QUICK GUIDE TO 2011 CPA ACCREDITATION CRITERIA

NOTE: Programmes are advised that this guide is a **summary only**, and does not constitute
the complete text of the 2011 *CPA Accreditation Standards and Procedures* manual.
All accreditation decisions are made based on the content of the complete accreditation manual;
thus the full manual must be consulted when completing a self-study or annual report.

DOCTORAL PROGRAMMES –
CLINICAL, COUNSELLING, & SCHOOL PSYCHOLOGY

Full text of standards begins on __Page 18__ of manual

2002 STANDARDS	2011 STANDARDS	COMMENTS
I. INSTITUTION	**I. ELIGIBIILTY**	*[Page 18]*
A. Doctoral level within chartered Canadian university B. Identifiable psychology faculty within department of psychology C. Financial support from university D. Faculty receive recognition and reward from institution for training activities	A. Institution 1. Doctoral level within provincially or territorially chartered Canadian university 2. Appropriate financial support 3. Faculty receive recognition and reward from institution for training activities	*New preamble* *Former Standards I & II integrated and reorganized as Standard I and now considered **eligibility criteria***
II. PROGRAMME ADMINISTRATION	B. Programme	
A. Programme identified as clinical, counseling or school B. Identifiable psychology faculty and psychologist responsible for programme C. Recognizable unit responsible for programme D. Faculty has clear authority and responsibility for programme E. Integrated, organized plan of study with breadth of exposure F. Supervised practicum, internship, and research training G. Identifiable body of students H. Training proceeds in sequence, cumulative and increasingly complex and prepares students for advanced training and work I. Policies and procedures for student evaluation J. Policies and procedures for handling students' difficulties, for developing and implementing remediation plans, and for lodging complaints K. Remediation P&P include mechanisms for complaint and appeal	1. Doctoral level identified as clinical, counselling or school within department or unit responsible for programme 2. Identifiable body of students 3. Mechanisms for assessing advanced standing 4. Students have until April 15th to accept offer of admission and/or financial support 5. Minimum of three years full-time residence	*I.B.4 – April 15th deadline now explicitly noted* *I.B.5 – 3 year residency requirement does NOT include internship year*

2002 STANDARDS	2011 STANDARDS	COMMENTS
III. PHILOSOPHY, MISSION & CURRICULUM	**II. PHILOSOPHY, MISSION & CURRICULUM**	*[Page 19]*

A. Programme develops and articulates values, principles, goals and objectives
B. Practice, theory and research integrated early in programme
C. Research as method of problem solving and acquiring knowledge
D. Research training includes applied questions and domains in addition to laboratory
E. Students choose research topics that enhance professional training
F. Students form early identification with profession, faculty as professional role models
G. Programme requires minimum 3 years, full-time study
H. Undergraduate or graduate competence in
  1. biological basis behavior
  2. cognitive-affective basis behavior
  3. social basis behavior
  4. individual behavior
  5. historical and scientific foundations
I. Instruction in
  1. scientific and professional ethics and standards
  2. research design and methodology
  3. statistics
  4. test construction and measurement
J. Training in
  1. psychological assessment
  2. intervention
  3. consultation
  4. programme development & evaluation
  5. clinical supervision
K. Training in range of Ax and Tx procedures in common use to include
  1. empirically-supported interventions
  2. more than one therapeutic modality
L. Access to instruction in related fields
M. Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme
	A. Programme develops and articulates values, principles, goals and objectives
	B. Practice, theory and research integrated early in programme
	C. Research as method of problem solving and acquiring knowledge
	D. Research training includes applied questions and domains in addition to laboratory. Students choose research topics that enhance the field of psychology
	E. Knowledge of core content areas demonstrated
	  1. Biological bases of behaviour
	  2. Cognitive-affective bases of behaviour
	  3. Social bases of behaviour
	  4. Individual behaviour
	  5. Historical and scientific foundations of psychology
	F. Graduate level instruction in foundations of psychology
	  1. Ethics
	  2. Research design and test construction
	  3. Practice
	G. Access to instruction in related fields
	H. Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme
	I. Students evaluate programme and faculty
	J. Policies and procedures for handling student difficulties, for developing and implementing remediation plans
	K. Policies and procedures for student to lodge complaint and launch appeal
	L. Conforms with privacy legislation
		Note that in preamble, MRA competencies are now listed along with the Standard II criterion to which each corresponds.
		Also now a paragraph and footnote re: distance education.
		
		II.E.1 – new footnote regarding psychopharmacology
		
		II.F – reorganized
		
		II.F.3 – now refers to evidence-based interventions (vs. former empirically-supported), as well as new criterion on interpersonal relationships
		
		II.I – students have opportunity to evaluate faculty and programme
		
		II.L – now explicit expectation that programs act in accordance with relevant federal and provincial privacy legislation

IV. DIVERSITY	**III. DIVERSITY**	*[Page 22]*
A. Respect for diversity in recruitment and retention B. Didactic instruction and practical experience in diversity C. Efforts to accommodate students with disabilities	A. Respect for diversity in recruitment and retention B. Didactic instruction and practical experience in diversity C. Efforts to accommodate students with disabilities	*III.C – reworded to emphasize that diversity and related accommodation are given the same importance as any other facility or resource needed by the programme to meet its goals*

2002 STANDARDS	2011 STANDARDS	COMMENTS
V. FACULTY	**IV. FACULTY**	*[Page 23]*
A. Core faculty experienced and productive B. Core faculty committed to programme C. Complementary and adjunct faculty D. Core faculty active in development and governance of programme E. Psychologists responsible for programme are professional role models and hold tenured and senior appointments within institution F. Director of training programme not also head of department of psychology G. Core faculty trained in accredited clinical/counselling/school programme or its equivalent H. Faculty supervising students in provision of professional service are appropriately credentialed and registered I. Faculty sufficiently large to meet training requirements; one faculty member responsible for practicum and internship training	A. Identifiable faculty responsible for programme B. Core faculty doctoral trained in accredited clinical/counselling/school programme or equivalent C. Core faculty experienced and productive D. Faculty uphold ethical standards E. Faculty sufficiently large to meet training requirements; one faculty responsible for practicum and internship training F. Faculty actively support timely completion G. Faculty may be augmented by faculty from other disciplines H. Supervisors appropriately credentialed and licensed in jurisdiction I. Training Committee and Director of Training J. Director of Training not also Chair or Head of Department	*IV.F – emphasis on consideration of timely completion and work-life balance (applied to both doctoral and internship programmes)*
VI. STUDENTS	**V. STUDENTS**	*[Page 25]*
A. Students treated with dignity and respect B. Students' goals supported C. Students committed to science and practice D. Students progress in timely fashion E. Students do not work more than 20 hours per week F. Students with difficulties are counseled early and offered remediation	A. Identifiable body of students B. Students treated with dignity and respect C. Students committed to science and practice D. Students committed to standards of profession and ethical practice E. Progress in timely fashion F. Students do not work more than 20 hours per week outside of programme	*V.D – new addition* *V.E – again emphasis on consideration of timely completion and work-life balance; 7 year average stated* *V.F – clarification of definition of employment – does not include TA or RA work*
VII. FACILITIES & RESOURCES	**VI. FACILITIES & RESOURCES**	*[Page 25]*
A. Teaching facilities B. Library facilities C. Office space D. Work space for students E. Research space F. Assessment materials and supplies G. Practicum and internship facilities H. Computer facilities I. Data analysis support J. Audio and videotape equipment K. Research equipment L. Disability access	A. Teaching facilities B. Library facilities C. Office space D. Work space for students E. Research space F. Assessment materials and supplies G. Computer facilities including internet access H. Data analysis I. Audio and videotape equipment J. Research equipment K. Disability access	*No significant changes*

2002 STANDARDS	2011 STANDARDS	COMMENTS
VIII. PUBLIC DISCLOSURE	**VII. PUBLIC DISCLOSURE**	*[Page 26]*

Brochure includes
  1. philosophy and mission
  2. theoretical orientations and research interests of faculty
  3. programme's goals and outcomes
  4. requirements and expectations of students
  5. academic and practical functions for which student prepared
  6. training resources
  7. size of applicant pool
  8. acceptance and attrition rates
  9. percentage male, female, minority and disabled students
  10. age distribution of students
  11. support available to students
B. Evidence of accreditation status made available to students
	A. Brochure includes
	  1. philosophy and mission
	  2. theoretical orientations and research interests of faculty
	  3. programme's goals and outcomes
	  4. requirements and expectations of students
	  5. academic and practice functions for which students prepare
	  6. training resources
	  7. size of applicant pool
	  8. acceptance and attrition rates
	  9. gender and self-reported diversity of students
	  10. age distribution of students
	  11. support available to students
	  12. percentage of graduates licensed
	B. Evidence of accreditation status
	C. Name, address CPA Accreditation Office
		In preamble explicit reference to federal and provincial legislation
		
		Some rewording to previous criteria
		
		VII.A.12 – new addition
		VII.B – wording enhanced
		VII.C – new addition

IX. PRACTICUM & INTERNSHIP TRAINING	**VIII. PRACTICUM & INTERNSHIP TRAINING**	*[Page 26]*

A. Practicum facilitates development of
  1. ethics
  2. conceptualization human problems
  3. awareness diversity
  4. own strengths and biases
  5. skill in assessment, intervention, consultation
  6. integration science and practice
B. CPA-accredited internship required
	A. Practicum incorporates:
	  1. ethics
	  2. conceptualization of human problems
	  3. awareness of diversity
	  4. own strengths and biases
	  5. skill in assessment, intervention, consultation
	  6. skill in writing reports and progress/ session notes
	7. Integration of science and practice
	- 300 hours direct contact
	- 150 hours supervision
	- support activities
	- 75% supervision individual
	- 25% can be group
	B. 1. CPA accredited internship required
	  2. Eligibility for internship
	   i coursework
	   ii 600 hours practicum experience
	   iii thesis proposal completed
	   iv goodness of fit
	   v equivalence articulated & disclosed
	   vi internship completed before degree conferred
		*Consistency of definitions now between practicum and internship
		
		VIII.A – articulation of practicum experience – definition provided in manual of:
		  -direct & indirect activities
		  -ind & group supervision
		*Group supervision now also permitted as 25% of overall supervision time

2002 STANDARDS	2011 STANDARDS	COMMENTS
X. PROGRAMME EVALUATION & QUALITY IMPROVEMENT	**IX. PROGRAMME EVALUATION & QUALITY IMPROVEMENT**	*[Page 29]*

A. Programme reviews training model, goals and objectives, and curriculum in light of
  1. evolving body of science as applies to practice
  2. standards best professional practice
  3. needs for psychological services
  4. careers of graduates
	A. Programme reviews training model, goals and objectives and curriculum in light of:
	  1. evolving body of science as applies to practice
	  2. standards of best professional practice
	  3. needs for psychological services
	  4. careers of graduates
	B. Evaluation of emerging technologies
		IX.B – statement regarding need to articulate and evaluate use of technology in training

XI. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL	**X. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL**	*[Page 30]*

A. Comply with standards including
  1. submission self-studies
  2. scheduling and preparing for site visit
  3. submission annual reports
  4. supplying Panel with other information as relevant
B. Maintain records of compliance with standards
C. Inform Panel of change
D. Submit fees
E Include name and address of CPA Accreditation Office in brochure
	A. Comply with standards including:
	  1. submission of self-studies
	  2. scheduling and preparing for site visits
	  3. submission of annual reports
	  4. supplying Panel with other information as relevant
	  5. submission of fees
	B. Maintain records of compliance with standards
	C. Inform Panel of change
		Some reorganization but no significant changes

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DOCTORAL PROGRAMMES –
CLINICAL NEUROPSYCHOLOGY

*Full text of standards begins on __Page 31__ of manual

2002 STANDARDS	2011 STANDARDS	COMMENTS
I. INSTITUTION	**I. ELIGIBIILTY**	*[Page 31]*

A. Clinical neuropsychology programme accredited independently of other areas of professional psychology
B. Doctoral level within chartered Canadian university
C. Financial support from university
D. Faculty receive recognition and reward from institution for training activities
	A. Institution
	  1. Doctoral level within provincially or territorially chartered Canadian university
	  2. Appropriate financial support
	  3. Faculty receive recognition and reward from institution for training activities
	B. Programme
	  1. Doctoral level identified as neuropsychology within department or unit responsible for programme
	  2. Identifiable body of students
	  3. Mechanisms for assessing advanced standing
	  4. Students have until April 15th to accept offer of admission and/or financial support
	  5. Minimum of three years full-time residence
		*New preamble
		
		Former Standards I & II integrated and reorganized as Standard I and now considered **eligibility criteria*

II. PROGRAMME ADMINISTRATION		
A. Programme identified as clinical neuropsychology B. Identifiable psychology faculty and psychologist responsible for programme C. Recognizable unit responsible for programme D. Supervisors and teachers have clear authority & responsibility for programme E. Integrated, organized plan of study with breadth of exposure F. Supervised practicum, internship, and research training G. Identifiable body of students H. Training proceeds in sequence, cumulative and increasingly complex and prepares students for advanced training and work I. Practical training supervised by psychologist, dissertation may be supervised by any faculty member of university J. Programme responsive to the need for graduates to become licensed K. Policies and procedures for student evaluation L. Policies and procedures for handling students' difficulties, for developing and implementing remediation plans, and for		*I.B.4 – April 15th deadline now explicitly noted* *I.B.5 – 3 year residency requirement does NOT include internship year*

2002 STANDARDS	2011 STANDARDS	COMMENTS
lodging complaints M. Remediation P&P include mechanisms for complaint and appeal N. Identifiable body of students		
III. PHILOSOPHY, MISSION & CURRICULUM	**II. PHILOSOPHY, MISSION & CURRICULUM**	*[Page 32]*

A. Programme develops and articulates values, principles, goals and objectives
B. Training Curricula
  1. Core knowledge in general psychology and neurosciences and basic human and animal neuropsychology
    i.a statistics and methodology
    i.b learning, cognition, perception
    i.c life span development
    i.d personality
    ii.a basic neurosciences
    ii.b behavioural neurosciences
    ii.c basic human neuropsychology
    ii.d principles of rehabilitation
    ii.e research master's thesis or equivalent
  2. Clinical training in Ax and Tx
    i. cognitive rehabilitation
    ii. education and counselling related to neurological disorders
    iii. consultation
    iv. clinical neurology and neuropathology
    v. clinical neuropsychology
    vi. psychometric theory and test construction
    vii. neuropsychological tests and assessment techniques
    viii. personality assessment
    ix. history taking and interviewing
    x. empirically-supported techniques
    xi. psychopathology
    xii. basic clinical, counselling, and school intervention
    xiii. professional ethics
    xiv. programme development and evaluation
    xv. clinical supervision
  3. Research training meets standards
	A. Programme develops and articulates values, principles, goals and objectives
	B. Practice, theory and research integrated early in programme
	C. Training within psychology, dissertation supervision any faculty member
	D. Responsive to licensure needs
	E. Training curricula
	  1. Core knowledge in general psychology and neuroscience
	    i.a statistics and methodology
	    i.b learning, cognition, perception
	    i.c life span development
	    i.d personality
	    ii.a basic neurosciences
	    ii.b behavioural neuroscience
	    ii.c basic human neuropsychology
	    ii.d principles of rehabilitation
	    ii.e research master's thesis or equivalent
	  2. Clinical training in assessment and intervention
	    i. cognitive rehabilitation
	    ii. education and counselling related to neurological disorders
	    iii. consultation
	    iv. clinical neurology and neuropathology
	    v. clinical neuropsychology
	    vi. psychometric theory and test construction
	    vii. neuropsychological tests and assessment techniques
	    viii. personality assessment
	    ix. history taking and interviewing
	    x. evidence-based intervention
	    xi. psychopathology
	    xii. basic clinical, counselling and school interventions
	    xiii. professional ethics
	    xiv. programme development and evaluation
	    xv. interpersonal relationships
	    xvii. supervision
	  3. Research training
	    i. enables students to acquire new
		Note that in preamble, MRA competencies are now listed along with the Standard II criterion to which each corresponds.
		Also now a paragraph and footnote re: distance education.
		
		II.B, C, and D – new additions
		
		II.E.1.ii.b – new footnote regarding psychopharmacology
		
		II.E.2.x – now refers to evidence-based interventions (vs. former empirically-supported)
		
		II.E.2.xv – new addition
		
		II.E.3 – wording expanded to include separate items i, ii, & iii

2002 STANDARDS	2011 STANDARDS	COMMENTS

	knowledge and evaluation practice
	  ii. appropriate to applied research questions
	  iii. dissertation meets standards of university, original contribution, standards of neuropsychological research in Canada
	F. Access to instruction in related fields
	G. Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme
	H. Students evaluate programme and faculty
	I. Policies and procedures for handling student difficulties, for developing and implementing remediation plans
	J. Policies and procedures for student to lodge complaint and launch appeal
	K. Conforms with privacy legislation
		II.F to K – new additions to create equivalency with Standard II criteria for Clinical-Counselling-School doctoral programmes
		
		II.H – students have opportunity to evaluate faculty and programme
		
		II.K – now explicit expectation that programs act in accordance with relevant federal and provincial privacy legislation

IV. DIVERSITY	**III. DIVERSITY**	*[Page 36]*
A. Respect for diversity in recruitment and retention B. Didactic instruction and practical experience in diversity C. Efforts to accommodate students with disabilities	A. Respect for diversity in recruitment and retention B. Didactic instruction and practical experience in diversity C. Efforts to accommodate students with disabilities	*III.C – reworded to emphasize that diversity and related accommodation are given the same importance as any other facility or resource needed by the programme to meet its goals*
V. FACULTY: PROFESSIONAL SUPERVISORS & TEACHERS	**IV. FACULTY: PROFESSIONAL SUPERVISORS & INSTRUCTORS**	*[Page 37]*
A. Core faculty, supervisors, teachers experienced and productive B. Core faculty active roles in programme C. Core faculty, supervisors, teachers large enough to supervise students' research & practice & attend to admin duties; One of core has primary responsibility for practica and internships D. Core faculty have doctoral degrees & trained at CPA-accredited programmes or equivalent whenever possible, at least one faculty specializes neurop Ax E. At least one core faculty registered and all supervising students in provision of professional practice are registered within jurisdiction F. Director of training programme not also head of psychology department G. Primary supervision from doctoral-level psychologist with instruction from members other disciplines where appropriate	A. Identifiable faculty responsible for programme B. Core faculty doctoral trained in accredited clinical neuropsychology C. Core faculty experienced and productive D. Faculty uphold ethical standards E. Faculty sufficiently large to meet training requirements; one faculty responsible for practicum and internship training F. Faculty actively support timely completion G. Faculty may be augmented by faculty from other disciplines H. Supervisors appropriately credentialed and licensed in jurisdiction I. Training Committee and Director of Training J. Director of Training not also Chair or Head of Department	*IV.F – emphasis on consideration of timely completion and work-life balance (applied to both doctoral and internship programmes)*

2002 STANDARDS	2011 STANDARDS	COMMENTS
VI. STUDENTS	**V. STUDENTS**	*[Page 39]*
A. Students treated with dignity and respect B. Students' goals supported C. Students committed to science and practice D. Students progress in timely fashion E. Students do not work more than 20 hours per week F. Students with difficulties are counseled early and offered remediation	A. Identifiable body of students B. Students treated with dignity and respect C. Students committed to science and practice D. Students committed to standards of profession and ethical practice E. Progress in timely fashion F. Students do not work more than 20 hours per week outside of programme	*V.D – new addition* *V.E – again emphasis on consideration of timely completion and work-life balance; 7 year average stated* *V.F – clarification of definition of employment – does not include TA or RA work*
VII. FACILITIES & RESOURCES	**VI. FACILITIES & RESOURCES**	*[Page 39]*
A. Teaching facilities B. Library facilities C. Office space D. Work space for students E. Research space F. Assessment materials and supplies G. Practicum and internship facilities H. Computer facilities I. Data analysis support J. Audio and videotape equipment K. Research equipment L. Disability access	A. Teaching facilities B. Library facilities C. Office space D. Work space for students E. Research space F. Assessment materials and supplies G. Computer facilities including internet access H. Data analysis I. Audio and videotape equipment J. Research equipment K. Disability access	*No significant changes*
VIII. PUBLIC DISCLOSURE	**VII. PUBLIC DISCLOSURE**	*[Page 40]*

A. Brochure includes
  1. philosophy and mission
  2. theoretical orientations and research interests of faculty
  3. programme's goals and outcomes
  4. requirements and expectations of students
  5. academic and practical functions for which student prepared
  6. training resources
  7. size of applicant pool
  8. percentage male, female, minority and disabled students
  9. acceptance and attrition rates
  10. age distribution of students
  11. support available to students
B. Evidence of accreditation status made available to applicants
	A. Brochure includes
	  1. philosophy and mission
	  2. theoretical orientations and research interests of faculty
	  3. programme's goals and outcomes
	  4. requirements and expectations of students
	  5. academic and practice functions for which students prepare
	  6. training resources
	  7. size of applicant pool
	  8. acceptance and attrition rates
	  9. gender and self-reported diversity of students
	  10. age distribution of students
	  11. support available to students
	  12. percentage of graduates licensed
	B. Evidence of accreditation status
	C. Name, address CPA Accreditation Office
		In preamble explicit reference to federal and provincial legislation
		
		Some rewording to previous criteria
		
		VII.A.12 – new addition
		VII.B – wording enhanced
		VII.C – new addition

2002 STANDARDS	2011 STANDARDS	COMMENTS
IX. PRACTICUM & INTERNSHIP TRAINING	**VIII. PRACTICUM & INTERNSHIP TRAINING**	*[Page 40]*
A. Practicum facilitates development of 1. ethics 2. awareness diversity 3. own strengths and biases 4. interviewing techniques 5. selection of tests and/or interventions 6. administration, scoring and interpretation of test results 7. writing reports 8. observing therapy and conducting simple cases 9. presentation of results to other health care workers 10. introduction to cognitive remediation B. CPA-accredited internship required	A. Practicum incorporates: 1. ethics 2. conceptualization of human problems 3. awareness of diversity 4. own strengths and biases 5. skill in assessment, intervention, consultation 6. skill in writing reports and progress/session notes 7. integration of science and practice - 300 hours direct contact - 150 hours supervision - support activities - 75% supervision individual - 25% can be group B. 1. CPA accredited internship required 2. Eligibility for internship i coursework ii 600 hours practicum experience iii thesis proposal completed iv goodness of fit v equivalence articulated & disclosed vi internship completed before degree conferred	*Consistency of definitions now between practicum and internship* *VIII.A – articulation of practicum experience – definition provided in manual of:* *-direct & indirect activities* *-ind & group supervision* *Group supervision now also permitted as 25% of overall supervision time*
X. PROGRAMME EVALUATION & QUALITY IMPROVEMENT	**IX. PROGRAMME EVALUATION & QUALITY IMPROVEMENT**	*[Page 43]*
A. Programme reviews training model, goals and objectives, and curriculum in light of 1. evolving body of science as applies to practice 2. standards best professional practice 3. needs for neuropsychological services 4. careers of graduates	A. Programme reviews training model, goals and objectives and curriculum in light of: 1. evolving body of science as applies to practice 2. standards of best professional practice 3. needs for psychological services 4. careers of graduates B. Evaluation of emerging technologies	*IX.B – statement regarding need to articulate and evaluate use of technology in training*
XI. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL	**X. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL**	*[Page 44]*
A. Comply with standards including 1. submission self-studies 2. scheduling and preparing for site visit 3. submission annual reports 4. supplying Panel with other information as relevant B. Maintain records of compliance w/stds C. Inform Panel of change D. Submit fees E. Name and address of CPA Accreditation Office in brochure	A. Comply with standards including: 1. submission of self-studies 2. scheduling and preparing for site visits 3. submission of annual reports 4. supplying Panel with other information as relevant 5. submission of fees B. Maintain records of compliance with standards C. Inform Panel of change	*Some reorganization but no significant changes*

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INTERNSHIP PROGRAMMES –
CLINICAL, COUNSELLING, & SCHOOL PSYCHOLOGY

Full text of standards begins on Page 45 of manual

2002 STANDARDS	2011 STANDARDS	COMMENTS
I. ORGANIZATIONAL ISSUES & ELIGIBILITY	**I. ELIGIBIILTY**	*[Page 45]*

A. Support of host discipline and organization including stable and specifically-designated budgeting
B. Reward and remuneration for training activities of staff
C. Appointment of director of training; director of training and discipline head have two incumbents
D. Commitment to human dignity and human rights
E. Systematic review of applicants' qualifications for internship to include CPA doctoral programme or equivalent
F. 600 hours of practica, academic and thesis prerequisites
G. Internship full time 1600 hours or half-time over two consecutive years
H. Close working relationships with doctoral programmes to ensure goodness of fit between intern and internship
I. Compliance with APPIC procedures
	A. Organization
	  1. Support of host discipline and organization including stable and specifically-designated budgeting
	  2. Host department and organization committed to supporting training. Recognition and reward for faculty
	  3. Director of Training appointed. Not the same person as Professional Practice Leader or Chief Psychologist
	  4. Consideration of relevant standards for affiliated or partially-affiliated internship programmes
	B. Programme
	  1. Applicants enrolled in CPA accredited programmes
	  2. Eligibility:
	   -all coursework
	   -600 hours practicum experience
	   -completion and approval of thesis proposal
	  3. Systematic review of applicants' qualification for internship to include goodness of fit and readiness for internship
	  4. Full-time 1600 hours or half-time over two consecutive years
	  5. Close working relationships with doctoral programmes to ensure goodness of fit
	  6. At least two, preferably more, interns per year
	  7. Compliance with APPIC procedures
		Preamble expanded
		
		Criteria reorganized and now considered **eligibility criteria**
		
		I.A.4 – new addition here
		Note section on affiliated or partially-affiliated internship programmes begins on **page 67**

2002 STANDARDS	2011 STANDARDS	COMMENTS
II. PHILOSOPHY, MISSION & MODEL	**II. PHILOSOPHY, MISSION & MODEL**	*[Page 47]*

A. The philosophy and mission are
  1. fully developed and described in written materials
  2. consistent with philosophy and mission of host institution
  3. complementary with philosophy and mission of doctoral programmes
  4. respect scientific basis of professional psychology
B. Application of philosophy and mission abides by the following
  1. interns play integral role while training needs accommodated
  2. applied training
  3. training is organized and sequenced
  4. interns acquire knowledge and skill in
    i. psychological assessment
    ii. intervention
    iii. consultation
    iv. programme development and evaluation
  5. training includes range of assessment and interventions including
    i. empirically supported interventions
    ii. more than one therapeutic modality
  6. practice informed by science
  7. written training plans
  8. four hours individual supervision
  9. training in supervision whenever possible
  10. intern evaluation
  11. minimum standards for successful completion and mechanisms to remediate substandard performance
  12. intern presented with programme's appeal policies at beginning of year; appealable decisions include those detailed in this criterion
  13. certificate of completion
	A. The philosophy and mission are
	  1. fully developed and articulated
	  2. complementary with philosophy and mission of doctoral programmes from which interns are accepted
	  3. respect scientific basis of professional psychology
	B. The application of philosophy and mission abides by the following
	  1. Interns play integral role while training needs accommodated
	  2. Applied training
	  3. Training is organized and sequenced
	  4. Interns acquire knowledge and skill in
	    i. psychological assessment
	    ii. intervention
	    iii. consultation
	    iv. programme development and evaluation
	    v. interpersonal relationships
	    vi. professional standards and ethics
	    vii. supervision
	  5. training includes range of assessment and interventions including
	    i. evidence-based interventions
	    ii. more than one therapeutic modality
	  6. Training in ethical practice
	  7. Training in supervision
	  8. Practice informed by science
	  9. Written, individualized training plan
	  10. Four hours supervision (three individual, one can be group)
	  11. Minimum standards for successful completion and mechanisms to remediate substandard performance
	  12. Written feedback on progress on ongoing basis and consistent format
	  13. Intern presented with programme's appeal policies at beginning of year
	  14. Interns contribute to programme planning and development
	  15. Certificate of Completion
		Note in preamble, MRA competencies now listed along with the Standard II criterion to which each corresponds.
		
		II.B.4 – skill areas further defined, and addition of interpersonal relationships, professional standards and ethics, and supervision
		
		II.B.5 – now refers to evidence-based interventions (vs. former empirically-supported)
		
		Consistency of definitions now between practicum and internship
		
		II.B.10 – definitions provided of individual & group supervision
		Group supervision now also permitted as 1 of the 4 core hours (or 25% of overall supervision time)
		
		Also note in Doctoral programmes section, Standard VIII - definition provided of direct & indirect activities

III. DIVERSITY	**III. DIVERSITY**	*[Page 51]*
A. Diversity in recruitment and retention B. Instruction and practical experience in diversity C. Efforts to accommodate people with disabilities	A. Diversity in recruitment and retention B. Instruction and practical experience in diversity C. Efforts to accommodate people with disabilities	*III.C – reworded to emphasize that diversity and related accommodation are given the same importance as any other facility or resource needed by the programme to meet its goals*

2002 STANDARDS	2011 STANDARDS	COMMENTS
IV. PROFESSIONAL PSYCHOLOGY STAFF	**IV. PROFESSIONAL PSYCHOLOGY STAFF**	*[Page 52]*
A. Training programme offered by organized group professional psychologists who report to chief/leader B. Supervisors registered, doctoral degree and internship from accredited programme or equivalent C. Other professional staff participate in training experience of interns D. Supervisory staff have access to training in supervision	A. Training programme offered by organized group professional psychologists who report to chief/leader B. Supervisors registered, doctoral degree and internship from accredited programme or equivalent C. Other professional staff participate in training D. Supervisory staff uphold ethical guidelines E. Encourage work-life balance F. Supervisors have access to training in supervision	*IV.C – clarification that supervision by other professional staff does NOT count towards core 4 hours of supervision (is over and above)* *IV.D – new addition* *IV.E – emphasis on consideration of timely completion and work-life balance (applied to both doctoral and internship programmes)*
V. INTERNS	**V. INTERNS**	*[Page 53]*
A. Intellectual, interpersonal abilities of interns B. Qualifications for re-specialization C. At least two interns D. Interns treated with dignity and respect E. Interns contribute to programme planning and development G. Interns made aware of national and provincial and territorial standards	A. Intellectual, interpersonal abilities of interns B. Committed to standards of professional and ethical practice C. Committed to timely completion respectful of work-life balance D. Qualifications for re-specialization E. Interns treated with dignity and respect	*V.C – again emphasis on consideration of timely completion and work-life balance*
VI. FACILITIES & RESOURCES	**VI. FACILITIES & RESOURCES**	*[Page 53]*
1. quiet and unobstructed work space 2. secure storage 3. efficient means of communication 4. secure and sound-dampened space 5. clerical support 6. audiovisual resource 7. computer access 8. library facilities	1. Quiet and private work space 2. Secure storage 3. Efficient means of communication with interns and supervisors 4. Confidentiality when using electronic media 5. Secure and sound-dampened space 6. Clerical support 7. Audio-visual resources 8. Internet access, word processing and data analysis software 9. Library facilities 10. Assessment materials and supplies 11. Facilities for interns with disabilities to access programme	*VI.3 – email now included* *VI.4 – new addition* *VI.10 – new addition* *VI.11 – new addition*

2002 STANDARDS	2011 STANDARDS	COMMENTS
VII. PUBLIC DISCLOSURE	**VII. PUBLIC DISCLOSURE**	*[Page 54]*
A. Descriptive materials include philosophy and mission, structure and goals of training programme and host organization B. Evidence of accreditation status made available to applicants	A. Descriptive materials include philosophy and mission, structure and goals of training programme and host organization B. Evidence of accreditation status made available to applicants C. Name and address of CPA Accreditation Office in brochure and on website	*VII.B – wording enhanced* *VII.C – new addition*
VIII. PROGRAMME EVALUATION & QUALITY IMPROVEMENT	**VIII. PROGRAMME EVALUATION & QUALITY IMPROVEMENT**	*[Page 54]*

A. Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of
  1. scientific knowledge
  2. current standards of best practice
  3. needs for psychological services
  4. jobs and career paths attained by graduates
B. Self assessment activities are responsibility of director of training and training committee and address
  1. programme's standards for preparedness of applicants to begin internship
  2. programme's expectations for successful completion
  3. preparedness of graduated interns to apply for registration
  4. applicability of knowledge and skills acquired on internship to post-doctoral employment
	A. Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of
	  1. scientific knowledge
	  2. current standards of best practice
	  3. needs for psychological services
	  4. jobs and career paths attained by graduates
	B. Self assessment activities are responsibility of Director of Training and Training Committee to address
	  1. Programme's standards for preparedness of applicants to begin internship
	  2. Programme's expectations for successful completion
	  3. Preparedness of graduates to apply for registration
	  4. Applicability of knowledge and skills acquired on internship to post-doctoral employment
		No significant changes

IX. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL	**IX. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL**	*[Page 55]*

A. Comply with standards including
  1. submission self studies
  2. scheduling and preparing for site visit
  3. submission annual reports
  4. supplying Panel with other information as relevant
B. Maintain records of compliance with standards
C. Inform Panel of change
D. Submit fees
	A. Comply with standards including
	  1. Submission of self-studies
	  2. Scheduling and preparing for site visits
	  3. Submission of annual reports
	  4. Supplying Panel with other information as relevant
	  5. Submission of fees
	B. Maintain records of compliance with standards
	C. Inform Panel of change
		Some reorganization but no significant changes

QUICK GUIDE TO 2011 CPA ACCREDITATION CRITERIA

NOTE: Programmes are advised that this guide is a **summary only**, and does not constitute
the complete text of the 2011 *CPA Accreditation Standards and Procedures* manual.
All accreditation decisions are made based on the content of the complete accreditation manual;
thus the full manual must be consulted when completing a self-study or annual report.

INTERNSHIP PROGRAMMES –
CLINICAL NEUROPSYCHOLOGY

Full text of standards begins on Page 56 of manual

2002 STANDARDS	2011 STANDARDS	COMMENTS
I. ORGANIZATIONAL ISSUES & ELIGIBILITY	**I. ELIGIBIILTY**	*[Page 56]*

A. Hosted by university or non-university setting
B. Support of host department, discipline and organization including stable and specifically designated budgeting and financial remuneration for interns
C. Department, discipline, organization supports training mission and includes reward and remuneration for supervisors
D. Appointment of director of training; director of training and discipline head have two incumbents
E. Commitment to human dignity and human rights
F. Systematic review of applicants' qualifications for internship to include CPA doctoral programme or equivalent
G. 600 hours of practica, academic and thesis prerequisites
H. Internship full time 1600 hours or half-time over two consecutive years
I. Close working relationships with doctoral programmes to ensure goodness of fit between intern and internship
J. Compliance with APPIC procedures
	A. Organization
	  1. Support of host discipline and organization including stable and specifically-designated budgeting
	  2. Host department and organization committed to supporting training. Recognition and reward for faculty
	  3. Director of Training appointed and is clinical neuropsychologist. Not the same person as Professional Practice Leader of Chief Psychologist
	  4. Consideration of relevant standards for affiliated or partially-affiliated internship programmes
	B. Programme
	  1. Applicants enrolled in CPA accredited neuropsychology programmes
	  2. Eligibility:
	   - all coursework
	   - 600 hours practicum experience
	   - completion and approval of thesis proposal
	  3. Systematic review of applicants' qualification for internship to include goodness of fit and readiness for internship
	  4. Full-time 1600 hours or half-time over two consecutive years
	  5. Close working relationships with doctoral programmes to ensure goodness of fit
	  6. At least two, preferably more, interns per year
	  7. Compliance with APPIC procedures
		Preamble expanded
		
		*Criteria reorganized and now considered **eligibility criteria***
		
		I.A.4 – new addition here
		*Note section on affiliated or partially-affiliated internship programmes begins on **page 67***

2002 STANDARDS	2011 STANDARDS	COMMENTS
II. PHILOSOPHY, MISSION & MODEL	**II. PHILOSOPHY, MISSION & MODEL**	*[Page 58]*

A. The philosophy and mission are
  1. fully developed and described in written materials
  2. consistent with philosophy and mission of host institution
  3. complementary with philosophy and mission of doctoral programmes
  4. respect scientific basis of clinical neuropsychology
B. Application of philosophy and mission abides by the following
  1. interns play integral role while training needs accommodated
  2. practice informed by science and research opportunities provided
  3. training includes providing feedback and consultation to other service providers, clients, clients' families and clients' caretakers, functioning within interdisciplinary team, carrying out programme/treatment evaluation
  4. training is organized and sequenced
  5. interns acquire knowledge and skill in the following which prepares them for licensure
   i. neuropsychological assessment
   ii. report writing
   iii. interpret lab reports, EEGs, CAT scans
   iv. rehabilitation and remediation programmes wherever possible
  6. i. research project
   ii. empirically supported assessment and intervention
   iii. neurological and behavioural experiences
  7. written training plans
  8. four individual hours of supervision
  9. training in supervision whenever possible
  10. intern evaluation
  11. minimum standards for successful completion and mechanisms to remediate substandard performance
  12. intern presented with programme's appeal policies at beginning of year; appealable decisions include those detailed in this criterion
  13. certificate of completion
	A. The philosophy and mission are
	  1. Fully developed and articulated
	  2. Consistent with philosophy and mission of host institution
	  3. Complementary with philosophy and mission of doctoral programmes from which interns are accepted
	  4. Respect scientific basis of professional psychology
	B. The application of philosophy and mission abides by the following
	  1. Interns play integral role while training needs accommodated
	  2. Applied training
	  3. Training is organized and sequenced
	  4. Interns acquire knowledge and skill in
	   i. administration and interpretation neuropsychological assessment
	   ii. report writing
	   iii. interpretation of lab reports
	   iv. rehabilitation or remediation programmes
	   v. interpersonal relationships
	   vi. professional standards and ethics
	   vii. supervision
	  5. training includes range of assessment and interventions including
	   i. evidence based interventions and assessment
	   ii. neurologically and behaviourally based experiences
	  6. Training in ethical practice
	  7. Training in supervision
	  8. Practice informed by science
	  9. Written, individualized training plan
	  10. Four hours supervision (three individual, one can be group)
	  11. Minimum standards for successful completion and mechanisms to remediate substandard performance
	  12. Written feedback on progress on ongoing basis and consistent format
	  13. Intern presented with programme's appeal policies at beginning of year
	  14. Interns contribute to programme planning and development
	  15. Certificate of Completion
		Note in preamble, MRA competencies now listed along with the Standard II criterion to which each corresponds.
		
		II.B.4 – skill areas further defined, and addition of interpersonal relationships, professional standards and ethics, and supervision
		
		II.B.5 – now refers to evidence-based interventions (vs. former empirically-supported)
		
		Consistency of definitions now between practicum and internship
		
		II.B.10 – definitions provided of individual & group supervision
		Group supervision now also permitted as 1 of the 4 core hours (or 25% of overall supervision time)
		
		Also note in Doctoral programmes section, Standard VIII - definition provided of direct & indirect activities

2002 STANDARDS	2011 STANDARDS	COMMENTS
III. DIVERSITY	**III. DIVERSITY**	*[Page 62]*
A. Diversity in recruitment and retention B. Instruction and practical experience in diversity C. Efforts to accommodate people with disabilities	A. Diversity in recruitment and retention B. Instruction and practical experience in diversity C. Efforts to accommodate people with disabilities	*III.C – reworded to emphasize that diversity and related accommodation are given the same importance as any other facility or resource needed by the programme to meet its goals*
IV. FACULTY: PROFESSIONAL SUPERVISORS & TEACHERS	**IV. FACULTY: PROFESSIONAL SUPERVISORS & INSTRUCTORS**	*[Page 63]*
A. Core faculty, supervisors and teachers active in development and governance of programme B. Core faculty sufficiently large to meet training requirements; one faculty member responsible for practicum and internship training C. Supervisors doctoral degree and registered D. Instruction/collaboration with members other disciplines E. Core supervisors CPA-accredited training or equivalent, at least one specializes in neuropsychological assessment F. Training director role separate from department head	A. Training programme offered by organized group professional psychologists who report to chief/leader B. Supervisors registered, doctoral degree and internship from accredited neuropsychology programme or equivalent C. Other professional staff participate in training D. Supervisory staff uphold ethical guidelines E. Encourage work-life balance F. Supervisors have access to training in supervision	*IV.C – clarification that supervision by other professional staff does NOT count towards core 4 hours of supervision (is over and above)* *IV.D – new addition* *IV.E – emphasis on consideration of timely completion and work-life balance (applied to both doctoral and internship programmes)* *IV.F – new addition*
V. INTERNS	**V. INTERNS**	*[Page 64]*
A. Intellectual, interpersonal abilities of interns B. Qualifications for re-specialization C. At least two interns; both need not be clinical neuropsychology students D. Interns treated with dignity and respect E. Interns contribute to programme planning and development F. Interns made aware of national and provincial and territorial standards	A. Intellectual, interpersonal abilities of interns B. Committed to standards of professional and ethical practice C. Committed to timely completion respectful of work-life balance D. Qualifications for re-specialization E. Interns treated with dignity and respect	*V.C – again emphasis on consideration of timely completion and work-life balance*
VI. FACILITIES & RESOURCES	**VI. FACILITIES & RESOURCES**	*[Page 64]*
1. quiet and unobstructed work space 2. secure storage 3. efficient means of communication 4. secure and sound-dampened space 5. clerical support 6. audiovisual resource 7. computer access 8. library facilities	1. Quiet and private work space 2. Secure storage 3. Efficient means of communication with interns and supervisors 4. Confidentiality when using electronic media 5. Secure and sound-dampened space 6. Clerical support 7. Audio-visual resources 8. Internet access, word processing and data analysis software 9. Library facilities	*VI.3 – email now included* *VI.4 – new addition*

2002 STANDARDS	2011 STANDARDS	COMMENTS
	10. Assessment materials and supplies 11. Facilities for interns with disabilities to access programme	*VI.10 – new addition* *VI.11 – new addition*
VII. PUBLIC DISCLOSURE	**VII. PUBLIC DISCLOSURE**	*[Page 65]*
A. Descriptive materials include philosophy and mission, structure and goals of training programme and host organization B. Evidence of accreditation status made available to applicants	A. Descriptive materials include philosophy and mission, structure and goals of training programme and host organization B. Evidence of accreditation status made available to applicants C. Name and address of CPA Accreditation Office in brochure and on website	*VII.B – wording enhanced* *VII.C – new addition*
VIII. PROGRAMME EVALUATION & QUALITY IMPROVEMENT	**VIII. PROGRAMME EVALUATION & QUALITY IMPROVEMENT**	*[Page 65]*

A. Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of
  1. scientific knowledge
  2.current standards of best practice
  3. needs for psychological services
  4. jobs and career paths attained by graduates
B. Self assessment activities are responsibility of director of training and training committee and address
  1. programme's standards for preparedness of applicants to begin internship
  2. programme's expectations for successful completion
  3. preparedness of graduated interns to apply for registration
  4. applicability of knowledge and skills acquired on internship to post-doctoral employment
	A. Mechanisms in place to examine success in meeting model's goals and objectives. Model, goals and objectives and curriculum reviewed in light of
	  1. scientific knowledge
	  2. current standards of best practice
	  3. needs for psychological services
	  4. jobs and career paths attained by graduates
	B. Self assessment activities are responsibility of Director of Training and Training Committee to address
	  1. Programme's standards for preparedness of applicants to begin internship
	  2. Programme's expectations for successful completion
	  3. Preparedness of graduates to apply for registration
	  4. Applicability of knowledge and skills acquired on internship to postdoctoral employment
		No significant changes

IX. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL	**IX. RELATIONSHIP WITH THE CPA ACCREDITATION PANEL**	*[Page 66]*

A. Comply with standards including
  1. submission self studies
  2. scheduling and preparing for site visit
  3. submission annual reports
  4. supplying Panel with other information as relevant
B. Maintain records of compliance with standards
C. Inform Panel of change
D. Submit fees
	A. Comply with standards including
	  1. Submission of self-studies
	  2. Scheduling and preparing for site visits
	  3. Submission of annual reports
	  4. Supplying Panel with other information as relevant
	  5. Submission of fees
	B. Maintain records of compliance with standards
	C. Inform Panel of change
		Some reorganization but no significant changes