STANDARDS FOR ACCREDITATION OF INTERNSHIP TRAINING PROGRAMMES IN CLINICAL, COUNSELLING AND SCHOOL PSYCHOLOGY

INTRODUCTION

The internship[11] 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 that focus more concretely on the acquisition of skills. Finally, the internship socializes students into their professional roles and facilitates the transition from student to independent professional.

I. Eligibility

The CPA and its Accreditation Panel:

- concur with the findings of the Wellner Report (1978), that 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., Ed.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).

In accordance with the foregoing positions, programmes seeking accreditation must meet the following eligibility requirements:

A. Organization

1. 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 dedicated and designated. Financial remuneration for interns approximates the national average, as compiled by the Canadian Council of Professional Psychology Programmes (CCPPP), and all interns receive the same amount of remuneration.
2. 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.

[11] The Accreditation Panel considers the terms "internship" and "residency" and the terms "intern" and "resident" to be equivalent in status. It is at the programme's discretion which term to use in public disclosures, as long as one term is used consistently.

3. Administrative commitment to internship training is also demonstrated in the appointment of a Director of Training. The Director is a clinical, counselling, or school psychologist (correspondent with whether the programme is a clinical, counselling or school psychology programme) with a doctoral degree who is registered in the jurisdiction in which the programme is located. 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 training committee of other psychologists who are themselves significantly involved in the internship programme.[12]

4. Internship programmes in clinical, counselling and school psychology may be hosted by a university or by another institutional 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. Programme

1. Applicants are enrolled as students of a CPA-accredited doctoral programme in clinical psychology (for clinical psychology internships), counselling psychology (for counselling psychology internships), or school psychology (for school psychology internships). If the programme in which the student is enrolled is not a clinical, counselling, or school 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, counselling, or school psychology programmes that are CPA-accredited. Applicants who do not attend doctoral programmes accredited by the CPA must provide the internship programme with information necessary for the programme to establish that the intern's doctoral training is in fact equivalent.
2. Eligibility for internship requires that students have completed the following prior to undertaking the internship year
   - all requisite coursework,
   - a minimum of 600 hours of practicum experience in assessment and intervention strategies,
   - completion and approval of their doctoral thesis proposal prior to application for internship.

   In addition, the Panel strongly recommends that students complete their data collection and analysis prior to beginning their internship year so that they can devote their full attention to their professional training experience. Ideally, students will also have completed a draft of their doctoral thesis or have successfully defended their doctoral thesis prior to beginning the internship year.
3. 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 and to determine the fit between applicants' preparation and interests and the needs and operations of the particular internship programme.

   Evidence of the goodness of fit between a student's training 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.

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[12]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 Professional Practice Leader or Chief Psychologist:

- 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, 12 and 13), and
- the Chief Psychologist/Professional Practice Leader may be necessarily concerned about staffing and service issues, which may put him/her in a conflict of interest when planning the interns' placements and rotations. The Director of Training, who has no staffing or service interests, is better positioned to be directed by the needs of the interns when planning placements and rotations (Standard II.B.1 & 2).

4. 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 of supervised experience. 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 consecutive years.
5. In order to best match students' interests and training 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 CCPPP).
6. Because interns contribute to and support the training of their peers, the programme has at least two, and preferably more, interns each year. Whenever possible, each intern class at non-affiliated internship programmes includes interns from different doctoral programmes.
7. In order to protect the applicant's right to make a free choice among internship offers, all programmes comply with the policies and procedures governing notification of applicants as outlined by the Association of Psychology and Postdoctoral Internship Centers (APPIC) and posted on their website.

II. Philosophy, Mission, and Model

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

Every programme has a **philosophy of training** that reflects its values and principles about teaching and training in clinical, counselling, or school psychology. It is the Panel's position that a programme be able to meet the prescriptions of the Accreditation Standards and Criteria within the context of its unique philosophy of training. Correspondingly, the Panel believes that many different models can lead to a well-trained clinical, counselling, or school psychologist.

It is the programme's responsibility in addressing Standard II, 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 II.

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, counselling, or school psychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g., students, academic and healthcare communities, host institution, professional community of psychologists).

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.[13]

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)?

[13] 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 that 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.

As models of training and accreditation shift to focus on outcomes, the qualifications identified for professional practice no longer centre only on degrees or types of programmes but also on the competencies expected at the completion of the degree or programme. It is the Panel's view that its prescriptive criteria, as defined in Standard II and elsewhere (e.g., the kinds of assessment and intervention services and training provided, the number and format of supervision hours), enable programmes and their interns to readily demonstrate how they have trained to professional competencies as nationally defined by the profession in the Mutual Recognition Agreement (MRA).

CPA's accreditation standards for internship programmes in professional psychology include requirements related to interns' didactic preparation prior to internship, prescriptive criteria of the internship programme, and outcome or competency accountabilities. The Competencies for the practice of psychology, as defined in the MRA by the regulatory bodies of psychology in Canada, are subsumed in Standard II. Each Competency is listed below along with the Standard II Criterion to which it corresponds. In some instances, a Competency is reflected in more than one Criterion. At the intern level, it is Standard II. B.11 that articulates the need for programmes to develop means and mechanisms for evaluating the competencies to which students are trained in Standard II. At the programme level, it is Standard VIII through which programmes demonstrate how they have met the accountabilities, or trained to the professional competencies, they report in Standard II. Standard III, with its focus on diversity, also encompasses the training requirements of programmes that converge with the competencies of the MRA.

- MRA Competency on Interpersonal Relationships corresponds to Standard II.B.4.v, which explicitly identifies interpersonal relationships as an area in which internship training must be provided, III.B in its attention to training working with diverse client groups and characteristics, and V.A which speaks to the personal preparedness requirements of interns.
- MRA Competency on Assessment and Evaluation corresponds to Standard II.B.4 and 5. Standard III.B speaks to the necessity in understanding how the diversity of human characteristics and conditions must be considered for any assessment or intervention.
- MRA Competency on Intervention and Consultation corresponds to Standard II.B.4 and 5. Standard III.B speaks to the necessity in understanding how the diversity of human characteristics and conditions must be considered for any assessment or intervention.
- MRA Competency on Research corresponds to Standard II.B.8.
- MRA Competency on Ethics and Standards corresponds to Standard II.B.4.vi and II.B.6.
- MRA Competency on Supervision corresponds to Standard II.B.4.vii and II.B.7.

Standard II criteria are:

A. The programme's philosophy and mission:
   1. are fully developed and articulated, including its values, principles, goals, and objectives,
   2. 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 host institution, and
   3. 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 but service demands do not erode training goals. Interns do not spend more than two-thirds of their time commitment to the agency providing direct professional service to clients.
   2. While the method of internship training is, by definition, an applied one (i.e., interns spend the majority of their time providing professional service), other applied training activities are necessary and may include providing consultation to other service providers, functioning within an interprofessional 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 populations. Each successive experience:

- increases in complexity,
- is commensurate with the increasing knowledge and skill, and readiness for autonomy of the intern as they progress through the internship, and
- facilitates the intern's integration and synthesis of their 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 this knowledge and skills. By the conclusion 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 (e.g., inter-disciplinary team functioning; other organizations such as schools, community agencies),
   iv. programme development and evaluation (e.g., methodology for total quality management, inter-professional service development and evaluation),
   v. interpersonal relationships (e.g., therapeutic relationships, therapeutic alliance and professional rapport, self knowledge and the impact of therapist characteristics on professional relationships, effective communication),
   vi. professional standards and ethics, and
   vii. supervision.
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, interns 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 evidence-based interventions, and
   ii. provide training in more than one therapeutic modality (e.g., individual, couple, family, group).
6. Training in professional national and provincial and territorial standards and guidelines of professional practice in psychology includes, but is 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 as well as of any policies at the programme's host institution that govern professional behaviour.
7. Training in supervision gives interns an opportunity to supervise 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). Didactic training in supervision in the form of seminars may also be offered.
8. Professional practice within the discipline both informs and 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.
9. 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, 5, 6 and 7, details general and individualized training goals and objectives (e.g., rotations, client populations, type of assessment and intervention), and indicates caseload expectations (e.g., 30 personality assessments, one group psychotherapy experience).
10. Supervision promotes and facilitates reflective critical analysis of professional services provided and the development of professional identity and skills. Supervision takes place within a collaborative and respectful supervisor-supervisee relationship.

    Supervision is regularly scheduled and provided at the minimum rate of 4 hours per week; at least three of which are individual supervision. The three individual hours are directed towards the

supervision of the psychological service provided by the intern directly to a patient/client. The fourth hour can be directed towards any other training or service related activity. Psychological service is defined as either time directly spent interviewing, assessing, or intervening with patients/clients or time spent indirectly in activities related to patient/client care (e.g., progress/session notes, report writing, etc.)

All four hours of supervision are provided by supervisors who are registered, doctoral-prepared and experienced psychologists, registered within their jurisdiction of practice, and deemed competent to provide the kind of psychological service for which they are providing supervision to interns. In addition, supervisors meet all other qualifications as described in Standard IV.B and C.

As noted, three of the four hours of supervision must be individual supervision. Several criteria define what is meant by **individual supervision**:

- The supervision is provided by the supervisor who is accountable for the psychological service the intern delivers directly to patients/clients, and
- Individual supervision consists of visual and/or verbal communication in person between a supervisor and supervisee in which:
  - the supervisor observes the supervisee deliver psychological service (i.e., either in the room with the supervisee and/or patient/client or with the use of one-way mirrors), or
  - the supervisor and supervise review audio or video recordings of the supervisee's delivery of psychological service, or
  - the supervisor and supervisee engage in case discussion (i.e., the supervisee provides an oral report of his or her delivery of psychological service to an identified patient/client).

Individual supervision can occur between the supervisor and supervisee as the only participants or it can occur in a group format with other supervisors and supervisees present.

The remaining hour of the 4 hours of supervision required can be provided in either group or individual format. **Group supervision** can include activities or meetings in which:

- students participate in the supervision of psychological service received by another intern or trainee, or
- some combination of interns and supervisors meet to review or discuss some method or technique of psychological service delivery, particular problems or disorders, or a professional or ethical issue affecting practice.

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. These standards are typically reflected in the training plan as described in Standard II.B.9. 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
    - not be terminated from a programme, or be failed at the conclusion of the internship, 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/she be found in breach of the ethical principles of professional practice as defined in the Canadian Code of Ethics for Psychologists (CPA, 2000) or policies defined by the host institution.
12. The programme gives interns written feedback about their progress on an ongoing basis and 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 evaluation is completed by the supervisor at regular and predetermined 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.

13. 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 the internship.
14. The programme gives interns a formal opportunity to contribute to programme planning and development and the programme takes the opportunity to benefit from interns' contributions in this regard. Accordingly, programmes are expected to include intern representation on the programme's training committee.[14] 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 submitted to the intern and to the Directors of Training of the internship and the intern's doctoral programme.
15. The programme issues a certificate to all interns who successfully complete the programme that provides evidence of successful completion.

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.

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 socio-economic status.

Programmes and their host institutions demonstrate their understanding and respect for human diversity and 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.

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.

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[14] It is understood that an intern member of a training committee would not participate in the business of the committee when that business includes the evaluation or remediation of an intern.

B. The programme comprehensively and systematically provides its interns 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 of the programme relative to diversity instruction, and its success in meeting its goals are communicated via the programme's attention to Standards II, III, and VIII.

C. The programme makes accommodations for interns and staff with needs unique to their diverse status. When these accommodations require additional resources from the host organization (Standard I.A.1), they are given the same importance as any other facility or resource (Standard VI) needed by the programme to meet its goals. The Panel supports programmes in their efforts to make accommodations for people with disabilities or other unique needs.

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 1-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). While staff registered at the doctoral level in one professional area of psychology (e.g., clinical neuropsychology) may reasonably provide supervision within an internship programme accredited in a different professional area (e.g., clinical psychology), in the aggregate, the supervisors of the accredited internship programme should be registered at the doctoral level with training and competencies in the same area of professional psychology as that in which the internship programme is accredited. Supervisors supervise interns only in those areas in which they themselves are competent to practice.

C. Although supervision of interns is provided by doctoral-level psychologists registered in the province in which they practice, given the broad and interdisciplinary knowledge base required in professional 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. The supervisory roles of other professionals to the training of interns does not count towards the supervisory hour requirements articulated in Standard II.B.10.

D. Supervisors uphold relevant national and provincial/territorial professional and ethical standards and guidelines of practice in psychology which include but are not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.

E. Supervisors encourage and actively support interns in the timely completion of their internship requirements respectful of work-life balance. Monitoring and evaluating students' timely progress forms part of their evaluations (II.B.12).

F. The programme ensures that its supervisors have access to didactic instruction, training and development opportunities to enhance supervisory competence.

V. Interns

A. Interns in clinical psychology, counselling psychology, or school psychology have demonstrated intellectual ability and interpersonal skills. In addition, students are committed to social justice and demonstrate respect for the diversity of individual differences and well-being of others.

B. Interns in clinical psychology, counselling psychology or school psychology commit themselves to the standards of the professional and ethical practice of psychology as per the materials outlined in the training requirements of II.B.6.

C. Interns commit themselves to the timely completion of their internship requirements respectful of work-life balance.

D. Psychologists whose doctoral degrees were completed in an area other than clinical, counselling, or school psychology, and who are enrolled in a clinical, counselling, or school programme for the purposes of respecialization, may apply for internship training. The Director of Training of the programme where they are completing respecialization 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.

E. Interns are treated with the same dignity and respect accorded to professional psychology 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).

VI. Facilities and Resources

In addition to skilled and dedicated professional psychology staff, and knowledgeable and promising interns, a successful internship programme relies on the adequacy of its facilities and resources.

A. Facilities and resources provided by the organization that are adequate to meet the needs of the internship programme and its interns include:
   1. quiet, accessible, secure and private work space (may be shared),
   2. secure storage of interns' work,
   3. efficient means of communication with supervisors and fellow interns (e.g., telephone, voicemail, email access),
   4. policies and mechanisms to ensure patient confidentiality and protection of information when patient care and/or supervision is provided using electronic media,
   5. secure and sound-dampened space in which to carry out professional activities with clients,
   6. reasonable clerical support for service functions and training needs including the means to document progress notes, psychological reports and any other required written communication,
   7. audio-visual resources necessary for supervision (e.g., audio-video recording equipment, therapy rooms with one-way mirrors),
   8. computer access to include Internet, word-processing, and data analysis software wherever possible,
   9. library facilities, including books, journals, reprints, microfilms and electronic access to same wherever possible,
   10. current and relevant assessment materials and supplies, facilities for group and individual tests; specimen sets of widely used tests, test manuals, rating forms, recording forms for behavioural observations, etc., and
   11. facilities that enable interns with disabilities to access all aspects of the programme's offerings and operations.

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, electronically and/or in hard-copy (e.g., brochure), to all prospective applicants to the programme.

B. Evidence of accreditation status and term of accreditation is made available to applicants through the programme's brochure, website, and other communications. It is important when giving evidence of its accreditation status that the programme clearly indicate the name of the programme for which accreditation has been accorded. It is the programme which is accredited, not its department or host organization. In the event that there are several programmes within the host organization, statements must be clear when indicating which programme(s) is accredited.

C. Include the name and address of the CPA Accreditation Office in the programme's brochure and website.

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, 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[15]. 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 organization of which the discipline is part. The information learned from self-assessment is used by the programme to review and revise its training model as well as its goals and objectives. Further, the programme is committed to reviewing its training model, its goals and objectives, as well as its curriculum, in light of:

- the evolving body of scientific knowledge in psychology as it applies to professional practice,
- current professional and regulatory standards of best professional practice,
- local, regional and national needs for psychological services, and
- the 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:

- programme's standards for the preparedness of applicants to undertake internship training,
- programme's expectations of interns for successful completion and the interns' success in meeting them,

[15] 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, and conducting supervisory evaluations of interns on dimensions of practice.

- preparedness of the programme's graduates to apply for registration, and
- applicability of knowledge and skills acquired on internship to postdoctoral 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 timely submission of annual reports. Annual reports are prepared in accordance with the reporting prescriptions of the Panel,
   4. supplying the Panel with any other information relevant to maintaining the programme's accreditation status, and
   5. the submission of all fees, according to the schedule prescribed by the Panel, which include, but are not limited to, the self-study application, the site visit, and annual fees.

B. Maintain written records of their compliance with the Standards (i.e., records of annual reports, self-studies, correspondence with the CPA Accreditation Panel), and any changes or innovations the programme has made to maintain or better meet the Standards.

C. Inform the Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality or quantity of training provided.