



Supply and Demand for Accredited Doctoral Internship/ Residency Positions in Clinical, Counselling, and School Psychology in Canada

Report of the CPA Internship/Residency Supply and Demand Task Force

Approved by the CPA's Board of Directors (November 2016)

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BACKGROUND TO THE REPORT

The Education and Training (E&T) Committee of the Canadian Psychological Association established a task force, approved at the June 2014 CPA board meeting, to address the supply and demand for accredited doctoral internship/residency positions in clinical, counselling and school psychology in Canada. Among its many tasks and expectations, the E&T committee has a role in participating in the review of accreditation criteria and in the development of policies regarding the accreditation of psychology programs and affiliated sites. At the most recent 2016 meeting regarding accreditation, it was reported that CPA accredits a total of 33 doctoral programs and 35 doctoral internship/residency programs.

The CPA Internship/Residency¹ Supply & Demand Task Force was co-chaired by: Dr. Nicola Wright, a member of the E&T committee, and Dr. Don Saklofske, Chair of the E&T committee and member of the CPA Board of Directors (Scientist-Practitioner). Three working groups were established to address the issues and develop recommendations associated with the doctoral internship/residency. Each working group was directed by an area co-chair of the task force: Katherine Elliott (Clinical Psychology working group), Suzanne Bell (Counselling Psychology), and Andrew Lumb (School Psychology). Practitioners and trainers from across Canada were then invited to join the working group representing their training and specialization.

These efforts resulted in the task force and three working groups being nationally representative and inclusive of key stakeholders who have a direct involvement in internship/residency supply and demand issues. The three working groups met on various occasions via teleconference to generate ideas and recommendations for addressing the issues associated with accredited internships/residencies.

This report was prepared with the purpose of addressing supply and demand issues faced by psychology doctoral students when seeking out and applying to CPA-accredited doctoral internship/residency programs. The three working groups have collectively developed this report in the interest of enhancing CPA-accredited internship/residency opportunities and meeting the needs of psychology's current and future doctoral students.

To follow are the reports of each subcommittee and their recommendations. This is followed by an overview of recommendations most common to psychology internships/residencies across specializations.

¹ To be representative of the current terms used across Canada, the "Internship Supply and Demand Task Force" was renamed the "Internship/Residency Supply and Demand Task Force." Reflecting this change, "intern/resident" or "internship/residency" will be used throughout this document.

CLINICAL PSYCHOLOGY

CANADIAN DOCTORAL PROGRAMS IN CLINICAL PSYCHOLOGY

There are 26 CPA-accredited clinical psychology doctoral programs in Canada. These programs are predominantly generalist and adhere to either the scientist-practitioner or clinical-scientist models. Programs are offered in both English and French, depending on the institution. There are 31 CPA-accredited internship/residency programs in Canada, each of which must accept a minimum of two predoctoral interns/residents per year.

The percentage of applicants matched to Association of Psychology Postdoctoral and Internship Centers (APPIC) sites in Canada in 2016 was 86% in Phase I (92% of which matched to a Canadian program, with 8% matching to a program in the United States) and 93% in Phase II (93% of which matched to a Canadian program, with 7% matching to a program in the United States).² These match rates indicate a relatively low imbalance between the number of positions and the number of students. However, with students of new doctoral programs entering the match within the next couple of years, failure to expand the number of available, accredited internship/residency sites now will lead to a greater imbalance in the near future.

CLINICAL PSYCHOLOGY WORKING GROUP

Katherine Elliott (<i>Chair</i>)	University of Ottawa
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Wolfgang Linden	University of British Columbia
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Mike Teschuk	Department of Clinical Health Psychology, University of Manitoba
Stewart Madon	Canadian Psychological Association

DESCRIPTION

The Clinical Psychology Working Group met on 5 occasions by teleconference between July 2015 and March 2016 with ongoing collaboration via email between meetings.

Recommendations to address the supply and demand issue with respect to clinical psychology doctoral students and CPA-accredited predoctoral internship/residency programs were generated via: (1) collaborative discussions; and (2) administration and analysis of surveys to examine interest in, and barriers to, accreditation. To provide further context for the recommendations based on the surveys, the following summarizes the purpose, process and findings of these surveys.

² The percentage of applicants matched to APPIC sites in Canada in 2017 was 88% in Phase I (91% to a Canadian program, with 9% to a program in the U.S.). Results from Phase II were not yet published at the time of this report.

WORKING GROUP SURVEYS

The Canadian Council of Professional Psychology Programs (CCPPP) conducted a post-match survey of Doctoral Program Training Directors in 2012³. The purpose of this survey was primarily to understand outcomes for students who had failed to match to an internship/residency during the 2011 and 2012 APPIC Match cycles. Several training sites were identified that had a history of providing internship/residency training to students outside of the APPIC Match. Qualitative review revealed that these training sites tended to cluster across several types of organizations, including university counselling centres, school boards, smaller regional hospitals and mental health centres, and to a lesser extent private practices and correctional facilities. A primary outcome of this survey was that there are many quality training sites used by doctoral programs to satisfy the predoctoral internship/residency requirement that exist outside of the APPIC Match or CPA Accreditation systems. The CCPPP has provided mentorship to a handful of these programs over the last few years, leading some to begin offering positions in the APPIC Match and/or seek accreditation through the CPA.

With this in mind, one particularly efficient approach to increasing the supply of accredited internship/residency positions lies in understanding the barriers to accreditation faced by would-be training sites, particularly those that have historically been relied upon by accredited doctoral programs to accept their “unmatched” students. To further this end, we conducted two surveys. The first was distributed in February 2015 to unaccredited internship/residency training sites (identified by reviewing APPIC Match-participating programs). The purpose of this survey was to identify perceived barriers to pursuing accreditation among institutional training programs with a history of participating in the APPIC Match. The second survey, conducted in December 2015, targeted private practitioners across the country to evaluate: 1) general interest in training predoctoral interns/residents; 2) openness to pursuing accreditation with CPA; and 3) perceived barriers to accreditation among those interested in training predoctoral interns/residents.

SURVEY OF UNACCREDITED INTERNSHIP/RESIDENCY PROGRAMS

Eleven unaccredited internship/residency programs were invited to participate in a survey about perceived barriers to pursuing accreditation with CPA. Responses were received from eight internship/residency Training Directors. An analysis of quantitative ratings and qualitative comments revealed that the most common major barrier was insufficient time allowance from the institution for a Training Director to administer the program and/or prepare a self-study. Other significant barriers included: 1) financial costs of covering the accreditation process (i.e., initial self-study and annual accreditation fees); 2) financial remuneration for interns/residents; and 3) the requirement that interns/residents are supervised by licensed, doctoral-level psychologists. Less common barriers included the requirement to have two interns/residents and the requirement to provide four hours per week of clinical supervision. None of the respondents identified office facilities or breadth/quality of training experiences to be significant barriers to pursuing accreditation.

³ These survey results were presented by Dr. Michael Teschuk at the Canadian Psychological Association Convention in June 2012.

SURVEY OF PRIVATE PRACTITIONERS

Of the 53 private practitioners who responded to the survey, 20 (37.7%) expressed a “definite interest” in providing training to a predoctoral intern/resident, 17 (32.1%) expressed “some interest,” and 16 (30.2%) responded that they were “not at all interested.” These findings indicate sufficient interest within the private practice community to justify pursuing this group as a means of increasing the number of predoctoral internship/residency sites. Moreover, of the 37 respondents who expressed at least some interest in training a predoctoral intern/resident, 11 (29.7%) indicated that they would “definitely” want to seek accreditation with CPA, with only 7 (18.9%) indicating no interest in seeking accreditation.

One potential confound of the survey is that we did not control for respondents from within the same private practice. As a result, some of these numbers may be inflated by having multiple respondents from the same site. Despite this limitation, the findings of this survey suggest that the private practice community may be a significant untapped resource for increasing the number of accredited predoctoral internship/residency sites in Canada.

The following table (Table 1) summarizes the barriers perceived by private practitioners interested in establishing accredited training programs, along with the number of respondents who rated the barrier as either “nearly insurmountable” or “not an impediment to accreditation.”

TABLE 1

Private Practitioners’ Ratings of Perceived Barriers to Accreditation

Perceived Barrier	Nearly Insurmountable	Not an Impediment
Accreditation annual dues	17	0
Accreditation site visit fees	19	0
Minimum of 2 interns/residents	12	7
Administrative time for Training Director	10	4
Stipend or salary for intern/resident	9	10
4 hours per week required supervision	6	8
Supervision provided by registered, doctoral-level psychologist	4	27
Breadth of assessment and intervention experiences	2	13
Presentation of training model/ description in a brochure/website	1	20
Interns/residents do not spend more than 2/3 of their time providing direct professional service	1	20

ELABORATION ON IDENTIFIED ISSUES, BARRIERS, AND RECOMMENDATIONS

The clearest barriers to accreditation for private practitioners interested in training interns/residents are financial: the fees required to establish and maintain accreditation. A majority of respondents rated these barriers as nearly insurmountable, and there were no respondents who indicated that these factors would not be an impediment. Two additional barriers (i.e., having a minimum of two interns/residents and the administrative time required for a designated Training Director) were also identified as particularly challenging, with respondents more likely to rate these factors as “nearly insurmountable” than as “no impediment.” These findings were supported by the narrative comments, with many respondents expressing concern about the financial feasibility of supporting a Training Director as well as the movement of some insurance companies to refuse to cover billings for services delivered by trainees (thus creating an additional financial concern). The remainder of the potential barriers seem less problematic, with more respondents rating these as “not an impediment” than as “nearly insurmountable.”

Taking the survey results together, several ideas emerge for increasing the supply of internship/residency positions in Canada (Table 2). First, a considerable number of private practitioners seem to have at least some interest in establishing accredited internships/residencies. Second, the barriers to seeking accreditation seem to be the same for both private practitioners and established, unaccredited internship/residency programs. Specifically, the most insurmountable barriers seem to be financial concerns and the administrative time required of a Training Director.

One potential solution to these issues would be the establishment of a new model of consortia and partnership between university doctoral programs and clinical training sites (both public institutions and private practitioners). In such partnerships, the administrative commitments of a dedicated Training Director could be met through the use of salaried faculty’s administrative time. University doctoral programs could also help to cover the costs of accreditation, as they have the infrastructure for, and history of, doing so. In turn, university programs would benefit from increased access to licensed psychologist supervisors and ample demand for clinical service provided by external accredited sites, providing students with the resources required to complete their programs in a timely manner. In the case of students who complete their internships/residencies with private practitioners, an additional benefit (especially if the billing issue with insurance companies is resolved) is a source of revenue to cover interns’/residents’ stipends.

TABLE 2

Summary of Major Issues, Barriers, and Recommendations for Increasing the Number of Accredited Internship/Residency Sites Identified by the Clinical Psychology Working Group

Issue/Action Item	Barriers	Recommendations
Criteria for CPA accreditation	<p>Current criteria may represent barriers to accreditation and may not represent the evolving reality in psychology</p> <p>For example, private practices may be good training sites but may not meet current criteria that are more hospital-based</p>	<p>Revision of the criteria, which could increase the number of available sites for interns/residents. Moreover, private practices may be able to provide the financial remuneration more locally thereby avoiding the need for the intern/resident to leave his/her city or even province</p>
Harmonization of registration across the country	<p>Significant inequities in the registration process across the country despite training/competency equivalence (e.g., the agreement on internal trade that recognizes professional skills across the country)</p>	<p>Collaboration between CPA and provincial/territorial licensing bodies to identify inequities and make registration more accessible</p>
Remuneration	<p>Often the main obstacle to accreditation</p>	<p>Find alternate sources of funding such as granting agencies, private industry, and universities</p>
Target unaccredited programs that are already participating in the match and private practice sites interested in developing accredited internship/residency sites	<p>Financial costs associated with accreditation and the administrative time required of a Training Director are perceived to be nearly insurmountable barriers by many potential internship/residency sites</p>	<p>Explore new funding sources to increase the supply of internships/residencies or new funding models (e.g., private sector; universities; lobbying the federal, provincial, and territorial governments and ministries of education)</p> <p>Develop consortia between private practice sites and universities to divide the costs/administrative time/clinical supervision responsibilities</p>

SUMMARY

Although there has been significant improvement in match rates for clinical psychology predoctoral internships/residencies in recent years (as demonstrated by match rate statistics), there are new doctoral programs being developed whose students will be entering the match in the near future. Creative ways of expanding accredited internship/residency sites need to be explored as the landscape of clinical psychology continues to evolve. One way to do this may be to investigate ways of developing accredited internships/residencies through private practice sites, and another may be to help unaccredited sites who regularly take predoctoral interns/residents to become accredited. Based on surveys conducted by the Clinical Psychology Working Group, there is significant interest in both cases to seek accreditation.

However, the financial requirements of accreditation and administrative time required of a Training Director appear to present major barriers to both private practitioners and unaccredited programs. In the case of private practice, the financial costs for the administrative work of a Training Director to oversee the internship/residency create an additional barrier. Despite these major barriers, both groups surveyed expressed definite interest in seeking accreditation with CPA, suggesting that these may well be viable options to pursue. Developing consortia or partnerships with university doctoral programs may be one way to reduce the barriers to accreditation for both private practice sites and unaccredited programs.

COUNSELLING PSYCHOLOGY

CANADIAN DOCTORAL PROGRAMS IN COUNSELLING PSYCHOLOGY

There are currently five CPA-accredited counselling psychology doctoral programs in Canada: University of British Columbia, University of Alberta, University of Calgary, University of Toronto, and McGill University. These are generalist, scientist-practitioner programs provided in English. None of these are combined Master's and Ph.D. programs. According to data collected by Bedi (2016)⁴, between 14 and 25 students apply to each program yearly, resulting in four to six students accepted every year to each program. Programs consist of an average of 10.2 faculty members (range of 7-14) and 36 students (range 28-42). Lengths of the programs vary between 3 and 4 years, with students actually taking approximately 5.5 years to completion. Of particular note, Canadian counselling psychology doctoral students match less than 50% of the time to APPIC internship/residency sites.

COUNSELLING PSYCHOLOGY WORKING GROUP

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DESCRIPTION

The Counselling Psychology Working Group met on three occasions by teleconference between October 2015 and February 2016, with ongoing collaboration via email between meetings. Recommendations to address the supply and demand issue with regard to counselling psychology doctoral students and CPA-accredited internship/residency programs were generated via: (a) collaborative discussions; and (b) a survey of CPA-accredited internship/residency programs indicating they accept counselling psychology students (eight sites across Canada responded).

The survey included items pertaining to: awareness of benefits of CPA accreditation; competencies desired/required of counselling psychology students to compete for accredited internships/residencies; available CPA support for sites' application for and maintenance of accreditation; and acceptance of students who are non-Canadian citizens (particularly those attending Canadian counselling psychology doctoral programs).

⁴ Bedi, R. P. (2016). A descriptive examination of Canadian counselling psychology doctoral programs. *Canadian Psychology/Psychologie canadienne*, 57(2), 83-91. <http://dx.doi.org/10.1037/cap0000047>

Based on the results of this survey and data collected from Counselling Psychology Working Group discussions, below is a list of issues and recommendations the working group identified to help increase the number of CPA-accredited counselling psychology internships/residencies (Table 3).

TABLE 3

Summary of Major Issues, Barriers, and Recommendations for Increasing the Number of Accredited Internship/Residency Sites Identified by the Counselling Psychology Working Group

Issue/Action Item	Barriers	Recommendations
Accreditation Benefits	Unaccredited sites' lack of awareness regarding benefits of accreditation and low motivation to pursue accreditation if good quality applicant pool exists in their local area	Identify and better advertise concrete benefits of accreditation Benefits identified via survey to accredited sites accepting counselling psychology students included: •Better program reputation •Higher quality of applicants •Program evaluation component feeding back to program improvement •Maintaining accreditation requirements allows ability to protect resources •Wider pool of applicants can be accessed •Increased employment opportunities for students on completion
	Unaccredited sites can require applicants to respond to internship/residency offers before Match Day, a practice that is not possible for accredited programs	Liaise with the CCPPP to discourage this practice, given its implications for sites' motivation to seeking accreditation
Accreditation Requirements	Funding difficulties (e.g., requirement of funding for 2 interns/residents)	Revisit accreditation requirements and promote greater flexibility of ways to ensure that interns/residents are not isolated in their sites
	Time involved in process	Increased sharing of accreditation-related resources (e.g., documentation templates)
	Ongoing interns/residents required in order to pursue accreditation, but difficult to attract interns/residents to unaccredited programs	Explore a tiered internship/residency accreditation process, where sites who meet all other criteria are given provisional accreditation status for a limited time (e.g., 2 years) while attracting sufficient interns/residents to complete the accreditation process

Competitiveness of Counselling Psychology Students for Internships/Residencies	Lack of assessment experience	Increase assessment experience of counselling psychology students More concretely highlight counselling psychology students/existing assessment experience in APPIC applications
	Lack of understanding regarding what counselling psychology is and what it can offer	Increase advocacy for counselling psychology
	Lack of hospital-based experience	Increase non-hospital accredited internship/residency sites for counselling psychology students Advocacy regarding breadth and depth of training available at counselling centres
Internship/Residency Sites' Acceptance of non-Canadian Citizens	Several sites do not or rarely accept students who are not Canadian citizens. This creates further difficulty for non-Canadian citizens attending Canadian CPA-accredited doctoral programs to match	Clarification on policies regarding this issue conveyed to internship/residency sites

ELABORATION ON IDENTIFIED ISSUES, BARRIERS, AND RECOMMENDATIONS

The Counselling Psychology Working Group identified several areas pertinent to addressing the CPA-accredited internship/residency supply and demand gap for doctoral students in counselling psychology. The first issue that was identified involved perceived benefits to accreditation. It appears that motivation to seek accreditation is limited for many unaccredited sites for three reasons: (a) a lack of awareness regarding the benefits of accreditation; (b) an existing pool of good quality applicants (especially for sites in more urban centers); and (c) greater control over choice of best candidates for an internship/residency spot through sites not participating in APPIC.

Taking some initial steps to addressing these barriers, the Counselling Psychology Working Group conducted a survey of CPA-accredited internship/residency sites for counselling psychology doctoral students. The benefits of accreditation identified by these sites are listed in the above table. A recommendation of this working group is that the benefits of CPA accreditation be better identified and advertised, especially for sites that accept counselling psychology interns/residents. Additionally, this working group advises liaising with the CCPPP to discourage the practice of unaccredited sites requiring a response to internship/residency offers before Match Day (or submission of rankings). This practice puts students in a difficult position and serves as a further barrier to sites' motivation to become accredited.

The second issue that was identified involved the accreditation process and requirements. Funding difficulties and time involved in the process were highlighted as barriers to sites' seeking CPA accreditation. Further, a Catch-22 was identified involving the difficulty attracting interns/residents to unaccredited sites, yet requiring ongoing interns/residents in order to pursue accreditation. This working group recommends that the accreditation requirements be revisited with the aim of promoting greater flexibility and an increased focus on the distribution and sharing of accreditation-related resources (e.g., documentation templates). We also suggest the exploration of a tiered internship/residency accreditation process, where sites who meet all other criteria for accreditation except for having interns/residents at the site are given a limited time provisional accreditation status (e.g., for 2 years) to attract sufficient numbers of interns/residents in order to meet the full requirements of accreditation on an ongoing basis.

The third issue that was identified concerned the competitiveness of counselling psychology students in acquiring CPA-accredited internships/residencies. To date there are only two CPA-accredited internship/residency sites that are listed on the CPA website as being specific to counselling psychology, although these sites also accept clinical and school psychology students. There are approximately 14 other CPA-accredited sites that indicate counselling psychology as an acceptable program type. However, very few counselling psychology students are accepted into sites where counselling psychology programs are an "acceptable" rather than a "preferred" program type. Working group discussions and survey results indicate disadvantages in counselling psychology's competitiveness for these internships/residencies. This results from a lack of assessment and hospital-based practicum experience, and more generally a lack of understanding among internship/residency sites regarding what counselling psychology is and what it can offer. To minimize these barriers, increased advocacy for counselling psychology and the breadth and depth of training of its students is recommended, as well as a greater emphasis on assessment training and detailing assessment experience in APPIC applications.

The final issue that was identified concerned Canadian internship/residency sites' non-acceptance or reluctance to accept applicants who are not Canadian citizens. Our survey identified sites across this spectrum: sites that accept non-Canadian citizens, sites that do so with some reservations, and sites that do not accept non-Canadian citizens. This issue is particularly pertinent to those students attending Canadian doctoral programs in counselling psychology who do not have either Canadian or US citizenship; the opportunities for acquiring a CPA- or APA-accredited internship/residency are particularly limited for these individuals. Given the discrepancies in sites' perspectives on this matter, we recommend clarification on policies regarding the acceptance of non-Canadian citizens conveyed to internship/residency sites.

SUMMARY

The recommendations of the Counselling Psychology Working Group for addressing the gap between applicants and CPA-accredited internship/residency sites in the context of counselling psychology follow two broad themes: (a) targeting barriers to sites seeking accreditation, with the goal of increasing the number of accredited counselling psychology internship/residency sites; and (b) increasing counselling psychology students' competitiveness in acquiring CPA-accredited internships/residencies. It is our hope that the recommendations provided by this working group will promote further growth in creating a better supply and demand context for both counselling psychology students and internship/residency sites alike.

SCHOOL PSYCHOLOGY

CANADIAN DOCTORAL PROGRAMS IN SCHOOL PSYCHOLOGY

There are currently two CPA-accredited school psychology doctoral programs in Canada: University of British Columbia and the University of Toronto Ontario Institute for Studies in Education (OISE). There are an additional four unaccredited school psychology doctoral programs (University of Western Ontario, University of Calgary, University of Alberta, and the University of McGill) and nine master's-level school psychology programs in Canada. School psychology programs in Canada typically adhere to a scientist-practitioner model where science and practice are integrated throughout the program.

According to data collected by the CPA School Psychology Working Group, each doctoral program in school psychology has approximately 12 to 43 doctoral-level students currently registered in their program and approximately 12 to 21 registered students within their master's-level programs. Of particular note, there are currently no CPA-accredited predoctoral internship/residency programs in school psychology in Canada. It is vital that we provide psychology students with CPA-accredited school psychology internships/residencies in Canada.

SCHOOL PSYCHOLOGY WORKING GROUP

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Mary Caravias	University of Toronto at OISE
Debbie Zweig	Toronto Area Internship Consortium

DESCRIPTION

The School Psychology working group met on three occasions by teleconference between August 2015 and February 2016 with ongoing collaboration via email between meetings. Recommendations to address the supply and demand issue with regard to school psychology students and CPA-accredited internship/residency programs were generated via: (a) collaborative discussions; and (b) the creation of three working sub-groups that addressed the identity and definition of school psychology, issues related to CPA-accreditation, and issues related to funding internship/residency positions for school psychology internships/residencies.

A list of recommendations from this working group are provided below (Table 4) to help address the supply and demand gap regarding CPA-accredited internships/residencies for school psychology based on the data collected from working group meetings and working sub-group collaboration.

TABLE 4

Summary of Major Issues, Barriers, and Recommendations for Increasing the Number of Accredited Internship/Residency Sites Identified by the School Psychology Working Group

Issue/Action Item	Barriers	Recommendations
Internship/residency positions for school psychology students	No CPA-accredited school psychology placements in Canada	<p>Help sites with existing school psychology internships/residencies become CPA-accredited by providing consultative and perhaps funding support</p> <p>Provide incentives for the creation of new school psychology positions (e.g., grants, mentorship)</p> <p>Consultants from the CPA accreditation committee to provide consultation/workshops during the year in major cities, not just at CPA convention</p>
	Few APPIC internships/residencies accept School Psychology students; only a portion of those internship/residency sites are in schools	Build strong connections with school districts and offer them acknowledgement (e.g., supervision awards, appreciation dinners) and services (e.g., access to academic journals)
	Few internship/residency sites are dedicated to School Psychology; many of these sites require that students have additional clinical or counselling training (e.g., intervention)	<p>Where relevant, reconsider the need for more clinical intervention practica. Additionally, clinically oriented sites should consider school psychology students with the appropriate preparation for internships/residencies/practica</p> <p>For internship/residency sites that are not school-based, to consider the training of applicants from school psychology programs who may be a strong match for internships/residencies in non-school settings</p>

CPA Accreditation Requirements	School settings lack the resources to create and/or administer dedicated School Psychology internships/residencies. Therefore, School Psychology internship/residency positions will likely be found within consortia	CPA should be flexible on eligibility requirement of “equal remuneration” for all interns/residents and change it to “equivalent remuneration” for internship/residency positions within school boards and consortia Provide financial supports similar to APA (e.g., grants, funding)
	Consortia with school psychology positions will typically involve numerous schools boards, point persons, funding sources, and agencies.	Update the current CPA accreditation requirements to increase the likelihood and fit for internship/residency sites that involve multiple settings/consortia to seek accreditation
	Consortia that include school boards are usually balancing several Human Resource departments and therefore have less control over funding	Explore funding models in Canada and the United States that involve consortia-based internships/residencies (e.g., Illinois School Psychology Internship Consortium)
	Application process is onerous and requires significant administrative support	With financial supports similar to APA (e.g., grants, funding), some of the funding could be used to pay for administrative assistance.
CPA definition regarding the required duration of internship/residency	CPA requires that internship/residency is a “full-time commitment over the course of one calendar year.” This can be interpreted as requiring that the internship/residency lasts at least 12 months and 1600 hours	For CPA to make language more inclusive of the school psychology model of internship/residency, which achieves the 1600 hour minimum but rarely lasts 12 months (typically 10 months)
Competiveness of School Psychology Students for Internships/Residencies	Lack of understanding regarding what school psychology is and what it can offer	Advocacy regarding breadth and depth of training in school psychology in a wide variety of professional practice areas with a diversity of clientele of different ages
<i>(continued on following page)</i>	Lack of clinical intervention practica	School psychology programs should consider the need for more clinical intervention practica in order to be more competitive in the APPIC match

Competitiveness of School Psychology Students for Internships/Residencies	Internship/residency/practicum sites in some provinces require master's and doctoral students to compete for the same positions	Recognition that an internship/residency for a master's student and a doctoral student are different. Training programs need to explore internship/residency requirements for master's students. Internship/residency sites may set different criteria and expectations for master's and doctoral student interns/residents
Funding school psychology interns/residents and internships/residencies	Sites need to pay students stipend/salary, benefits, and supervisory time and can't always achieve the national average	<p>Eligibility requirements should take into consideration regional differences (e.g., cost of living). We recommend change to "standardized national average"</p> <p>CPA support in seeking funding through university programs or through ministries of education</p> <p>Lobby government to legitimize internships/residencies through formalized relationships (e.g., with medicine)</p>
<i>(continued on following page)</i>	There are differences between school boards/sites in rates of funding because of differing job or funding categories	For CPA to change "equal remuneration" to "equivalent remuneration" for internship/residency positions within school boards and consortia
Lack of appropriate funding models for supporting school psychology interns/residents and internships/residencies	<p>Lack of appropriate funding models for supporting school psychology interns/residents and internships/residencies</p> <p><i>(continued on following page)</i></p>	<p>Similar to the APA, CPA should investigate mechanisms that would lead to the development of internship/residency grants</p> <p>To see if fees can be restructured (e.g., CPA accreditation fees) and a portion used to fund internship/residency grants</p> <p>Approaching business, private donors, industry, and educational sector for funding</p>

Funding school psychology interns/residents and internships/residencies	Lack of appropriate funding models for supporting school psychology interns/residents and internships/residencies	Explore possibility and advocate for the creation of a Federal Internship/Residency Program for predoctoral psychology interns/residents (e.g., the Graduate Psychology Education Program in the United States)
Doctoral-level supervision	Few doctoral-level supervisors, especially in school psychology placements. Particularly problematic for provinces that have full registration at the master's level (e.g., Alberta)	Provide some flexibility under special circumstances of geography or provincial registration regulations to allow for supervision by senior master's-level psychologists with oversight by a doctoral-level psychologist (not necessarily on site)
Human Resources Support	Limited understanding of internship/residency roles and responsibilities (of interns/residents and supervisors) in host organizations and faculties	Update guidelines from CPA for internship/residency sites
Internship/Residency Sites' Acceptance of non-Canadian Citizens	Requirements are challenging both into and out of Canada. More recent changes have made bringing in students from other countries more challenging	CPA and Sections to lobby government to acknowledge special case of internships/residencies, special class of visa to support internship/residency placements Highlight the unique skill set of school psychologists in relation to other areas (e.g., using assessment to inform intervention, consultation, informing EBP)

ELABORATION ON IDENTIFIED ISSUES, BARRIERS, AND RECOMMENDATIONS

The School Psychology Working Group identified several areas pertinent to addressing the CPA-accredited internship/residency supply and demand gap for students in school psychology. The first main issue identified was that there are no current CPA-accredited school psychology internship/residency positions in Canada. Few APPIC internship/residency programs will accept school psychology students and fewer still include a school-based setting as a rotation. Given the diversity of training in both mental health and education, school psychology internship/residency positions are likely to be found in consortia types of settings. Current CPA-accreditation requirements appear to fit better for single clinical settings that do not include numerous organizations (e.g., hospitals, schools, mental health centres) and several human resource departments. Within school psychology placements, there are few doctoral-level supervisors. This creates problems for provinces that have full registration at the master's level, as they are not eligible to supervise doctoral interns/residents.

The School Psychology Working Group took initial steps to identify potential solutions to the aforementioned barriers, including: (a) CPA increasing both financial support (e.g., grants) and consultation to help school psychology internship/residency sites become accredited; (b) CPA updating its accreditation requirements to help consortia-type settings navigate the accreditation process; (c) CPA being flexible on the eligibility requirement of “equal remuneration” for all interns/residents and changing it to “equivalent remuneration” for internship/residency positions within school boards and consortia; (d) CPA making its language more inclusive of the school psychology model of internship/residency by changing the required “full-time commitment over the course of one calendar year,” as school psychology interns/residents typically complete the required 1600 hours in 10 months; and (e) providing flexibility in provincial registration regulations to allow for supervision by senior master’s-level psychologists (who have the necessary training in supervision and knowledge of CPA guidelines) with oversight by doctoral-level psychologists (on or off site).

The second issue identified by the School Psychology Working Group involved funding requirements for school psychology internships/residencies. Funding difficulties and time involved in the process were highlighted as barriers to sites’ seeking CPA accreditation. Moreover, there appear to be limited funding models available for school psychology internships/residencies to draw from in Canada. This is an important issue, as there are differences between school boards and other organizations/sites in rates of funding because of differing job or funding categories. This makes it difficult to have internship/residency stipends that meet the national average of remuneration for interns/residents.

This working group recommends: (a) CPA support in seeking funding from university programs and ministries of education; (b) advocacy for governments to legitimize psychology internships/residencies through formalized relationships (e.g., with medicine); (c) changing the requirement that stipends must meet the “national average” to “standardized national average”; (d) changing eligibility requirement of “equal remuneration” to “equivalent remuneration” for internship/residency positions within school boards and consortia; and (e) the CPA investigate funding models that reflect the landscape of school psychology internships/residencies. For instance, the CPA could investigate mechanisms that would lead to the development of internship/residency grants for Canadian predoctoral students (similar to the APA) and/or programs that offer doctoral internship/residency positions in a variety of settings (e.g., the Illinois School Psychology Internship Consortium).

The third issue concerned the identity of school psychology. There appears to be a limited understanding of the scope of school psychology and what it can offer internship/residency sites in relation to roles and responsibilities across organizations (e.g., school boards, hospitals, mental health centres). The recommendation would be for further advocacy regarding the breadth and depth of training in school psychology. This could be achieved through workshops, conferences, newsletters, and providing a definition of school psychology on the CPA website.

SUMMARY

The recommendations of the School Psychology Working Group for addressing the lack of CPA-accredited internships/residencies for school psychology students follow three broad themes: (a) targeting barriers to sites seeking accreditation, with the goal of increasing the number of accredited school psychology internship/residency sites; (b) navigating and addressing the funding requirements necessary for the establishment of school psychology-based CPA-accredited internship/residency programs; and (c) educating consumers, multidisciplinary professionals, and organizations about the scope and training of school psychologists. It is our hope that the recommendations provided by this working group will promote further growth in creating a better supply and demand context for both school psychology students and internship/residency sites alike.

SUMMARY OF INTERNSHIP/RESIDENCY SUPPLY AND DEMAND TASK FORCE RECOMMENDATIONS

TABLE 5

Summary of Major Issues, Barriers, and Recommendations for Increasing the Number of Accredited Internship/Residency Sites Identified by the Internship/Residency Supply & Demand Task Force

Issue/Action Item	Barriers	Recommendations
Accreditation Benefits	Unaccredited sites' lack of awareness regarding benefits of accreditation and low motivation to pursue accreditation if good quality applicant pool exists in their local area	<p>Concretely identify and better advertise benefits of accreditation</p> <p>Benefits identified via survey to accredited sites accepting counselling psychology students included:</p> <ul style="list-style-type: none"> •Better program reputation •Higher quality of applicants •Program evaluation component feeding back to program improvement •Maintaining accreditation requirements allows ability to protect resources •Wider pool of applicants can be accessed •Increased employment opportunities for students on completion
	Unaccredited sites can require applicants to respond to internship/residency offers before Match Day, a practice that is not possible for accredited programs	Liaise with the CCPPP to discourage this practice, given its implications for sites' motivation to seeking accreditation.
Funding psychology interns/residents and internships/residencies	Sites need to pay students stipend/salary, benefits, and supervisory time and can't always achieve the national average	<p>Eligibility requirements should take into consideration regional differences (e.g., cost of living). We recommend change to "standardized national average"</p> <p>CPA support in seeking funding through university programs or through ministries of education</p> <p>Government to legitimize psychology internships/residencies through formalized relationships (e.g., with medicine)</p>

(continued on following page)

Funding psychology interns/residents and internships/residencies	There are differences between boards/sites in rates of funding because of differing job or funding categories	For CPA to change “equal remuneration” to “equivalent remuneration” for internship/residency positions within boards and consortia
	Lack of appropriate funding models for supporting psychology interns/residents and internships/residencies	Similar to the APA, it is recommended that CPA investigate mechanisms that would lead to the development of internship/residency grants
		To see if fees can be restructured (e.g., CPA accreditation fees) and a portion used to fund internship/residency grants
		Approaching business, private donors, industry, and educational sector for funding
		Explore possibility and advocate for the creation of a Federal Internship/Residency Program for predoctoral psychology interns/residents (e.g., the Graduate Psychology Education Program in the United States)
Accreditation Requirements	Time involved in process	Increased sharing of accreditation-related resources (e.g., documentation templates)
<i>(continued on following page)</i>	Ongoing interns/residents required in order to pursue accreditation, but difficult to attract interns/residents to unaccredited programs	Explore a tiered internship/residency accreditation process, where sites who meet all other criteria are given provisional accreditation status for a limited time (e.g., 2 years) while attracting sufficient interns/residents to complete the accreditation process
	Settings lack the resources to create and/or administer dedicated psychology internships/residencies. Therefore, internship/residency positions will likely be found within consortia	CPA should be flexible on eligibility requirement of “equal remuneration” for all interns/residents and change it to “equivalent remuneration” for internship/residency positions within consortia
		To provide financial supports similar to APA (e.g., grants, funding)

Accreditation Requirements	Consortia with psychology positions will typically involve numerous point persons, funding sources, and agencies. Consortia therefore have less control over funding	To update the current CPA accreditation requirements to increase the likelihood and fit for internship/residency sites that involve multiple settings/consortia to seek accreditation Explore funding models in Canada and the United States that involve consortia-based internships/residencies (e.g., Illinois School Psychology Internship Consortium)
	Application process is onerous and requires significant administrative support	With financial supports similar to APA (e.g., grants, funding), some of the funding could be used to pay for administrative assistance
CPA definition regarding the required duration of internship/residency	CPA requires that internship/residency is a “full-time commitment over the course of one calendar year.” This can be interpreted as requiring that the internship/residency lasts at least 12 months and 1600 hours	For CPA to make language more inclusive of the school psychology model of internship/residency, which achieves the 1600 hour minimum but rarely lasts 12 months (typically 10 months)
Competiveness of Counselling and School Psychology Students for Internships/Residencies	Lack of assessment and intervention experience	Increase assessment experience of counselling and school psychology students More concretely highlight counselling psychology students/existing assessment experience in APPIC applications
	Lack of understanding regarding what counselling and school psychology are and what they can offer	Increase advocacy for counselling and school psychology
	Lack of hospital-based experience	Increase non-hospital accredited internship/residency sites for counselling and school psychology students Advocacy regarding breadth and depth of training available

Criteria for CPA accreditation	<p>Current criteria may represent barriers to accreditation and may not represent the evolving reality in psychology</p> <p>For example, private practices may be good training sites but may not meet current criteria that are more hospital-based</p>	Revision of the criteria, which could increase the number of available sites for interns/residents
Harmonisation of registration across the country	Significant inequities in the registration process across the country despite training/competency equivalence (e.g., the agreement on internal trade that recognizes professional skills across the country)	Collaboration between CPA and provincial/territorial licensing bodies to identify inequities and make registration more accessible
Target unaccredited programs that are already participating in the match and private practice sites interested in developing accredited internship/residency sites	Financial costs associated with accreditation and the administrative time required of a Training Director are perceived to be nearly insurmountable barriers by many potential internship/residency sites	<p>Explore new funding sources to increase the supply of internships/residencies or new funding models (e.g., private sector; universities; lobbying the federal, provincial, and territorial governments and ministries of education)</p> <p>Develop consortia between private practice sites and universities to divide the costs/administrative time/clinical supervision responsibilities</p>
Doctoral-level supervision	Few doctoral-level supervisors, especially in school psychology placements. Particularly problematic for provinces that have full registration at the master's level (e.g., Alberta)	Provide some flexibility under special circumstances of geography or provincial registration regulations to allow for supervision by senior master's-level psychologists with oversight by a doctoral-level psychologist (not necessarily on site)
Human Resources Support	Limited understanding of internship/residency roles and responsibilities (of interns/residents and supervisors) in host organizations and faculties	Update guidelines from CPA for internship/residency sites

Internship/Residency Sites' Acceptance of non-Canadian Citizens	Several sites do not or rarely accept students who are not Canadian citizens. This creates further difficulty for non-Canadian citizens attending Canadian CPA-accredited doctoral programs to match	Clarification on policies regarding this issue conveyed to internship/residency sites
	Requirements are challenging both into and out of Canada. More recent changes have made bringing in students from other countries more challenging	CPA and Sections to lobby government to acknowledge special case of internships/residencies, special class of visa to support internship/residency placements

CLOSING COMMENTS

We respectfully submit this task force report to the CPA board for their consideration and direction in selecting, prioritizing, and implementing the recommendations regarding psychology internships/residencies as prepared by the Clinical, Counselling, and School Psychology Working Groups.

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APPENDIX A: DEFINITIONS

CLINICAL PSYCHOLOGY

Clinical psychology deals with human functioning, including human problems and their solutions and the promotion of physical, mental, and social wellbeing. Clinical neuropsychology is a specialty in clinical psychology that is dedicated to enhancing the understanding of brain-behaviour relationships and the application of such knowledge to human problems.

Clinical psychologists treat many human problems, including depression, anxiety, stress, major mental disorders, learning disabilities, substance abuse and other addictions, marital/relationship problems, difficulties coping with personal health problems, and problems stemming from physical and sexual abuse. Clinical neuropsychologists address neurobehavioural problems related to acquired or developmental disorders of the nervous system.

Generally, clinical psychologists conduct psychological assessments (e.g., standardized tests) and provide treatment to couples, families, groups, and individuals of all ages. They also provide consultation to other professionals (e.g., physicians, nurses, teachers, social workers, occupational therapists) and programs designed to serve special populations (e.g., community independent living programs, learning/disability programs, pain clinics). Teaching and research are also common activities.

Most clinical psychologists restrict their practice to specific populations (e.g., children, adolescents, adults). They also may have different specialties. For example, in addition to foundational and functional competencies in professional psychology, clinical neuropsychologists have specialized knowledge of such areas as functional neuroanatomy, brain development, neurodiagnostic techniques, and neuropsychological and behavioural manifestations of neurological disorders. In light of restricted practices and specializations such as this, it is important to ask individual practitioners to clarify their specific areas of training, expertise and practice.

Assessment by clinical psychologists involves detailed interviewing (including of families and significant others, where appropriate) in order to answer specific questions concerning the nature, severity and potential causes of presenting problems. Clinical psychologists often use standardized psychological tests and measures to help provide clinically useful information. Common assessment questions involve diagnosing a psychological problem, determining the extent and nature of emotional/intellectual damage following injury or stress, or identifying strengths and assets in individuals and their social contexts. Psychologists share the results of their assessments with clients and take client feedback into consideration.

Treatment by clinical psychologists involves a number of psychotherapeutic approaches, such as behavioural, cognitive, interpersonal, family, and psychodynamic. Clinical psychologists typically conduct an assessment prior to beginning psychotherapy. Treatment may focus on reducing distress and symptoms of psychological disorders, improving coping skills and functioning, and promoting healthy lifestyles.

COUNSELLING PSYCHOLOGY

Counselling psychology is a broad specialization within professional psychology concerned with using psychological principles to enhance and promote the positive growth, wellbeing, and mental health of individuals, families, groups, and the broader community. Counselling psychologists bring a collaborative, developmental, multicultural, and wellness perspective to their research and practice. They work with many types of individuals, including those experiencing distress and difficulties associated with life events and transitions, decision-making, work/career/education, family and social relationships, and mental health and physical health concerns. In addition to remediation, counselling psychologists engage in prevention, psycho-education and advocacy. The research and professional domains of counselling psychology overlap with those of other professions such as clinical psychology, industrial/organizational psychology, and mental health counselling.

Counselling psychology adheres to an integrated set of core values: (a) counselling psychologists view individuals as agents of their own change and regard the client's pre-existing strengths, resourcefulness, and the therapeutic relationship as central mechanisms of change; (b) the counselling psychology approach to assessment, diagnosis, and case conceptualization is holistic, client-centered, and directs attention to social context and culture when considering internal factors, individual differences, and familial/systemic influences; and (c) the counselling process is pursued with sensitivity to diverse sociocultural factors unique to each individual.

Counselling psychologists practice in diverse settings and employ a variety of evidence-based and theoretical approaches grounded in psychological knowledge. In public agencies, independent practices, schools, universities, health care settings, and corporations, counselling psychologists work in collaboration with individuals to ameliorate distress, facilitate wellbeing, and maximize effective life functioning.

Research and practice are viewed as mutually informative and counselling psychologists conduct research in a wide range of areas, including those of the counselling relationship and other psychotherapeutic processes, the multicultural dimensions of psychology, and the roles of work and mental health in optimal functioning. Canadian counselling psychologists are especially concerned with culturally appropriate methods suitable for investigating both emic and etic perspectives on human behaviour, and promote the use of research methods drawn from diverse epistemological perspectives, including innovative developments in qualitative and quantitative research.

SCHOOL PSYCHOLOGY

School Psychology is a specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families, learners of all ages, and the schooling process. The basic education and training of school psychologists prepares them to provide a range of services including psychological diagnosis, assessment, intervention, consultation, prevention, health promotion, program development and evaluation, and applied research with a special focus on the developmental processes of children and youth. School psychology programs in Canada typically adhere to a scientist-practitioner model where science and practice are integrated throughout the program. School psychologists apply their preparation within the context of schools, families, and other systems. Their training and experience in both mental health and education make school psychologists unique in professional psychology. School psychologists recognize that mental health issues not only have a major impact on the behaviour of children and youth in a wide array of settings, but these issues also can seriously impact their learning. In turn, learning difficulties may impact the social, emotional, and behavioural adjustment of children and youth.

School psychologists link mental health, learning, and behaviour to promote academic success, social and emotional wellbeing, healthy relationships, tolerance and respect for others, and resilience. School psychologists are prepared to intervene at the individual, group, and system level. In addition to psychological assessments, they offer psychotherapy and/or counseling and consult with school board staff, school administrators, and students' families. Additionally, school psychologists develop, implement, and evaluate preventive programs. As part of these efforts, school psychologists conduct ecologically valid assessments and intervene to promote positive learning environments within which children and youth from diverse backgrounds have equal access to effective educational and psychological services. The breadth of their training and practice speaks to the diversity of skills that school psychologists bring not only to their work in educational systems but also to their work in other systems and settings providing educational and mental health services to children and youth.

School psychological services are provided in a broad array of settings, including schools, school-based and school-associated health and mental health centres, workplaces, hospitals, developmental centres, mental health clinics, and social service and correctional facilities. School psychologists recognize that schools are a crucial context for development. They know effective instructional processes, understand classroom and school environments, understand the organization and operation of schools and other agencies, and apply principles of learning to the development of competence both within and outside school. Given their preparation in both education and mental health, they coordinate educational, psychological, and health/mental health services by working at the interface of these systems.

Across Canada, the requirements for registration as a psychologist vary by province. While the term is typically reserved for those holding a doctoral degree, in some jurisdictions school psychologists may be registered at the master's level. Somewhat unique to the profession of school psychology is that in some jurisdictions, school psychologists may also be credentialed, in the form of certification, through Ministries of Education or professional organizations as school psychologists. While it is most typical for a certified school psychologist and those registered at

the master's level to work in a school or educational setting, given the breadth and depth of their preparation, doctoral-level school psychologists are well prepared for work in a wide range of settings providing educational and mental health services to children and youth. It is important for those outside the profession to recognize that while "school" is a place for learning, "school psychology" is a profession that provides services in a wide array of settings.