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# Accreditation Update June 2023

*Dr. Douglas Cane  
Chair, Accreditation Panel  
Canadian Psychological Association*

*Dr. Stewart Madon  
Registrar, Accreditation  
Canadian Psychological Association*

# Land Acknowledgement

*I would like to take this opportunity to acknowledge the land we are on today is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. We also acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit.*



# Congratulations to our recently accredited and reaccredited doctoral and residency programmes (since Summer 2022):

## Newly Accredited Programs

- OCDSB School Psychology Residency Program
- The Hospital for Sick Children (Sick Kids) Community Mental Health Residency Program
- The CAP Centre Residency Program
- Fraser Health Residency Program
- University of Victoria Student Wellness Centre Residency Program
- University of Calgary School and Applied Child Psychology PhD Program
- University of PEI Clinical Psychology PsyD Program
- University of Western Ontario School and Applied Child Psychology PhD Program

## Reaccreditations

- Memorial University of Newfoundland PsyD Clinical Psychology Program
- University of Manitoba Clinical Psychology PhD Program
- University of Saskatchewan Clinical Psychology PhD Program
- York University Clinical Developmental PhD Program
- Toronto Metropolitan University PhD Program
- UBC-Okanagan Clinical Psychology PhD Program
- Correction Canada Internship Program
- Hamilton Health Sciences Centre Neuropsychology Residency Program
- Hamilton Health Sciences Centre Clinical Psychology Residency Program
- Alberta Children's Hospital Residency Program
- BCMHSUS Residency Program
- Ontario Shores Clinical Psychology Residency Program
- Surrey Place Residency Program
- Toronto Area Residency Consortium
- University of Ottawa CPSR Residency Program
- Vancouver Coastal Health Residency Program
- Waterloo Consortium Residency Program

As of June 2023, CPA accredits 90 programmes in total:

	Doctoral Programmes	Internship Programmes
Clinical Psychology	35	38
Counselling Psychology	5	7
School Psychology	6	2
Clinical Neuropsychology	2	2
<b>TOTAL</b>	<b>44*</b>	<b>46*</b>

\* The Total does not equal the sum of the number of programmes listed above as some programmes are cross-listed (e.g., school and clinical psychology).

# Panel Composition

- Many thanks to our departing and departed Panel members:
  - Dr. Deborah Dobson
  - Dr. Jose Domene
  - Ms. Lauren Matheson (Student Member)
- Welcome to our new Panel members:
  - Dr. Laurie Ford
  - Dr. Sheila Garland
  - Dr. Christina Rinaldi
  - Dr. Joshua Madsen
  - Mr. Patrick Hickey (Student Member)

# CPA Accreditation Panel

- Douglas Cane, Chair, Halifax Clinical Residency Program
- Niki Fitzgerald, CAMH Clinical Internship Program
- Monnica Williams, University of Ottawa Clinical Psychology
- Virginia Tze, University of Manitoba School and Clinical Psychology
- Sheila Garland, Memorial University of Newfoundland
- Christina Rinaldi, University of Alberta
- Laurie Ford, University of British Columbia
- Joshua Madsen, University of British Columbia
- Patrick Hickey (Student Member), Dalhousie University

# Accreditation Highlights

- Site Visits
- Standards revision ongoing
- Accreditation Portal development

# Site Visits and Site Visitors

- 25+ program visits since last convention
- Site Visitor resources taxed
- Return to in-person site visits in the Fall of 2023
- Site Visitor Fees increase (with some caveats)



# Standards Revision Process

CANADIAN PSYCHOLOGICAL  
ASSOCIATION  
**ACCREDITATION  
STANDARDS FOR  
DOCTORAL AND  
RESIDENCY PROGRAMS  
IN PROFESSIONAL  
PSYCHOLOGY**

8th Revision, 2023

CPA  SCP

# Revision Complete!

# Standards Review Committee

- Paul S. Greenman, Université du Québec en Outaouais
- Kerry Mothersill, Alberta Health Services
- David Hodgins, University of Calgary
- Mary Caravias, University of Toronto
- Harold Wallbridge, University of Manitoba
- Michelle A. Drefs, University of Calgary
- Julie Gosselin, Université du Québec en Outaouais
- Richard Young, University of British Columbia
- Brad Hallam, Vancouver Coastal Health
- Joshua Madsen, University of Calgary

# Major Changes to Standards

## **Separation of Standards and Procedures**

- In 2019, the CPA's Board of Directors approved revisions to the Panel's Accreditation Procedures, which were separated from the Standards and now exist as their own document. This change was made to ensure that the Panel could be responsive to the shifting needs of accreditation without needing to update the entirety of the Standards.

# Major Changes to Standards

## **Addition of Values**

- The Panel proposed the addition of Values as guiding principles for the Standards. These values include: Excellence, Evidence, Human Rights and Social Justice, Reconciliation Promotion, and Respect. These values provide a framework to which all Standards are responsive and are a first step by which our discipline becomes a more diverse, inclusive, and socially just discipline.

# Major Changes to Standards

## Harmonization of Standards

- In their review of the Standards, it was noted that although some differences exist between the common specialties in professional psychology (i.e., Clinical, Counselling, School, and Clinical Neuropsychology), the vast majority of the Standards were identical, regardless of specialty. As such, the Panel merged these distinct sets of Standards into a harmonized set of Standards, with specialty-specific differences noted in individual Standards.

# Major Changes to Standards - Competency Reorganization

Figure 1 – Foundational and Functional Competencies in Professional Psychology Training

		Foundational Competencies							
		Individual, social, and cultural diversity	Indigenous interculturalism	Evidence based knowledge and methods	Professionalism	Interpersonal skills and communication	Reflective practice, Bias evaluation	Ethical standards, Laws, Policies	Interdisciplinary collaboration and service settings
Functional Competencies	Assessment								
	Intervention								
	Consultation								
	Supervision								
	Research								
	Programme Development and Evaluation								
	Teaching								
	Leadership, Service, and Advocacy								

Figure 1 outlines the areas of focus in professional psychology training. Doctoral and residency programmes are expected to address how the foundational competencies inform and shape the training of functional competencies. Programmes are not expected to provide specific outcome data in all areas to demonstrate how these expectations are met. The shaded rows represent functional competencies that are typically developed after entry into the profession.

# Major Changes to Standards

## **Integration of Indigenous Interculturalism, Reconciliation, Human Rights, and Social Justice into training and program standards:**

- To reflect the CPA's organizational commitment to Reconciliation, Equity, Inclusion, and Diversity, the Panel proposed to expand on the Standards previously noted under the "diversity" standard (Standard III.A-C in the 5th Revision of Standards, 2011), and incorporate them into the Standards related to Eligibility, Training, and Personnel. This change proposed to ensure that values of Equity, Diversity, Inclusion, Reconciliation, Human Rights, and Social Justice are addressed by accredited programs in each area of their operations, including recruitment and retention of faculty and students, facilities, program resources, program structure, and program quality improvement initiatives.





# Major Changes to Standards

## Change to Eligibility Requirements for Doctoral Programs

- The Panel amended Standard I.A.1 to remove the requirement for programs to be housed in “Chartered Canadian Universities”. The proposed wording of this Standard is:
- ***“The program is at the doctoral level and is offered in or through a not-for-profit Canadian university that has received ministerial consent, either through legal charter or another legislative process, to grant doctoral degrees in psychology.”***
- The rationale for this change is manifold, and includes points related to the equivalence of ministerial consent to grant degrees and charter status with respect to quality control, the graduates from these programs being able to grow the number and diversity of the psychology resources in Canada, the fact that an equivalence exists for residency programs providing training in private practice settings, the request for regulators to evaluate these programs on their merits, and the reduced requirement for interdisciplinary research infrastructure for primarily practice-based degrees.

# Major Changes to Standards

## Change to Resident Graduate Study Requirement

- Following the onset of the COVID-19 Pandemic, the Panel and Review Committee noted that hybrid and/or distance education were required to continue to provide training to students. Although not likely to become the de facto training modality for programs, the Panel proposed that decreasing barriers to access for students to training programs – and recognizing the strides made by programs to develop training tools during the pandemic – could be beneficial. The new Standard reads:
- ***The program requires a minimum of 3 academic years of full-time graduate study (or its equivalent) at the doctoral level. At least some proportion of the program's training is provided in an in-person format; programs offering part of their training via distance technologies must demonstrate how they have considered best practices in education in setting their proportion of in-person and electronically mediated educational technologies.***



# Major Changes to Standards

## **Change to the Requirements for Remuneration of Residents**

- The Panel considered feedback received from a number of stakeholders regarding the potential problems of indexing the remuneration of interns to a national average, particularly given the discrepancy in cost of living between major urban centres (e.g. Vancouver, Toronto) and smaller urban centres. The Panel proposed that programs index their resident salaries or stipends to meet or exceed a “local living wage”, which has a primary motivation to allow for more access to programs in major urban centres for students for whom the cost of living in those centers would have posed a barrier.



# Minor Proposed Changes

- Simplification of language (residency) and use of gender-inclusive language.
- Practicum hours requirements:
  - Increased emphasis on competence, decreased emphasis on minima.
  - Asynchronous supervision
- Clarification of consortium and affiliated program standards
- Addition of supporting documentation (i.e., glossary of terms, exemplar of cross-cutting competence, guiding framework for Regional Relationship Building with Indigenous Communities, CPA MRA, and ACPRO's position statement on entry to practice)

# Implementation Timeline

- 2023-24 Accreditation Year (beginning with self-study submission in June 2023) and 2022-2023 Annual Reports (due September 2023)
  - No change, use of 2011 Standards
- 2024-25 Accreditation Year (beginning with self-study submission in June 2024) and 2023-2024 Annual Reports (due September 2024)
  - Option to report using either 2011 or 2023 Standards
- 2025-26 Accreditation Year (beginning with self-study submission in June 2025) and 2024-2025 Annual Reports (due September 2025)
  - Reporting on 2023 Standards begins

# Implementation Timeline and Accreditation Portal Development

- Implementation to coincide with development of online submission portal for member programs.
- Panel plans to begin development of the portal as early as the Fall of 2023, and will seek input from training partners in development.

# Thank you!

Questions and discussion