrooms, seminar rooms, observational facilities, and laboratory space for studies of individuals and small groups,

- B. library facilities (including books, journals, reprints, microfilms and electronic access to same),
- C. office space and adequate support personnel for faculty,
- D. work space, individual or shared, for students,
- E. research space for faculty and students,
- F. availability of relevant assessment materials and supplies, and where appropriate, scoring facilities for group and individual tests; specimen sets of widely used tests, test manuals, rating forms, recording forms for behavioral observations, etc.,
- G. practicum and internship facilities,
- H. computer facilities, including Internet access, which supports communication, research, and data analysis,
- I. resources, including consultants, to support data analysis,
- J. audio-tape and video-tape recorders, closed-circuit television,
- K. facilities and technicians for building research equipment and
- L. facilities that enable students with disabilities to access all aspects of the programme's offerings and operations.

## **VIII. Public Disclosure**

- A. The programme's brochure, sent to all applicants, describes the:
  - 1. programme's philosophy and mission,
  - 2. theoretical orientations as well as professional and research interests of the programme's faculty,
  - 3. goals set and outcomes obtained by the programme,
  - 4. requirements and expectations of students,
  - 5. academic and practical functions for which the student will be prepared, and
  - 6. training resources at the programme's disposal.

In addition, the brochure includes the following descriptive statistics:

7. usual size of the applicant pool,
  8. acceptance and attrition rates,
  9. percentage of male and female students, students with disabilities, and the diversity of students background,
  10. age distribution of students, and
  11. availability and nature of financial, academic, counselling and other support systems.
- B. Evidence of accreditation status is made available to applicants.

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

Doctoral programmes in clinical psychology or counselling psychology include systematic and intensive training in the application of psychological principles and skills to human problems. This training, applied in the field, is offered sequentially as practicum and internship experience. As students proceed through their applied training, they are usually afforded experiences of increasing complexity that allow them to assume greater levels of responsibility for their work.

A doctoral programme will actively direct its students toward field experiences (both practicum and internship) that demand the kinds of knowledge and skill students have acquired within the doctoral programme. Practicum experiences can occur within the doctoral programme's own university facilities under the supervision of its own faculty (e.g. a university counselling center) or in other appropriate but independent settings.

Practicum training is field experience, usually taken for academic credit, often on campus. The practicum helps students to acquire and apply psychological techniques and skills and provides exposure to client problems and populations. The practicum is intended to prepare the student for internship and is prerequisite to it.

Although some settings may train both practicum and internship students, an internship is a more advanced and intensive experience which allows students to refine the technical knowledge and skills they have already acquired in course work and practicum experiences. It is the depth and breadth of training that distinguishes the practicum from the internship experience. The internship, usually a year-long experience completed just prior to completion of the doctoral degree, provides students with the opportunity to function in the role of a professional psychologist under supervision appropriate to their level of knowledge and skill. Successful completion of the internship is prerequisite to the award of the doctoral degree in clinical or counselling psychology.

In order to best match students' interests and needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Evidence of the goodness of fit between a student's needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.



Doctoral programmes maintain a close liaison with settings that host practicum or internship training (e.g. conventions, conferences, membership in the Canadian Council of Professional Psychology Programmes). This liaison allows the doctoral programme to best prepare its students for internship, evaluate the nature of that preparation, monitor students' progress in the field, as well as track students' evaluations of the internship settings.

#### **A. Practicum**

Practicum training is integrated with didactic instruction via coursework and begins early in students' graduate training. Although a full-time, summer practicum is valuable in the concentration of experience it affords, a part-time, year-long practicum allows students to get a longer-term view both of clients and their functioning and of a setting that provides psychological services.

The doctoral programme helps students to select practicum settings which offer clinical experiences for which the student is prepared and which are compatible with the doctoral programme's training goals and objectives. Practicum settings are service providers with training as one of their valued and recognized roles. Psychological services in the practicum settings conform to all relevant CPA standards and guidelines.

Each student's practicum experience is coordinated by a core faculty member or by an adjunct professor associated with the practicum setting. At this early stage of training, when students begin to identify with the profession and to acquire its necessary skills, they require ready and frequent access to professional psychologists and supervision. It is also especially important at this early stage of students' applied experience that the faculty of the doctoral program and the psychologists at the practicum setting are in close and regular contact.

The practicum experience requires a minimum total of 600 hours - 125 hours of which is in formally scheduled supervision. All master's level practicum students are supervised by practitioners who are registered for independent psychological practice in the jurisdiction in which the services are provided. The Panel acknowledges and supports the internship programmes that allow their interns to gain supervisory experience by supervising practicum students. It is necessary, however, that the interns providing such supervision receive supervision from a doctoral level, registered psychologist specifically for this activity.

Practicum training affords students experience applying more than one type of assessment (e.g. intelligence testing, behavioural assessment, personality testing, neuropsychological assessment) as well as more than one type (e.g. cognitive-behavioural, interpersonal) and mode (e.g. individual, group, family) of intervention. Other practicum activities include attendance at case conferences, writing reports and case notes, and consultation.

Practicum training facilitates the development of the following core knowledge and skills:

1. an understanding of, and a commitment to, professional and social responsibility as defined by the statutes of the ethical code of the profession (CPA's Canadian Code of Ethics),
2. the ability to conceptualise human problems,
3. awareness of, and sensitivity to, the full range of human diversity,
4. an understanding of one's own characteristics, strengths and biases and the impact these have upon professional functioning,

5. skill in psychological assessment, intervention, and consultation as defined in the preceding paragraph, and
6. the use of research to inform practice and the ability to use practice experiences to inform and direct research.

#### **B. Internship**

A CPA-accredited internship (or its equivalent) is required for graduation with a doctoral degree in professional psychology. The standards and criteria for CPA accreditation of internship programmes are detailed later in this document.

### **X. Programme Evaluation and Quality Improvement**

When addressing Standard X, the critical questions a programme asks and answers are:

- **How do we know whether we are meeting our goals and objectives?**
- **What do we do with the information gained from examining our success in meeting our goals and objectives?**
- **How does the information gained from self-assessment influence the continuous quality improvement of our training model and its goals and objectives?**

- A. Following the identification, articulation, and implementation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives<sup>2</sup>. A programme's outcomes reveal how well the programme has met its goals and objectives. It is important, therefore, that the tools used to measure outcomes are valid measures of the programme's goals and objectives. Further, the programme's mechanisms of self-assessment (i.e. the programme's evaluation and quality improvement initiatives) support and are supported by the self-assessment activities of the Department of Psychology and of the university of which the department is part.

The information learned from self-assessment is used by the programme to review and revise its training model as well its goals and objectives. Furthermore, the programme is committed to reviewing its training model, its goals and objectives, as well as its curriculum, in light of:

1. the evolving body of scientific knowledge in psychology as it applies to professional practice,
2. current standards of best professional practice,
3. local, regional and national needs for psychological services, and
4. the jobs and career paths attained by the programme's graduates.

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<sup>2</sup> Following from the illustration used for Standard III, reasonable outcome measures for the goal and objectives defined for standards of ethical practice might be that students receive a passing grade in a professional ethics course and/or that students are examined on their review of the library's holdings on legislation and standards relevant to the practice of psychology.

## **XI. Relationship with the CPA Accreditation Panel**

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures which include, but are not limited to meeting deadlines prescribed by the Accreditation Panel for:
  - 1. the submission of self-studies in preparation for a site visit. The self-studies are prepared in accordance with the reporting prescriptions of the Panel,
  - 2. scheduling and preparing for a site visit,
  - 3. the submission of annual reports. Annual reports are prepared in accordance with the reporting prescriptions of the Panel, and
  - 4. supplying the Accreditation Panel with any other information relevant to maintaining the programme's accreditation status.
- B. Maintain written records of their compliance with the Standards
- C. Inform the CPA Accreditation Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality of training provided
- D. Maintain their good standing by submitting all necessary site visit and annual fees according to the schedule prescribed by the Accreditation Panel
- E. Include the name and address of the CPA Accreditation Office in the programme's brochure

## **CLINICAL NEUROPSYCHOLOGY**

### **I. Institution**

All programmes in clinical neuropsychology subscribe to a community set of standards as defined by the Standards and Criteria that follow in this document. These standards acknowledge three routes to obtaining training in clinical neuropsychology:

- a clinical neuropsychology programme which exists within another area of professional psychology (e.g. clinical psychology),
  - a free-standing clinical neuropsychology programme in a department of psychology, and
  - a clinical neuropsychology programme that exists within a neuroscience training programme.
- A. Clinical neuropsychology programmes are accredited independently of other areas of professional psychology.
  - B. Training in clinical neuropsychology is at the doctoral level and is offered in or through a provincially or territorially-chartered University.
  - C. The university demonstrates its commitment to the programme by providing it with appropriate financial support.
  - D. The university's support for professional education and training is evident in the recognition, value, and reward the university accords to its faculty for the knowledge, skill and talent necessary to educate and train professionals.

### **II. Program Administration**

- A. The programme is clearly and publicly identified and described as a clinical neuropsychology programme.
- B. There is an identifiable psychology faculty and a psychologist is responsible for the programme.
- C. A recognizable and coherent organizational unit is responsible for the programme.
- D. The supervisors and teachers of the programme have clear authority and primary responsibility for all aspects of the programme.
- E. The programme has an integrated, organized plan of study and must ensure a breadth of exposure to the field of psychology and related disciplines.
- F. The programme includes supervised practicum, internship, and research training appropriate to the practice of psychology.

- G. The programme has an identifiable body of students who are matriculated in the clinical neuropsychology programme for a degree.
- H. Academic and practical training proceed in sequence and present information and exact requirements, which are cumulative and increasingly complex over the course of the programme. In advancing these requirements, a programme helps to ensure that its students are sufficiently prepared for advanced professional training (e.g. doctoral internships, post-doctoral fellowships) and post-doctoral employment.
- I. The goal of all programmes in clinical neuropsychology is to train scientist-practitioners who graduate with a doctoral degree and who have completed a doctoral dissertation. All training related to practice is completed within a faculty of psychology or supervised by a member of a faculty of psychology. Students' dissertations, however, may be supervised by any faculty member of the university that grants them their doctoral degree.
- J. The programme is responsive to the needs of clinical neuropsychology graduates to achieve registration/licensure as psychologists in their jurisdiction of practice.
- K. The programme has developed policies and procedures for student evaluation and students are made aware of how and when they will be evaluated.
- L. The programme has developed policies and procedures for handling students' academic, practice and/or interpersonally-related difficulties. Policies and procedures for developing, implementing and monitoring remediation plans are also necessary.
- M. Remediation policies and procedures detail the mechanisms through which a student might lodge a complaint against the programme or grieve an action, or appeal a decision or evaluation, made by the programme. Mechanisms for appeal are communicated in writing to students.
- N. The programme has an identifiable body of students who is matriculated in the clinical neuropsychology programme for a degree.

### III. Philosophy, Mission and Curriculum

A programme's **mission** is the sum total of its **values and principles**, and its **goals and its objectives**. It is important that the programme's mission is consistent with the mission of its host institution. It is also important that the programme's mission respects the scientific basis of practice in clinical neuropsychology and explicitly recognizes how science both informs and is informed by practice.

It is CPA's position that there are some criteria that are necessary to ensure sound training in clinical neuropsychology - these are largely the criteria related to curriculum detailed in Standard III. That being said, however, CPA also upholds the belief that many different models can lead to a well-trained clinical neuropsychologist. Every programme has a philosophy of training that reflects its values and principles about teaching and training in clinical neuropsychology. It is possible for a programme to meet the prescriptions of Accreditation Standards and Criteria within the context of its unique philosophy of training.

It is the programme's responsibility in addressing Standard III, to clearly and comprehensively convey its values and principles about teaching and training as well as demonstrate how it meets the prescriptions of the criteria of Standard III. Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of clinical neuropsychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g. students, the academic and health-care communities, its host institution, the profession of psychology).

Taken together, a programme's values and principles determine its goals and objectives - put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives<sup>3</sup>.

The critical question that a programme asks of itself when addressing Standard III is:

**What do we do (training model) and how do we do it  
(how do we put our training model into practice)?**

- A. Programmes develop and articulate their values and principles and their goals and objectives.
- B. **Training Curricula**

Competent professional practice in clinical neuropsychology requires training in three basic areas:

- core knowledge in general psychology and the basic neurosciences,
- knowledge and skills in neuropsychological and psychological assessment and intervention, and
- research.

Different programmes, often depending upon the venue through which they train (clinical neuropsychology programmes which exist within clinical psychology programmes versus those which exist within neuroscience programmes for example), may place different degrees of emphasis on the three areas. However, all accredited clinical neuropsychology programmes must provide the majority of their training in clinical neuropsychology.

1. **Core knowledge** required for practice in **clinical neuropsychology** is derived from **general psychology** as well as from the basic neurosciences (i.e. neuroanatomy, physiology, pharmacology), clinical neurology, and theoretical and experimental neuropsychology.

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<sup>3</sup> If, for example, a programme's values and principles articulate the need for clinical neuropsychologists to meet and exceed provincial, territorial and national standards for ethical practice, then an appropriate goal for this principle would be that students should learn and apply all such standards. The objectives which constitute this goal reasonably might be that all students take a course in professional ethics offered by the programme and that all students review the programme's holdings on legislation and standards relevant to the practice of clinical neuropsychologists. An illustration of an appropriate outcome for this goal is footnoted under Standard X.

This core knowledge cannot be attained through one or two graduate-level courses. Competence can be demonstrated by:

- passing comprehensive examinations in each of the core areas defined below,
- successful completion of at least one half-year graduate or undergraduate course in each of the areas, and
- other suitable means and venues determined by the programme.

The nine core areas are

- i. General Psychology
    - a) statistics and methodology
    - b) learning, cognition, and perception
    - c) life span development
    - d) personality
  
  - ii. Neurosciences and Basic Human and Animal Neuropsychology
    - a) basic neurosciences: full neuroanatomy course, preferably taught by anatomists with lab; chemical neuroanatomy
    - b) behavioural neurosciences: physiological psychology and pharmacology
    - c) basic human neuropsychology
    - d) principles of rehabilitation
    - e) research master's thesis or an equivalent written independent research project in neuropsychology
2. **Clinical Training** in clinical neuropsychology includes the acquisition of knowledge and skill in **assessment and intervention**. Although there is some overlap in the assessment instruments used by clinical psychologists and clinical neuropsychologists (tests of personality and intellectual functioning for example), there are many specialized instruments that are specific to practice in clinical neuropsychology (tests which assess disorders in language, memory, and cognition for example). The proper use of these specialized instruments and testing techniques requires training and supervised experience in clinical neuropsychology.

Intervention in clinical neuropsychology includes:

- i. the use of cognitive rehabilitation techniques devised for, and specific to, patients with neurological disorders,
- ii. education and counselling to patients and their families about the cognitive and psychological consequences of neurological disorders and
- iii. consultation to the community and inter-disciplinary teams about the cognitive and psychological functioning and needs of patients with neurological disorders.

Instruction in the following topics and skills of assessment and intervention are included in graduate-level instruction in every doctoral programme in clinical neuropsychology:

- 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 used by clinical neuropsychologists which include cognitive remediation of neurological disorders,
- xi. psychopathology,
- xii. basic instruction in the interventions of clinical and counselling psychologists (e.g. counselling and psychotherapy which include behavioral and cognitive-behavioral therapies),
- xiii. professional ethics in practice and research which include the CPA Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Service. Relevant provincial and territorial codes of ethics and professional standards are also brought to students' attention,
- xiv. programme development and evaluation and
- xv. clinical supervision.

### 3. **Research Training**

Research training includes the techniques and methods of inquiry appropriate to basic and applied research questions and domains of neuropsychology. The dissertation meets the scientific standards of the university granting the doctoral degree, is an original contribution to knowledge in neuropsychology, and meets the standards of neuropsychological research in Canada.

## **IV. Diversity**

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (e.g., types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e. French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and



federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity (of which culture is only one dimension). It is our professional and social responsibility to understand and respect the range of human diversity which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender, socioeconomic status.

Programmes that train psychologists must demonstrate their understanding and respect for human diversity in all aspects of their operations.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes faculty and as it recruits and evaluates students. In recruiting and promoting faculty and in recruiting and evaluating students, the programme avoids any actions on grounds that are irrelevant to success as a faculty member or as a graduate student. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.
- B. The programme comprehensively and systematically provides its students with didactic instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures which the programme employs to ensure such instruction and experience, the goals the programme hopes to attain in the instruction of diversity, and its success in meeting its goals should be communicated via the programme's attention to Standards III, IV and X.
- C. The Panel supports programmes in their efforts to make accommodations for students with disabilities.

## **V. Faculty: Professional Supervisors and Teachers**

Supervisors and teachers include faculty members of university departments which house clinical neuropsychology programmes as well as the professional and research staff appointed to hospitals, institutes and clinics that are affiliated with the university in which the programme is housed.

Faculty, supervisors and teachers are essential to the development and maintenance of an excellent programme. This group, with the help of adjunct faculty, supervisors, and teachers where needed, are sufficiently skilled to provide instruction in the core areas of psychology, neuroscience and in assessment and intervention in clinical neuropsychology.

Further, faculty, supervisors and teachers are grounded in the knowledge and skills demanded by the diversity of settings in which clinical neuropsychologists are employed and in the knowledge and skills necessary to understand, assess and treat the problems clinical neuropsychologists face.

It is important that faculty, supervisors and staff who are clinical neuropsychologists help students identify with professional practice. Faculty, supervisors and staff can do this by demonstrating their own commitment to professional practice via their research, teaching, as well as practice activities. Other venues through which dedication to practice is apparent includes supervision of students' practice activities, participation in psychological associations and learned societies, obtaining licensure, and participation in practice-related continuing education.

- A. Core faculty, supervisors and teachers are comprised of experienced and productive members whose teaching, research, and other professional activities (e.g. courseloads, publications, professional participation and practice) demonstrate their commitments to the intellectual scientific and applied enterprises of clinical neuropsychology.
- B. The core group of faculty, supervisors and teachers have active roles in the development and governance of the programme and psychologists assume primary responsibility for the training of students.
- C. The core group of faculty, supervisors and teachers is large enough to advise and supervise students' research and practice as well as to attend to administrative duties, serve on university/institutional department or programme committees, be assured of appropriate class sizes, and provide a sufficient diversity of course offerings. At least one of the core group is designated as having primary responsibility for monitoring and evaluating practicum facilities and internship settings and for overseeing student' progress within them.
- D. Core faculty members of the training programme (not necessarily all supervisors and teachers) possess the doctoral degree. It is preferable that core faculty, especially those administratively responsible for the programme, have completed their doctoral and internship training at programmes accredited by the CPA or its equivalent. At least one of the supervisors and teachers involved in the programme specializes in neuropsychological assessment.
- E. At least one of the core faculty members of the training programme is registered in the province in which the programme is located. All core faculty, supervisors and teachers who supervise students in the provision of professional service are appropriately credentialed and registered in the jurisdiction in which service is provided.
- F. The Panel recommends that the faculty member who assumes directorship of the training programme not also hold a position as chair or head of the department of which the programme is part. This recommendation is made for the following reasons:
- to ensure that the programme has sufficient staff and resources to meet its research and practice needs (Standard V.C),
  - The department chair or head serves as a further source of appeal or direction for the student, especially if a problem or conflict arises between the intern and the director of training (Standard II.L), and
  - The Head/Chair of the department is necessarily concerned about staffing and service issues for the department as a whole, which may put him or her in conflict of interest in advocating for the specific needs of the training programme (Standard I and II).
- G. Primary supervision for interns is provided by doctoral-trained psychologists. Given the broad and inter-disciplinary knowledge basis required for training in clinical neuropsychology (e.g. electrophysiology, neuroscience, gerontology), students of clinical neuropsychology may receive instruction from, and collaborate with, members of other related specialties (e.g. counselling or clinical psychology, neurology) where appropriate.

## VI. Students

Students seeking entrance into a graduate programme in clinical neuropsychology demonstrate their preparedness and commitment to psychology by having obtained an honours baccalaureate degree in psychology from a Canadian university or its equivalent. Graduate students of clinical neuropsychology have demonstrated intellectual ability and interpersonal skills. In addition, students are committed to social justice and to the well-being of others and possess, and are helped to further develop, an understanding and respect for the diversity of individual differences (See Standard IV).

- A. Students are treated with dignity and respect. The value accorded students' input and contributions is evident within the programme's operation. Students' contributions to research or other professional projects are credited appropriately (e.g. authorship of publications). Students have representation on the programme's committees and task forces that review and evaluate the curricula, develop policy and procedure, and conduct strategic planning.
- B. To every extent made possible by the resources of the programme, students are provided ongoing support and opportunity as they determine, plan and meet their own professional goals. Students' progress in meeting their own and programmatic goals is evaluated on a regular and predictable basis.
- C. Students evidence their commitments to the intellectual, scientific, and applied enterprises of psychology via their participation in teaching, research, and other professional activities (e.g. teaching and research assistantships, publications, association membership, practica and applied training opportunities).
- D. Students progress through the programme in a timely fashion consistent with national norms for completion of graduate training in clinical neuropsychology.
- E. Students do not work more than 20 hours a week in outside employment.
- F. Students who experience academic, practice and/or interpersonally-related difficulties are counseled early and offered a remediation plan. Students whose serious difficulties persist despite counselling and remediation are made aware of career alternatives and, if necessary, dropped from the programme.

## VII. Facilities and Resources

No matter how skilled the faculty, supervisors and staff or exceptional the students, a successful doctoral programme relies on the adequacy of its facilities and resources. The following facilities and resources adequately support programme' goals:

- A. teaching facilities (including classrooms, seminar rooms, observational facilities, and laboratory space for studies of individuals and small groups),
- B. library facilities (including books, journals, reprints, microfilms and electronic access to same),

- C. office space and adequate support personnel for faculty,
- D. work space (individual or shared) for students,
- E. research space for faculty and students,
- F. availability of relevant assessment materials and supplies, and where appropriate, scoring facilities for group and individual tests; specimen sets of widely used tests, test manuals, rating forms, recording forms for behavioral observations, etc.,
- G. practicum and internship facilities,
- H. computer facilities (including Internet access) to support communication, research, and data analysis,
- I. resources (including consultants) to support data analysis,
- J. audio-tape and video-tape recorders, closed-circuit television,
- K. facilities and technicians for building research equipment and
- L. facilities to enable students with disabilities to access all aspects of the programme's offerings and operations

## **VIII. Public Disclosure**

- A. The programme's brochure, sent to all applicants, describes the:
  - 1. programme's philosophy and mission,
  - 2. theoretical orientations as well as professional and research interests of the programme's faculty,
  - 3. goals set and outcomes obtained by the programme,
  - 4. requirements and expectations of students,
  - 5. academic and practical functions for which the student will be prepared, and
  - 6. training resources at the programme's disposal.

In addition, the brochure includes the following descriptive statistics:

7. usual size of the applicant pool,
8. acceptance and attrition rates,
9. percentage of male, female, minority and students with disabilities,
10. age distribution of students and
11. availability and nature of financial, academic, counselling and other support systems.

B. Evidence of accreditation status is made available to applicants.

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

Field training in clinical neuropsychology is offered sequentially as practicum and internship experience. As students proceed through their applied training, they are usually afforded experiences of increasing complexity, which allow them to assume greater levels of responsibility for their work.

A doctoral programme will actively direct its students toward field experiences (both practicum and internship) that demand the kinds of knowledge and skill students have acquired within the doctoral programme. Practicum experiences can occur within the doctoral programme's own university facilities under the supervision of its own faculty (a university health or mental health center for example) or in other appropriate but independent settings.

Practicum training is field experience, usually taken for academic credit, often on campus. The practicum helps students to acquire and apply neuropsychological techniques and skills and provides exposure to client disorders and populations. The practicum is intended to prepare the student for internship and is prerequisite to it.

Although some settings may train both practicum and internship students, an internship is a more advanced and intensive experience which allows students to refine the technical knowledge and skills they have already acquired in course work and practicum experiences. It is the depth and breadth of training that distinguishes the practicum from the internship experience. The internship, usually a year-long experience completed just prior to completion of the doctoral degree, provides students with the opportunity to function in the role of a clinical neuropsychologist under supervision appropriate to their level of knowledge and skill. Successful completion of the internship is prerequisite to the award of the doctoral degree in clinical neuropsychology.

In order to best match students' interests and needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Evidence of the goodness of fit between a student's needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.

Doctoral programmes maintain a close liaison with settings that host practicum or internship training (e.g. conventions, conferences, membership in the Canadian Counsel of Professional Psychology Programmes). This liaison allows the doctoral programme to best prepare its students for internship, evaluate the nature of that preparation, monitor students' progress in the field, as well as track students' evaluations of the internship settings.

- A. Practicum training totals a minimum of 600 hours and is typically offered through university coursework. All master's level practicum students are supervised by practitioners who are registered for independent psychological practice in the jurisdiction in which the services are provided. The Panel acknowledges and supports the internship programmes that allow their interns to gain supervisory experience by supervising practicum students. It is necessary, however, that the interns providing such supervision receive supervision from a doctoral level, registered psychologist specifically for this activity.

The practicum associated with coursework provides the student with opportunity to apply the knowledge gained from courses in assessment, neuropsychology, and psychopathology.

Practica offer following experiences and acquisition of skills:

1. an understanding of, and a commitment to, professional and social responsibility as defined by the statutes of the ethical code of the profession (CPA Canadian Code of Ethics),
  3. awareness of, and sensitivity to, full range of human diversity,
  4. an understanding of one's own characteristics, strengths and biases and the impact these have on professional functioning,
  4. interviewing techniques,
  5. selection of tests and/or interventions,
  6. administration, scoring and interpretation of test results
  7. writing reports,
  8. presentation of results to other health care workers,
  9. observing therapy and conducting simple cases,
  10. an introduction to procedures involved in devising individual cognitive rehabilitation or therapy programmes.
- A. A CPA-accredited **internship**, or its equivalent, is required for graduation with a doctoral degree in clinical neuropsychology. The standards and criteria for CPA accreditation of internship programmes are detailed later in this document.

## **X. Programme Evaluation and Quality Improvement**

When addressing Standard X, the critical questions a programme asks and answers are:

- **How do we know whether we are meeting our goals and objectives?**

- **What do we do with the information gained from examining our success in meeting our goals and objectives?**
- **How does the information gained from self-assessment influence the continuous quality improvement of our training model and its goals and objectives?**

- A. Following the identification, articulation, and implementation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives<sup>4</sup>. A programme's outcomes reveal how well the programme has met its goals and objectives. It is important, therefore, that the tools used to measure outcomes are valid measures of the programme's goals and objectives. Further, the programme's mechanisms of self-assessment (i.e. the programme's evaluation and quality improvement initiatives) support and are supported by the self-assessment activities of the psychology discipline and of the university of which the discipline is part.

The information gained through self-examination and assessment in turn impacts upon the programme's training model and upon its goals and objectives. Furthermore, the programme is committed to reviewing its training model, its goals and objectives as well as its curriculum in light of:

1. the evolving body of scientific knowledge in psychology as it applies to practice in clinical neuropsychology,
2. current standards of best professional practice in clinical neuropsychology,
3. local, regional and national needs for services in clinical neuropsychology, and
4. the jobs and career paths attained by the programme's graduates.

## **XI. Relationship with the CPA Accreditation Panel**

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures which include, but are not limited to meeting deadlines prescribed by the Accreditation Panel for:
1. the submission of self-studies in preparation for a site visit. The self-studies are prepared in accordance with the reporting prescriptions of the Panel,
  2. scheduling and preparing for a site visit,

<sup>4</sup> Following from the illustration used for Standard III, reasonable outcome measures for the goal and objectives defined for standards of ethical practice might be that students receive a passing grade in a professional ethics course and/or that students are examined on their review of the library's holdings on legislation and standards relevant to the practice of clinical neuropsychology.

3. the submission of annual reports. Annual reports are prepared in accordance with the reporting prescriptions of the Panel, and
  4. supplying the Accreditation Panel with any other information relevant to maintaining the programme's accreditation status.
- B. Maintain written records of their compliance with the Standards
  - C. Inform the CPA Accreditation Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality of training provided
  - D. Maintain their good standing by submitting all necessary site visit and annual fees according to the schedule prescribed by the Accreditation Panel
  - E. Include the name and address of the CPA Accreditation Office in the programme's brochure.



# **STANDARDS FOR ACCREDITATION OF INTERNSHIP TRAINING PROGRAMMES IN PROFESSIONAL PSYCHOLOGY**

## **CLINICAL AND COUNSELLING PSYCHOLOGY**

### **INTRODUCTION**

The internship is the final but essential step in preparation for professional practice in psychology at the doctoral level. It is at this step that graduate students are afforded the opportunity to apply theoretical and technical knowledge, to develop and refine professional skills, and most importantly, to integrate the theoretical, practical, and scientific in their emergent roles as professional psychologists. It is this integrative process and requirement that sets the internship apart from earlier practicum experiences which focus more concretely on the acquisition of skills. Finally, the internship socializes students into their professional roles and facilitates the transition from one (student) to the other (independent professional).

### **I. Organizational Issues and Eligibility**

- A. The internship programme receives the support of its host department or discipline, as well as of its host organization, as evidenced in adequate and stable resources for all aspects of the training operations. Budgeting for the programme is specifically designated and includes financial remuneration to interns at the national standard as compiled by the Canadian Council of Professional Psychology Programmes.
- B. The host department or discipline, as well as its own host organization, are committed to and supportive of the training mission. Recognition and reward (remuneration and promotion) of the training contributions of staff are ways in which this commitment and support are demonstrated.
- C. Administrative commitment to internship training is also indicated in the appointment of a Director of Training. The director is a clinical or counselling psychologist with a doctoral degree who is registered in the jurisdiction in which the programme is located. If located in a jurisdiction without provincial or territorial legislation, the Director of Training is a psychologist who possesses some comparable national distinction.

The Director of Training is an experienced and senior professional who has had prior and substantive experience in the provision of training. He/she is advised by a committee of other psychologists who are themselves significantly involved in the internship programme.

For the following reasons, it is recommended that the psychologist who assumes the role of Director of Training does not concurrently also hold the position of Leader or Chief of Psychology:

- responsibilities for the programme, and for the discipline within which it is embedded, are distributed so that the programme's successful operation is not dependent upon a single staff member (Standard IV.A),
  - The Chief Psychologist/Professional Practice Leader serves as a further source of appeal or direction for the intern, especially if a problem or conflict arises between the intern and the Director of Training (Standard II.B. 11 and 12), and
  - The Chief Psychologist/Professional Practice Leader is necessarily concerned about staffing and service issues, which may put him or her in conflict of interest when planning the interns' placements and rotations. The Director of Training, who has no staffing or service interests, is in a better position to be directed by the needs of the interns when planning placements and rotations (Standard II.B. 1 and 2).
- D. Internship programmes and their host institutions demonstrate a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, staff and interns.
- E. The selection of candidates for an internship programme occurs as the result of a systematic review of applicants' qualifications to determine applicants' readiness to embark on internship. Applicants are enrolled as students of a CPA-accredited doctoral programme in clinical psychology (for clinical psychology internships) or counselling psychology (for counselling psychology internships). If the programme in which the student is enrolled is not a clinical or counselling psychology programme and/or is not accredited by the CPA, the programme's content and structure (and hence the student's academic and practical preparation) must be equivalent to those clinical or counselling psychology programmes that are CPA-accredited. Applicants who do not attend doctoral programmes accredited by the CPA provide the internship programme with information necessary for the internship programme to establish that the intern's doctoral training is in fact equivalent.
- F. Eligibility for internship requires that students have completed all requisite professional coursework and practica prior to beginning the internship year. Applicants have completed a minimum of 600 hours of practicum experience in assessment and intervention strategies. The CPA acknowledges that in the competitive marketplace, applicants have often completed far more than 600 hours, but only 600 hours are required to satisfy accreditation standards. Students have completed all course requirements before beginning their internship year. It is preferable that they have also proposed their doctoral thesis, collected and analysed their data, completed a draft of their thesis, and, whenever possible, have successfully defended their doctoral thesis prior to beginning the internship year. The internship is a pre-requisite to the award of the doctoral degree and must be completed before the doctoral degree is conferred.
- G. The internship is a full-time commitment over the course of one calendar year or, half-time over the course of two, consecutive calendar years. The full-time and half-time experiences each provide, at a minimum, 1600 hours. If a student elects for a half-time experience over two years, both years must take place at the same internship programme. Therefore, programmes offering half-time experiences must be prepared to accommodate the student for two years.

- H. In order to best match students' interests and needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Wherever and whenever possible, faculty and staff of doctoral and internship programmes are encouraged to liaise through suitable venues (e.g. conventions, conferences, membership in the Canadian Council of Professional Psychology Programmes).

Evidence of the goodness of fit between a student's needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.

- I. In order to protect the applicant's right to make a free choice among internship offers, all accredited programmes comply with the policies and procedures governing notification of applicants as outlined by the Association of Psychology and Postdoctoral Internship Centers and published in their Annual Directory.

## II. Philosophy, Mission, and Model

Every programme has a **philosophy of training** that reflects its values and principles about teaching and training in clinical or counselling psychology. It is CPA's position that a programme is able to meet the prescriptions of Accreditation Standards and Criteria within the context of its unique philosophy of training. Correspondingly, CPA believes that many different models can lead to a well-trained clinical or counselling psychologist. It is the programme's responsibility in addressing this Standard, to clearly and comprehensively convey its values and principles about teaching and training. Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of clinical or counselling psychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g. students, the academic and health-care communities, its host institution, the profession of psychology).

Taken together, a programme's values and principles determine its **goals and objectives** - put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives.<sup>1</sup>

<sup>1</sup> If, for example, a programme's values and principles articulate the need for psychologists to meet and exceed best practice standards for the treatment of adjustment disorders, then an appropriate goal for this principle would be that interns develop a theoretical and practical expertise in short-term psychotherapy. The objectives which constitute this goal might reasonably be that all students attend a psychotherapy seminar series and conduct, under supervision, x number of cases using y therapeutic approach(es). The outcome for this goal is footnoted under Standard VIII.

The critical question, which a programme asks of itself when addressing Standard II, is:

**What do we do (training model) and how do we do it  
(how do we put our training model into practice)?**

A. It is important that the programme's **philosophy and mission:**

1. are fully developed and described in its written materials available to the public (e.g. in the programme's brochure which is made available to prospective applicants),
2. are consistent with the philosophy and mission of its host institution,
3. are complementary with the philosophy and mission of the doctoral programmes from which interns are accepted. For example, the skills and functions valued and taught by the doctoral programme need be similarly recognized and applied at the internship site, and
4. respect the scientific basis of psychological practice and explicitly recognize how science both informs and is informed by practice.

B. The application of a programme's philosophy and mission abides by the following criteria:

1. Interns understand and play an integral role in the application of the agency's mission. However, interns' primary roles are as trainees. Training needs can be accommodated through service demands and service demands do not erode training goals. Interns do not spend more than two-thirds of their time commitment to the agency providing direct service to clients, and
2. The method of internship training is, by definition, an applied one. As outlined in II.B.1 above, interns spend the majority of their time providing professional service. Although professional service substantially involves direct service with clients, other necessary applied training activities may include providing consultation to other service providers, functioning within an inter-disciplinary team, and carrying out programme or treatment evaluation.
3. Internship training is offered in an organized and coherent sequence of experience and activities providing exposure to a variety of problems and patient populations. Each successive experience:
  - increases in complexity,
  - is commensurate with the increasing knowledge and skill, and readiness for autonomy of the intern as she/he progresses through the internship, and
  - facilitates the intern's integration and synthesis of his or her training experiences.

The internship programme provides interns with the administrative, educational and supervisory support necessary to allow them to assume increasing and substantial responsibility for their professional practice over the course of the internship year.

4. Interns acquire the following professional knowledge and skills during their graduate training. In accordance with their resources and philosophies, internship programmes may vary in the training emphasis placed upon these knowledge and skills. By the end of the internship year, however, interns' have sufficient knowledge and skill in the following areas to render them eligible for registration in any jurisdiction in Canada:
  - i. psychological assessment,
  - ii. intervention (i.e. planning, techniques and evaluation),
  - iii. consultation, and
  - iv. programme development and evaluation.
5. Training encompasses a range of assessment and intervention procedures and is not restricted to a single type. Although doctoral and internship programmes may emphasize different theoretical models and skills, students need to become familiar with the diversity of major assessment and intervention techniques in common use and their theoretical bases.  
Internship programmes:
  - i. include training in empirically-supported interventions, and
  - ii. provide training in more than one therapeutic modality (e.g. individual, couple, family, group).
6. Professional practice within the discipline is informed by science. The way in which science and practice are integrated within the programme is evident to interns and affords them research opportunities.
7. A written, individualized training plan is completed by the Director of Training or primary supervisor and the intern at the beginning of the training year and/or rotation. The training plan focuses on the skills as enumerated in II.B.4 and 5, details general and individualized training goals and objectives (e.g. which rotations, which client populations, what type of assessment and intervention), and indicates caseload expectations (e.g. 30 personality assessments, one group psychotherapy experience).
8. Regularly scheduled, individual supervision is provided to the intern by qualified and experienced supervisors at the minimum rate of four hours per week. Qualifications of supervisors are as described in Standard IV.B and C.
9. Whenever possible, interns are offered training and experience in the provision of supervision. This experience is typically limited to the provision of supervision to junior graduate students such as a student in professional psychology who is completing a practicum at the same organization. Any supervision provided by an intern is itself supervised by the intern's supervisor(s).
10. Interns are given feedback about their progress in the programme on an ongoing basis. This ongoing feedback includes a written evaluation in a consistently applied format. This format accurately reflects the programme's stated goals and objectives and explicitly assesses the intern's performance and progress in meeting training goals and objectives. The eval-

uation is completed by the supervisor at regular and pre-determined points during the training year. The written evaluation is reviewed with the intern by the supervisor, filed in the intern's file, and a copy given to the intern and Director of Training. Feedback to the intern's university is typically accomplished by the Director of Training at the internship site. The Director of Training's feedback to the university:

- is in writing,
  - occurs at least twice during the training year (or more often in the event that an intern experiences difficulty and/or a remediation plan is instituted),
  - synthesizes all supervisors' evaluations, and
  - is submitted in a form that is agreeable to the university.
11. The programme has minimum standards for successful completion of the programme that are presented to the intern, in advance of the internship year, in written form<sup>2</sup>. Interns who, in the opinion of the programme, are not meeting minimum standards will:
- be advised of their substandard performance in writing,
  - be given a reasonable period of time and reasonable professional support to achieve standard performance. Time and support to achieve standard performance includes a remediation plan, developed and agreed to by all supervisors and the intern, and documented in writing. Both the programme and intern are responsible for fulfilling the terms of any remediation plan developed and instituted by both parties, and
  - normally not be terminated from a programme, or allowed to complete it unsuccessfully, until the remediation plan is deemed unsuccessful in helping the intern achieve standard performance. As would be the case for any professional staff member, the programme or institution may reserve the right to dismiss an intern should he or she be found in breach of the ethical principles of professional practice as defined in the Canadian Code of Ethics for Psychologists (CPA, 2000).
12. At the beginning of the internship year (and as a need for it arises), interns are presented with a document outlining the programme's policies and procedures to appeal a decision made by a programme. Appealable decisions are as determined by the programme but include decisions:
- to institute a remediation plan,
  - that an intern has failed to meet the provisions of the remediation plan, and
  - to terminate or fail an intern from a programme.
13. The programme issues a certificate to all interns who successfully complete the programme which provides evidence of successful completion

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<sup>2</sup> These standards are typically reflected in the training plan as described in II.B.7

### III. Diversity

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (e.g., types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e. French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity (of which culture is only one dimension). It is our professional and social responsibility to understand and respect the range of human diversity which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender, socio-economic status.

Programmes that train psychologists demonstrate their understanding and respect for human diversity in all aspects of their operations.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes staff and as it recruits and evaluates interns. In recruiting and promoting staff and in recruiting and evaluating interns, the programme avoids any actions on grounds that are irrelevant to success as a staff member or as an intern. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.
- B. The programme comprehensively and systematically provides its interns with instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures which the programme employs to ensure such instruction and experience, the goals the programme hopes to attain in instruction on diversity, and its success in meeting its goals are communicated via the programme's attention to Standards II, III, and VIII.
- C. The Panel supports programmes in their efforts to make accommodations for people with disabilities.

### IV. Professional Psychology Staff

- A. The training programme is offered by an organized group of professional psychologists who collaborate and meet regularly for the purposes of:
  - planning, delivering and monitoring psychological services within the host institution, and
  - monitoring professional issues and supporting staff in meeting professional standards.

The organized group of professional psychologists reports to a chief psychologist, or in the absence of an administrative department of psychology, to a professional practice leader. The staff of the programme is sufficiently stable, and of sufficient numbers, so that the programme would not be significantly compromised by the loss of a single staff member.

- B. Staff involved in the training programme as supervisors are registered in the province in which the programme is located, possess the doctoral degree in an area of professional psychology, and have met the standards in place at the time of their training - standards which ideally included a one-year internship. It is preferable that all staff providing supervision, and most especially the Director of Training, have completed their doctoral and internship training in a CPA-accredited programme or its equivalent.
- C. Although supervision of interns is provided by doctoral-level psychologists registered in the province in which they practice, other professionals may contribute to the training experiences of interns. Other professionals may include doctoral-level psychologists in the process of obtaining licensure for independent practice, master's-level practitioners of psychology, or suitably qualified and credentialed members of other professions.
- D. The programme ensures that its supervisors have access to instruction and training in the provision of supervision.

## **V. Interns**

- A. Interns in clinical psychology or counselling psychology have demonstrated intellectual ability and interpersonal skills. In addition, as can be assessed from letters of reference (e.g. from supervisors of practicum experiences), interns have demonstrated a commitment to social justice and to the well-being of others.
- B. Psychologists whose doctoral degrees were completed in an area other than clinical or counselling psychology, and who are enrolled in a clinical or counselling programme for the purposes of re-specialization, may apply for internship training. The Director of Training of the programme where they are completing re-specialization must certify that they have completed academic and practical training that meets the accreditation standards for doctoral training as detailed in the Accreditation Standards and Procedures. Applicants with degrees in areas other than psychology may not be accepted for internship training.
- C. Because interns contribute to and support the training of their peers, at least two, and preferably more, interns are enrolled in the internship programme. Whenever possible, each intern class at non-affiliated internship programmes includes interns from different doctoral programmes.
- D. Interns are treated with the same dignity and respect accorded to professional staff. The value accorded interns' input and contributions is evident within the programme's operation. Interns' contributions to research or other professional projects are credited appropriately (e.g. authorship of publications).
- E. Interns have the formal opportunity to contribute to programme planning and development and programmes have the opportunity to benefit from interns' contributions in this regard. Accordingly, programmes are encouraged to include intern representation on the programme's training committee.<sup>3</sup> In addition, interns formally evaluate their internship experiences to include:



- quality and quantity of supervision and instruction, and
- aspects of the host institution and its staff that support or are relevant to internship training.

The format and timing of interns' evaluations of their supervisors and internship experiences respects interns' rights and the position of trust assumed by the programme and its supervisors. Wherever possible, interns complete formal evaluations of their supervisory and internship experiences after their supervisors' evaluations of them have been completed and distributed (i.e. to the intern and to the Directors of Training of the internship and intern's doctoral programme).

- G. Interns are made aware of national and provincial and territorial standards and guidelines of professional practice in psychology, including but not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services. Interns are also made aware of federal and provincial and territorial statutes relevant to professional practice in the programme's host institution.

## VI. Facilities and Resources

- A. Facilities and resources provided by the organization are adequate to meet the needs of the internship programme and its interns. These facilities and resources include:
1. quiet and unobstructed work space,
  2. secure storage of interns' work,
  3. efficient means of communication with supervisors and fellow interns (e.g. telephone, voice-mail, e-mail access),
  4. secure and sound-dampened space in which to carry out professional activities with clients,
  5. reasonable clerical support for service functions and training needs including the means to document progress notes, psychological reports and any other required written communication,
  6. audio-visual resources necessary for supervision (e.g. audiotaping and videotaping equipment and cassettes, therapy rooms with one-way mirrors),
  7. computer access to include Internet, word-processing, and data analysis wherever possible, and
  8. library facilities, including books, journals, reprints, microfilms and electronic access to same wherever possible.

<sup>3</sup> It is understood that an intern member of a training committee would not participate in the business of the committee when that business included the evaluation or remediation of another intern.

## VII. Public Disclosure

- A. Internship settings have developed and distributed descriptive materials in which the philosophy and mission, structure and goals of the training programme, and its host organization, are accurately and explicitly described. An accurate description of the programme facilitates the fit between an applicant's interests and needs and the programme's offerings. These descriptive materials are made available, usually in the form of a brochure, to all prospective applicants to the programme.
- B. Evidence of accreditation status is made available to applicants.

## VIII. Programme Evaluation and Quality Improvement

The critical questions a programme asks and answers when addressing Standard VIII are:

**How do we know whether we are meeting our goals and objectives?**

**What do we do with the information gained from examining our success in meeting our goals and objectives?**

**How does the information gained from self-assessment influence the continuous quality improvement of our training model and our goals and objectives?**

- A. Following the identification and articulation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives. A programme's outcomes reveal how well the programme has met its goals and objectives. It is important, therefore, that the tools used to measure outcome are valid measures of the programme's goals and objectives.<sup>4</sup> Further, the programme's evaluation and quality improvement initiatives support and are supported by the self-assessment activities of the psychology discipline and of the organization of which the discipline is part.

The programme is committed to reviewing its training model, its goals and objectives as well as its curriculum in light of the:

1. evolving body of scientific knowledge in psychology as it applies to professional practice,
  2. current standards of best professional practice,
  3. local, regional and national needs for psychological services, and
  4. jobs and career paths attained by the programme's graduates.
- B. Self-examination and assessment activities are the responsibility of the Director of Training and

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<sup>4</sup> Following from the illustration used for Standard II, reasonable outcomes for the best practice standard could include monitoring attendance at the seminar series, verifying that an intern had carried the specified number of cases using the specified types of approaches, conducting supervisory evaluations of interns on dimensions of practice.

the training committee and involve other psychology or organization staff, interns, clients, doctoral programmes, and any other relevant publics where appropriate. These activities address the:

1. programme's standards for the preparedness of applicants to undertake internship training,
2. programme's expectations of interns for successful completion and the interns' success in meeting them,
3. preparedness of the programme's graduates to apply for registration, and
4. applicability of knowledge and skills acquired on internship to post-doctoral training and employment.

## **IX. Relationship with the CPA Accreditation Panel**

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures which include, but are not limited to meeting deadlines prescribed by the Accreditation Panel for:
  1. the submission of self-studies in preparation for a site visit. (The self studies are prepared in accordance with the reporting prescriptions of the Panel),
  2. scheduling and preparing for a site visit,
  3. the submission of annual reports. (Annual reports are prepared in accordance with the reporting prescriptions of the Panel), and
  4. supplying the Accreditation Panel with any other information relevant to maintaining the programme's accreditation status.
- B. Maintain written records of their compliance with the Standards.
- C. Inform the CPA Accreditation Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality of training provided.
- D. Maintain their good standing by submitting all necessary site visit and annual fees according to the schedule prescribed by the Accreditation Panel.

## CLINICAL NEUROPSYCHOLOGY

### Introduction

The internship is the final but essential step in preparation for professional practice in clinical neuropsychology at the doctoral level. It is at this step that graduate students are afforded the opportunity to apply theoretical and technical knowledge, to develop and refine professional skills, and most importantly, to integrate the theoretical, practical, and scientific in their emergent roles as clinical neuropsychologists. It is this integrative process and requirement that sets the internship apart from earlier practicum experiences which focus more concretely on the acquisition of skills. Finally, the internship socializes students into their professional roles and facilitates the transition from one (student) to the other (independent professional).

### I. Organizational Issues and Eligibility

- A. Internship programmes in clinical neuropsychology may be hosted by a university or by another non-university setting (e.g. hospital, clinic). Standards governing affiliated, non-affiliated, and partially-affiliated internship programmes are elaborated in their own section of this Manual (immediately following the standards for internship training).
- B. The internship programme receives the support of its host department or discipline, as well as of its host organization, as evidenced in adequate and stable resources for all aspects of the training operations. Budgeting for the programme is specifically designated and includes financial remuneration to interns at the national standard as compiled by the Canadian Council of Professional Psychology Programmes.
- C. The host department or discipline, as well as its own host organization, are committed to and supportive of the training mission. Recognition and reward (remuneration and promotion) of the training contributions of staff are ways in which this commitment and support are demonstrated.
- D. Administrative commitment to internship training is also indicated in the appointment of a Director of Training. The director is a clinical neuropsychologist with a doctoral degree who is registered in the jurisdiction in which the programme is located. If located in a jurisdiction without provincial or territorial legislation, the Director of Training is a psychologist who possesses some comparable national distinction.

The Director of Training is an experienced and senior professional who has had prior and substantive experience in the provision of training. He/she is advised by a committee of other psychologists who are themselves significantly involved in the internship programme.

For the following reasons, it is recommended that the psychologist who assumes the role of Director of Training does not concurrently also hold the position of Leader or Chief of Psychology:

- responsibilities for the programme, and for the discipline within which it is embedded, are distributed so that the programme's successful operation is not dependent upon a single staff member (IV.B),

- The Chief Psychologist/Professional Practice Leader serves as a further source of appeal or direction for the intern, especially if a problem or conflict arises between the intern and the Director of Training (Standard II.B.11 and 12), and
  - The Chief Psychologist/Professional Practice Leader is necessarily concerned about staffing and service issues, which may put him or her in conflict of interest when planning the interns' placements and rotations. The Director of Training, who has no staffing or service interests, is in a better position to be directed by the needs of the interns when planning placements and rotations (Standard II.B.1).
- E. Internship programmes and their host institutions demonstrate a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, staff and interns.
- F. The selection of candidates for an internship programme occurs as the result of a systematic review of applicants' qualifications to determine applicants' readiness to embark on internship. Applicants are enrolled as students of a CPA-accredited doctoral programme in clinical neuropsychology or its equivalent at a university which itself is chartered within its jurisdiction.

If the programme in which the student is enrolled is in an area other than clinical neuropsychology (e.g. clinical or counselling psychology), or if the programme is not accredited by the CPA, the programme's content and structure (and the students practical and academic preparation) must be equivalent to those of clinical neuropsychology programmes which are CPA-accredited, as specified under the Standards for Doctoral Programmes in Clinical Neuropsychology III.B. Applicants who do not attend doctoral programmes accredited by the CPA provide the internship programme with information necessary for the internship programme to establish that the intern's doctoral training is in fact equivalent.

- G. Applicants have completed a minimum of 600 hours of practicum experience in assessment and intervention strategies. Students have completed all course requirements before beginning their internship year. It is preferable that they have also proposed their doctoral thesis, collected and analysed their data, completed a draft of their thesis, and, whenever possible, have successfully defended their doctoral thesis prior to beginning the internship year. The internship is a pre-requisite to the award of the doctoral degree and must be completed before the doctoral degree is conferred.
- H. The internship is a full-time commitment over the course of one calendar year or, half-time over the course of two, consecutive calendar years. The full-time and half-time experiences each provide, at a minimum, 1600 hours. If a student elects for a half-time experience over two years, both years must take place at the same internship programme. Therefore, programmes offering half-time experiences must be prepared to accommodate the student for two years.
- I. In order to best match students' interests and needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Wherever and whenever possible, faculty and staff of doctoral and internship programmes

are encouraged to liaise through suitable venues (e.g. conventions, conferences, membership in the Canadian Council of Professional Psychology Programmes).

Evidence of the goodness of fit between a student's needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.

- J. In order to protect the applicant's right to make a free choice among internship offers, all accredited programmes comply with the policies and procedures governing notification of applicants as outlined by the Association of Psychology Postdoctoral and Internship Centers and published in their Annual Directory.

## II. Philosophy, Mission, and Model

Every programme has a **philosophy of training** that reflects its values and principles about teaching and training in clinical neuropsychology. It is CPA's position that a programme is able to meet the prescriptions of Accreditation Standards and Criteria within the context of its unique philosophy of training. Correspondingly, CPA believes that many different models can lead to a well-trained clinical neuropsychologist. It is the programme's responsibility in addressing this Standard, to clearly and comprehensively convey its values and principles about teaching and training. Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of clinical neuropsychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g. students, the academic and health-care communities, its host institution, the profession of psychology).

Taken together, a programme's values and principles determine its **goals and objectives** - put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives.<sup>5</sup>

The critical question that a programme asks of itself when addressing Standard II is:

**What do we do (training model) and how do we do it  
(how do we put our training model into practice)?**

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<sup>5</sup> If, for example, a programme's values and principles articulate the need for clinical neuropsychologists to meet and exceed best practice standards for cognitive remediation of closed head injury, then an appropriate goal for this principle would be that interns develop a theoretical and practical expertise in cognitive remediation. The objectives which constitute this goal might reasonably be that all students attend a seminar series on closed head injury and conduct, under supervision, x number of cases with y types of cognitive problems using z types of cognitive interventions. The outcome for this goal is footnoted under Standard VIII.

- A. It is important that the programme's philosophy and mission:
1. are fully developed and described in its written materials available to the public (e.g. in the programme's brochure which is made available to prospective applicants),
  2. are consistent with the philosophy and mission of its host institution,
  3. are complementary with the philosophy and mission of the doctoral programme from which interns are accepted. For example, the skills and functions valued and taught by the doctoral programme need be similarly recognized and applied at the internship site, and
  4. respect the scientific basis of practice in clinical neuropsychology and explicitly recognize how science both informs and is informed by practice.
- B. The application of a programme's philosophy and mission abides by the following criteria:
1. Interns understand and play an integral role in the application of the agency's mission. However, interns' primary roles are as trainees. Training needs can be accommodated through service demands and service demands do not erode training goals. Interns do not spend more than two-thirds of their time commitment to the agency providing direct service to clients.
  2. Professional practice within the discipline is informed by science. The way in which science and practice are integrated within the programme is evident to interns and affords them research opportunities.
  3. Interns receive intensive training in clinical neuropsychology as it is practiced in an applied setting (e.g. hospital, clinic, rehabilitation centre, school). In addition to applied and research activities, the clinical neuropsychology student may also gain experience:
    - providing feedback and consultation to other service providers,
    - providing feedback and consultation to clients, their families and caretakers,
    - functioning within an inter-disciplinary team, and
    - carrying out programme or treatment evaluation.
  4. Internship training is offered in an organized and coherent sequence of experience and activities providing exposure to a variety of problems and patient populations. Each successive experience:
    - increases in complexity,
    - is commensurate with the increasing knowledge and skill, and readiness for autonomy, of the intern as she/he progresses through the internship, and
    - facilitates the intern's integration and synthesis of his or her training experiences.

The internship programme provides interns with the administrative, educational and supervisory support necessary to allow them to assume increasing and substantial responsibility for their professional practice over the course of the internship year.

5. Typically, the internship is the final practice experience undertaken by interns prior to the granting of the doctoral degree. Accordingly, interns acquire the following professional knowledge and skills during the internship year. By the end of the internship year, interns' are sufficiently competent to render them eligible for registration in any jurisdiction in Canada.
  - i. administration and interpretation of neuropsychological assessment,
  - ii. develop and refine report-writing skills,
  - iii. interpret client's lab reports that include EEGs and CAT scans,
  - iv. set up, supervise and/or carry out rehabilitation or remediation programmes with clients if at all possible within the resources of the setting which houses the programme, and
  - v. involvement in a small, applied, clinical research project that is independent of the intern's thesis research. Possible topics for such a project might be a comparison of different remediation programmes, the development of a new neuropsychological test, the documentation of the nature of a particular disorder using reliable tests, and the analysis of the nature of a particular deficit in a single patient. The intern, in collaboration with his or her supervisor, will decide upon the research topic.
6. Although doctoral and internship programmes may emphasize different theoretical models and skills, students need become familiar with the diversity of major assessment and intervention techniques in common use in neuropsychological practice and their theoretical bases. Internship programmes:
  - i. provide training in empirically-supported methods of assessment and models of intervention, and
  - ii. provide interns with a neurologically-based experience as well as one that is more behaviourally-based.
7. A written, individualized training plan is completed by the Director of Training or primary supervisor and the intern at the beginning of the training year and/or rotation. The training plan focuses on the skills as enumerated in II.B.5 and 6, detail general and individualized training goals and objectives (e.g. which rotations, which client populations, what type of assessment and intervention), and indicate caseload expectations.
8. Regularly scheduled, high quality, individual supervision is provided to the intern by qualified and experienced supervisors at the minimum rate of four hours per week. The majority of these four individual hours is provided by the primary supervisor.
9. Wherever possible, interns are offered training and experience in the provision of supervision. Any supervision provided by interns is itself supervised by the intern's supervisor(s). Practical venues for supervisory experience might include the intern supervising a student in professional psychology who is completing a practicum at the same organization.
10. Interns are given feedback about their progress in the programme on an ongoing basis. This ongoing feedback includes a written evaluation in a consistently applied format. This format accurately reflects the programme's stated goals and objectives and explicitly assess-



es the intern's performance and progress in meeting training goals and objectives. The evaluation is completed by the supervisor at regular and pre-determined points during the training year. The written evaluation is reviewed with the intern by the supervisor, filed in the intern's file, and a copy given to the intern and Director of Training. Feedback to the intern's university is typically accomplished by the Director of Training at the internship site. The Director of Training's feedback to the university

- is in writing
  - occurs at least twice during the training year (or more often in the event that an intern experiences difficulty and/or a remediation plan is instituted)
  - synthesizes all supervisors' evaluations
  - is submitted in a form which is agreeable to the university
11. The programme has minimum standards for successful completion of the programme, which are presented to the intern, in advance of the internship year, in written form<sup>6</sup>. Interns who, in the opinion of the programme, are not meeting minimum standards will
- be advised of their substandard performance in writing
  - be given a reasonable period of time and reasonable professional support to achieve standard performance. Time and support to achieve standard performance should include a remediation plan which is developed and agreed to by all supervisors and the intern and is documented in writing. Both the programme and intern are responsible for fulfilling the terms of any remediation plan developed and instituted by both parties.
  - normally not be terminated from a programme, or allowed to complete it unsuccessfully, until the remediation plan is deemed unsuccessful in helping the intern achieve standard performance. As would be the case for any professional staff member, the programme or institution may reserve the right to dismiss an intern should he or she be found in breach of the ethical principles of professional practice as defined in the Canadian Code of Ethics for Psychologists (CPA, 2000).
12. At the beginning of the internship year (and as a need for it arises), interns are presented with a document outlining the programme's policies and processes to appeal a decision made by a programme. Appealable decisions are as determined by the programme but include decisions
- to institute a remediation plan
  - that an intern has failed to meet the provisions of the remediation plan
  - to terminate or fail an intern from a programme
13. The programme issues a certificate to all interns who successfully complete the programme that provides evidence of successful completion.

<sup>6</sup> These standards are typically reflected in the training plan as described in II.B. 5 and 6

### **III. Diversity**

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (for example, types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e. French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity (of which culture is only one dimension). It is our professional and social responsibility to understand and respect the range of human diversity which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender, socio-economic status.

Programmes that train psychologists demonstrate their understanding and respect for human diversity in all aspects of their operations.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes staff and as it recruits and evaluates interns. In recruiting and promoting faculty and in recruiting and evaluating students, the programme avoids any actions on grounds that are irrelevant to success as a staff member or as an intern. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.
- B. The programme comprehensively and systematically provides its interns with instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures that the programme employs to ensure such instruction and experience, the goals the programme hopes to attain in instruction on diversity, and its success in meeting its goals are communicated via the programme's attention to Standards II, III, and VIII.
- C. The Panel supports programmes in their efforts to make accommodations for people with disabilities.

### **IV. Faculty: Professional Supervisors and Teachers**

Supervisors and teachers include faculty members of university departments which house doctoral programmes in clinical neuropsychology as well as the professional and research staff appointed to hospitals, institutes and clinics which are affiliated with the university in which the doctoral programme is housed.

Faculty, supervisors and teachers are essential to the development and maintenance of an excellent programme. This group, with the help of adjunct faculty, supervisors, and teachers where needed, are sufficiently skilled to provide instruction in the core areas of psychology, neuroscience and in assessment and intervention in clinical neuropsychology.

Further, faculty, supervisors and teachers are grounded in the knowledge and skills demanded by the diversity of settings in which clinical neuropsychologists are employed and in the knowledge and skills necessary to understand, assess and treat the problems clinical neuropsychologists face.

It is important that faculty, supervisors and staff who are clinical neuropsychologists help students identify with professional practice. Faculty, supervisors and staff can do this by demonstrating their own commitment to professional practice via their research, teaching, as well as practice activities. Other venues through which dedication to practice is apparent includes supervision of students' practice activities, participation in psychological associations and learned societies, obtaining licensure, and participation in practice-related continuing education.

- A. A core group of supervisors and teachers have active roles in the development and governance of the programme and psychologists assume primary responsibility for the training of interns.
- B. The core group of supervisors and teachers is large enough to advise and supervise interns' practice and research as well as to attend to administrative duties, and serve on university/institutional department or programme committees.
- C. Supervisors (not necessarily all teachers) possess the doctoral degree and are credentialed and licensed as psychologists in the jurisdiction in which the programme's clinical neuropsychological service is provided.
- D. Although supervision for interns is provided by doctoral-trained psychologists, given the broad and inter-disciplinary knowledge basis required for training in clinical neuropsychology (e.g. electrophysiology, neuroscience, gerontology), students of clinical neuropsychology may receive instruction from, and collaborate with, members of other related specialties (e.g. counselling or clinical psychology, neurology) where appropriate.
- E. It is preferable that supervisors, especially those administratively responsible for the programme, have completed their doctoral and internship training at programmes accredited by the CPA or its equivalent. At least one of the supervisors and teachers involved in the programme specializes in neuropsychological assessment.
- F. The Panel recommends that the staff member who assumes directorship of the training programme not also hold a position as chair or head of the department within which the programme is embedded. This recommendation is made for the following reasons:
  - to ensure that the programme has sufficient staff and resources to meet its research and practice needs (Standard IV.B),
  - The department chair or head serves as a further source of appeal or direction for the student, especially if a problem or conflict arises between the intern and the director of training (Standard II.B. 11 and 12), and
  - The Head/Chair of the department is necessarily concerned about staffing and service issues for the department as a whole, which may put him or her in conflict of interest in advocating for the specific needs of the training programme (Standard II.B.1).

## V. Interns

- A. Interns in clinical neuropsychology have demonstrated intellectual ability and interpersonal skills. In addition, as can be assessed from letters of reference (e.g. from supervisors of practicum experiences), interns have demonstrated a commitment to social justice and to the well-being of others. During the internship year, interns are helped to further develop an understanding and respect for the diversity of individual differences (See Standard III).
- B. Psychologists whose doctoral degrees were completed in an area other than clinical neuropsychology, and who are enrolled in a programme for the purposes of re-specialization, may apply for internship training. The Director of Training of the programme where they are completing re-specialization must certify that they have completed academic and practical training that meets the accreditation standards for doctoral training as detailed in the Accreditation Standards and Procedures. Applicants with degrees in areas other than psychology may not be accepted for internship training.
- C. Because interns contribute to and support the training of their peers, at least two, and preferably more, interns are enrolled in the internship programme. The cohort of interns may be in different areas of professional psychology (i.e. clinical or counselling) and need not all be interns in clinical neuropsychology. Each intern class at non-affiliated internship programmes includes interns from different doctoral programmes.
- D. Interns are treated with the same dignity and respect accorded to professional staff. The value accorded interns' input and contributions is evident within the programme's operation. Interns' contributions to research or other professional projects are credited appropriately (e.g. authorship of publications).
- E. Interns have the formal opportunity to contribute to programme planning and development and programmes have the opportunity to benefit from interns' contributions in this regard. Accordingly, programmes are encouraged to include intern representation on the programme's training committee.<sup>7</sup> In addition, interns formally evaluate their internship experiences to include:
- quality and quantity of supervision and instruction and
  - aspects of the host institution and its staff which support or are relevant to internship training

The format and timing of interns' evaluations of their supervisors and internship experiences respects interns' rights and the position of trust assumed by the programme and its supervisors. Wherever possible, interns complete formal evaluations of their supervisory and internship experiences after their supervisors' evaluations of them have been completed and distributed (i.e. to the intern and to the Directors of Training of the internship and intern's doctoral programme).

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<sup>7</sup> It is understood that an intern member of a training committee would not participate in the business of the committee when that business included the evaluation or remediation of another intern.

- G. Interns are made aware of national and provincial and territorial standards and guidelines of professional practice in psychology, including but not limited to, the CPA Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services. Interns are also made aware of federal and provincial and territorial statutes relevant to professional practice in the programme's host institution.

## **VI. Facilities and Resources**

- A. Facilities and resources provided by the organization are adequate to meet the needs of the internship programme and its interns. These facilities and resources include:
1. quiet and unobstructed work space,
  2. secure storage of interns' work,
  3. efficient means of communication with supervisors, fellow interns and clients (e.g. telephone, voice-mail),
  4. secure and sound-dampened space in which to carry out professional activities with clients,
  3. reasonable clerical support for service functions and training needs including the means to document progress notes, psychological reports and any other required written communication,
  6. audio-visual resources necessary for supervision (e.g. audiotaping and videotaping equipment and cassettes, therapy rooms with one-way mirrors),
  7. computer access to include e-mail, Internet, word-processing, and data analysis wherever possible and
  8. library facilities, including books, journals, reprints, microfilms and electronic access to same wherever possible.

## **VII. Public Disclosure**

- A. Internship settings have developed and distributed descriptive materials in which the philosophy and mission, structure and goals of the training programme, and its host organization, are accurately and explicitly described. An accurate description of the programme facilitates the fit between an applicant's interests and needs and the programme's offerings. These descriptive materials are made available, usually in the form of a brochure, to all prospective applicants to the programme.
- B. Evidence of accreditation status is made available to applicants.

## VIII. Programme Evaluation and Quality Improvement

The critical questions a programme asks and answers when addressing Standard VIII are:

- How do we know whether we are meeting our goals and objectives?
  - What do we do with the information gained from examining our success in meeting our goals and objectives?
  - How does the information gained from self-assessment influence the continuous quality improvement of our training model and our goals and objectives?
- A. Following the identification and articulation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives<sup>8</sup>. It is important that programme evaluation and quality improvement initiatives support and are supported by the self-assessment activities of the psychology discipline and of the organization of which the discipline is part.

The programme is committed to reviewing its training model, its goals and objectives, as well as its curriculum, in light of:

1. the evolving body of scientific knowledge in neuropsychology as it applies to professional practice,
  2. current standards of best professional practice,
  3. local, regional and national needs for psychological services and
  4. jobs and career paths attained by the programme's graduates.
- B. Self-examination and assessment activities are the responsibility of the Director of Training and the training committee and involve other psychology or organization staff, interns, clients, doctoral programmes, and any other relevant publics where appropriate. These activities address the:
1. programme's standards for the preparedness of applicants to undertake internship training,
  2. programme's expectations of interns for successful completion and the interns' success in meeting them,
  3. preparedness of the programme's graduates to apply for registration and
  4. applicability of knowledge and skills acquired on internship to post-doctoral training and employment.

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<sup>8</sup> Following from the illustration used for Standard II, reasonable outcomes for the best practice standard could include monitoring attendance at the seminar series, verifying that an intern had completed the defined number and types of cases using the defined types of interventions, conducting supervisory evaluations of interns on dimensions of practice.

## **IX. Relationship with the CPA Accreditation Panel**

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures which include, but are not limited to meeting deadlines prescribed by the Accreditation Panel for:
  - 1. the submission of self-studies in preparation for a site visit. The self-studies are prepared in accordance with the reporting prescriptions of the Panel,
  - 2. scheduling and preparing for a site visit,
  - 3. the submission of annual reports. The annual reports are prepared in accordance with the reporting prescriptions of the Panel, and
  - 4. supplying the Accreditation Panel with any other information relevant to maintaining the programme's accreditation status.
- B. Maintain written records of their compliance with the Standards.
- C. Inform the CPA Accreditation Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality of training provided.
- D. Maintain their good standing by submitting all necessary site visit and annual fees according to the schedule prescribed by the Accreditation Panel.

## **AFFILIATED AND NON-AFFILIATED PROGRAMMES**

Whether an internship is administered by a doctoral programme (affiliated programme) or is administered by an institution, or group of institutions (e.g. as would be the case if the consortial internship was run by multiple universities), independent of any **single** doctoral programme (non-affiliated programme), it will be considered a free standing programme subject to the guidelines for internship settings and will be evaluated as a separate programme for the purposes of accreditation.

An internship which is affiliated with a doctoral programme (or limited group of doctoral programmes) meets all criteria required of a non-affiliated internship programme and discloses fully in all of publications and materials that it is captive to its host doctoral programme(s) (i.e. that all its internship positions are filled by students of its host doctoral programme/s).

It is also possible for an internship programme to be partially captive to its host doctoral programme(s). A programme which is partially captive reserves at least one of its positions for an intern who attends somewhere other than the host doctoral programme(s) and the programme fills this non-host university position each year. The partially captive programme discloses fully in all of its publications and materials that it is partially captive to the host doctoral programme(s) and that it reserves one (or more if indeed the case) of its positions annually for an intern from a different university. Internships that are fully or partially captive to a doctoral programme(s) can be accredited concurrently with the doctoral programme.

## **INTERNSHIP CONSORTIA**

### **Consortia of Service Organizations, General Guidelines**

Because of their size, smaller service settings that have some capacity to train students may not have the resources to comply with accreditation standards on their own. The purpose of consortia is to afford smaller settings the opportunity to collaborate with each other and thereby provide doctoral programmes and prospective interns the opportunity to benefit from the richness of the consortia's collaborative efforts and offerings.

A consortium is a group of administratively independent clinical, counselling or clinical neuropsychology settings whose staff collaborate to provide an organized, integrated and diverse training experience to doctoral interns. Accreditation decisions regarding consortia depend on assessment of the following:

- the integration and organization of the training programme offered by the consortial settings,
- the degree and quality of financial, administrative and resource support committed by each independent setting to the collaborative effort and
- the quality of training at each independent setting.

### **A. Standards for Consortia of Service Organizations**

1. The commitment of the consortial settings to the collaborative training effort is evidenced by a written agreement or contract among them. This agreement defines the terms, conditions and responsibilities of each independent setting that is part of the consortia. In addition, an agreement exists between the consortia and the host service settings that all CPA Standards and Criteria will be upheld.



2. The consortia evidences its administrative cohesion in the following ways.
  - i. A Director of Training who is responsible for the administration of the internship programme across the settings that make up the consortia, is appointed.
  - ii. The Director of Training is advised and supported by a training committee, made up of professional psychologists representing all settings that make up the consortia. The training committee is actively involved in the programme's training activities.
  - iii. There is a single set of policies and procedures governing how the consortium recruits and selects interns, accords stipends and benefits to interns, assigns interns to service settings and supervisors, allows for appeals, evaluates interns performance as well as evaluates the programme itself. These policies and procedures apply to and include all settings that make up the consortia and are available, in writing, at each site.
  - iv. There is a single brochure which describes the consortial programme and which is made available to the public.
  - v. Every intern is assigned to more than one of the service settings that make up the consortia, and all interns have access to all settings, over the course of the internship year. All settings are used during any given training year.
  - vi. The consortium creates and supports opportunities for regular and frequent contact among interns across the service settings and between interns and the Director of Training.
  - vii. Notwithstanding Standard V.C of the Standards and Procedures for internship programmes (Clinical and Counselling Psychology and Clinical Neuropsychology), there are at least three (and preferably more) interns enrolled in a consortial internship programme.
  - viii. It is the consortium, and not its constituent service settings, which is accredited. The consortial settings cannot independently claim or represent accredited status.
  - ix. Consortia meet all standards and criteria for internship programmes as described earlier in this document.

### **Consortia of Doctoral Programmes, General Guidelines**

In some jurisdictions, service organizations may be unable, even collectively, to meet the Standards of accreditation that, in turn, may limit the local training opportunities for students. In this case, an accredited doctoral programme, or group of accredited doctoral programmes, may collectively form a consortium, which may be affiliated or partially-affiliated. The doctoral consortium would plan and administer its programme that is based on the assignment of its interns to a roster of authorized service settings.

Accreditation decisions regarding doctoral-run consortia depend on assessment of the following:

- the integration and organization of the training programme administered by the doctoral programme(s) at the service settings,
- the degree and quality of financial, administrative and resource support committed by the doctoral programme(s) and each independent service setting to the collaborative effort and
- the quality of training at each service setting.

**A. Standards for Doctoral Consortia**

1. The commitment of the doctoral programme(s), and its consortial service settings, to the collaborative training effort is evidenced by a written agreement or contract among them. This agreement defines the terms, conditions and responsibilities of each independent setting that is part of the consortia. In addition, an agreement exists between the doctoral programme(s) and its service settings that all CPA standards and criteria will be upheld.
2. The consortia evidences its administrative cohesion in the following ways:
  - i. A Director of Training who is responsible for the administration of the internship programme across the doctoral and service settings is appointed,
  - ii. The Director of Training is advised and supported by a training committee that is made up of professional psychologists representing all doctoral programmes in the consortia. The training committee is actively involved in the programme's training activities. Representatives from each of the service settings should also sit on the training committee,
  - iii. There is a single set of policies and procedures governing how the consortium recruits and selects interns, accords stipends and benefits to interns, assigns interns to service settings and supervisors, allows for appeals, evaluates interns' performance as well as evaluates the programme itself. These policies and procedures apply to and include all consortial doctoral programmes as well as all service settings used. Furthermore, these policies and procedures are available at each doctoral and service site,
  - iv. There is a single brochure which describes the consortial programme and which is made available to the public,
  - v. Every intern is assigned to more than one of the service settings, and all interns have access to all settings, over the course of the internship year. All settings are used during any given training year,
  - vi. The consortium creates and supports opportunities for regular and frequent contact among interns across the service settings and between interns and the Director of Training,
  - vii. Notwithstanding Standard V.C of the Standards and Procedures for internship programmes (Clinical and Counselling Psychology and Clinical Neuropsychology), there are at least three (and preferably more) interns enrolled in a consortial internship programme.
  - viii. It is the consortium, and not its independent doctoral programmes or service settings that is accredited. The doctoral programmes and the service settings cannot independently claim or represent accredited internship status.
  - ix. Consortia meet all standards and criteria for internship programmes as described earlier in this document.

# ACCREDITATION PROCEDURES

This section of the Manual, entitled Accreditation Procedures, prescribes general rules and procedures for the operation of the accreditation programme, defines categories of accreditation, as well as identifies the functions of the Panel members, Registrar and head office staff. It is the intention of the Panel that the procedures be accessible and fair and provide for the exercise of due process throughout.

## I. Purpose of Accreditation

The Canadian Psychological Association (hereinafter “CPA”) accredits doctoral programmes and internship training programmes in clinical psychology, counselling psychology and clinical neuropsychology. The purpose of accreditation is to

- promote excellence in the education and training of professional psychologists
- provide a professional and objective evaluation of the programmes which provide this education and training
- offer a measure of accountability to the many publics CPA serves (psychologists, students, consumers) that accredited programmes have met a community standard of excellence in education and training

## II. Standards and Procedures of Accreditation

All actions with respect to accreditation taken by CPA are governed by the Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology (those which apply to Clinical and Counselling Psychology and those which apply to Clinical Neuropsychology and hereinafter referred to as “Standards”) in force at the time an application is made to the CPA’s Accreditation Panel (hereinafter “Panel”). The “Standards” , developed by the Panel in consultation with its member programmes, are approved by the CPA Board of Directors (hereinafter “Board”) for adoption and dissemination.

## III. The Accreditation Panel

### A. Functions

The principal function of the Panel is to uphold the standards of education and training in professional psychology, defined in the Standards section of this Manual, as it exercises judgment in making decisions about programmes that have applied or re-applied for accreditation. Categories of decisions are as outlined in Section VIII of Accreditation Procedures. In addition, the Panel (with delegation to the Registrar)

- develops and disseminates the documents necessary to guide and assess programmes throughout the accreditation process
- coordinates and reviews annual reporting of programmes throughout the terms of their accreditation
- trains site visitors to participate in the accreditation process

- consults to its many publics (e.g. programmes, students, consumers) on matters related to accreditation
- consults to the Board, and any delegated governance, on matters related to accreditation
- undertakes any action, permitted by its Standards and Procedures, necessary to carrying out its functions as outlined above

## **B. Membership**

The Panel is comprised of not fewer than 7 members, appointed by the CPA Board of Directors, for staggered three-year terms. One of the seven members is elected by the Panel as Chairperson for a one-year, renewable term. One of the seven members is a member of, and appointed by, the Board and, in addition to carrying out all the usual functions of a Panel member, is designated as the Board liaison. One of the seven members is a doctoral student in clinical psychology, counselling psychology or clinical neuropsychology and is a student member of CPA. The student has completed at least two years of graduate study and will remain a student for two of the three year term on the panel. The student member shall assume all responsibilities and perogatives of any Panel member with the exception that the student is ineligible to serve either as chair of the Panel or as liaison to the CPA Board of Directors. As a group, the seven members represent the specialities (i.e. clinical psychology, counselling psychology, clinical neuropsychology), types (i.e. doctoral or internship), and geographic locations of the programmes accredited by the CPA. In addition, the Panel endeavours to have other dimensions of diversity (see Standards) represented among its members.

## **C. Quorum**

Two-thirds of the members shall constitute a quorum for the purposes of

- making an accreditation or re-affirmation decision about a programme or any decision which involves a change in a programme's accreditation status
- adopting any change to accreditation standards or procedures for submission to the Board
- acting on a complaint made about a programme

When a Panel member has withdrawn from a portion of the meeting (see Section III.D of the Procedures), his or her position will not be counted in determining a quorum. The vote of the majority of the Panel members at a meeting at which a quorum is present shall be required to make any decision about a programme.

## **D. Avoidance of Conflict of Interest**

It is the responsibility of each individual member of the Panel to ascertain and declare any real or apparent conflict of interest with any programme under the Panel's consideration. The Panel may, in its judgment, determine that a member is in a real or apparent conflict of interest and ask that member to withdraw from discussion of and decision on a particular programme. Conflicts of interest include

- ongoing significant professional or personal connection to a programme under review
- graduate of a doctoral programme or a past intern at an internship programme
- any other potential conflict announced by the member

If a member of the Panel finds themselves (or if the Panel finds any member) to be in any real or apparent conflict of interest with respect to any programme scheduled for review by the Panel at any particular meeting, that member will be recused during discussion and decision on that programme. If a member of the Panel was a member of a special site visit team to a programme (see Section III of the Roles and Responsibilities of the Site Visit Team in Process of Accreditation and Re-accreditation), he or she would participate in providing feedback to the Panel and in discussion, but would be recused from any vote to effect or change the programme's affirmation or accreditation status.

### **E. The Exercise of Professional Judgment**

In recognition of the importance of each programme's right to develop its own philosophy and model of training, even programmes that meet every criterion of each accreditation standard may do so in any number of ways. For example, all programmes will provide training in empirically supported interventions but which and how many such interventions are taught (e.g. CBT, behavioural, family systems, interpersonal) and how they are taught (e.g. readings course, practicum, seminar series given by adjuncts in the community) will necessarily differ from programme to programme.

Because there is no prototypical way in which the Standards must be met, a high degree of judgement is required in reviewing self studies and annual reports, conducting and reporting on site visits and in reaching decisions about a programme. There is no minimum number of criteria with which a programme must comply in order to be accredited. For example, a doctoral programme which does not exist within a regionally accredited university (Standard I, Criterion A) would not be eligible for accreditation on the basis of that criterion alone whereas a programme might need to augment its policies and procedures for student evaluation (Standard II, Criterion I), increase its course offerings on issues related to diversity (Standard IV), and augment its journal holdings (Standard VII, Criterion B) and be fully accredited for 5 years.

In reaching a decision about a programme, the Panel makes judgements about how well a programme

- articulates, conveys, operationalizes and evaluates its own philosophy and model of training
- complies with the Standards in the context of its own philosophy and model of training

It is also the Panel's intent, when reaching any accreditation decision, to apply the Standards and Criteria consistently across programmes.

## IV. Pre-application Consultation

If directors of doctoral training programmes and doctoral internships in clinical psychology, counselling psychology, or clinical neuropsychology are considering application for CPA accreditation, the Accreditation Panel recommends the following steps prior to formal application:

**Step 1:** Contact the Accreditation Assistant and request a copy of the **Accreditation Standards and Procedures**. The Accreditation Assistant will also provide the appropriate application forms (i.e. doctoral or internship) and a fee schedule. The application forms are commonly referred to as the self-study. The self-study has a prescribed format and is the same for programmes seeking accreditation for the first time and for programmes seeking to re-new their accreditation.

**Step 2:** After receipt of the **Manual** and self-study forms, programme officials should carefully review their contents and contact the Accreditation Assistant or the Registrar if any clarification, further information or assistance is needed.

**Step 3:** The training officials, faculty/staff, students/interns and administration initiate a self-study of their programme.

**Step 4:** The programme should complete a **draft** self-study.

**Step 5: This step is entirely voluntary and not required of any programme by the Accreditation Panel.** The programme now has the opportunity to invite a consultant to review the draft self-study and conduct a pre-site visit. Although the programme is free to engage any consultant of its choosing, it is well advised to select a consultant who has accreditation experience either via former membership on the Panel or as a seasoned site visitor. The Accreditation Office can provide the programme director with a list of possible consultants from among a pool of psychologists who have been members of the Accreditation Panel in the past and/or who have substantial experience as site visitors. The programme then makes its own arrangements for the pre-application consultation including engaging the consultant and covering any necessary financial reimbursement for the cost of the consultant's review and visit.

In preparation for the pre-site visit, the programme provides the consultant with a copy of the completed, draft self-study (see Step 4). The consultant reviews the draft self-study in advance of the pre-site visit that he/she conducts as if it were a "for real" accreditation site visit. Suggested schedules for site visits are available in this Manual. After the pre-site visit, the consultant should provide the programme with a site visit report using the guidelines outlined in the section of this Manual entitled "The Roles and Responsibilities of the Site Visit Team in the Process of Accreditation and Re-accreditation".

**Step 6:** After receiving and reviewing the consultant's report, the programme may want to contact the Registrar should the report and its recommendations prompt a need for further information or guidance. Because the consultant's report is the property of the programme, the programme may or may not elect to include the report as an appendix to the formal application for accreditation (see Step 7). If the programme decides to include the report as part of its accreditation application, the programme is well advised to formulate and include a response to the report which

addresses any issues raised in the report and which details any changes the programme has made in response to the report's recommendations.

The Panel reminds the programme that although programmes find a pre-site visit consultation very useful in preparing an application for accreditation, **any findings or recommendations made by a pre-site visit consultant do not represent the judgements of the Panel nor are they binding on the Panel or its site visitors. Similarly, any information or assistance provided the Accreditation Assistant, Registrar, or any single Panel member throughout the accreditation process is advisory.** All accreditation decisions must be undertaken by a quorum of Panel members (see Section III.C of Accreditation Procedures).

The responsibility for developing, administering and evaluating the programme rests with the programme - as does the decision to comply with the Accreditation Standards and submit the documentation necessary for application for accreditation. The Panel underscores, however, that it is committed to promoting a high community standard of training for professional psychologists and, in so doing, its intention is to include and support programmes in meeting this standard.

**Step 7:** Once the programme determines that it is in sufficient compliance with the Standards and has been able to research and complete the self-study (not an insignificant step!), they can formally apply for accreditation from the CPA. Formal application includes submission of the self-study (with the requisite number of copies), and any necessary supporting materials, as well as the prevailing application fee to the CPA Accreditation Office at the attention of the Registrar.

## V. The Process of Applying for Accreditation

### A. Governing Principles

Because the accreditation process is initiated by the programme that wishes to submit itself for accreditation, it is the programme's responsibility to develop and document its training philosophy, its training model (to include goals, objectives and evaluation of same) as well as its compliance with the Standards of accreditation. The self-study, submitted in application for accreditation by the programme, must be prepared and submitted in accordance with the Panel's instructions (included in the application materials) and procedures (detailed in the Accreditation Standards and Procedures) so as to satisfy in-depth review by the Registrar, the site visit team and the Panel.

B. The Panel, routinely through the Registrar, will provide oral and written consultation and guidance to programmes as they undergo the accreditation process.

C. The self-study submitted in application for accreditation is based upon the **Standards and Procedures for Accreditation of Doctoral Programmes in Professional Psychology and the Standards and Procedures for Accreditation of Internship Training Programmes in Professional Psychology.** Application materials and instructions are available from the Accreditation Office. Guidance on the role of the programme in the application process is provided in this Manual.

#### **D. Signatories of the Application**

A completed application, accompanied by payment of the application fee (see Section XII of the Accreditation Procedures), may be forwarded to the CPA Accreditation Office at any time. An application from a **doctoral** programme must be signed by the director(s) of training, the person(s) in charge of the department in which the programme is located and the chief executive officer of the host institution. An application from an **internship** programme must be signed by the director of training, the chief psychologist, and the chief executive officer of the agency in which the programme is located.

#### **E. Acceptance of the Application**

The Registrar of the CPA Accreditation Office will review each application for the purposes of authorizing a site visit. A site visit is authorized by the Registrar when, on the basis of the application alone, the programme appears to substantially meet the Standards and Criteria. Note that applications from programmes applying for concurrent CPA/APA accreditation cannot proceed to a site visit until APA's Committee on Accreditation (CoA) has also reviewed the self-study and notified the CPA Office of Accreditation that the CoA is also willing to authorize a site visit. The Registrar's review is intended to prevent programmes from going to the time and expense of a site visit when it can be determined from their application that they are not in substantial compliance with Standards and Criteria (for example, an internship programme with fewer than two interns or a doctoral programme which is not part of a provincial and territorially-chartered university, would not be eligible for accreditation). Before making a decision to authorize a site visit, the Registrar may request additional information from a programme when the application seems to be incomplete in its response to one or more standards or procedure-related questions in the self-study.

The Registrar will refer to the chairperson of the Panel all applications from programmes that do not appear to comply with the Standards in sufficient substance to merit a site visit. The chairperson will then assign the application to two Panel members for review. The Panel reviewers may authorize a site visit or may request further information from the programme and then authorize the site visit. If, however, the two Panel reviewers judge a site visit to be **unmerited**, the reviewers will then redirect the application back to the chairperson and the Panel. The Panel will then decide, by vote of majority of a quorum of Panel members, to:

1. accept the application and schedule a site visit; or
2. reject the application because it appears from the data provided in the application that the applicant programme does not meet the Standards for accreditation
3. request additional information prior to making a decision about authorizing a site visit
4. proceed with a site visit officiated by a member(s) of the Accreditation Panel rather than members of CPA's site visit roster



For information about acceptance of an application for re-accreditation, please refer to Section IX.B under Accreditation Procedures.

#### **F. Notice of Rejection**

In the event the application is rejected by the Panel, the Panel will advise the programme in writing of the reasons for its rejection. The programme may appeal the rejection to the Board of Directors as provided in Section XI of the Accreditation Procedures in this Manual.

#### **G. Withdrawal of Application**

At any time before the Panel takes final action to grant or to refuse accreditation to an applicant programme, the senior signatory may withdraw the application without prejudice.

### **VI. Site Visits**

See section entitled “**Role and Responsibilities of the Site Visit Team in the Process of Accreditation and Re-accreditation**”.

#### **A. Purpose**

The site visit is an essential and unique step in the award and renewal of accreditation because it provides an opportunity for the delegates of the Panel (i.e. the site visit team), and the faculty/staff, students/interns and administrators of the programme, to review and discuss the programme and its operations on site.

By reviewing the programme’s self-study materials, meeting with members of the educational and training staff, students and support personnel, and by inspecting the facilities and equipment, the visitors become able to assess the programme’s degree of compliance with the Standards.

Although the purpose of the site visit report is to convey the team’s findings to the Panel, the report, in conjunction with the ultimate accreditation decision letter from the Panel, can confer great benefit to a programme in its continuous quality improvement activities.

#### **B. Arrangements for the Visit**

When a site visit is authorized, the Panel will request an invitation from the chief executive officer of the institution or agency to have the delegates of the Panel conduct a site visit. If the invitation is not forthcoming, the Panel will conclude that the programme has withdrawn its application for accreditation. If an invitation is not forthcoming from a programme seeking re-accreditation, the programme will be dropped from the list of accredited programmes.

When the site visit has been authorized and the invitation to conduct the site visit has been received by the Accreditation Office, the Registrar will provide the applicant programme with all the information necessary to arranging a site visit including a list of site visitors from among whom the programme can select its team. The programme contacts its selected members, organizes a site visit date with them, and then informs the Accreditation Office in writing of the members of its site visit team and the date the visit is scheduled to take place. The programme must forward its self-study and any supporting materials (e.g. brochures, evaluation forms, manuals) to each member of the site visit team 6 weeks in advance of the site visit date. The 6-week window is necessary to afford the team the opportunity to thoroughly review the self-study materials and to arrange the lowest possible airfares to attend the site visit.

It is the Panel's responsibility to train site visitors and the requirements for designation as a site visitor are detailed under the section entitled "**The Role and responsibilities of the Site Visit Team in the Process of Accreditation and Reaccreditation**". No fewer than three persons will constitute a team to visit a doctoral programme and no fewer than two for an internship programme, except when a site visit is conducted

- during the term of a programme's accreditation because the Panel has information that the programme is no longer in substantial compliance with the Standards
- for the purposes of adjudicating a formal complaint against a programme
- or in executing an appeal to the Board, made by a programme, of an accreditation decision made by the Panel

For the purposes of the site visit, five regions of Canada are identified:

- the Atlantic Provinces (Newfoundland, Nova Scotia, Prince Edward Island and New Brunswick)
- Quebec and Ontario
- the Western Provinces (Manitoba and Saskatchewan) and
- Mountain provinces (Alberta, British Columbia and the Territories)

The site visit team normally will be made up of one individual from outside the region and one or two individuals from within the region where the applicant programme is located. The Panel recognizes that it might sometimes be difficult for a programme to meet the regional requirements when assembling a team. If a programme encounters difficulty assembling a team for any reason, the training director should contact the Registrar for direction. Regional requirements of the site visit team may change if the programme is seeking concurrent CPA/APA accreditation.

Once the programme has selected and confirmed the site visit team, the Accreditation Office will supply the site visit team with all the information they need (apart from the self-study materials which are supplied to them by the programme) to conduct the visit. **On site arrangements such as scheduling meetings, breaks, and venues should be made by the Director of Training in consultation with the Chairperson of the site visit team.**

### **C. Report of the Site Visit Team.**

Within 30 days of the completion of the visit, the team will forward a written report (hereinafter "Report") to the Accreditation Office. The Report will be written in a format prescribed by guidance furnished by the Panel. As per the Panel's March 1991 decision, site visitors do not make a recommendation about type and term of accreditation and, therefore, no such recommendation is conveyed verbally by the visitors to the programme nor does one appear in the site visit report. Any feedback received by the programme from the site visit team is advisory but not binding on the Panel. The Report will be forwarded to the programme once it is received by the Accreditation Office.

### **D. Response by the Programme.**

The programme will acknowledge receipt of the Report from the Accreditation Office. The programme may respond to the Report in writing and has 30 days from receipt of the Report in which to file a written response (hereinafter "Response") with the Accreditation Office. The programme may be given an additional 30 days in which to file a Response if it requests an extension in writing from the Accreditation Office. The programme's Response shall include any objections, corrections, additional facts, exhibits, or comments it has in reaction to the Report. Any statements of fact in the Report that are not disputed in the Response shall be deemed by the Panel to be undisputed.

Changes that the programme is planning or considering in response to the report should be communicated to the Panel in its response to the site visit report. The Panel reminds programmes, however, that programmes are responsible for carrying out the recommendations of the Panel (e.g. communicated as monitoring items in accreditation decision letters) and not necessarily for carrying out any recommendations of the site visit team.

## **VII. Complaints**

### **A. About the Operation of an Accredited Programme**

To be considered by the Panel, a complaint about the operation of an accredited programme must:

1. be written and signed
2. identify the individual, group or legal entity represented by the complainant
3. present substantial evidence that the subject programme is not in compliance with one or more of the Standards in use at the time referred to in the complaint
4. demonstrate, when reasonably possible, that serious effort has been made to pursue all review and grievance procedures provided within the institution in which the programme is located

5. grant permission to send the complaint, in its entirety, to the programme

Receipt of a complaint meeting these requirements will be acknowledged by the Accreditation Office and sent to the programme for a response. Upon receipt of the complaint, the programme will have 30 days in which to send its response to the Accreditation Office. Both complaint and response will be forwarded to each member of the Panel. Depending upon when during the year they are received, the Panel will review the complaint and response either at its next scheduled meeting or via a conference call. Following the meeting or conference call the Panel may

- reach a decision
- vote to pursue the matter further, either by further correspondence with the programme and/or by means of a special site visit to obtain additional information upon which to reach a decision

A special site visit, if convened, will be conducted by a professional psychologist of the Panel's choosing who

- is not in a conflict of interest with the programme
- meets with the approval of the programme and the complainant
- has been a member of the Panel in the recent past and/or been a site visitor (but who has not site visited the programme about which the complaint has been made)

The special site visit will include interviews with the complainant and programme's staff, in addition to any other persons necessary to the adjudication process. The special site visitor will be provided copies of the written complaint and the programme's written response to the complaint. The special site visitor will submit a report to the Accreditation Office within 30 days following the visit. A copy of the report will be forwarded to the programme. The programme then has the opportunity and 30 days to forward a response to the special site visit report to the Accreditation Office.

Following review of the complaint, the response to the complaint, and the special site visit report if a special site visit has been conducted, the Panel can reach the following decisions by majority vote for which a quorum was present

- dismiss the complaint with no change in accreditation status or recommendation to the programme
- sustain the complaint with no change in accreditation status but directions or recommendations made to the programme to ensure compliance with Accreditation Standards. The term of accreditation in this instance may or may not be reduced. If the term of accreditation is reduced, then a self-study and site visit will occur earlier than was required when the accreditation status was initially conferred.
- sustain the complaint and revoke accreditation

The decision made by the Panel will be communicated in writing to the programme and to the complainant. **In response to an inquiry from the public, the Panel can confirm whether a complaint about a programme has ever been received only if the complaint has been adjudicated and was not dismissed** and can relay whether adjudication of the complaint resulted in any change in the term or status of accreditation.

## B. Against Actions of Site Visitors

The chief executive officer of the host institution or agency of the accredited programme may file a complaint regarding the actions of site visitors. **Within 14 days** after the site visit has been completed, the chief executive officer must notify the president of CPA that the programme intends to file a complaint. The **formal complaint** must also be directed by the chief executive officer to the President of the CPA and

- be written and signed
- be sent to CPA before the host institution has received the written report from the site visit team and within 30 days after completion of the site visit
- provide a clear description of the critical incident(s) around which the complaint revolves
- grant permission to the Panel to send the complaint, in its entirety, to the site visit team

Receipt of a complaint satisfying these requirements will be acknowledged by the Association and **held until the report of the site visit team is received**. The complaint will be sent to all members of the site visit team with request for comment within 30 days. **Once the complaint has been sent to all members of the site visit team, the site visit report will be sent to the programme for response, as is the usual procedure**. Once received in the Accreditation Office, both the (1) site visitors response to the complaint and (2) the response of the programme to the site visit report, will be placed on the Panel's agenda for its next scheduled meeting. Depending on the nature of the complaint, and on when during the year the complaint was received, the Panel may consider the programme's complaint and the site visitors' response to it by conference call in advance of its next scheduled meeting.

Whether the complaint is considered by the Panel by conference call, or at a regularly scheduled meeting, it will be sent under separate cover and not bound with the site visit report and response to the report for that programme. In preparation for the meeting of the Panel, members will be requested to

- first review the complaint and the site visitors' comments
- then review the site visit report and response to it

Based upon its review of the relevant materials, the Panel may reach the following decisions by a majority vote for which a quorum is present:

- dismiss the complaint with no consequence to the site visitor(s)

- sustain the complaint with reprimand to the site visitor(s). The site visitor(s) may also be suspended or deleted from the Site Visitor Roster maintained by the Accreditation Office. Depending upon the nature of the sustained complaint, the Panel may have an obligation to report the incident(s) to the provincial and territorial regulatory body of which the site visitor(s) is a member.
- collect additional information deemed necessary to adjudicating the complaint. The additional information might be collected by further correspondence with the parties involved or by means of a special fact-finding group led by a delegate of the Panel.

In the event the Panel votes to sustain the complaint, it must then determine whether the action(s) of the site visitors requires that the site visit report be voided and/or whether the action(s) of the site visitors renders it impossible for the Accreditation Panel to make an accreditation decision about the programme. If the actions of the site visitors were such that the report must be voided and a new site visit conducted, the Panel will ask the host institution to invite the Panel to revisit at CPA expense. If the actions of the site visitors are judged not to compromise the Panel's ability to arrive at an accreditation decision, the Panel will proceed with its review of the self-study, site visit report and response to the site visit report (and any supporting materials) for the purpose of making an accreditation decision as detailed in Section VIII of the Accreditation Procedures.

**In no event will the Panel make an accreditation decision about the programme until the Panel has adjudicated the complaint.**

The Panel will communicate the disposition of the complaint to the chief executive officer of the host institution or agency of the accredited programme.

## **VIII. Accreditation Decision-Making**

### **A. Documentary Bases for Accreditation Decisions**

Before rendering a decision on the award of accreditation, the Panel will review the programme's self-study, the site visit report, the programme's response to that report, as well as any other supporting materials. Following these reviews, the Panel may make an accreditation decision as defined in Section VIII.C of the Accreditation Procedures or it may request more information of the programme and thereby defer an accreditation decision.

Accreditation decisions are customarily undertaken by the Panel at its semi-yearly (fall and spring) meetings but, in special circumstances, may be undertaken by the Panel at other times of the year via conference call. No decision, either at a regularly scheduled meeting or by conference call, will be undertaken without quorum. All decisions of the Panel will be recorded in its minutes.

## B. Award or Denial of Accreditation.

In making an accreditation decision for a programme seeking initial or re-accreditation, the Panel first votes whether to grant accreditation. If accreditation is granted, the Panel then votes on the term of accredited status - terms can range from three to seven years.

The Panel will specify the academic year during which the next site visit to the programme is expected to occur. Typically, re-accreditation site visits are scheduled during the year following the last year of the term accorded to the programme. For example, if a programme was accredited in the 1998-99 academic year for a period of three years, their next site visit would be due in 2001-02. Their accreditation certificate, however, would indicate that their term of accreditation ran from 1998-99 to 2001-02 that actually covers four academic years. The term extends to the fourth year so that the programme's accreditation status is maintained during the year in which they must seek re-accreditation. Accreditation is denied when a motion to grant accreditation for any particular programme is voted down by the Panel.

The foregoing represents a change from CPA's 1991 procedures in which two categories of accreditation (full and provisional) were possible in addition to probationary status. Further, the 1991 procedures allowed for only two typical terms (3 years and 5 years). The 2002 Standards and Procedures allow for only one category of accreditation in addition to probationary and inactive status. The 2002 Standards also allow for multiple terms (3, 4, 5, 6, or 7 years). An accredited programme can go from accredited to probationary or inactive status at any point during its accredited term or when it seeks re-accreditation (see Section VIII.C).

## C. Categories of accreditation

1. **Accreditation** is granted to any programme seeking accreditation or re-accreditation that, in the judgment of the Panel, meets the Standards in a satisfactory manner.
2. An accredited programme can be placed on **probation** at any point during its accredited term, or when it seeks re-accreditation, if the Panel has evidence that the programme is not currently in satisfactory compliance with the Standards and for which compliance has not, cannot or will not be readily achieved. Probationary status will continue for a minimum of one year following the date it was accorded. At the end of the probationary period, the Panel shall vote first whether to reinstate accreditation. If the Panel votes against reinstatement, it shall then vote whether to continue probation for a specific period. A programme that is neither reinstated nor granted continued probation will have its accreditation revoked.
3. An accredited programme which, for reasons typically related to resource, becomes unable to maintain its operation, may be permitted **inactive** status for a period of one year. At the end of the one year, the Panel shall vote whether to return the programme to active status. An accredited programme which is not returned to active status may be put on probation or have its accreditation revoked (see VIII.C.2).

## **D. Communication of the Accreditation Decision**

Following the meeting or conference call at which the accreditation decision was made, the Chairperson or his or her delegate will communicate the decision to the Director of Training by telephone. The telephone call will be followed up with an accreditation decision letter from the Chairperson of the Panel (or his or her delegate) directed to the chief executive officer of the institution or agency which hosts the programme.

The accreditation decision letter will detail the Panel's accreditation decision - highlighting the programme's strengths as well any Standards which are not or not fully met. The basis for an adverse decision, if made, will be detailed as will the appeal options available to the programme (see Section XI of the Accreditation Procedures). A copy of the decision letter is routinely sent to the site visit team and is provided to the site visit team that undertakes the next site visit of the programme.

Two independent accreditation decisions - one from each accrediting body will be made for programmes seeking concurrent accreditations from CPA and APA. Once both decisions have been made, the decisions will be shared by the accrediting bodies with each other. In the event that the decisions are discordant, the shorter of the two accreditation terms will prevail (see IV.A of the Memorandum of Understanding). The shorter term will be adhered to by both accrediting bodies and will be the only one communicated to the programme. A decision letter, once issued by each accrediting body, will be copied to the other accrediting body. All other procedures governing the communication of a CPA accreditation decision, as described in this section (VIII.D) will apply for programmes seeking concurrent CPA/APA accreditation.

## **E. Effective Date of a Decision and its Public Announcement.**

In accordance with Section VIII.B, an award of accreditation is effective as of the last day of the site visit. All other Panel decisions are effective as of the adjournment of the meeting of the Panel when the decision was made. Lists of accredited programmes and programmes for whom accreditation has been revoked, are published annually in **CPA Psynopsis**, and routinely made available to the public in print and by posting on CPA's website. No change in the accreditation status of a programme will be made public if the programme has filed an appeal that is still in process.

# **IX. Maintaining Accredited Status**

## **A. Annual Reports**

In April of each year, the Panel will send an annual report form to each accredited programme to complete and submit to the Accreditation Office, normally by the following July 1st. Programmes who have undergone a site visit during the current academic year will not also be required to complete and submit an annual report for that same year.



Programmes must complete the annual report in accordance with guidance furnished by the Accreditation Office. The annual report is a limited self-study that allows the programme to document its continued compliance with the Standards at the level of its accredited status. This report is completed and submitted by the programme to the Accreditation Office. The report and the necessary supporting materials are reviewed by the Registrar. If the report is clearly acceptable, the Registrar will recommend that the Panel vote to reaffirm the programme's accredited status. If the report is not clearly acceptable, the Registrar may request additional information of the programme.

If the report and additional information continue to appear to be unacceptable, the Registrar will refer the report, and any additional information, to the chairperson of the Panel who in turn will assign it to two Panel members for review. Upon the Panel member's review, the reviewers can recommend that the Panel vote to reaffirm the accredited status of the programme.

Alternately, before recommending a Panel vote, the Panel reviewers may also request additional information and/or request an invitation for a site visit. If a site visit is requested, the reason(s) for the request will be communicated in detail to the programme. Such a special site visit team may be comprised of member(s) of the site visitor roster or may include a member(s) of the Accreditation Panel.

If the Panel votes not to re-affirm a programme's accreditation status, it must then vote whether to change the term of accreditation (from five to three years for example), put the programme on probation or revoke its accreditation (see Sections VIII and X). The programme's accreditation status is maintained until the reaffirmation and accreditation decisions are made.

On behalf of the Panel, the Registrar will communicate the re-affirmation decision to the programme in writing. The re-affirmation letter will highlight any areas or issues that the Panel would like the programme to address in subsequent annual reports or re-accreditation self studies.

## **B. Re-accreditation**

Accredited programmes will be sent a letter by the Accreditation Office **during the year before the year in which their re-accreditation visit is due** (e.g. if the site visit is due in 2001-02, then a letter will be sent to the programme in 2000-01 asking the programme to confirm its intention to seek re-accreditation). Programmes will be asked to confirm, in writing, that they intend to seek reaccreditation. The Accreditation Office must receive this confirmation by the September of the academic year in which the site visit is due (In the foregoing example, this confirmation must be received by September 2001). If this confirmation is not received by that time, the Panel will assume the programme has decided not to seek re-accreditation and will consider that programme's status to have lapsed.

Upon receipt of the programme's confirmation that it intends to seek re-accreditation, the Accreditation Office will send the programme the self-study forms to complete and submit. The programme must submit its completed self-study, with the necessary supporting materials, to the Accreditation Office at least 12 weeks in advance of the programme's **intended site visit date**.

For example, if the programme would like to be visited in January 2001, then the completed self-study materials must reach the Accreditation Office by the end of September 2001. This 12-week period allows sufficient time for

- the Registrar to review the self-study and notify the programme that a site visit has been authorized
- the programme to select a site visit team and send the team the self-study (and supporting materials) 6 weeks in advance of the site visit
- the site visitors to arrange airfares at the most economical rates

After reviewing the self-study and supporting materials, the Registrar will either authorize a site visit and send the programme a list of site visitors (and instructions for the site visit), or will refer the self-study to Chairperson of the Panel for further review. Please note that a site visitor who has already conducted a site visit for a particular programme cannot conduct a consecutive site visit to that same programme.

Re-accreditations proceed in the same manner as do initial applications and as has been outlined in Section V and VI of the Accreditation Procedures. Reaccreditation decisions proceed as defined in Section VIII of the Accreditation Procedures.

## **X. Revocation of or Withdrawal from Accreditation**

### **A. Revocation of Accreditation**

Accreditation can be revoked as outlined in Sections VII, VIII, and IX. In addition, by majority vote at which a quorum of Panel members is present, the Panel has the authority to

- revoke a programme's accreditation with substantial evidence of gross professional or ethical misconduct as defined in CPA's Canadian Code of Ethics for Psychologists
- delete a programme from the list of approved programmes when the Panel has sufficient documentary evidence that the programme is no longer a functional entity.
- revoke a programme's accreditation status for non-payment of dues

At a subsequent time, the programme may reapply for accreditation with prejudice.

### **B. Voluntary Withdrawal from Accredited Status.**

The chief executive officer of the institution in which a doctoral programme is located, or of the agency in which an internship programme is located, may request the removal of a programme from the published list of accredited programmes. The Panel will comply with such a request and delete the programme. The programme may reapply for accreditation without prejudice at a subsequent time.

## **XI. Appeal of Decision of the Accreditation Panel**

### **A. Filing an Appeal.**

The chief executive officer of the institution in which a doctoral programme is housed, or in which an internship programme is housed, may appeal any of the decisions of the Panel specified in Section XI. B., within 30 days of receipt of written notice of the Panel's decision. The appeal must be submitted, in writing, to the President of CPA and must specify the grounds on which the appeal is made. Further, the appeal must include the documentation necessary to supporting the appeal. It is the responsibility of the programme to demonstrate to the Panel that its appeal meets the requirements as defined in XI.B.

### **B. Appealable Decisions.**

A programme can appeal only the following decisions made by the Accreditation Panel

- refusal of a site visit for a programme seeking either accreditation or re-accreditation
- a denial of accreditation or re-accreditation
- revocation of accreditation or re-accreditation
- a decision to place a programme on probation or to continue probationary status or to revoke accreditation of a programme which has probationary status
- a decision made by the Panel to conduct a site visit earlier than was prescribed by the most recent accreditation decision

### **C. Formation of ad hoc Appeal Panel.**

Within 30 days of receipt of the appeal, the CPA Board of Directors will name three members of an ad hoc Appeal Panel, and three alternates. Members and alternates will

- not be current members of the Accreditation Panel
- have prior experience with the accreditation activities either as a site visitor or former member of the Accreditation Panel
- not be in a conflict of interest with the programme
- will not have had any involvement in the processes or procedures relating to the accreditation decision under appeal or to any prior accreditation decision for that programme

CPA staff will confirm that the proposed members and alternates are willing to serve on the Appeal Panel and will notify the programme of the names of the three proposed members. If the programme shows good cause why a proposed member is unacceptable, an alternate will be selected from among the list of alternates.

**D. The Meeting of the Appeal Panel.**

The Appeal Panel shall meet, in vivo or by conference call, no later than 90 days after the programme has received the decision which is being submitted and accepted for appeal. The programme may elect to have one or more representatives appear before the Appeal Panel to make oral and/or written presentation and to respond to questions from the Appeal Panel.

The Chairperson of the Accreditation Panel or his or her designate will also appear before the Appeal Panel to support the decision of the Panel and to respond to questions of the Appeal Panel. Although counsel may accompany either party, the proceeding shall be conducted on an informal basis. At any time during the appeal process, the Appeal Panel may request the assistance of legal counsel from CPA to provide guidance in the interpretation and resolution of legal or procedural problems that arise in the context of an appeal.

**E. Documents to be Considered by the Appeal Panel.**

The issues addressed by the Appeal Panel will be limited to those cited in the appeal made by the programme. The Appeal Panel, the appellant, the Accreditation Panel's representative and the CPA legal counsel will be furnished with all the documents reviewed by the Accreditation Panel in making its decision, the letter notifying the programme of the Accreditation Panel's decision and the letter of appeal by the programme. Changes made by the programme which were not detailed in its response to the site visit report, and which were effected after the programme had written its response to the site visit report, will not be considered by the Appeal Panel.

**F. Decisions of the Appeal Panel.**

The Appeal Panel's function is to review the decision of the Accreditation Panel. This review is based on only the documentation that was before the Accreditation Panel at the time of its decision. The Appeal Panel shall decide, by majority vote, whether or not the Accreditation Panel made a clear error in its decision. The Appeal Panel shall further decide to either uphold or fail to uphold the decision of the Accreditation Panel. In the event that the decision of the Accreditation Panel is not upheld, the case will be remanded to the Accreditation Panel for disposition in a manner not inconsistent with the findings and recommendations of the Appeal Panel.

**G. Reporting of the Decision of the Appeal Panel.**

The report of the Appeal Panel, detailing its findings, recommendations and reasons for same, will be prepared within 30 days of the appeal meeting and will be addressed to the President of the CPA. Copies will be forwarded to the chief executive officer of the institution housing the appellant programme and to the chairperson of the Accreditation Panel, the Registrar of the Accreditation Panel, and the Executive Director of the Association.

## **XII. Financial Support of the Accreditation Programme**

The cost of accreditation is met by application, annual and site visit fees paid by programmes, which may be supplemented by general CPA funds. The extent to which accreditation is supported by fees is determined by the Board of Directors. The Board of Directors will set fees on an annual basis on the recommendation of the Accreditation Panel and the Board's Finance Committee. Current schedules of fees are available from the CPA Accreditation Office.

Appellants will be charged an appeal fee. Any costs incurred by the appellant in making an appeal, or attending a meeting of the Appeal Panel, will be borne by the appellant. Any costs incurred by CPA in processing an appeal, or attending a meeting of the Appeal Panel, will be borne by CPA.

## **XIII. Confidentiality of Records**

The records of the Panel and of ad hoc Appeal Panels used in processing applications for accreditation and re-accreditation, making decisions on the accreditation, re-accreditation and re-affirmation of doctoral and internship programmes, and well as all records of the Panel relating to accreditation including but not limited to complaints or specially convened site visits, shall be kept confidential except:

- A. All doctoral and internship programmes will be listed in CPA Psynopsis along with their respective categories and terms of accreditation and, whenever applicable, any recent decision to revoke accreditation.
- B. Disclosure shall be made in those instances in which the Association is legally required to disclose such information.
- C. At the request of the chief executive officer of the institution where a programme is located, or with his or her consent, information on a specific programme may be made available upon request to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking.
- D. Approved minutes of Panel' meetings, which include accreditation-related decisions including but not limited to accreditations, re-accreditations, re-affirmations, appeals and complaints, shall be available to the CPA Board of Directors, Associate Executive Director and/or Executive Director.
- E. Data collected via self-studies and annual reports may be used and published by CPA for the purposes of censuses and tracking trends among doctoral programmes. Any data used will be anonymously presented and in aggregate form.
- F. The Panel's decision letter, following a sustained complaint against a programme, shall be directed to the appropriate officers of the programme and its host institution. The decision following a sustained complaint will also be communicated to the complainant.



# **APPENDIX A**

## **MEMORANDUM OF UNDERSTANDING BETWEEN THE APA AND THE CPA FOR CONCURRENT ACCREDITATION OF DOCTORAL TRAINING PROGRAMMES AND PREDOCTORAL INTERNSHIP TRAINING PROGRAMMES IN PROFESSIONAL PSYCHOLOGY**

WHEREAS, The American Psychological Association (APA) and the Canadian Psychological Association/Societe Canadienne de Psychologie (CPA) have agreed to a Memorandum of Understanding in regard to cooperation between their respective associations;

WHEREAS, the APA and the CPA have separate but similar accrediting bodies, procedures, and standards for the assessment and enhancement of quality in education and training for professional psychology;

AND WHEREAS, cooperation between accrediting bodies is intended to benefit the public, institutions of higher education and training, and the profession:

The American Psychological Association and the Canadian Psychological Association/Societe Canadienne de Psychologie agree in principle to undertake the concurrent accreditation of doctoral training programs and pre-doctoral internships in professional psychology, consistent with the recognized accrediting scope of those two associations. Such procedures shall apply equally to programs located in Canada and in the United States. The process of concurrent accreditation is designed to facilitate cooperation and economy in the program self-study and site visit review process, without compromise to the independence of each association's accrediting body's decision-making process.

There is no intention by this document to establish a contractual relationship nor to assume by either party the functions, duties, responsibilities or liabilities of the other association. Either association may withdraw from this voluntary arrangement after giving one year's written notice to the other association.

### **PROCEDURES FOR CONCURRENT CPA/APA ACCREDITATION**

#### **I. Application Process**

Programs that seek concurrent accreditation from the APA and CPA shall so notify the accreditation office of each association. Each office shall administratively screen the application for completeness and appropriateness, consistent with its own procedures. At such time as a site visit is approved by each association, the home country accreditation office shall initiate action to carry out the visit as described in the following sections.

- home country accreditation office corresponds to the country in which the applying program is located.

## **II. The Self-Study Process and Report**

Programs initially seeking concurrent APA/CPA accreditation or renewal of the same shall engage in a single self-study process, guided by an application self-study questionnaire or an annual self-study report questionnaire, as appropriate, acceptable to both the CPA and the APA. Such questionnaires will seek criterion-related information required for initial or renewed accreditation by each of the two associations.

## **III. The Site Visit Process and Report**

### **A. The Site Visit Team**

1. The purpose, composition, and procedures of the site visit team shall be consistent with the policies and practices of both associations. The accreditation office of the home country shall be responsible for compiling and distributing to the program the list of prospective site visitors in consultation with the other association's accreditation office.
2. For doctoral and internship programs, where ever possible the chair of the site visit team will be listed on the roster of persons common to the APA and CPA site visitor rosters (pools) who qualify by each association's standards to serve in such capacity.
3. For doctoral programs, for which there shall be no fewer than three site visitors, the site visit team will be selected from two lists having names of persons from each association's site visitor roster (pool). One of the persons selected must be from among the APA site visitor names, and the other from among the CPA site visitor names.
4. For internship programs for which there shall be no fewer than two site visitors, the team will be selected from a list that includes names from the site visitor rosters (pools) of each association.
5. Every site visit team includes at least one site visitor from each association.
6. All site visitors will be considered as serving in an official capacity on behalf of the professional association (i.e., either the APA or the CPA) on whose site visitor roster(s) they are listed.

### **B. Site Visit Procedures and Report**

1. The conduct of the site visit shall be in accordance with the procedures of the two associations. All site visitors will evaluate the program using the accreditation standards of both associations, so to afford the respective accrediting bodies the breadth of viewpoints provided by the entire site visit team.
2. There will be a single site visit report that addresses the standards of both associations. This report will be sent to each association. If there is a minority report, it will be attached. Each association will transmit a copy of the site visit report to the program for comment, consis-



tent with the accreditation procedures of that association. The program's comments on the site visit report will be submitted to each association's accreditation office.

## **IV. The Accrediting Body Review and Decision**

### **A. The Accreditation Decision**

1. Upon receipt of the above documents, the APA and CPA accrediting bodies will conduct independent reviews and reach independent accreditation decisions, in accordance with their respective procedures. Neither accrediting body should know the decision of the other until both have reached their decisions.
2. Programs seeking concurrent accreditation understand that they must meet the standards of both accrediting bodies and as such, agree to adhere to this memorandum where concurrent accreditation is sought.
3. Each accrediting body makes its own independent accreditation decision and proposes its own term. The office director of each accrediting body and the chair of each accrediting body will discuss these proposed terms after each group has reached a decision.
4. In the case of decisions yielding discrepant terms for the next scheduled site visit, the term set by both groups will be the shorter of the two renewal terms proposed by each body.
5. In the event that accreditation is denied by the accrediting body of either or both associations, reapplication may be made at a future time without prejudice in accordance with each association's published procedures.

### **B. Communication of the Decision**

1. Each accrediting body's decision will be kept confidential until such time as both accrediting bodies have reached a decision. The accreditation administrative officers of the CPA and APA will communicate throughout to ensure coordinated processing, and will determine the date by which both accrediting bodies will independently communicate their decisions to the program under review.
2. Each accrediting body will send to the other a copy of the relevant decision letter. The decision letter will become part of the record of each accrediting body, and will be made available to the subsequent site visit teams as part of the concurrent accreditation renewal process.
3. Rules of confidentiality and public disclosure shall in all cases be consistent with the published procedures of each association's accrediting body.

## **V. Appeal Process**

The decision of each accrediting body is subject to independent appeal, in keeping with each association's regulations and procedures. When the appeal process has been completed, the accrediting body against which the appeal was filed will send to the other accrediting body a copy of the program's letter of appeal, the appeal panel's report, and the final action letter by the accrediting body as appropriate. These documents will become part of the record of each accrediting body and will be made available to the subsequent site visit team if continued concurrent accreditation is requested by the program.

## **VI. Annual Report Reaffirm of Accreditation**

- A. Consistent with each association's accreditation procedures, there shall be an annual report submitted to each association by the program. Concurrently accredited programs will complete a single short annual report form, which includes all information required by both associations. It will be the responsibility of the accreditation office of the program's home country association to distribute guidance for the report in a timely manner.
- B. Reaffirmation of accreditation, if appropriate, shall be based on a review of the annual report by each accrediting body and on the payment of the annual fee. Each accrediting body makes its own re-affirmation decision for each concurrently accredited program.

## **VII. Structure**

### **A. Application Fee**

A program seeking concurrent accreditation shall pay the full application fee to each of the two associations, in the currency of each country.

### **B. Site Visit Fee**

The program will be billed a single site visit fee by its home country accreditation office. Programs will be billed the prevailing APA site visit fee for each visitor representing APA and will be billed the prevailing CPA site visit fee for each visitor representing CPA. All site visitors on concurrent visits will submit receipts and be reimbursed for their expenses by the accreditation office in the program's home country.

### **C. Annual Fee**

Analogous to the policy already in effect between the CPA and the APA concerning individual membership fees, concurrently accredited programs located in Canadian institutions shall pay the full CPA annual fee and fifty percent of the APA annual fee. Conversely, concurrently accredited programs located in United States institutions shall pay the full APA annual fee plus fifty percent of the annual CPA fee. Billing of annual fees shall be done separately by each association. Fees shall be billed and paid in the currency of each country.

## VIII. Complaint Procedures

### A. Complaints Against Site Visitors

1. A complaint against the conduct of site visitors will be processed by the accrediting body of each association in a manner consistent with its published procedures for such matters.
2. If at least one of the two accrediting bodies, after reviewing the complaint, deems a new site visit to be warranted, a new site visit team will be selected in accordance with the procedures for concurrent site visits. The cost of that visit will be shared equally by the APA and CPA (with each association bearing 50% of the cost).
3. In the event of any action arising out of the conduct of an association's member(s) serving as a site visitor, the association whose member(s) committed the conduct in question agrees to indemnify and hold harmless the other association for any expenses, costs and fees it may incur in defending itself against the action.

### A. Complaints about the Operation of an Accredited Program

1. Complaints about the operation of a concurrently accredited program shall be shared with and processed by the accrediting body of each association in accordance with its published procedures for such matters.
2. Each accrediting body will communicate the disposition of the complaint, in writing, to the other accrediting body, the program against which the complaint was filed, and the complainant.

## IX. Other

All other matters that pertain to and affect the accredited status of a program shall be dealt with in a coordinated manner consistent with the procedures of each accrediting association.

*Abraham Ross*  
President, Canadian Psychological Association

*Philip G. Zimbardo*  
President, American Psychological Association

*John Service*  
Executive Director, Canadian Psychological Association

*Raymond D. Fowler*  
Chief Executive Officer, American Psychological Association

*Doris Hanigan*  
Chair, Accreditation Panel, Canadian Psychological Association

*David S. Hargrove*  
Chair, Committee on Accreditation, American Psychological Association

*Karen R. Cohen*  
Associate Executive Director and Accreditation Registrar  
Canadian Psychological Association

*Susan F. Zlotlow*  
Director, Program Consultation, American Psychological Association  
and Associate Executive Director, Education Directorate



# APPENDIX B

## QUICK REFERENCES TO CRITERIA

### QUICK REFERENCE TO CRITERIA - DOCTORAL PROGRAMMES Clinical and Counselling Psychology

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<b>I. INSTITUTION</b>	
	A. Doctoral level within chartered Canadian university	
	B. Identifiable psychology faculty within department of psychology	
	C. Financial support from university	
	D. Faculty receive recognition and reward from institution for training activities	
	<b>II. PROGRAMME ADMINISTRATION</b>	
	A. Programme identified as clinical or counselling	
	B. Identifiable psychology faculty and psychologist responsible for programme	
	C. Recognizable unit responsible for programme	
	D. Faculty has clear authority and responsibility for programme	
	E. Integrated, organized plan of study with breadth of exposure	
	F. Supervised practicum, internship, and research training	
	G. Identifiable body of students	
	H. Training proceeds in sequence, cumulative and increasingly complex and prepares students for advanced training and work	
	I. Policies and procedures for student evaluation	
	J. Policies and procedures for handling student' difficulties, for developing and implementing remediation plans, and for lodging complaints	
	K. Remediation P&P include mechanisms for complaint and appeal	
	<b>III. PHILOSOPHY, MISSION AND CURRICULUM</b>	
	A. Programme develops and articulates values, principles, goals and objectives	
	B. Practice, theory and research integrated early in programme	
	C. Research as method of problem solving and acquiring knowledge	
	D. Research training includes applied questions and domains in addition to laboratory	
	E. Students choose research topics that enhance professional training	
	F. Students form early identification with profession, faculty as professional role models	
	G. Programme requires minimum 3 years, full-time study	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	H. Undergraduate or graduate competence in	
	1. biological basis behavior	
	2. cognitive-affective basis behavior	
	3. social basis behavior	
	4. individual behavior	
	5. historical and scientific foundations	
	I. Instruction in	
	1. scientific and professional ethics and standards	
	2. research design and methodology	
	3. statistics	
	4. test construction and measurement	
	J. Training in	
	1. psychological assessment	
	2. intervention	
	3. consultation	
	4. programme development and evaluation	
	5. clinical supervision	
	K. Training in range of assessment and intervention procedures in common use to include	
	1. empirically-supported interventions	
	2. more than one therapeutic modality	
	L. Access to instruction in related fields	
	M. Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme	
	<b>IV. DIVERSITY</b>	
	A. Respect for diversity in recruitment and retention	
	B. Didactic instruction and practical experience in diversity	
	C. Efforts to accommodate students with disabilities	
	<b>V. FACULTY</b>	
	A. Core faculty experienced and productive	
	B. Core faculty committed to programme	
	C. Complementary and adjunct faculty	
	D. Core faculty active in development and governance of programme	
	E. Psychologists responsible for programme are professional role models and hold tenured and senior appointments within institution	
	F. Director of training programme not also head of department of psychology	
	G. Core faculty trained in accredited clinical/counselling programme or its equivalent	
	H. Faculty supervising students in provision of professional service are appropriately credentialed and registered	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	I. faculty sufficiently large to meet training requirements; one faculty member responsible for practicum and internship training	
	<b>VI. STUDENTS</b>	
	A. Students treated with dignity and respect	
	B. Students goals supported	
	C. Student committed to science and practice	
	D. Students progress in timely fashion	
	E. Student do not work more than 20 hours per week	
	F. Students with difficulties are counseled early and offered remediation	
	<b>VII. FACILITIES AND RESOURCES</b>	
	A. Teaching facilities	
	B. Library facilities	
	C. Office space	
	D. Work space for students	
	E. Research space	
	F. Assessment materials and supplies	
	G. Practicum and internship facilities	
	H. Computer facilities	
	I. Data analysis support	
	J. Audio and videotape equipment	
	K. Research equipment	
	L. Disability access	
	<b>VIII. PUBLIC DISCLOSURE</b>	
	Brochure includes	
	1. philosophy and mission	
	2. theoretical orientations and research interests of faculty	
	3. programme's goals and outcomes	
	4. requirements and expectations of students	
	5. academic and practical functions for which student prepared	
	6. training resources	
	7. size of applicant pool	
	8. acceptance and attrition rates	
	9. percentage male, female, minority and disabled students	
	10. age distribution of students	
	11. support available to students	
	B. Evidence of accreditation status made available to students	
	<b>IX. PRACTICUM AND INTERNSHIP TRAINING</b>	
	A. Practicum facilitates development of	
	1. ethics	
	2. conceptualization human problems	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	3. awareness diversity	
	4. own strengths and biases	
	5. skill in assessment, intervention, consultation	
	6. integration science and practice	
	B. CPA-accredited internship required	
	<b>X. PROGRAMME EVALUATION AND QUALITY IMPROVEMENT</b>	
	A. Programme reviews training model, goals and objectives, and curriculum in light of	
	1. evolving body of science as applies to practice	
	2. standards best professional practice	
	3. needs for psychological services	
	4. careers of graduates	
	<b>XI. RELATIONSHIP WITH CPA ACCREDITATION PANEL</b>	
	A. Comply with standards including	
	1. submission self studies	
	2. scheduling and preparing for site visit	
	3. submission annual reports	
	4. supplying Panel with other information as relevant	
	B. Maintain records of compliance with standards	
	C. Inform Panel of change	
	D. Submit fees	
	E Include name and address of CPA Accreditation Office in programme's brochure	



**QUICK REFERENCES TO CRITERIA - DOCTORAL PROGRAMMES****Clinical Neuropsychology**

<b>PAGE</b>	<b>CPA STANDARD AND CRITERION</b>	<b>COMMENTS</b>
	<b>I. INSTITUTION</b>	
	A. Clinical neuropsychology programme accredited independently of other areas of professional psychology	
	B. Doctoral level within chartered Canadian university	
	C. Financial support from university	
	D. Faculty receive recognition and reward from institution for training activities	
	<b>II. PROGRAMME ADMINISTRATION</b>	
	A. Programme identified as clinical neuropsychology	
	B. Identifiable psychology faculty and psychologist responsible for programme	
	C. Recognizable unit responsible for programme	
	D. Supervisors and teachers have clear authority and responsibility for programme	
	E. Integrated, organized plan of study with breadth of exposure	
	F. Supervised practicum, internship, and research training	
	G. Identifiable body of students	
	H. Training proceeds in sequence, cumulative and increasingly complex and prepares students for advanced training and work	
	I. Practical training supervised by psychologist, dissertation may be supervised by any faculty member of university	
	J. Programme responsive to the need for graduates to become licensed	
	K. Policies and procedures for student evaluation	
	L. Policies and procedures for handling student' difficulties, for developing and implementing remediation plans, and for lodging complaints	
	M. Remediation P&P include mechanisms for complaint and appeal	
	N. Identifiable body of students	
	<b>III. PHILOSOPHY, MISSION AND CURRICULUM</b>	
	A. Programme develops and articulates values, principles, goals and objectives	
	B. Training Curricula	
	1. Core knowledge in general psychology and neurosciences and basic human and animal neuropsychology	
	i.a statistics and methodology	
	i.b learning, cognition, perception	
	i.c life span development	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	i.d personality	
	ii.a basic neurosciences	
	ii.b behavioural neurosciences	
	ii.c basic human neuropsychology	
	ii.d principles of rehabilitation	
	ii.e research master’s thesis or equivalent	
	2. Clinical training in assessment and intervention	
	i. cognitive rehabilitation	
	ii. education and counselling related to neurological disorders	
	iii. consultation	
	iv. clinical neurology and neuropathology	
	v. clinical neuropsychology	
	vi. psychometric theory and test construction	
	vii. neuropsychological tests and assessment techniques	
	viii. personality assessment	
	ix. history taking and interviewing	
	x. empirically-supported techniques	
	xi. psychopathology	
	xii. basic clinical and counselling intervention	
	xiii. professional ethics	
	xiv. programme development and evaluation	
	xv. clinical supervision	
	3. Research training meets standards	
	<b>IV. DIVERSITY</b>	
	A. Respect for diversity in recruitment and retention	
	B. Didactic instruction and practical experience in diversity	
	C. Efforts to accommodate students with disabilities	
	<b>V. FACULTY</b>	
	A. Core faculty, supervisors, teachers experienced and productive	
	B. Core faculty active roles in programme	
	C. Core faculty, supervisors, teachers large enough to supervise students’ research and practice and attend to administrative duties; One of core has primary responsibility for practica and internships	
	D. Core faculty have doctoral degrees and trained at CPA-accredited programmes or equivalent whenever possible, at least one faculty/ supervisor/teacher specializes neuropsych assessment	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	E. At least one core faculty registered and all supervising students in provision of professional practice are registered within jurisdiction	
	F. Director of training programme not also head of psychology department	
	G. Primary supervision from doctoral-level psychologist with instruction from members other disciplines where appropriate	
	<b>VI. STUDENTS</b>	
	A. Students treated with dignity and respect	
	B. Students goals supported	
	C. Students committed to science and practice	
	D. Students progress in timely fashion	
	E. Students do not work more than 20 hours per week	
	F. Students with difficulties are counseled early and offered remediation	
	<b>VII. FACILITIES AND RESOURCES</b>	
	A. Teaching facilities	
	B. Library facilities	
	C. Office space	
	D. Work space for students	
	E. Research space	
	F. Assessment materials and supplies	
	G. Practicum and internship facilities	
	H. Computer facilities	
	I. Data analysis support	
	J. Audio and videotape equipment	
	K. Research equipment	
	L. Disability access	
	<b>VIII. PUBLIC DISCLOSURE</b>	
	Brochure includes	
	1. philosophy and mission	
	2. theoretical orientations and research interests of faculty	
	3. programme's goals and outcomes	
	4. requirements and expectations of students	
	5. academic and practical functions for which student prepared	
	6. training resources	
	7. size of applicant pool	
	8. percentage male, female, minority and disabled students	
	9. acceptance and attrition rates	
	10. age distribution of students	
	11. support available to students	
	B. Evidence of accreditation status made available to applicants	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<b>IX. PRACTICUM AND INTERNSHIP TRAINING</b>	
	A. Practicum facilitates development of	
	1. ethics	
	2. awareness diversity	
	3. own strengths and biases	
	4. interviewing techniques	
	5. selection of tests and/or interventions	
	6. administration, scoring and interpretation of test results	
	7. writing reports	
	8. observing therapy and conducting simple cases	
	9. presentation of results to other health care workers	
	10. introduction to cognitive remediation	
	B. CPA-accredited internship required	
	<b>X. PROGRAMME EVALUATION AND QUALITY IMPROVEMENT</b>	
	A. Programme reviews training model, goals and objectives, and curriculum in light of	
	1. evolving body of science as applies to practice	
	2. standards best professional practice	
	3. needs for neuropsychological services	
	4. careers of graduates	
	<b>XI. RELATIONSHIP WITH CPA ACCREDITATION PANEL</b>	
	A. Comply with standards including	
	1. submission self studies	
	2. scheduling and preparing for site visit	
	3. submission annual reports	
	4. supplying Panel with other information as relevant	
	B. Maintain records of compliance with standards	
	C. Inform Panel of change	
	D. Submit fees	
	E. Name and address of CPA Accreditation Office in programme's brochure	

## QUICK REFERENCES TO CRITERIA - INTERNSHIP PROGRAMMES

### Clinical and Counselling Psychology

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<b>I. ORGANIZATIONAL ISSUES AND ELIGIBILITY</b>	
	A. Support of host discipline and organization including stable and specifically-designated budgeting	
	B. Reward and remuneration for training activities of staff	
	C. Appointment of director of training; director of training and discipline head have two incumbents	
	D. Commitment to human dignity and human rights	
	E. Systematic review of applicants' qualifications for internship to include CPA doctoral programme or equivalent	
	F. 600 hours of practica, academic and thesis prerequisites	
	G. Internship full time 1600 hours or half-time over two consecutive years	
	H. Close working relationships with doctoral programmes to ensure goodness of fit between intern and internship	
	I. Compliance with APPIC procedures	
	<b>II. PHILOSOPHY, MISSION AND MODEL</b>	
	A. The philosophy and mission are	
	1. fully developed and described in written materials	
	2. consistent with philosophy and mission of host institution	
	3. complementary with philosophy and mission of doctoral programmes	
	4. respect scientific basis of professional psychology	
	B. Application of philosophy and mission abides by the following	
	1. interns play integral role while training needs accommodated	
	2. applied training	
	3. training is organized and sequenced	
	4. interns acquire knowledge and skill in	
	i. psychological assessment	
	ii. intervention	
	iii. consultation	
	iv. programme development and evaluation	
	5. training includes range of assessment and interventions including	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	i. empirically supported interventions	
	ii. more than one therapeutic modality	
	6. practice informed by science	
	7. written training plans	
	8. four hours individual supervision	
	9. training in supervision whenever possible	
	10. intern evaluation	
	11. minimum standards for successful completion and mechanisms to remediate substandard performance	
	12. intern presented with programme’s appeal policies at beginning of year; appealable decisions include those detailed in this criterion	
	13. certificate of completion	
	<b>III. DIVERSITY</b>	
	A. Diversity in recruitment and retention	
	B. Instruction and practical experience in diversity	
	C. Efforts to accommodate people with disabilities	
	<b>IV. PROFESSIONAL PSYCHOLOGY STAFF</b>	
	A. Training programme offered by organized group professional psychologists who report to chief/leader	
	B. Supervisors registered, doctoral degree and internship from accredited programme or equivalent	
	C. Other professional staff participate in training experience of interns	
	D. Supervisory staff have access to training in supervision	
	<b>V. INTERNS</b>	
	A. Intellectual, interpersonal abilities of interns	
	B. Qualifications for re-specialization	
	C. At least two interns	
	D. Interns treated with dignity and respect	
	E. Interns contribute to programme planning and development	
	G. Interns made aware of national and provincial and territorial standards	
	<b>VI. FACILITIES AND RESOURCES</b>	
	A. 1. quiet and unobstructed work space	
	2. secure storage	
	3. efficient means of communication	
	4. secure and sound-dampened space	
	5. clerical support	
	6. audiovisual resource	
	7. computer access	
	8. library facilities	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<b>VII. PUBLIC DISCLOSURE</b> A. Descriptive materials include philosophy and mission, structure and goals of training programme and host organization	
	B. Evidence of accreditation status made available to applicants	
	<b>VIII. PROGRAMME EVALUATION AND QUALITY IMPROVEMENT</b> A. Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of	
	1. scientific knowledge	
	2. current standards of best practice	
	3. needs for psychological services	
	4. jobs and career paths attained by graduates	
	B. Self assessment activities are responsibility of director of training and training committee and address	
	1. programme's standards for preparedness of applicants to begin internship	
	2. programme's expectations for successful completion	
	3. preparedness of graduated interns to apply for registration	
	4. applicability of knowledge and skills acquired on internship to post-doctoral employment	
	<b>IX. RELATIONSHIP WITH CPA ACCREDITATION PANEL</b>	
	A. Comply with standards including	
	1. submission self studies	
	2. scheduling and preparing for site visit	
	3. submission annual reports	
	4. supplying Panel with other information as relevant	
	B. Maintain records of compliance with standards	
	C. Inform Panel of change	
	D. Submit fees	

## QUICK REFERENCE TO CRITERIA - INTERNSHIP PROGRAMMES

### Clinical Neuropsychology

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<b>I. ORGANIZATIONAL ISSUES AND ELIGIBILITY</b>	
	A. Hosted by university or non-university setting	
	B. Support of host department, discipline and organization including stable and specifically-designated budgeting and financial remuneration for interns	
	C. Department, discipline, organization supports training mission and includes reward and remuneration for supervisors	
	D. Appointment of director of training; director of training and discipline head have two incumbents	
	E. Commitment to human dignity and human rights	
	F. Systematic review of applicants' qualifications for internship to include CPA doctoral programme or equivalent	
	G. 600 hours of practica, academic and thesis prerequisites	
	H. Internship full time 1600 hours or half-time over two consecutive years	
	I. Close working relationships with doctoral programmes to ensure goodness of fit between intern and internship	
	J. Compliance with APPIC procedures	
	<b>II. PHILOSOPHY, MISSION AND MODEL</b>	
	A. The philosophy and mission are	
	1. fully developed and described in written materials	
	2. consistent with philosophy and mission of host institution	
	3. complementary with philosophy and mission of doctoral programmes	
	4. respect scientific basis of clinical neuropsychology	
	B. Application of philosophy and mission abides by the following	
	1. interns play integral role while training needs accommodated	
	2. practice informed by science and research opportunities provided	
	3. training includes providing feedback and consultation to other service providers, clients, clients' families and clients' caretakers, functioning within interdisciplinary team, carrying out programme/treatment evaluation	
	4. training is organized and sequenced	
	5. interns acquire knowledge and skill in the	



PAGE	CPA STANDARD AND CRITERION	COMMENTS
	following which prepares them for licensure	
	i. neuropsychological assessment	
	ii. report writing	
	iii. interpret lab reports, EEGs, CAT scans	
	iv. rehabilitation and remediation programmes wherever possible	
	6. i. research project	
	ii. empirically supported assessment and intervention	
	iii. neurological and behavioural experiences	
	7. written training plans	
	8. four individual hours of supervision	
	9. training in supervision whenever possible	
	10. intern evaluation	
	11. minimum standards for successful completion and mechanisms to remediate substandard performance	
	12. intern presented with programme's appeal policies at beginning of year; appealable decisions include those detailed in this criterion	
	13. certificate of completion	
	<b>III. DIVERSITY</b>	
	A. Diversity in recruitment and retention	
	B. Instruction and practical experience in diversity	
	C. Efforts to accommodate people with disabilities	
	<b>IV. FACULTY: PROFESSIONAL SUPERVISORS AND TEACHERS</b>	
	A. Core faculty, supervisors and teachers active in development and governance of programme	
	B. Core faculty sufficiently large to meet training requirements; one faculty member responsible for practicum and internship training	
	C. Supervisors doctoral degree and registered	
	D. Instruction/collaboration with members other disciplines	
	E. Core supervisors CPA-accredited training or equivalent, at least one specializes in neuropsychological assessment	
	F. Training director role separate from department head	
	<b>V. INTERNS</b>	
	A. Intellectual, interpersonal abilities of interns	
	B. Qualifications for re-specialization	
	C. At least two interns; both need not be clinical neuropsychology students	
	D. Interns treated with dignity and respect	
	E. Interns contribute to programme planning and development	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	F. Interns made aware of national and provincial and territorial standards	
	<b>VI. FACILITIES AND RESOURCES</b>	
	A. 1. quiet and unobstructed work space	
	2. secure storage	
	3. efficient means of communication	
	4. secure and sound-dampened space	
	5. clerical support	
	6. audiovisual resource	
	7. computer access	
	8. library facilities	
	<b>VII. PUBLIC DISCLOSURE</b>	
	A. Descriptive materials include philosophy and mission, structure and goals of training programme and host organization	
	B. Evidence of accreditation status made available to applicants	
	<b>VIII. PROGRAMME EVALUATION AND QUALITY IMPROVEMENT</b>	
	A. Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of	
	1. scientific knowledge	
	2. current standards of best practice	
	3. needs for psychological services	
	4. jobs and career paths attained by graduates	
	B. Self assessment activities are responsibility of director of training and training committee and address	
	1. programme's standards for preparedness of applicants to begin internship	
	2. programme's expectations for successful completion	
	3. preparedness of graduated interns to apply for registration	
	4. applicability of knowledge and skills acquired on internship to post-doctoral employment	
	<b>IX. RELATIONSHIP WITH CPA ACCREDITATION PANEL</b>	
	A. Comply with standards including	
	1. submission self studies	
	2. scheduling and preparing for site visit	
	3. submission annual reports	
	4. supplying Panel with other information as relevant	
	B. Maintain records of compliance with standards	
	C. Inform Panel of change	
	D. Submit fees	

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