

Developing a CPA Accredited Program: Effectively Moving Along the Path

76th Annual CPA Convention

Ottawa, On

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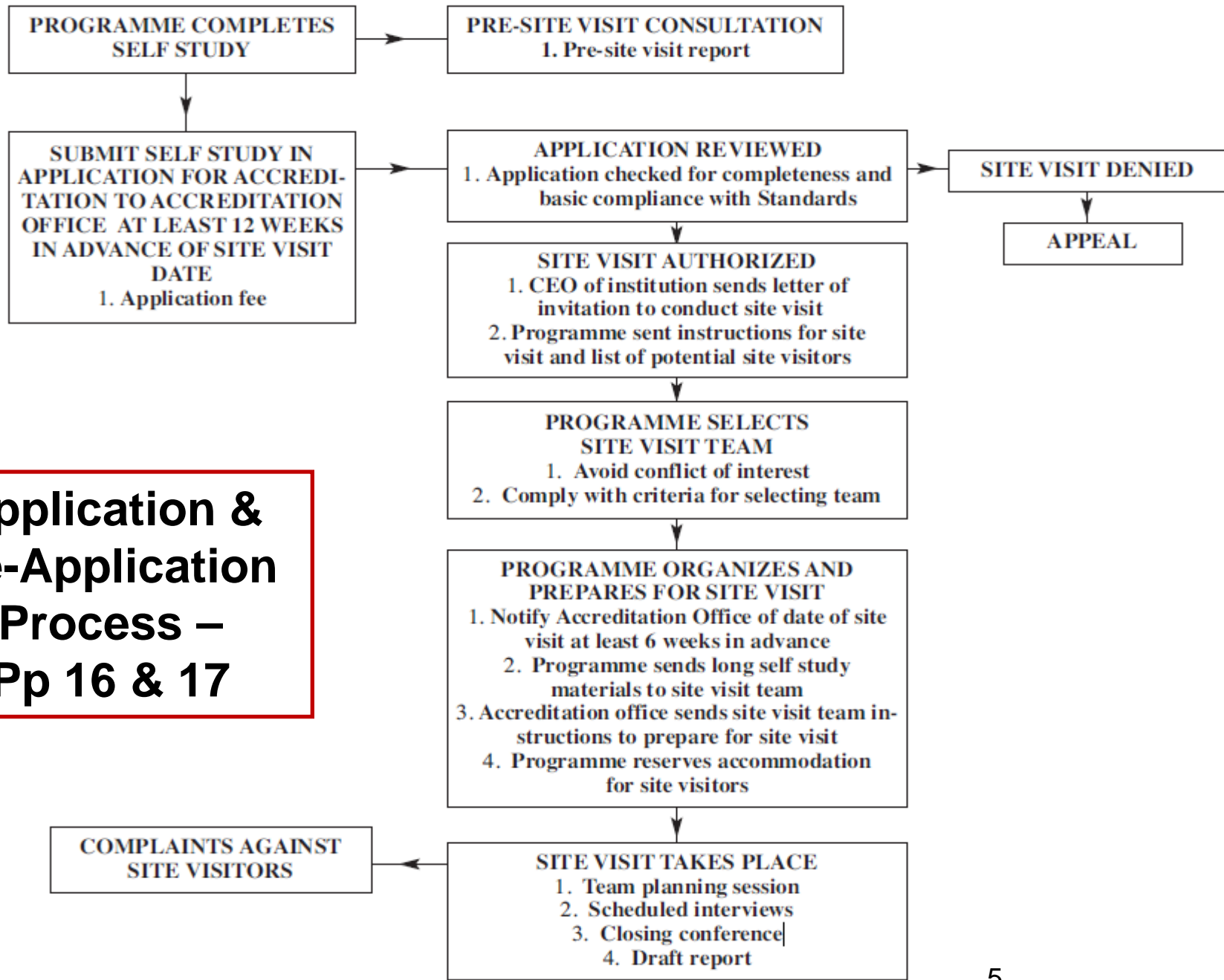
WELCOME!

- Who do we have in the room?
- Out of all the competing convention sessions –
Why did you choose to come to this session?
What are you hoping to get out of it?

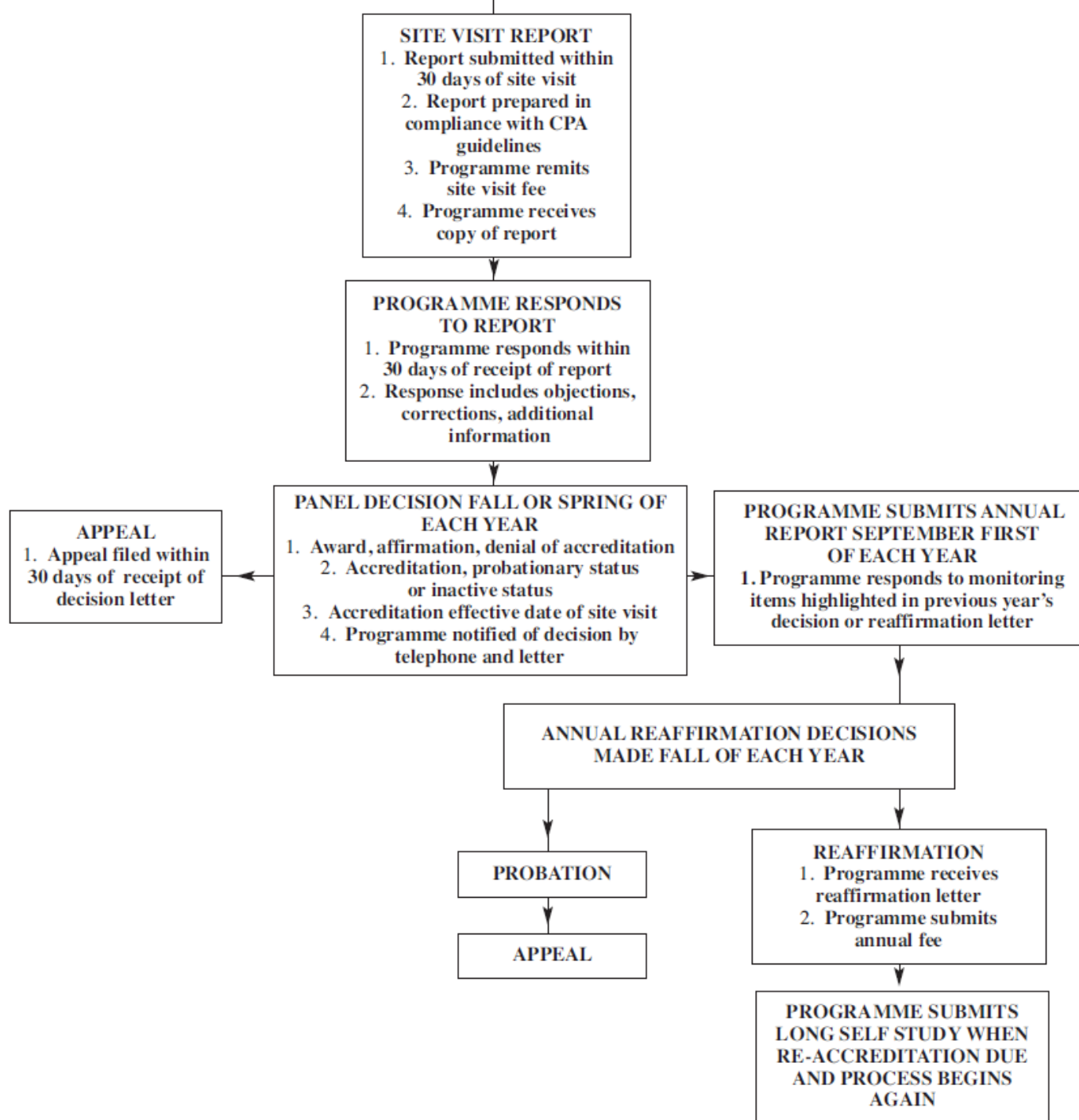
- Our goals for today:
 - Clarify the CPA Accreditation Process
 - Highlight what the Panel is looking for when reviewing programs
 - Clarify some of the slightly less straightforward accreditation standards
 - Share tips and suggestions to:
 - Make the self-study process a bit less challenging
 - Enable ongoing compliance with the standards

All in the service of maintaining high quality training 😊

STEPS IN THE CPA ACCREDITATION PROCESS



Application & Re-Application Process – Pp 16 & 17



THE SELF-STUDY

→ *Not as scary as you think*

Key for addressing all standards:

- ***No program is perfect***
- Not simply a 'yes or no' checklist
- Much more so about HOW meeting / working towards meeting the standard
- Spirit is very much in the HOW and WHY

The accreditation standards ask programs to answer:

- *What do you do?*
- *Why do you do it?*
- *How do you do it?*
- *How well do you do it?*
- *How do you ensure that you continue to do it well and better?*
- This is a helpful global template for the information that the Panel expects to see addressed in a SS

Overarching Questions:

- What is the model?
- Are there specified goals?
- Are objectives operationalized?
- How are knowledge, attitudes, judgement and skills imparted?
- Are there evaluation mechanisms?
- Are data used to inform improvement processes?

Demonstrating Congruencies:

- Model to the institution/organization
- Model to the program
- Model to the faculty/staff
- Model to the students/interns
- Model to the outcomes
 - Proximal and distal data
- Is there clarity of the...
 - Organizational structure
 - Program (rotational) structure

Overarching Concepts of PE & QI:

- Program Evaluation **AND** Quality Improvement
 - Thus – Meeting an established threshold of **quality** AND Collecting and using **data** to know this has occurred AND Providing evidence of **ongoing** efforts to **enhance**
- Standard II – Philosophy, Mission, & Curriculum/Model goes **hand in hand** with Standard VIII/IX – Program Evaluation & Quality Improvement

Key Reminders

- No program is perfect
 - How do you make the most of what you've got?
 - How do you continually strive to get better?
- It's a team effort – get involvement from all faculty/staff and students/interns
- Start with the end in sight
 - Ensure match between outcomes and means to get there
- Get time on your side
 - Collect data on an ongoing basis (not just in SS year!)
 - When your program is due for a SS & site visit, set yourself timelines working backwards from your desired site visit dates & assigned SS submission period, with as much wiggle room as possible!

Resources

For both Doctoral & Internship Programs:

- CCPPP Membership & Mentoring – www.ccpppp.ca
- CPA Accreditation Forms & Resources – www.cpa.ca/accreditation
- CCTC Website – www.cctcpsychology.org/resources/

Additional Resources for Internship Programs:

- APPIC Membership & Mentoring – www.appic.org
- CCTC Internship Development Toolkit – www.apa.org/education/grad/internship-toolkit.aspx

UNDERSTANDING THE CPA ACCREDITATION STANDARDS – & THE SPIRIT BEHIND THE STANDARDS

- What are your successes and challenges in supporting an accredited/accreditable program?
- Which standards do you find easier/more challenging to interpret and to implement?

Doctoral Programs – I. Eligibility

A. Institution

1. Doctoral, chartered Canadian university
2. **University provides financial support**
3. **University rewards faculty for training roles**

B. Programme

1. Doctoral programme in unit of psychologists
2. **Identifiable body of students**
3. Typically admit students post-honours B.A.
4. Students have until April 15 to accept
5. **Minimum three years full-time resident study, *NOT* including internship year**

Internship Programs – I. Eligibility

A. Organization

1. **Support of host discipline & organization including designated funding**
2. **Organization rewards faculty for training roles**
3. **Director of Training appointed & *NOT* same person as Chief/PPL** (see reasons in footnote, page 46)
4. Consideration of relevant standards for affiliated or partially-affiliated internship programmes
 - info begins on page 67 of S&P manual

Internship Programs – I. Eligibility

B. Programme

1. Applicants from CPA accredited programmes
2. Eligible applicants have completed:
 - All coursework; Min 600 hours practicum; Thesis proposal
3. **Review of applicants includes goodness of fit and readiness**
4. Internship min **1600** hrs/1 yr F-T or /2 yrs P-T
5. Close working relationships with doctoral programmes to ensure goodness of fit
6. **Min 2 FTE interns per year**
7. **Compliance with APPIC procedures**

II. Philosophy, Mission, & Curriculum/Model

For Doctoral & Internship Programs –

- MRA competencies listed in preamble & linked to criteria
- Standard II is very much connected to Standard VIII/IX on Program Evaluation & Quality Improvement
- Key competency areas to demonstrate efforts to work towards, even if not quite there yet:
 - Consultation
 - Program development and evaluation
 - Supervision
- Consistency in policies and procedures

III. Diversity

For Doctoral & Internship Programs –

- Diversity broadly defined
- Evidence of efforts for diverse recruitment
 - Faculty/staff
 - Students/interns

IV. Faculty

Doctoral Programs –

- Std IV.E – Faculty sufficiently large to accommodate training needs of students
- IV.F – Faculty encourage timely completion and work-life balance
- IV.I – Training Committee formed & DoT appointed
- IV.J – DoT and Dept Chair *NOT* same person
 - See reasons – page 24

IV. Professional Psychology Staff

Internship Programs –

- Std IV.B – supervisors registered at doctoral level
- IV.C – supervision can be provided by other professional staff but does *NOT* count towards core 4 hours of supervision (is over and above)
- IV.E – again emphasis on timely completion and work-life balance
- IV.F - supervisors access to training in supervision

V. Students/Interns

Doctoral Programs –

- Std V.E – emphasis on timely completion and work-life balance; **7 year average** stated
- V.F – students do not work more than 20 hours/wk
 - does *not* include TA or RA work

Internship Programs –

- Std V.C – again emphasis on timely completion and work-life balance

VI. Facilities & Resources

For Doctoral & Internship Programs –

- Importance of sufficient resources to enable program to function without undue difficulties
 - Office and research space
 - Clerical support
 - Assessment materials
 - A/V recording equipment
 - Accessible buildings
- When a lack of suitable resources – how mitigating the downsides?

VII. Public Disclosure

For Doctoral & Internship Programs –

- Importance of giving prospective students/interns all the relevant information they may need in order to determine if the program will be a good fit for them

Doctoral Programs – VIII. Practicum & Internship Training

- **Practicum** experience requirements
 - Minimum **600** hours, *1000 a reasonable upper limit*
 - Importance of quality over quantity
 - Minimum **300** hours direct contact, **150** hours supervision
- Group supervision also permitted as **25%** of overall supervision time (or 1 of 4 weekly hrs during internship)
- Importance of program oversight
- Importance of documenting for the Panel students' **ACTUAL** accrued hours (not just what expect in theory)
- Importance of articulating how assess equivalency of non-accredited internships

VIII/IX. Program Evaluation & Quality Improvement

For Doctoral & Internship Programs –

- PE & QI is an ongoing process – not one-off or periodic
- External and internal assessment
- Program-wide process – not only DoT
 - Other faculty, staff, and students involved
- Constantly evolving – responsiveness, not complacent
- Thoughtful and coherent – proactive vs. reactive
 - Construction vs. convenience

IX/X. Relationship with the CPA Accreditation Panel

For Doctoral & Internship Programs –

- Importance of keeping the Panel informed of any changes!
 - Program leadership
 - Program structure and/or function

WRAP-UP

- What are the key messages you will take away from this session?
- What other resources would you like to see offered through CCPPP and/or CPA?
 - Email to: accreditation@cpa.ca
 - Or view contact info for CCPPP at: <http://ccppp.ca/>

DISCUSSION & TIPS



Submitting a Self-Study as a New Program

- Up to each program to decide when they are ready to apply
- A cohort of graduates of a doctoral program is NOT actually required – BUT – any new doctoral or internship program must nonetheless be able to demonstrate intermediate outcomes, show that there are processes/framework in place to assess outcomes on an ongoing basis; incumbent on program to show how moving in right direction
- Try to submit your self-study during one of the three submission periods – May/June; November/December; January/February
- Keep in mind that the Panel often has clarifying questions for new programs (and sometimes a request for a revised SS) – this is because the Panel wants to have a reasonably good sense that a program can be successful in achieving accreditation before going to the time and expense of a site visit
- CCPPP is always available to help mentor new programs

Site Visit Tips

- Logistical points to consider – sufficient work/meeting space for site visit team; availability of food, breaks; scheduling time for team to meet with admins; important for DoT to clear their schedule for those two days – and then take a well-deserved break after!
- Helpful to have good connections with administrative support personnel for institutional higher ups
- Keep in mind the site visit is not intended to be adversarial – site visit is also an opportunity to promote your program; as well, lack of ‘positive feedback’ from site visit team is simply due to their need to stay neutral
- Site visitors’ role is to be ‘eyes and ears’, but not to be decision makers or advocates for your program – that said, they certainly can play an educative role, and assist with any advocacy that your program has already started

Annual Reports

- Need for signatures is intended to facilitate ensuring that the people who should know about your program, do know about it; if in your particular setting it makes no sense to have the CEO sign your annual report, that is fine, just ensure then that whoever does sign is in a relevant position of decision making authority
- Helpful to ensure that your program administration receives a copy of your annual report (and self-study), as an opportunity to bring your program to their attention and to promote it
- Start working on your report (and self-study) earlier than you think you need to – it gives you opportunities for conversations, and becomes more than simply ‘dotting the i’s and crossing the t’s’ – actually can be beneficial for the program

Program Evaluation and Quality Improvement

- Once again – no program is perfect!
- The Panel is more interested in how programs handle difficulties and tackle challenges as opposed to the challenges themselves
- Sometimes monitoring items are simply things that bring concerns about how psychology will be supported, rather than something your program has ‘done’, and the Panel wants to stay on top of those issues so that there is hopefully less of an impact
- This becomes a tool for advocacy – if an issue is noted as a monitoring item (such as funding levels) this can be used to garner support to address the issue
- No need to do this alone – get others to help! When other faculty and staff help in the process, they will also be more engaged. Keep in mind that it may take some time and preparation to figure out how to delegate to people in a way that makes sense to them and to you.