# 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 that 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. As such, the CPA is dependent upon the volunteerism of professionals and academics to serve as site visitors for the Accreditation Panel. Site visitors benefit from the opportunity to collaborate with other professional members of the site visit team, keep abreast of national training standards for professional psychology, 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 fulfill this important role. The Panel seeks site visitors who:

- have previous site visit experience (with CPA or another accrediting body in psychology) and/or have completed a CPA site visitor workshop or a site visitor workshop delivered by another body that accredits professional psychology programmes,
- 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, and
- possess a doctoral degree and have completed a doctoral-level internship at accredited programmes or their equivalents.

For active site visitors moving into retirement, their names may be kept on the roster of site visitors if they:

- Maintain their licensure/certification in good standing in a Canadian jurisdiction, and
- Maintain their membership in CPA.

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 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 and a curriculum vitae comprise the nomination package. The nomination package should be mailed to: Registrar, Accreditation Panel, Canadian Psychological Association, 141 Laurier Ave. West, Suite 702, Ottawa, Ontario K1P 5J3.

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 their acceptance as a site visitor following this review.

## II. Site Visitor Roster

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

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 visitor list will identify the names of psychologists eligible to chair the site visit team by asterisk. 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 with potential chairpersons identified. 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 re-accreditation will receive an APA list that also includes the names of visitors who can serve in the capacity of generalist (i.e., psychologists whose specialty area is a nonprofessional area such as experimental, social, developmental, physiological). Note that the generalist requirement is a requirement of APA for doctoral but not internship programmes. Note as well that all concurrent accreditations with the APA end in 2015.

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**. Since 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, and
- 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 individually to determine their interest and availability and to arrange mutually convenient dates for the visit, and

- 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 the 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 rationale for site visitors to 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 also meeting Accreditation Standards, rather than prescribing the way in which Standards must be met by all programmes.
- Recommendations, if any, need to 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 made available to the site visit team that visits the programme for the following re-accreditation. Under no circumstances should the site 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 (e.g., 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 nonvisiting time (e.g., evenings) 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, policies, or procedures should be directed to the Registrar;
- members of the team should not give the faculty/staff or students/interns 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 supporting documentation sent by the programme); 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 hard-copy of the programme's self-study. The Director of Training should send the self-study to every member of the site visit team at least 6 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 accreditation decisions or re-affirmation letters (including monitoring items), any other supplementary materials sent to the Panel by the programme, and any instruction from the Panel to the visitors about the need for any specific or focused 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 Accreditation **Standards and Procedures,** as detailed in this manual, in order to gain a comprehensive view of the accreditation process as a whole and of the critical role played by the site visitor. 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.

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 and prepared prior to the site visit. Questions should be shared with all members of the site visit team at the pre-visit planning meeting.

If after reviewing the self-study, the site visitors believe there is specific and critical information needed prior to the site visit date, they are permitted to request this information. In such an instance, the chair of the site visit team must request the additional information through the Registrar and must not contact the programme directly for the information.

### C. Chair's Role

In advance of the visit, the chair of the 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, the pre-visit meeting 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 can be very helpful when writing the site visit report to ensure that each Standard and Criterion has been addressed.

### B. The First Day of the Site Visit

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 team will usually begin the site visit with an orientation session with the programme's officials (i.e., Director of Training and the Department Chair/Chief Psychologist). 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 Department Chair/Chief Psychologist) 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 Director of Training, 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 vitae.

When conducting an interview with the Department 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 strategic 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 (i.e., teaching, supervision of practice, 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 their 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 their unique contribution as fully as possible. In some cases, group interviews may be appropriate and acceptable.

The site visit team at a minimum 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, and administrative leadership,
- research productivity,
- morale and satisfaction with employment,
- tenure/promotion issues,
- programme decision making, and
- questions unique to that individual's vitae, 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 purpose 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 there might be instances in which information obtained from a student/intern carries a reporting responsibility for the site visitor as a 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,
- faculty/staff and student/intern morale and dignity with which all are treated,
- role modeling 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,
- mentorship,
- integration of practicum experiences (doctoral programmes),
- preparation for internship (doctoral programmes), and
- what they would change about the programme.

## 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 programme's compliance with the 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 the Standards and Criteria, site visitors should discuss programme strengths and weaknesses, but **the site visit team should not convey**

**any recommendation about accreditation status to the programme.** Programme officials should be given an opportunity to comment on the team's observations and to correct any errors of fact that might have been made by the team.

## 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,
- to highlight any questions, concerns or need for further information that might have arisen as you reviewed the self-study materials and that 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

- 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.
- Team meets with the Director of Training at the start of Day 1.
- Team meets with core faculty through the morning and early afternoon of Day 1.
- Team meets with students late in the morning of Day 1.
- Team meets with the Chair of the Psychology Department early in the afternoon of Day 1.
- Team meets with other affiliated or adjunct faculty (e.g., practicum supervisors) during the afternoon of Day 1.
- Team meets with other complementary faculty (e.g., experimental, social, developmental, industrial-organizational) throughout Days 1 and 2.
- Team visits facilities used by the programme, within the university and/or outside the university (e.g., practicum settings) on Day 1 or early on Day 2.
- Team meets with administrators of the university during the morning of Day 2, after the team has become familiar with any specific issues.
- Feedback session is the last formally scheduled meeting of the site visit at the end of Day 2.

**Day 1**

| | |
|---|---|
| 9:00 | Training Director<br>Core faculty<br>Students |
| 12:00 | LUNCH – the team may choose to conduct a working lunch to discuss the morning's meetings and make any necessary scheduling adjustments |
| 1:30 | Department Chair |
| 2:30 | Core faculty – if time allows, complementary and adjunct/affiliated faculty (e.g., practicum supervisors) |
| 5:00 | DINNER – the team should dine on their own and use the time after dinner to discuss and plan as necessary |

**Day 2**

| | |
|---|---|
| 8:30 | University Administrators (e.g., Dean, Provost, President)<br>Complementary and adjunct/affiliated faculty (e.g., practicum supervisors)<br>Facilities |
| 12:30 | LUNCH - working lunch for team |
| 1:30 | Team preparation for feedback session |
| 3:00 | Feedback |
| 4:00 | Chair of the site visit team assigns responsibilities for the site visit report and, if time permits, a draft of the site visit report is completed on site |

**B. Internship Programmes**

- 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.
- Team meets with Chief Psychologist/Professional Practice Leader/Director of Counselling Centre and Director of Training as first meeting on Day 1.
- Team meets with programme's supervisory staff (individually or in small groups) in morning and early afternoon on Day 1.
- Team meets with interns (and other trainees wherever appropriate) on Day 1.
- Team visits programme's facilities on Day 1 or early Day 2.
- Team meets with the administrators of the agency/organization early on Day 2.
- Team meets with other professional staff (e.g., other professional members of interdisciplinary teams) late on Day 1 or early Day 2.
- Team conducts 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.
- Feedback session is the last formally scheduled meeting of the site visit at the end of Day 2.

**Day 1**

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

**Day 2**

| | |
|---|---|
| 9:00 | Agency Administrators<br>Other professional staff<br>Team preparation for feedback session |
| 12:00 | Feedback |
| 1:00 | LUNCH – Chair of the site visit team assigns responsibilities for the site visit report and, if time permits, a draft of the site visit report is completed on site |

## VIII. Site Visit Report

### A. General Guidelines

The final and tangible product of the site visit is the report submitted to the Accreditation Panel by the site visit team. This report is essential to the accreditation decision-making process 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.

Once the site visit report is completed, the Chair of the site visit team submits the report to the Accreditation Office and awaits confirmation that the report was received. Subsequently, the programme's self-study and all other documentation related to the site visit should be securely destroyed, both in hard-copy and electronically, by each member of the site visit team to preserve confidentiality (see CPA's Confidentiality Policy sent to each member of the Site Visit Team once their membership on the team is confirmed by CPA's Office of Accreditation).

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

- Visitors should discuss and agree on the content 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 the contents of the report, the Panel does permit a minority report to be filed by any team member;
- 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 leaving 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 2 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 2-week deadline allows the third week for revision and the forth 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 the Accreditation 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; and
- 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.

### 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. Eligibility

   Site visitors should pay special attention to the financial, administrative and professional support accorded by the institution to the discipline and its training activities. The visitors should also review each of the criteria and, accordingly, comment upon the organization and administration of the programme and the role of its responsible officials.

2. 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 this Standard?
   - 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.

3. 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 ensure gender equality in faculty and student recruitment and retention?
   - Have offers of employment been made to qualified faculty and students to ensure gender balance and inclusion 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 faculty, has the programme considered the creative use of adjuncts or consultants to enhance representation of groups who lack sufficient representation?
   - 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.

4. 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?

5. Students

The characteristics required of graduate students in professional psychology, as described in this Standard, 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.

6. Facilities and Resources

Site visitors should take the opportunity to tour and review the programme's facilities and resources as detailed in this Standard. 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

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

8. Practicum and Internship Training

Visitors to a doctoral programme will understandably be unable to review or visit all of 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 skills as outlined in the Standard.

9. Programme Evaluation and Quality Improvement

In 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.

10. 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 the Standards.

## C. Reports on Visits to Internship Programmes

1. Eligibility

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

- staff and intern commitments to human dignity,
- that the internship follows at least 600 hours of practicum experience in assessment and intervention strategies 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 this Standard 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 written consent obtained from the student and 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 to enhance representation of groups who lack sufficient representation?
- 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 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 this standard, 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 respecialize 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.

6. Facilities and Resources

Site visitors should take the opportunity to tour and review the programme's facilities and resources as detailed in this Standard. 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

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

8. Programme Evaluation and Quality Improvement

In 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 the Standards.