CPA's 86th Annual National Convention

June 2025

ST. JOHN'S
CPA SCP
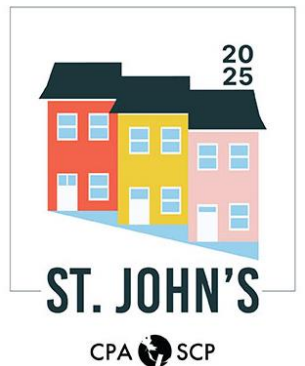
Accreditation Update

Land Acknowledgement

- We would like to acknowledge that the CPA Convention takes place on the ancestral homelands of the Beothuk, and the traditional territories of the Mi'kmaq, Innu, and Inuit. We commit to reconciliation through sustained action, relationship-building, and anti-colonial practice in education and research.

- We also acknowledge that the University of Ottawa is located on the unceded and un-surrendered territory of the Algonquin Anishinaabe Nation. We honour the Algonquin People as the original and ongoing stewards of this land, and we recognize their enduring relationship with it.

- As members of this field, we recognize that our work is carried out within systems shaped by colonial histories and ongoing inequities. This acknowledgement is a reminder of our collective responsibility to engage in anti-colonial practice and promote reconciliation through our teaching, research, and clinical training.

ST. JOHN'S
CPA SCP

Congratulations to our recently accredited and reaccredited doctoral and residency programmes (since Summer 2024):

Newly Accredited Programs

- Kinark Doctoral Residency in Child Clinical Psychology
- OICBT Pre-Doctoral Residency in Clinical Psychology
- Angela Fountain and Associates Residency Program

Reaccreditations

- BC Children's Hospital
- University of Ottawa Clinical Psychology
- University of Guelph Clinical Child and Adolescent Psychology
- Université de Montréal Ph.D R/I Neuropsychology
- University of British Columbia School and Applied Child Psychology
- Dalhousie University Clinical Psychology
- AHS Calgary Clinical Psychology Residency Program
- Halifax Clinical Psychology Residency Program

- Holland-Bloorview Kids Rehab Residency Program
- Lakehead University Clinical Psychology PhD Program
- Ongwanada Clinical Psychology Residency Program
- Saskatoon Area Clinical Residency
- The Hospital for Sick Children Pediatric Psychology Residency Program
- University of Manitoba Clinical Psychology Residency Program
- University of New Brunswick PhD Clinical Psychology Program
- McGill University Clinical Psychology Internship Consoritum

ST. JOHN'S
CPA SCP

As of June 2025, CPA accredits 94 programs in total

	Doctoral Programs	Residency Programs
Clinical Psychology	35	39
Counselling Psychology	5	7
School Psychology	6	3
Clinical Neuropsychology	3	2
TOTAL	**46***	**48***

* 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 Panel members:
  - Dr. Christina Rinaldi

- Welcome to our new Panel member:
  - Dr. Jacqueline Cohen

CPA Accreditation Panel

- Laurie Ford, Chair, University of British Columbia
- Niki Fitzgerald, CAMH Clinical Residency Program
- Monnica Williams, University of Ottawa Clinical Psychology
- Sheila Garland, Memorial University of Newfoundland
- Joshua Madsen, University of British Columbia
- Elizabeth Church, Mount Saint Vincent University
- Kaori Wada, University of Calgary
- Jacqueline Cohen, Halifax Clinical Residency Program
- Patrick Hickey (Student Member), Dalhousie University

Accreditation Portal System Update

- Portal is live!

- Pilot group submitting self-studies in June 2025

- Anticipated to launch for annual reports this Fall

Accreditation of Master's Programs

- The CPA Board has tasked the Panel to research this topic and present an analysis of the possibility of accrediting programs at the Master's level.

Meeting the Diversity Requirements of the 6th Revision of the CPA Accreditation Standards

Dr. Monnica Williams

Dr. Stewart Madon

Overview

- About Diversity and Discrimination
- Diversity in the Standards
- Inclusive Approaches

1. Culture
2. Race & Ethnicity
3. Gender
4. Sexual Orientation
5. SES
6. Age
7. Disability
8. Religion

The Big Eight of Diversity

The Problem of Silence Around Oppressed Identities

- In many academic settings, race and other aspects of diversity are treated as sensitive or uncomfortable topics.

- Often avoidance is easier.

- Psychology programs must create space for difficult conversations.

Examples of Discrimination

- Discrimination in psychology programs doesn't always look obvious, but it can show up in many ways.

- Here are some real examples we've encountered through our work and experience:
  - A practicum student seeking guidance on how to discuss race with a multiracial family was advised to avoid the topic entirely.
  - Faculty of colour describe being asked to teach or lead training on cultural issues solely based on their identity, even when it was outside their expertise.
  - Norms for heterosexual couples misapplied to same sex couples in supervision.
  - Failing to use someone's preferred pronouns.

ST. JOHN'S
CPA SCP
2025

Biases cause harm to Minoritized students in Psychology Programs

These are not isolated incidents. They show how programs can create unfair outcomes, even when there is no obvious intent to discriminate. Addressing these issues means being willing to reflect honestly about what's not working and taking real steps to make programs inclusive for everyone.

Foundational and Functional Competencies in Professional Psychology Training - Sixth Revision of CPA Accreditation Standards

Foundational Competencies

Functional Competencies	Individual, social, and cultural diversity	Indigenous interculturalism	Evidence-based knowledge and methods	Professionalism	Interpersonal skills and communication	Bias evaluation, reflective practice	Ethics, standards, laws, policies	Interdisciplinary collaboration and service settings
Assessment								
Intervention								
Consultation								
Supervision								
Research								
Program development and evaluation								
Teaching								
Leadership, service, and advocacy								

Figure 1 outlines the areas of focus in professional psychology training. Doctoral and residency programs are expected to address how the foundational competencies inform and shape the training of functional competencies. Programs 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; while programs can provide exposure to these competencies, that exposure is not a requirement of the Standards.

ST. JOHN'S
2025
CPA SCP

Five Key Areas for Exploration

We outline five key areas that support meaningful and sustained commitment to diversity in graduate psychology training programs, as aligned with the CPA Accreditation Standards for Doctoral and Residency Programs in Professional Psychology (6th Revision).

1. Institutional and Departmental Commitment to Equity, Diversity and inclusion Practices

2. Diversity in Hiring Practices and Faculty Complement

3. Diversity in Admissions Practices and Recruitment of Graduate Students

4. Foundational Competencies in Individual, Social, and Cultural Diversity and Bias Evaluation (e.g., racial, cultural, ethnic sexual orientation, gender identity, disability, linguistic)

5. Cross-Cutting Issues in Teaching

ST. JOHN'S
CPA SCP

Why is this picture of smoke here?
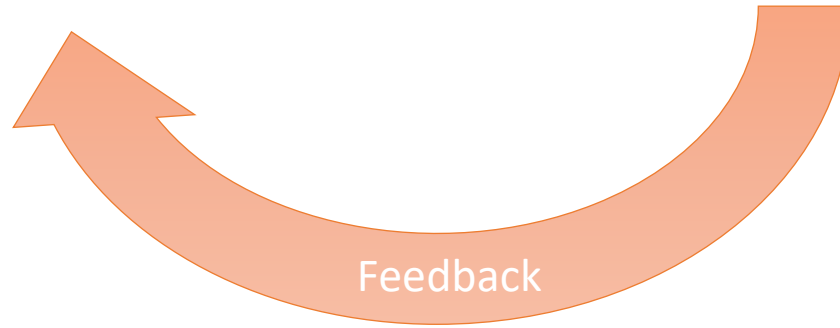
Accessibility

Programs enable students with disabilities to access all aspects of the program's offerings and operations.

How does your program accommodate:

- Mobility needs?
- Deafness or hearing loss?
- Blindness or low vision?
- Mental health needs?
- Neurodiversity?
- Chronic illness?
- Medical needs?

Institutional Resources to Address Discrimination

We know that programs value diversity, and the Standards ask that programs show how they support equity and inclusion in real, practical ways and in everyday operations.
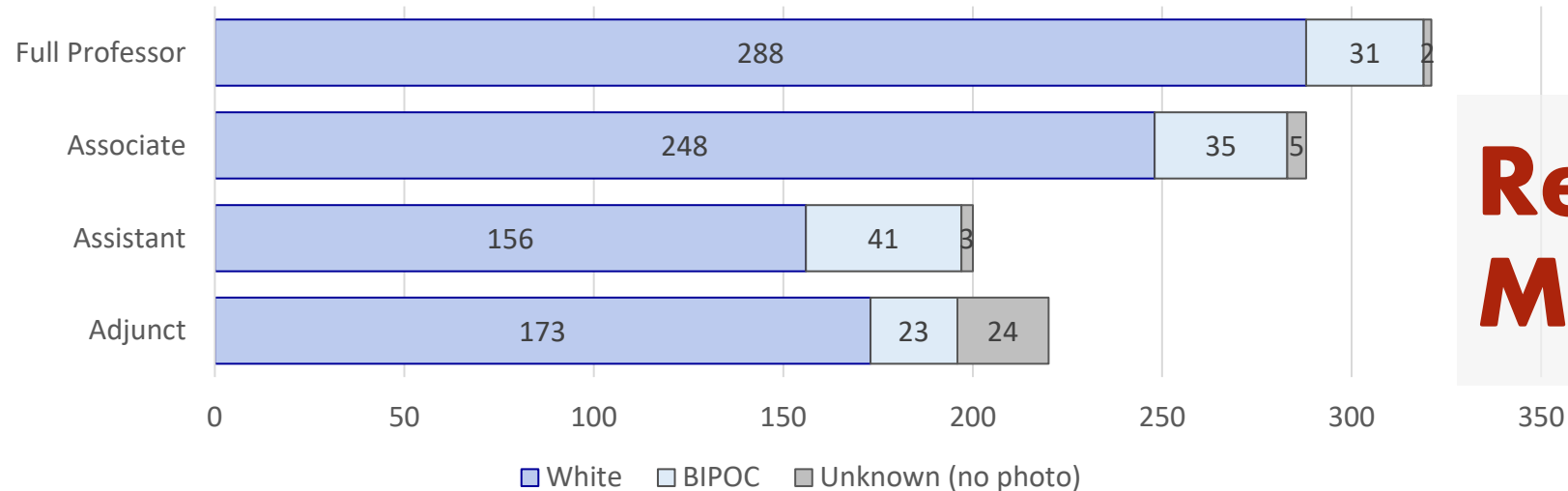
- How do the program's departmental policies and procedures ensure they address systemic barriers?

- How does the program solicit honest feedback from students and faculty, especially those most impacted by discrimination?

- Are there clear, formal, and transparent policies on how discrimination is reported and handled, including who is responsible and how outcomes are reviewed?

- What institutional-level equity resources exist for faculty and students (e.g., Human Rights or EDI Offices, Ombudspersons)?

ST. JOHN'S
CPA • SCP

Faculty Diversity

- The Standards require programs to have developed anti-racist, anti-discriminatory, and anti-oppressive recruitment, retention, and evaluation processes for faculty.
- Inputs:
  - How does your program offer mentorship opportunities for new faculty?
  - How does your program address systemic barriers to potential new hires from minoritized/equity-deserving groups?
  - How does your program evaluate the effectiveness of these steps?
  - How does your program and administration ensure that they have an understanding of diversity, and why it matters in research, clinical training, and belonging?
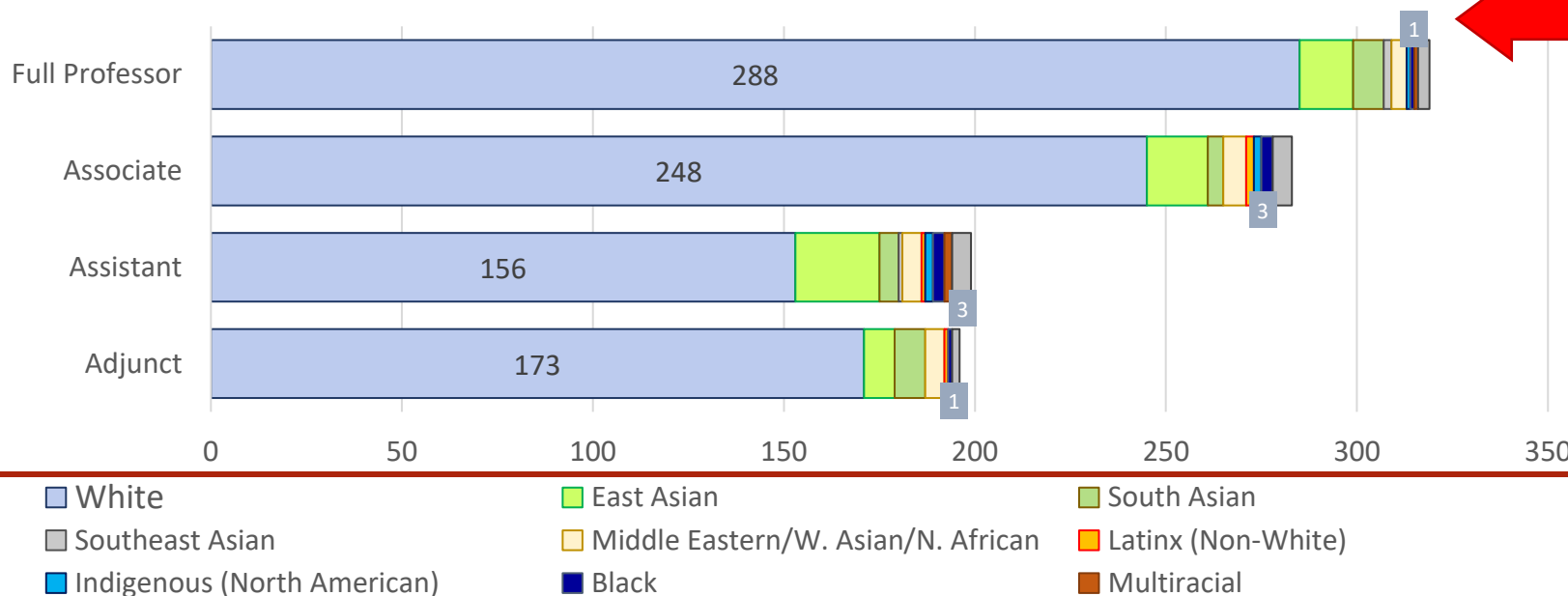
A — Rank of Faculty by Position Type

Position	White	BIPOC	Unknown (no photo)
Full Professor	288	31	2
Associate	248	35	5
Assistant	156	41	3
Adjunct	173	23	24

Legend: White, BIPOC, Unknown (no photo)

B — Race of Faculty by Position Type

Full Professor: White 288 ... 1
Associate: White 248 ... 3
Assistant: White 156 ... 3
Adjunct: White 173 ... 1

Legend: White, East Asian, South Asian, Southeast Asian, Middle Eastern/W. Asian/N. African, Latinx (Non-White), Indigenous (North American), Black, Multiracial

Representation Matters

The eight Black faculty in Ontario are represented in dark blue but on this graph are too few to see

ST. JOHN'S
CPA · SCP
2025

Faculty Diversity (cont'd)

- Outputs (How do you know that the inputs are working?)
  - How does your program ensure that it has a sense of the intersectional diversity in its faculty?
  - What mechanisms are available for seeking these outputs?
  - How does your program ensure faculty comfortable discussing these ideas?
  - Are you retaining your faculty?

Student Diversity

- Similar to requirements for faculty recruitment, with an additional focus on equitable evaluation.
- Inputs:
  - How does your program track diversity as part of their application and admissions processes?
  - How does your program make admission decisions and student evaluations more holistic?
  - What supports are available for students from minoritized/equity-deserving groups to ensure retention in the program?

Student Diversity (cont'd)

- Inputs:
  - How does your program address structural/systemic barriers to entry for minoritized students?
  - How does your program provide mentorship to students from minoritized/equity-deserving groups?
  - How are students involved in program-level decision-making?

Student Diversity (cont'd)

- Outputs (How do you know that the inputs are working?)
  - Does your program have a sense of the intersectional diversity in its students?
  - Do you have a mechanism for seeking these outputs?
  - Are students comfortable discussing their ideas?
  - Are students involved in the program?
  - Are students graduating on time?
  - Are students from minoritized/equity-deserving groups staying in the program?

Competency Development

The intersection of Individual, Social, and Cultural Diversity and Functional Competencies

Foundational Competencies

Functional Competencies	Individual, social, and cultural diversity	Indigenous interculturalism	Evidence-based knowledge and methods	Professionalism	Interpersonal skills and communication	Bias evaluation, reflective practice	Ethics, standards, laws, policies	Interdisciplinary collaboration and service settings
Assessment								
Intervention								
Consultation								
Supervision								
Research								
Program development and evaluation								
Teaching								
Leadership, service, and advocacy								

Figure 1 outlines the areas of focus in professional psychology training. Doctoral and residency programs are expected to address how the foundational competencies inform and shape the training of functional competencies. Programs 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; while programs can provide exposure to these competencies, that exposure is not a requirement of the Standards.

Functional Competencies – Assessment

Assessment using more than one type of assessment approach (e.g., intelligence testing, behavioural assessment, personality testing, psychoeducational assessment, diagnostic assessment, cognitive assessment, neuropsychological assessment).

- How does the program track and report client diversity to inform culturally responsive practices?

- How does the program prepare students regarding culturally-informed assessment and case conceptualization?

- How does the program address bias in assessment tools (e.g., IQ testing) and teach how to interpret results within a culturally aware framework?

- How does the program teach strengths-based and holistic approaches (e.g., Two-Eyed Seeing)?

- How does the program train students to work with interpreters in an assessment context?

Functional Competencies – Intervention

Interventions (i.e., planning, techniques, and evaluation including progress and outcome monitoring) that represent more than one approach (e.g., cognitive–behavioural, emotionally focused, psychodynamic, interpersonal, systemic, cognitive remediation, school–based consultation, neuropsychologically informed interventions, integrative, multicultural, feminist); and that use different modes of delivery (e.g., individual, couple, family, group, electronically-mediated).

- How does the program address trauma, systemic oppression, and intersectionality into clinical formulation?

- How are students prepared to have therapeutic conversations about diversity and social position, particularly with clients from minoritized/equity-deserving populations?

- How are students prepared to respond effectively to prejudice and bias when it emerges in therapy, whether directed at clients or at the therapist?

- How are students trained to address diagnostic bias, particularly in the mislabeling of symptoms in diverse clients?

ST. JOHN'S
CPA SCP

Functional Competencies – Supervision

Supervision (e.g., didactic and practical training in supervision, including the opportunity to supervise other graduate students when appropriate).

- How are students prepared to provide culturally-responsive supervision?

- How are students prepared to support trainees with different identities, including recognizing the challenges that minoritized/equity-deserving trainees may face, such as microaggressions or systemic bias?

ST. JOHN'S
CPA SCP

Functional Competencies – Consultation

Consultation (e.g., interprofessional team functioning; systems-level consultation with other organizations such as schools, community agencies).

- How does the program ensure that students are trained to engage in consultation with cultural experts as part of interprofessional team or system-level consultation?

- How does the program prepare students to identify and reflect on their own biases when providing or seeking consultation?

ST. JOHN'S
CPA · SCP
2025

Functional Competencies – Program Evaluation

Program development and evaluation (e.g., methodology for total quality management, interdisciplinary service development and evaluation, implementation science).

- How does the program teach students about PD/PE in equity-deserving communities (e.g., engaging community members or groups with lived/living experience in the development of programs)?

Functional Competencies – Research

Research design and test construction (e.g., quantitative and qualitative research design and methodology, statistics, test construction and psychological measurement), including the assumptions underlying research methods.

- How does the program train students to think critically about psychological research, particularly when conclusions are drawn about group differences involving minoritized/equity-deserving groups?

- How does the program train students to understand sampling biases and gaps in research involving these groups and communities?

- How does the program teach students about data sovereignty and other important knowledge sharing issues when conducting research involving Indigenous persons and Peoples?

ST. JOHN'S
CPA ● SCP

Diversity: Stand alone course or integrated?

Programs have the option of offering formal diversity coursework or infusing it into their curriculum throughout the training process.

ST. JOHN'S
CPA SCP

Formats

Potential formats include:
- Formal standalone courses
- Integrated coursework
- Workshops
- Guest lectures
- Reading groups, resource libraries
- Committees
- Practicum training
- Community involvement
- All of the above?
- Others?

Things to consider

How is knowledge/competency acquisition being evaluated?

How are students accessing these courses/workshops/etc.?

How are students rating these experiences?

Who is providing this training?

What else can faculty do? Keep learning!

- Increase your cultural knowledge of minoritized and equity-deserving groups
- Cultivate cultural-competency and cultural-humility
- Understand the limitations of assessment tools and measures
- Utilize measures to assess for experiences of oppression-based trauma
- Tailor interventions as needed to account for experiences of discrimination
- Understand the role of identity in minoritized and equity-deserving groups
- Support marginalized students and faculty

ST. JOHN'S
CPA SCP

Thank you!
We welcome your questions

ST. JOHN'S
CPA SCP