

**Accreditation Standards
and Procedures for
Doctoral Programmes
and Internships in
Professional Psychology**

Fifth revision, 2011

**CANADIAN
PSYCHOLOGICAL
ASSOCIATION** ®

Advancing Psychology for All

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(Approved, Accreditation Panel and CPA Board of Directors, February, 1984;
1st revision, June 1989; 2nd revision, October 1989; 3rd revision, June, 1991;
4th revision, June 2002; 5th revision, April 2011)



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INTRODUCTION

BACKGROUND

Clinical psychology programmes were the first of the professional programmes to become accredited by the Canadian Psychological Association. Following the Second World War, Canadian universities began to provide formal training in clinical psychology. Twenty years later, such training continued to be offered by only a few universities. By the end of the 1960s, however, formal training programmes in clinical psychology had been developed in about 20 Canadian departments of psychology. The development of these programmes was made possible, at least in part, by staffing entitlements generated by burgeoning undergraduate psychology course enrolments. Although existing programmes have grown, and some new ones have been developed since, it was the 1960s, which saw the major growth of clinical psychology training in Canada.

A directive to set accreditation standards and procedures in Canada developed from the First Opinicon Conference (1960), the Couchiching Conference (1965), and the Second Opinicon Conference (1984) and led to the establishment of the Accreditation Panel of the Canadian Psychological Association in 1984. Recommendations following from this directive included that training should be at the doctoral level and should take place under the direction of university departments of psychology. Further, recommendations included that “The CPA should set up a board similar to the APA Education and Training Board to undertake accreditation of applied psychology programmes at the doctoral level” (Webster, 1967, p. 111).

Although the Canadian Psychological Association did not undertake its role in accreditation until some time after these 1967 recommendations were made, several Canadian programmes sought and obtained accreditation from the American Psychological Association and, in Ontario, training programmes sought and obtained accreditation from the Ontario Psychological Association.

At the 1980 Annual Meeting of the Canadian Psychological Association held that year in Calgary, the Canadian Council of Clinical Psychology Programme Directors (CCCPPD) established a working group to draft accreditation criteria to be undertaken by the Canadian Psychological Association. That accreditation initiative, and the efforts of the CCCPPD in drafting criteria, were supported by the Board of Directors of CPA via a subcommittee of the Standing Committee on Professional Affairs. Prior to the CPA Annual Convention in Toronto in 1981 and in Montreal in 1982, a first and second draft of accreditation criteria were prepared and presented to directors of clinical psychology training programmes and to other interested professional and academic psychologists. Amidst little negative response and some important and constructive critical comment, the membership of the CCCPPD offered widespread support for the emerging accreditation criteria.

FORMAL ADOPTION OF CRITERIA

The CPA Board of Directors approved the **Accreditation Criteria for Clinical Psychology Programmes and Internships** at its meeting of June 1983 and the first meeting of the interim Accreditation Panel was held in June 1984.

In January, 1988, a “Memorandum of Understanding” was signed between the Ontario Psychological Association’s and the Canadian Psychological Association’s bodies of accreditation to set out the conditions and procedures for concurrent site visits to university training programmes and internship settings accredited by both organizations. However, in 1990 the Accreditation Council of the Ontario Psychological Association decided to terminate its accreditation activities.

Another “Memorandum of Understanding” was signed in March 1989 among the chief executive officers of the American Psychological Association and the Canadian Psychological Association and the chairs of the APA Committee on Accreditation and CPA Accreditation Panel. This agreement allowed for a single and coordinated accreditation process and procedure for those programmes wanting accreditation from both the CPA and the APA. This coordinated process and procedure reduced the time, paperwork and expense demanded of programmes were they to seek accred-

itation from each association separately but allowed each accreditation body to render its own separate and independent accreditation decision (see Appendix A for APA/CPA “Memorandum of Understanding”). This memorandum was reviewed with minor revisions to accommodate the award of discordant terms in 2002. In 2007, following a review of their accreditation activities in Canada, the Committee on Accreditation of the APA decided to stop accrediting outside of the U.S. as of 2015. No new applications for accreditation would be accepted after 2008 and any currently accredited programmes could only be reaccredited up to 2015, at which point all terms of APA accreditation in Canada would expire.

The first mandated review of the CPA accreditation criteria took place in 1988-89. Revisions following from that review incorporated invited comments from training programmes and the membership at large. The revised criteria were approved by the CPA Board of Directors in February 1989 (1st revision).

In response to the concerns about professional training in psychology brought forward by various CPA Sections, the CPA Board of Directors approved, in principle, the expansion of the scope of accreditation with the proviso that plans for expansion be budget-neutral. A meeting of interested parties took place during the CPA annual convention in June 1989 during which the feasibility of using the present accreditation model to accredit training in other areas of professional psychology was explored. As a result of that meeting, the name of the Accreditation Panel for Doctoral Programmes and Internships in **Clinical** Psychology was changed to Accreditation Panel for Doctoral Programmes and Internships in **Professional** Psychology by the CPA Board of Directors in October 1989. Also in 1989, the Board considered and approved a request made by the Section on Counselling Psychology to be included in the accreditation process under the same criteria adopted for clinical psychology (2nd revision).

In August of 1990, Sections 1 and 23 submitted a proposal to the Board of Directors which had as its objective the accreditation of doctoral and internship programmes in clinical neuropsychology. At the Board’s request, the Accreditation Panel reviewed this proposal at their March 1991 meeting. The Panel’s review relied upon the recommendations made by those psychologists in the larger training community who had been asked to review the proposal. The Board in turn accepted the objective of the proposal in June 1991 and struck up a task force to work towards its implementation. This task force also met during the 1991 convention and was successful in refining the proposed criteria for accreditation in clinical neuropsychology (3rd revision).

In view of the Board’s decision of October 1989, the criteria and procedures used to accredit Doctoral Programmes and Internships in clinical psychology and counselling psychology were the same. However, the criteria and procedures for accreditation of doctoral programmes and internships in clinical neuropsychology were not. For this reason, the standards and criteria for accreditation in clinical and counselling psychology are presented separately from the standards and criteria for accreditation in clinical neuropsychology in this Manual. It should be noted, however, that in accordance with direction received from the 1996-97 survey and consultations, standards for clinical neuropsychology internships now have, as a prerequisite, 600 hours of practicum preparation and require 1600 internship hours.

It is important to note as well that the “Memorandum of Understanding” between CPA and APA allowed for the concurrent accreditation of Doctoral Programmes and Internships in clinical and counselling psychology only. APA does not accredit programmes and internships in clinical neuropsychology and, therefore, it was not possible for such programmes and internships to seek concurrent CPA/APA accreditation.

In 1996-97, the Panel undertook its fourth review of the accreditation criteria (4th revision approved by the CPA Board of Directors in 2002). Chief among those issues surveyed that impacted most directly upon accreditation and its activities, and that was of significant concern to respondents, was the relationship on accreditation between the CPA and the APA. Respondents’ concern about this issue followed APA’s adoption of its “Guidelines and Principles for Accreditation of Programs in Professional Psychology” in 1996.

Prior to 1996, the CPA accreditation criteria were essentially identical to the APA criteria from which the CPA criteria were derived. Both were based upon a prescriptive model, which defined and set minimum criteria and prerequisites for all facets of faculty/staff, student/intern, and programme functioning of doctoral and internship programmes in professional psychology. APA’s 1996 guidelines represented a shift from a prescriptive to an outcome-based model of accreditation. Instead of defining minimum criteria and prerequisites for programme operation, the outcome-based model directs programmes to develop and explicitly state their philosophies and principles of training, to demonstrate how they objectify their philosophies and principles, and to evaluate how well they attain their training objectives. The consequent divergence in the CPA and APA models of accreditation resulted in a more protracted self-study process

for programmes which, as evident in responses to our 1996-97 survey, the majority of programmes found burdensome. In addition, programmes were concerned that the now different criteria would lead to more divergence in the decisions and terms made by the two independent, decision-making, accreditation bodies.

When asked in our survey whether programmes favoured a prescriptive or outcome-based model, respondents were equally divided in their preferences. The advantages and disadvantages of each model were reviewed and discussed in *Psynopsis* (see “The Changing Face of Accreditation”, p.16-17, fall 1997). Empowered by the community’s equal support for both models and by the recognition of value in retaining a community standard (prescriptive model) while promoting programme’s self-determination and accountability (outcome model), the Accreditation Panel undertook what became its 2002 revision of its criteria. The 2002 revision had as its most significant change the incorporation of a focus on programme development and outcomes.

With the 2002 revision the Accreditation Panel revised its policy on captive internships (affiliated internships), reviewed but maintained its stance on remuneration for interns, revised the categories of accreditation, and adopted a provision for inactive but accredited status.

Another important change in the evolution of accreditation in Canada was the CPA’s, and the CPA Accreditation Panel’s, acceptance of the CPA Psy.D. Task Force’s 1998 recommendations. The Panel anticipated the application of the 2002 Standards to Psy.D. programmes as these programmes began to emerge in Canada and seek accreditation. Prior to the 2011 revision, two Psy.D. programmes in Quebec have been accredited and inquiries have been initiated by others. Finally, the 2002 revision included a change in nomenclature.

The overarching goal of the 2011 revision was to remove redundancies, improve clarity and respond to emerging issues in the practice of Professional Psychology in Canada. Although the Panel had been accrediting school psychology programmes since 2004, this expansion in scope was not included in the text of the 2002 Standards and Procedures. Similarly, topics such as distance learning, training in psychopharmacology, conditions and requirements of practicum training, supervisory hours and changes to privacy legislation have also been addressed by the 2011 revision. Finally, the Accreditation Panel thought it important to align the Accreditation Standards with the competencies against which regulatory bodies in Canada assess candidates for practice. Accordingly, the criteria of Standard II (Philosophy, Mission and Curriculum) have been mapped on to the competencies defined by the Mutual Recognition Agreement (MRA) of the Regulatory Bodies for Professional Psychology in Canada (2001, 2004).

BASIC ASSUMPTIONS UNDERLYING ACCREDITATION

Accreditation standards have their origins in several values and beliefs.

- The Canadian Psychological Association is a national association that includes and represents psychology researchers and practitioners across Canada. By virtue of this pan-Canadian mandate and membership, CPA has an important role in the development of the discipline, the profession and their scopes.
- CPA is committed to reflecting the cultural and geographical diversity of Canada as well as committed to the scientific application of psychological knowledge to human development and functioning - the latter commitment which can know no regional boundaries.
- CPA acknowledges the primary role of provincial and territorial regulatory bodies in ensuring professional accountability for the delivery of psychological services. CPA supports this role, however, by promoting a high, community standard of training for those practitioners who will present themselves to the provincial and territorial regulatory bodies for credentialing.

The Manual that follows reflects the realized belief that psychologists across Canada can reach consensus in identifying standards for the training of clinical psychologists, counselling psychologists, school psychologists and clinical neuropsychologists. It is the application of these identified standards from the initial self-study, the site visit, through to the accreditation decision, which assures that programmes have met these standards. The Standards reflect both the prescriptive and outcome elements deemed necessary by the Canadian psychological community for training in professional psychology and, ultimately, its competent practice.

THE ROLE AND RESPONSIBILITIES OF THE SITE VISIT TEAM IN THE PROCESS OF ACCREDITATION AND RE-ACCREDITATION

The site visit is an essential and unique step in the process of accreditation and re-accreditation. The visit, and the report that follows from it, verifies and supplements the information contained in the programme's self-study and offers information not easily conveyed in printed materials (e.g., satisfaction of staff and students, relationships among members of the discipline and with administration). This latter contribution is unique in that it is customarily only the site visitors, and not members of the Accreditation staff or Panel, who meet with the programme and its officials and students face to face. As such, the CPA is dependent upon the volunteerism of professionals and academics to serve as site visitors for the Accreditation Panel. Site visitors benefit from the opportunity to collaborate with other professional members of the site visit team, keep abreast of national training standards for professional psychology, and visit centres of training and practice.

I. Nomination of a Site Visitor

The Panel invites nominations of psychologists to serve as accreditation site visitors. It is important to the Panel, and to its accredited programmes, that all site visitors are well prepared to fulfill this important role. The Panel seeks site visitors who:

- have previous site visit experience (with CPA or another accrediting body in psychology) and/or have completed a CPA site visitor workshop or a site visitor workshop delivered by another body that accredits professional psychology programmes,
- hold membership in CPA and other psychological associations,
- are currently, or have recently been, a faculty/staff member, or affiliate in some official capacity, of a doctoral or internship programme,
- are knowledgeable about professional and scientific issues in psychology,
- hold licensure/certification, where appropriate,
- are active in their academic/professional careers, and
- possess a doctoral degree and have completed a doctoral-level internship at accredited programmes or their equivalents.

For active site visitors moving into retirement, their names may be kept on the roster of site visitors if they:

- Maintain their licensure/certification in good standing in a Canadian jurisdiction, and
- Maintain their membership in CPA.

Characteristics required of a site visitor include:

- dependability, keen organizational skills, promptness (e.g., preparing for the site visit by reviewing all self-study materials, ensuring travel arrangements, attending and organizing site visit activities and meetings, meeting deadlines for report submission),
- ability to represent the Accreditation Panel and uphold the Accreditation Standards and Procedures - whether or not these reflect the visitor's own beliefs and philosophies of training,
- ability to collect factual data objectively and thoroughly, and
- good interpersonal skills.

The Panel will consider self-nominations as well as nominations from colleagues. Nominees are invited to contact the Accreditation Office and request a site visitor roster information form. The completed form and a curriculum vitae comprise the nomination package. The nomination package should be mailed to: Registrar, Accreditation Panel, Canadian Psychological Association, 141 Laurier Ave. West, Suite 702, Ottawa, Ontario K1P 5J3.

Once received, the nomination package will be reviewed by the Registrar and/or the Accreditation Panel. The Panel and/or Registrar will notify the nominee of their acceptance as a site visitor following this review.

II. Site Visitor Roster

The Panel endeavours to ensure diversity among its roster of site visitors and, accordingly, encourages the nominations of members of varied linguistic, cultural, and racial groups, and different geographical regions.

The Accreditation Office maintains a Roster of site visitors, which includes completed site visitor roster information forms and curricula vitae. The Roster will be updated at regular intervals by asking site visitors to re-affirm their interest and availability and to update their site visitor roster information forms and curricula vitae.

III. Site Visitor Team Selection

Once a site visit has been authorized, the Accreditation Office will send the programme instructions for arranging and conducting a site visit, as well as a list of names of potential site visitors from among whom the programme can select a site visit team. Factors such as gender, language, geography, site visit experience, and area of speciality are taken into account when the office creates a site visitor list for a programme. Instructions to the programme include a list of criteria for selecting a site visit team that must be considered when composing teams.

The site visitor list will identify the names of psychologists eligible to chair the site visit team by asterisk. Chairs are customarily past members of the Accreditation Panel (except student members) and/or site visitors who have conducted three or more site visits in the past five years. It is important that site visitors who meet these eligibility criteria, but who do not want to chair a site visit team, notify the Accreditation Panel of this preference.

In some instances, and at the Panel's discretion, one or more members of the site visit team will be appointed by the Panel and may include a member(s) of the Panel. These instances are rare but would be likely to occur only for re-accreditations and where the Panel had some significant concerns about a programme's ability to comply with Standards.

In the case of concurrent CPA/APA accreditation or re-accreditation, the programme will receive a CPA list of potential site visitors as above as well as an APA list with potential chairpersons identified. Although Canadian programmes are advised to select a Canadian chair whenever possible, programmes should select a chair who is on the roster of both associations. Doctoral programmes applying for concurrent CPA/APA re-accreditation will receive an APA list that also includes the names of visitors who can serve in the capacity of generalist (i.e., psychologists whose specialty area is a nonprofessional area such as experimental, social, developmental, physiological). Note that the generalist requirement is a requirement of APA for doctoral but not internship programmes. Note as well that all concurrent accreditations with the APA end in 2015.

It is necessary to the integrity of the accreditation process to **avoid even the appearance of a conflict of interest between a site visitor and the programme**. Since it is not possible for the Accreditation Office to be aware of all relationships among prospective site visitors and programmes, **it is the programme's responsibility and the responsibility of the selected site visitor to determine and avoid a conflict of interest**. Site visitors and programme officials are invited to contact the Registrar when in doubt about any particular conflict of interest.

Examples of possible conflicts of interest are:

- former employment at the programme,
- former student at a programme,
- family connection with a programme,
- significant personal or professional connection with the programme, and
- site visited programme on immediately preceding site visit.

On receipt of their site visit list from the Accreditation Office, and in consultation with the Registrar whenever necessary, the programme:

- makes their site visitor selections,
- contacts the selected prospective site visitors individually to determine their interest and availability and to arrange mutually convenient dates for the visit, and

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- informs the Registrar of the date of the visit, at least six weeks prior to the visit, so that the necessary materials can be mailed to the visitors and economical travel arrangements can be made.

IV. Role and Responsibilities of a Site Visitor

The cardinal role of the site visitor is to collect data about the operation of the programme that can be used to verify and enhance the information reported in the self-study materials. It is essential that the visitor, and the Accreditation Panel, assess programmes fairly and objectively and hold them accountable to the Accreditation Standards and Procedures rather than to any personal philosophy or bias about training. In so doing, the site visitor assists both the Panel and the programme in identifying areas in which the programme ably meets or does not meet the Standards.

The site visitor does not make any recommendations to the programme about how or what to change about any aspect of its operation. Any concerns a team might have about a programme can be communicated via the site visit report, a copy of which is sent to the programme. The rationale for site visitors to not prescribe recommendations directly to the programme on site is two-fold:

- The philosophy of accreditation is to encourage programmes to develop their own unique and realizable models of training while also meeting Accreditation Standards, rather than prescribing the way in which Standards must be met by all programmes.
- Recommendations, if any, need to be made by the Panel who has the accreditation decision-making authority.

It is helpful to the visitors, and to the programme, for the visitor to clarify to the programme that:

- the purpose of the visit is to understand the programme in terms of its own philosophy, goals and objectives, and outcomes, and
- site visitors are **representatives of the Panel**, but are not in the role of decision-makers.

The Panel's accreditation decisions depend equally on the care and attention paid to the self-study by the programme and on the rigour with which the site visit team reviews the self-study, conducts the site visit and prepares the site visit report. The experience and expertise of the site visit team is invaluable to the accreditation process and the accreditation decision.

All information collected about a programme (via the self-study and site visit) remains confidential among the programme, the site visitors, and the Panel and in accordance with Section VIII of the Accreditation Procedures. Site visitors should state to all who are interviewed during a visit that what they are told may, at the discretion of the site visitors, be reported to the Panel, but will otherwise remain confidential except as detailed under Section VIII of the Accreditation Procedures.

The site visitor's responsibility for the site visit terminates upon completion of the site visit report. The accreditation decision made by the Panel, and communicated to the programme via a decision letter, will be made available to the site visit team that visits the programme for the following re-accreditation. Under no circumstances should the site visitor initiate any contact, or respond to inquiries or correspondence from the programme under review, until after the site visit is completed and the Accreditation Panel has rendered an accreditation decision. Any matter or concern a site visitor has about a programme following a site visit should be referred to the Panel through the Registrar.

Site visitors are also asked to observe the following guidelines when conducting the site visit:

- be prompt for meetings and interviews and remain for the entire visit;
- although there might be some situations in which some social contact with the programme's staff and students is appropriate (e.g., a luncheon provided by the programme during a site visit day), socializing with staff and students should be otherwise avoided. Socializing with the staff and students can diffuse the focus of the visit as well as the roles of the site visitors. Further, site visit teams generally need any nonvisiting time (e.g., evenings) to review the day's events and plan for the next day;
- limit personal free time during the visit and be available for all scheduled meetings with the site visit team and programme staff;

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- the programme participants understandably will be eager to please the site visit team. Special care must be taken not to exploit this tendency by using the site visit as a forum for the development of personal relationships;
 - background material, gathered by the visitors during the visit or furnished thereafter at the request of the visitors, should be treated as confidential and regarded as the property of those who contributed to it. It should be shared only among team members and the Panel;
 - site visitors should not give the impression that any interview is pro forma;
 - although site visitors can be responsive to programmes about how they do or do not comply with Standards, visitors should not offer any specific solutions to problems or concerns identified during the site visit;
 - site visitors should not imply criticism of persons or aspects of the programme under study;
 - site visitors should endeavour to clarify any accreditation-related issues or processes for the programme but should not enter into a debate about any of these with the programme. Any questions or complaints about accreditation standards, policies, or procedures should be directed to the Registrar;
 - members of the team should not give the faculty/staff or students/interns the impression that they formulated or made an accreditation decision. All accreditation decisions are made by the Panel in consideration of information from several sources (i.e., self-study, site visit report, programme's response to site visit report, any other supporting documentation sent by the programme); and
 - members of the team must not serve as consultants to the programme until after the Panel has reached an accreditation decision and an appeal process, if initiated, has been completed.

V. Site Visit Team Preparation

A. Background Information

Once the Director of Training has confirmed the composition of the site visit team and the date of the site visit, he/she sends each site visitor a hard-copy of the programme's self-study. The Director of Training should send the self-study to every member of the site visit team at least 6 weeks in advance of the site visit. The Registrar provides the site visitors with any additional information about the programme. This additional information typically includes the programme's response to any inquiry made by the Registrar following submission of the self-study, previous accreditation decisions or re-affirmation letters (including monitoring items), any other supplementary materials sent to the Panel by the programme, and any instruction from the Panel to the visitors about the need for any specific or focused further inquiry while on site.

B. Familiarity with Standards and Procedures

To prepare for a site visit, the visitor should become thoroughly familiar with the current **Accreditation Standards and Procedures**, as detailed in this manual, in order to gain a comprehensive view of the accreditation process as a whole and of the critical role played by the site visitor. Although some visitors may disagree personally with aspects of the Standards, they should exercise special care to represent them faithfully in the work of assessment and to avoid any idiosyncratic interpretations of them. The **reliability** of the accreditation process depends on a consistent interpretation and application of Standards and Criteria by site visitors, Panel members, and Accreditation staff.

Each site visitor should also review the programme's self-study in detail prior to the site visit. Questions, and requests for clarification or elaboration, should be formulated and prepared prior to the site visit. Questions should be shared with all members of the site visit team at the pre-visit planning meeting.

If after reviewing the self-study, the site visitors believe there is specific and critical information needed prior to the site visit date, they are permitted to request this information. In such an instance, the chair of the site visit team must request the additional information through the Registrar and must not contact the programme directly for the information.

C. Chair's Role

In advance of the visit, the chair of the team should discuss the proposed schedule, travel plans, and local arrangements with the Director of Training. Visits to doctoral programmes usually require **two full**

days by a three-person team, whereas those to pre-doctoral internships usually require a **day and a half** by a two-member team. Multi-site internship programmes may require visits of longer than a day and a half and/or larger site visit teams. In such instances, the Chair should negotiate this requirement with the Registrar in advance of the visit. Visitors should not attempt to shorten any visit and should remain on site for the full time scheduled.

VI. CONDUCT OF SITE VISIT

A. Pre-Site Visit Planning Session

A successful site visit depends upon careful planning and respectful collegial interaction. It is strongly recommended that all site visitors arrive in sufficient time to participate in a team meeting before the visit begins. Such a meeting should identify any specific concerns the team might have about the programme and its operation, any standards or criteria which might need special review or attention, or any other need for additional information. The pre-visit meeting also provides an opportunity to discuss the need for possible adjustments in the site visit schedule and to assign individual team member responsibilities, including initial plans for preparation of the report. Finally, the pre-visit meeting will provide an opportunity for an exchange of ideas relevant to the visit among the site visitors. Additional meetings of this nature are necessary over the course of the visit and should be scheduled as needed. **The site visit team is free to consult with the Accreditation Office should a need arise at any time during the site visit.**

The Panel encourages the team to use and complete the Quick Reference to Standards and Criteria while on site (a copy of these can be found in this manual and a separately bound copy will be sent to each site visitor once their participation on the team has been confirmed). The completed Quick Reference can be very helpful when writing the site visit report to ensure that each Standard and Criterion has been addressed.

B. The First Day of the Site Visit

The site visit team should schedule time at the end of the first day of the visit to reflect about and discuss their findings. Such a meeting allows the team to review and discuss the following:

- the data gathered,
- initial impressions,
- changes required for the next day's schedule,
- substantive areas yet to be addressed,
- plans for conducting the closing conference, and
- the timetable for writing the site visit report.

C. Interviews with Training Director, Departmental Chair/Chief Psychologist

Following its own pre-site visit meeting, the team will usually begin the site visit with an orientation session with the programme's officials (i.e., Director of Training and the Department Chair/Chief Psychologist). This orientation session (which may be scheduled in two parts - the first with the Director of Training and the second with the Director of Training and the Department Chair/Chief Psychologist) allows the team to get an overview of the programme and the department/service/centre of which it is part. Following the orientation meeting, the visitors can request additional information or interviews not originally included in the schedule.

When conducting its meeting with the Director of Training, the site visit team at a minimum should seek information about the following:

- an overview of the programme,
- strengths and weaknesses of the programme,
- long-range plans for the programme,
- faculty/staff and student/intern morale,
- programme productivity,
- the perception of the training model employed,

-
- the method of faculty/staff decision-making,
 - the method of delegation of responsibility,
 - matters unique to this programme, and
 - matters unique to the training director's vitae.

When conducting an interview with the Department Chair/Chief Psychologist, the site visit team at a minimum should seek information about the following:

- how does the programme fit into the overall department/discipline/institution,
- satisfaction with resources consumed by the programme,
- departmental/discipline investment in the programme,
- morale of faculty/staff and students/interns,
- the administrative support of the programme,
- the method of departmental/discipline decision making, and
- policies to promote professional/academic growth of the faculty/staff.

D. Interviews with University/Agency Administrators

When conducting an interview with university/agency administrators, the site visit team seeks to gain an understanding of the programme's place in the institution's strategic plan, the programme's contribution to the mission of the institution, and the administrators' satisfaction with how resources are utilized by the programme. Additionally, the visitors should seek information about proposed changes, if any, that may be planned for the programme by the institutional administrators.

E. Interviews with Faculty/Staff Members

The general purpose of the interviews with faculty/staff is to get as accurate an impression as possible of each person's **actual** contributions (i.e., teaching, supervision of practice, supervision of research) to the education of the graduate student/intern in professional psychology. The visitor must be careful to distinguish, when necessary, between national reputation and professional status and actual contributions to the programme. It is important to allow each faculty/staff member to express their opinions about the structure and quality of the programme.

The length and focus of interviews with faculty/staff members will vary with the number of staff and students and breadth of the programme's offerings. Ideally, core faculty/staff members are interviewed individually so that each person can describe their unique contribution as fully as possible. In some cases, group interviews may be appropriate and acceptable.

The site visit team at a minimum should obtain information about the following in the interview with each member of the programme's faculty/staff:

- the staff's role in the programme,
- teaching load and courses taught (doctoral programmes),
- involvement in thesis committees (doctoral programmes),
- strengths and weaknesses of the programme,
- view of programme, department, and administrative leadership,
- research productivity,
- morale and satisfaction with employment,
- tenure/promotion issues,
- programme decision making, and
- questions unique to that individual's vitae, including professional activity where appropriate.

F. Interviews with Students/Interns

At the outset of interviews with students/interns, the site visit team acquaints them with the purpose and procedures of the site visit and the role played by site visitors in gathering information for the Panel. Students/interns often are made to feel more comfortable if the visitors begin by asking the students to state in turn their year level, specialty area, research interest and activity to date, career plans, and why they

chose to attend this programme. For internships, site visitors should find out the home university of each intern.

Students and interns may feel conflicted about the accreditation process. Although they want to be candid about programme strengths and weaknesses, and even help to make improvements, students may not want to say anything that may jeopardize the programme's accreditation. In an effort to encourage candid responding, the site visit team can make it clear to students/interns that no programme is expected to be without flaw. Site visitors should also convey to students/interns that their input would be treated **anonymously**. Guarantees of **confidentiality** should not be given, because student/intern feedback is provided to the Accreditation Panel in the site visit report (a copy of which is also sent to the programme), and there might be instances in which information obtained from a student/intern carries a reporting responsibility for the site visitor as a registered psychologist.

Students/interns should be engaged in an open discussion of their understanding of the programme's philosophy, model and goals and how well these are realized. The visitors should note the degree to which students/interns reflect and embody the goals of their programme. The visitors should note:

- how comfortably the students/interns interact,
- the extent to which students/interns are challenged by the programme, and
- what roles and functions, if any, students/interns have in the governance of the programme.

The visitors should also note any specific satisfactions and dissatisfactions with:

- programme model and theoretical orientation,
- courses (doctoral programmes),
- course loads (doctoral programmes),
- quality of teaching, research and professional training, and
- congruence between students'/interns' expectations and the training they are actually receiving.

When conducting interviews with students and interns, the visitors should explicitly seek students' accounts of the following:

- programme strengths and weaknesses,
- faculty/staff and student/intern morale and dignity with which all are treated,
- role modeling of and training in professional and ethical issues,
- how well the programme meets their expectations,
- opportunity for student/intern interaction,
- accessibility and availability of faculty/training staff,
- programme decision making and student/intern input,
- issues and policies relating to discrimination and sexual harassment,
- research encouragement,
- financial support,
- mentorship,
- integration of practicum experiences (doctoral programmes),
- preparation for internship (doctoral programmes), and
- what they would change about the programme.

G. Closing Conference

At the end of the site visit, the site visit team should offer the programme the opportunity for a closing conference. The closing conference is usually chaired by the site visit team chair with input from the other team members as appropriate. However, the team is free to elect any of its members to chair the closing conference. The programme director should attend the closing conference, as can any other members of the faculty/staff, students/interns, and administrators at the discretion of the programme director.

The closing conference is an opportunity for the site visitors to convey their observations about the programme's compliance with the Standards and Criteria. It is helpful for the site visitors to present their feedback as it will be presented in the site visit report. Always in the context of the Standards and Criteria, site visitors should discuss programme strengths and weaknesses, but **the site visit team should not convey**

any recommendation about accreditation status to the programme. Programme officials should be given an opportunity to comment on the team's observations and to correct any errors of fact that might have been made by the team.

VII. Suggested Schedule for Site Visits

A productive and informative site visit depends upon thorough preparation and organization. Key steps in preparation are:

- to read the programme's self-study and any supporting materials in advance of the site visit,
- to highlight any questions, concerns or need for further information that might have arisen as you reviewed the self-study materials and that you would like to be sure to address during the site visit, and
- the site visit chair should plan the site visit schedule in advance of the visit and in consultation with the programme's director of training.

Although the administrative structure within which the programme is housed, as well as the organization and resources of a particular programme, will influence how the site visit is scheduled, the following are two general guidelines to scheduling a site visit - one for doctoral programmes and one for internship programmes.

A. Doctoral Programmes

- Site visit team meets the night before the site visit. This meeting should overview the schedule and plans for the site visit days, review the interviewing responsibilities of each member and discuss any additional issues or concerns to address during the site visit.
- Team meets with the Director of Training at the start of Day 1.
- Team meets with core faculty through the morning and early afternoon of Day 1.
- Team meets with students late in the morning of Day 1.
- Team meets with the Chair of the Psychology Department early in the afternoon of Day 1.
- Team meets with other affiliated or adjunct faculty (e.g., practicum supervisors) during the afternoon of Day 1.
- Team meets with other complementary faculty (e.g., experimental, social, developmental, industrial-organizational) throughout Days 1 and 2.
- Team visits facilities used by the programme, within the university and/or outside the university (e.g., practicum settings) on Day 1 or early on Day 2.
- Team meets with administrators of the university during the morning of Day 2, after the team has become familiar with any specific issues.
- Feedback session is the last formally scheduled meeting of the site visit at the end of Day 2.

Day 1

9:00	Training Director Core faculty Students
12:00	LUNCH – the team may choose to conduct a working lunch to discuss the morning's meetings and make any necessary scheduling adjustments
1:30	Department Chair
2:30	Core faculty – if time allows, complementary and adjunct/affiliated faculty (e.g., practicum supervisors)
5:00	DINNER – the team should dine on their own and use the time after dinner to discuss and plan as necessary

Day 2

- 8:30 University Administrators (e.g., Dean, Provost, President)
Complementary and adjunct/affiliated faculty (e.g., practicum supervisors)
Facilities
- 12:30 LUNCH - working lunch for team
- 1:30 Team preparation for feedback session
- 3:00 Feedback
- 4:00 Chair of the site visit team assigns responsibilities for the site visit report and, if time permits, a draft of the site visit report is completed on site

B. Internship Programmes

- Site visit team meets the night before the site visit. This meeting should overview the schedule and plans for the site visit days, review the interviewing responsibilities of each member and discuss any additional issues or concerns to address during the site visit.
- Team meets with Chief Psychologist/Professional Practice Leader/Director of Counselling Centre and Director of Training as first meeting on Day 1.
- Team meets with programme's supervisory staff (individually or in small groups) in morning and early afternoon on Day 1.
- Team meets with interns (and other trainees wherever appropriate) on Day 1.
- Team visits programme's facilities on Day 1 or early Day 2.
- Team meets with the administrators of the agency/organization early on Day 2.
- Team meets with other professional staff (e.g., other professional members of interdisciplinary teams) late on Day 1 or early Day 2.
- Team conducts on-site paper review (e.g., client files, supervision logs, intern work samples, minutes of training committee meetings) late Day 1 or early Day 2.
- Feedback session is the last formally scheduled meeting of the site visit at the end of Day 2.

Day 1

- 9:00 Chief Psychologist/Professional Practice Leader/Director
of Counselling Centre with Director of Training
Supervisory staff
Interns
Facilities
Other professional staff
- 12:00 LUNCH – the team may choose to conduct a working lunch to discuss the
morning's meetings and make any necessary scheduling adjustments
- 1:30 Supervisory staff
to 5:00 Interns
Facilities
Other professional staff
- 5:00 Paper review
- 6:00 DINNER – the team should dine on their own and use the time
after dinner to discuss and plan as necessary

Day 2

- 9:00 Agency Administrators
Other professional staff
Team preparation for feedback session
- 12:00 Feedback
- 1:00 LUNCH – Chair of the site visit team assigns responsibilities for the site visit report and,
if time permits, a draft of the site visit report is completed on site

VIII. Site Visit Report

A. General Guidelines

The final and tangible product of the site visit is the report submitted to the Accreditation Panel by the site visit team. This report is essential to the accreditation decision-making process by the Panel and considerable care and rigour is required of the site visitors in its preparation. To ensure that each and every Standard and Criterion is addressed in the site visit report, it is helpful to complete and use the Quick Reference to Standards and Criteria.

Once the site visit report is completed, the Chair of the site visit team submits the report to the Accreditation Office and awaits confirmation that the report was received. Subsequently, the programme's self-study and all other documentation related to the site visit should be securely destroyed, both in hard-copy and electronically, by each member of the site visit team to preserve confidentiality (see CPA's Confidentiality Policy sent to each member of the Site Visit Team once their membership on the team is confirmed by CPA's Office of Accreditation).

Here are some guidelines for the preparation of the site visit report:

- Visitors should discuss and agree on the content of the report, and prepare an outline of the report, before leaving the site. At least one other member of the team (in addition to the Chair) should leave the site with an outline of the report;
- In the event that the team cannot reach consensus on the contents of the report, the Panel does permit a minority report to be filed by any team member;
- Although the Chair is chiefly responsible for the final report and its submission to the Accreditation Office, teams often assign the writing of each section to all members. Accordingly, the site visitor team should clarify each member's report-writing responsibilities before leaving the site;
- The Chair of the site visit team must submit the site visit report to the Accreditation Office within 30 days following the site visit. Accordingly, before leaving the site, the visitors should agree upon a date for the first draft and revisions of the report. The Panel recommends that the first draft be circulated among the team within 2 weeks of the site visit. This recommendation is made for two reasons. First, a report written immediately following the visit is usually more accurate and rich in detail than is one written some interval later. Second, the 2-week deadline allows the third week for revision and the fourth week for submission of the report to the Accreditation Office. The Panel underscores the importance of respecting the 30-day submission deadline for the report. An accreditation decision cannot be made without the report and a delayed accreditation decision can have profound consequences for a programme (an unaccredited programme may have more difficulty attracting applicants than an accredited one, for example). The site visitors should note that they submit the site visit report to the Accreditation Office only. The office will forward a copy to the programme. The programme then has 30 days to respond to the site visit report in writing and similarly sends this response to the Accreditation Office;
- The site visitors should structure the report using the headings of the Accreditation Standards and Criteria as presented in this manual. The report should present its findings in reference to each and every criterion. However, when writing the report, the team can reference, and need not repeat, factual information or statistical data contained in the programme's self-study that the team believes to be accurate; and
- The report should provide information about the programme as it relates to each of the Standards and Criteria. It should detail where, in the view of the site visitors, the programme meets or exceeds a Standard or Criterion, and where it may not. The report can indicate whether the programme is aware of any non-compliance and whether or not there is a plan proposed or in place to become compliant. The report should not contain any recommendations about how a programme should change to become more compliant with a standard or criterion.

B. Reports on Site Visits to Doctoral Programmes

As mentioned in the preceding section, site visitors should structure their report using the specific headings of the Standards and Criteria as found in this manual and should address each and every criterion.

Although much of the information necessary to ensuring that programmes meet the criteria can and has been addressed by the Panel in reviewing the self-study, the site visit report is used to verify and supplement this information. The following highlights some key questions to answer, and observations to note, in relation to each of the Standards.

1. Eligibility

Site visitors should pay special attention to the financial, administrative and professional support accorded by the institution to the discipline and its training activities. The visitors should also review each of the criteria and, accordingly, comment upon the organization and administration of the programme and the role of its responsible officials.

2. Philosophy, Mission and Curriculum

In evaluating this Standard, site visitors should address the following questions within the site visit report: What does the programme do (training model) and how do they do it (how do they put their training model into practice)?

- Are the training model and its application apparent in all aspects of the programme's operation? Does the training model and its application, no matter how rigorously or accurately described in printed materials, meet the criteria of this Standard?
- In preparation for reporting on this Standard, it is helpful for site visitors to have reviewed course calendars, curricula, and evaluations, student transcripts, evaluations, papers and publications, comprehensive examinations and theses while on site.

3. Diversity

In evaluating this Standard, visitors are asked to address how diversity is taught and how it is represented among faculty and students. It is important to ascertain that the programme treats students and faculty fairly, regardless of their group membership, and that the programme considers and instructs its students about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. Important questions to answer include:

- What procedures does the programme employ to ensure gender equality in faculty and student recruitment and retention?
- Have offers of employment been made to qualified faculty and students to ensure gender balance and inclusion of diverse groups? If such offers were not accepted, did the programme investigate the reasons why they were not accepted?
- Has the programme considered or implemented any means of improving its success at recruiting diversely?
- In the absence of sufficiently diverse faculty, has the programme considered the creative use of adjuncts or consultants to enhance representation of groups who lack sufficient representation?
- Although the Standards do not prescribe specific means of providing didactic instruction in diversity, the Panel must be assured that such instruction is in fact provided. Accordingly, site visitors are asked to report on the means through which programmes provide didactic and practical training in this area and how efficacious it appears to be. Site visitors can ask students about whether they judge their programme to have adequately prepared them to work with members of diverse populations.
- The site visitors should also formulate an impression of the programme's climate in relation to issues of diversity by speaking candidly with students and faculty who represent diverse populations.

4. Faculty

Much of the information about the faculty can be gleaned from their curriculum vitae and from the tabular material included in the self-study. When reporting on this section, site visitors are asked to pay particular attention to the contributions faculty members make to the programme independent of their professional reputations. Questions to consider are:

-
- Does the faculty provide appropriate professional role models for students?
 - Is the faculty large enough to assume the many responsibilities necessary to a quality programme (e.g., teaching, supervising, research, administration, committee assignments)?
 - Are faculty members available and accessible to students?

5. Students

The characteristics required of graduate students in professional psychology, as described in this Standard, can only be observed on site with a good deal of careful, professional judgment. Do students appear intellectually able and interpersonally skilled and committed to social justice and to the well being of others?

This Standard also concerns itself with the respect and support accorded to students - aspects best confirmed in interview with the students directly. The site visitors are also advised to consult the written policies, procedures, and evaluations that concern themselves with the goal-setting and remediation for students.

6. Facilities and Resources

Site visitors should take the opportunity to tour and review the programme's facilities and resources as detailed in this Standard. The site visit report should comment on the general adequacy of resources and facilities for the purposes required and call attention to any obvious lack of equipment, facility or support. Please note as well the presence of structural modifications or facilities for persons with disabilities.

7. Public Disclosure

The information required of this Standard can be gleaned from the programme's brochure and website. In reporting on this section, however, site visitors can corroborate that students had received the information and were made aware of the programme's accreditation status and term of accreditation.

8. Practicum and Internship Training

Visitors to a doctoral programme will understandably be unable to review or visit all of the practicum or internship sites utilized by the programme. However, the site visitors should try to determine:

- the kinds of contributions practicum agencies make to the training of the programme under review,
- whether these agencies provide training that complements and extends that of the graduate programme,
- that training activities of the practicum or internship sites are coordinated with those of the doctoral programme,
- the professional qualifications of the staff providing supervision at practicum sites, and
- that the practicum training facilitates the development of the core knowledge and skills as outlined in the Standard.

9. Programme Evaluation and Quality Improvement

In this section, the site visitors should confirm the mechanisms the programme has put in place to examine its success in meeting the goals and objectives of its models. Site visitors should view and report on any surveys conducted by the programme in evaluating its outcomes and should gain an understanding of how the programme might have affected change as the result of its outcomes. It is also helpful, in connection with this Standard, to report on feedback from students and practicum settings about the preparedness of students to meet the community's needs for psychological services.

10. Relationship with CPA Accreditation Panel

The evaluation of this Standard is largely done by the Panel via correspondence between the programme and the Accreditation Office. However, it is helpful to the Panel if, while on site, the site visitors are able to examine the programme's written records of their compliance with the Standards.

C. Reports on Visits to Internship Programmes

1. Eligibility

When reporting on this Standard, site visitors should confirm the programme's compliance with the criteria in this Standard. In particular they should also verify:

- staff and intern commitments to human dignity,
- that the internship follows at least 600 hours of practicum experience in assessment and intervention strategies and is completed prior to the award of the doctoral degree,
- leadership positions and roles,
- intern selection procedures,
- institutional support for the discipline and its training activities, and
- if an intern completes a half-time internship, it is indeed an integrated programme consisting of two, consecutive half-time years at the same setting.

2. Philosophy, Mission and Model

In evaluating this Standard, site visitors should address the following questions within the site visit report:

- What does the programme do (training model) and how do they do it (how do they put their training model into practice)?
- Are the training model and its application apparent in all aspects of the programme's operation?
- Do the training model and its application, no matter how rigorously or accurately described in printed materials, meet all of the criteria detailed in this Standard of the Accreditation Standards and Procedures?
- In preparation for reporting on this Standard, it is helpful for site visitors to have reviewed students' rotation plans, training goals and evaluations, psychological reports and progress notes as well as supervision logs, supervisor evaluations, and remediation policies and plans while on site. The foregoing materials should be anonymously presented, and written consent obtained from the student and client whose name appears in any of the materials.

3. Diversity

In evaluating this Standard, visitors are asked to address how diversity is taught and how it is represented among staff and students. It is important to ascertain that the programme treats students and faculty fairly, regardless of their group membership, and that the programme considers and instructs its students about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. Important questions to answer include:

- What procedures does the programme employ to recruit members from diverse backgrounds?
- Have offers of employment or internship been made to qualified members of diverse groups? If such offers were not accepted, did the programme investigate the reasons why they were not accepted?
- Has the programme considered or implemented any means of improving its success at recruiting diversely?
- In the absence of sufficiently diverse staff, has the programme considered the creative use of adjuncts or consultants to enhance representation of groups who lack sufficient representation?
- What procedures are used to ensure equity among diverse faculty in terms of rank, salary and promotion?

Although the Standards do not prescribe specific means of providing didactic instruction in diversity, the Panel must be assured that such instruction is in fact provided. Accordingly, site visitors are asked to report on the means through which programmes provide didactic and practical training in this area and how efficacious it appears to be. Site visitors can ask interns about whether they judge the internship to have adequately prepared them to work with members of diverse populations.

The site visitors should also formulate an impression of the programme's climate in relation to issues of diversity which they can often do by speaking candidly with interns and staff who represent diverse populations.

4. Professional Psychology Staff

In this section, visitors should document their observations about and/or confirm:

- the leadership and organization of the discipline and the psychology training committee,
- licensure/certification status of supervisors and determine that supervisors have themselves completed an internship in their specialty of practice,
- staff's efforts to gain recognition and distinction in the profession (e.g., Diplomate status, Fellow status, active participation in psychology associations),
- the extent and quality of collaboration with other disciplines,
- accessibility and availability of staff to interns, and
- the adequacy of role modelling, both professional and scientific, provided by the staff.

5. Interns

The characteristics required of interns in professional psychology, as described in this standard, can only be observed on site with a good deal of careful, professional judgment. Do interns appear intellectually able, interpersonally skilled, ethical and committed to social justice and to the well being of others? This Standard also concerns itself with the respect and support accorded to interns - aspects best confirmed in interview with the interns directly.

The site visitors are also advised to confirm:

- interns' roles in programme planning and evaluation,
- the programme's efforts and success in recruiting interns from CPA-accredited doctoral programmes,
- that programmes have verified the pre-internship preparation of any doctoral-level psychologists who are attempting to respecialize in an area of professional psychology,
- that the programme hosts at least two doctoral-level interns, and
- interns receive training in professional standards and ethics.

6. Facilities and Resources

Site visitors should take the opportunity to tour and review the programme's facilities and resources as detailed in this Standard. The site visit report should comment on the general adequacy of resources and facilities for the purposes required and call attention to any obvious lack of equipment, facility or support. Please note as well the presence of structural modifications or facilities for persons with disabilities.

7. Public Disclosure

The information required of this Standard can be gleaned from the programme's brochure and website. In reporting on this section, however, site visitors can corroborate that students had received the information and were made aware of the programme's accreditation status and term of accreditation.

8. Programme Evaluation and Quality Improvement

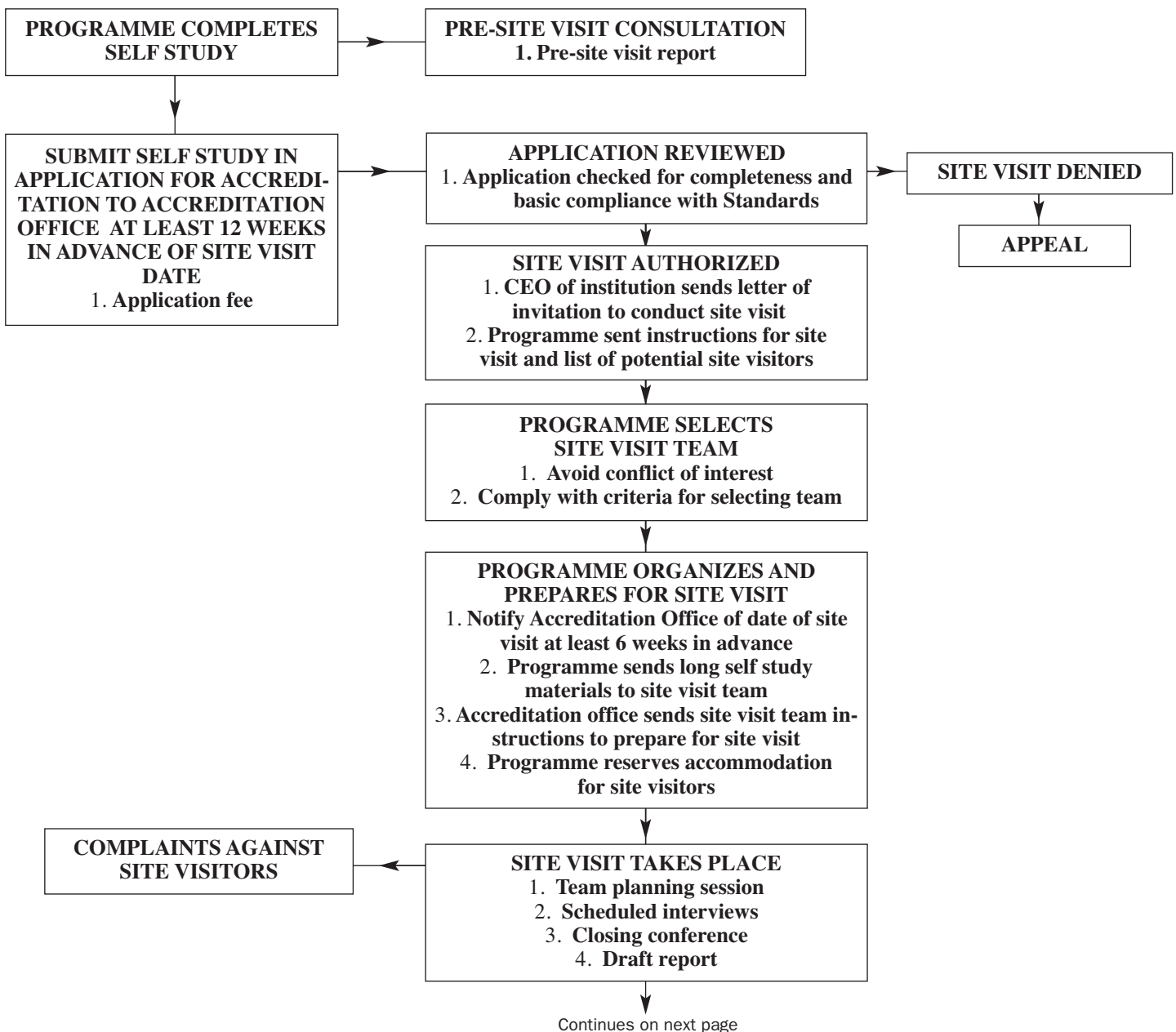
In this section, the site visitors should confirm the mechanisms the programme has put in place to examine its success in meeting the goals and objectives of its models. Site visitors should view and report on any surveys conducted by the programme in evaluating its outcomes and should gain an understanding of how the programme might have affected change as the result of its outcomes. It is also helpful, in connection with this Standard, to report on feedback from past and current interns about their preparedness to begin internship and about their preparedness to meet the community's needs for psychological services following internship training.

9. Relationship with CPA Accreditation Panel

The evaluation of this Standard is done largely by the Panel via correspondence between the programme and the Accreditation Office. However, it is helpful to the Panel if, while on site, the site visitors are able to examine the programme's written records of their compliance with the Standards.

FLOW CHART

APPLICATION AND RE-APPLICATION PROCESS



from previous page

SITE VISIT REPORT
1. Report submitted within 30 days of site visit
2. Report prepared in compliance with CPA guidelines
3. Programme remits site visit fee
4. Programme receives copy of report

PROGRAMME RESPONDS TO REPORT
1. Programme responds within 30 days of receipt of report
2. Response includes objections, corrections, additional information

PANEL DECISION FALL OR SPRING OF EACH YEAR
1. Award, affirmation, denial of accreditation
2. Accreditation, probationary status or inactive status
3. Accreditation effective date of site visit
4. Programme notified of decision by telephone and letter

APPEAL
1. Appeal filed within 30 days of receipt of decision letter

PROGRAMME SUBMITS ANNUAL REPORT SEPTEMBER FIRST OF EACH YEAR
1. Programme responds to monitoring items highlighted in previous year's decision or reaffirmation letter

ANNUAL REAFFIRMATION DECISIONS MADE FALL OF EACH YEAR

PROBATION

APPEAL

REAFFIRMATION
1. Programme receives reaffirmation letter
2. Programme submits annual fee

PROGRAMME SUBMITS LONG SELF STUDY WHEN RE-ACCREDITATION DUE AND PROCESS BEGINS AGAIN

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

I. Eligibility

The CPA and its Accreditation Panel:

- concur with the findings of the Wellner Report (1978), which recognizes that the basic body of knowledge of psychology is the foundation of professional practice and, accordingly, its instruction should remain within departments of psychology,
- believe that university departments of psychology can best support professional programmes in maintaining the highest standards of scholarship and teaching,
- advocate for the doctorate as the national standard for education and training in professional psychology, and
- endorse both the scientist-practitioner (Ph.D., Ed.D.) and the scholar-practitioner (Psy.D.) models of doctoral training in professional psychology (these models are articulated in the CPA Psy.D. Task Force Report, November 1998).

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

A. Institution

1. The clinical, counselling or school psychology programme is at the doctoral level and is offered in or through a provincially or territorially chartered Canadian university.
2. The university demonstrates its commitment to the programme by providing it with appropriate financial support.
3. The university's support for professional education and training is evident in the recognition, value, and rewards the university accords to its faculty for the knowledge, skill and commitment necessary to educate and train professionals.

B. Programme

1. The programme is a doctoral-level clinical, counselling or school psychology programme within a department or recognizable and coherent unit of psychologists or educational psychologists that assume responsibility for it.
2. The programme has an identifiable body of students who are matriculated in the clinical, counselling, or school psychology programme for the doctoral degree.
3. Doctoral programmes typically accept students post-honours baccalaureate (or its equivalent) but may vary in the way in which they define and operationalize master's degree training and requirements en route to the doctoral degree. If a programme admits a student with advanced standing (i.e., a student who enters with a master's degree or a student who enters with a doctoral degree in a non-professional area of psychology), the programme must have mechanisms for assessing and assigning credit for previous graduate achievements. The programme ensures that all students fulfill all the programme's doctoral degree requirements.
4. The programme abides by the CPA policy, as defined in its Graduate Guide, allowing students until April 15th to accept an offer of programme admission and/or financial support.
5. The programme requires a minimum of three academic years of full-time, resident graduate study.

II. Philosophy, Mission and Curriculum

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

It is CPA's position that there are criteria that are necessary to ensure sound training in professional psychology - these are largely the criteria related to curriculum and detailed here in Standard II. However, every programme has a philosophy of training that reflects its own values and principles about teaching and training in clinical, counselling or school psychology. It is possible for a programme to meet the prescriptions of the Accreditation Standards and Criteria within the context of its unique philosophy of training.

It is the programme's responsibility in addressing Standard II to clearly and comprehensively convey its values and principles about teaching and training as well as demonstrate how it meets the prescriptions of the criteria of Standard II. Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of clinical or counselling psychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g., students, academic and healthcare communities, host institution, professional community of psychologists).

Taken together, a programme's values and principles determine its goals and objectives – put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives¹.

The critical question that a programme asks of itself when addressing Standard II is:

**What do we do (training model) and how do we do it
(how do we put our training model into practice)?**

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

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

1. **Interpersonal Relationships.** MRA Competency on Interpersonal Relationships corresponds to Standard II.F.3.v. The programme may develop courses or seminars that explicitly focus on interpersonal relationships as defined in Standard II.F.3.v, or may teach to this competency in other didactic offerings (e.g., an introductory course in psychotherapy or ethics). Standard III.B in its attention to train-

¹ If, for example, a programme's values and principles articulate the need for psychologists to meet and exceed provincial, territorial and national standards for ethical practice, then an appropriate goal for this principle would be that students should learn and apply all such standards. The objectives that constitute this goal reasonably might be that all students take a course in professional ethics offered by the programme and that all students review the programme's holdings on legislation and standards relevant to the practice of clinical or counselling psychology. An illustration of an appropriate outcome for this goal is footnoted under Standard IX.

ing students to work with diverse client groups and characteristics also speaks to the interpersonal relationships competency.

2. Assessment and Evaluation. MRA Competency on Assessment and Evaluation corresponds to Standard II.E.4, which requires core coverage of individual differences to include human development, II.F.2, which details coverage of research design and test construction, and II.F.3.i, which details coverage of psychological assessment. Standard III speaks to the necessity of understanding how the diversity of human characteristics and conditions must be considered for any assessment or intervention.
3. Intervention and Consultation. MRA Competency on Intervention and Consultation corresponds to Standard II.F.3. Standard III speaks to the necessity of understanding how the diversity of human characteristics and conditions must be considered for any assessment or intervention.
4. Research. MRA Competency on Research corresponds to Standard II.B, C, and D, as well as II.F.2.
5. Ethics and Standards. MRA Competency on Ethics and Standards corresponds to Standard II.F.1.
6. Supervision. MRA Competency on Supervision corresponds to Standard II.F.3.vi.

The Accreditation Standards and Procedures are founded upon a belief that, in its substance, graduate education in professional psychology should be delivered through in-person, face-to-face instructional formats. However, the Accreditation Panel is aware of the emerging role of new technologies in education and training. While these technologies are rapidly evolving, very little empirical research has investigated their efficacy and outcomes.

The Accreditation Standards and Procedures continue to require that doctoral programmes maintain 3 years of full-time resident graduate study (Standard I.B.5). Programmes that incorporate distance education or electronically mediated formats into their programmes need to ensure that in so doing they continue to comply with this 3-year residency standard. Additionally, programmes that incorporate distance education or electronically mediated formats must do so in compliance with any emerging guidelines from relevant professional or regulatory bodies, including but not limited to CPA. These programmes must also evaluate the outcomes of these methods of education and training and provide this data to the Accreditation Panel. The CPA makes use of the definitions of distance and electronic education developed by the APA and as footnoted below².

Standard II criteria are:

- A. Programmes develop and articulate their values, principles, goals, and objectives.
- B. Practice, theory and research are integrated early in the programme. Training in these areas proceeds in sequence and presents information, and exacts requirements, which are cumulative and increasingly complex over the course of the programme. In advancing these requirements, a programme ensures that it offers an integrated, organized plan of study and ensures a breadth of exposure to the field of psychology. Further, the programme helps to ensure that its students are sufficiently prepared for advanced professional training (e.g., doctoral internships, postdoctoral fellowships) and postdoctoral employment.
- C. Research training enables students to formulate and solve problems, acquire new knowledge and evaluate practice. Accordingly, students are trained to employ the methodological paradigms appropriate to their research questions and the merits of their research are evaluated on the basis of the paradigm indicated and employed.

² The American Psychological Association has adopted the following definitions for distance and electronically mediated education:

Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous (students and instructors present at the same time) or asynchronous (students and instructors access materials on their own schedule). Distance education may employ correspondence study, or audio, video, or computer technologies.

Electronically mediated education covers a wide set of electronic applications and processes such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV, and CD-ROM.

American Psychological Association, Principles of good practice in distance education and their application to professional education and training in psychology (2002). Report of the Task Force on Distance Education and Training in Professional Psychology. Retrieved from <http://www.apa.org/ed/resources/finalreport.doc>

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- D. Research training includes the techniques and methods of inquiry appropriate to applied research questions making use of practice, natural and laboratory settings. Students are encouraged and supported in choosing research topics (thesis and otherwise) that enhance the field of professional psychology.
- E. The CPA has identified core content areas in general psychology that it deems necessary for training and practice in clinical, counselling and school psychology. The programme requires that each student has demonstrated an undergraduate or graduate competence in these areas in any of the following ways:
- by passing suitable evaluations in each of the five areas, or
 - successful completion of at least one half-year graduate course, or a two-semester (or two, one-semester) senior undergraduate course.

The five core content areas are:

1. Biological bases of behaviour (e.g., physiological psychology, comparative psychology, neuropsychology, psychopharmacology),³
 2. Cognitive-affective bases of behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion),
 3. Social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory),
 4. Individual behaviour (e.g., personality theory, human development, individual differences, abnormal psychology), and
 5. Historical and scientific foundations of general psychology (this content area can be fulfilled with a one-semester, senior undergraduate course).
- F. The foundations of professional psychology - essentially knowledge about the science of practice and the practice of science - build on the core content areas as articulated in Standard II.E. Although programmes will vary in emphasis and in available resources, a sound doctoral-level education in the foundations of professional psychology is prerequisite to training in clinical, counselling and school psychology. Instruction in the following topics must be included in graduate-level instruction in every doctoral programme in clinical psychology, counselling psychology and school psychology.
1. **Ethics:** Scientific and professional ethics and standards to include CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services as well as relevant provincial and territorial codes of ethics and professional standards,
 2. **Research design and test construction:**
 - research design and methodology,
 - statistics, and
 - test construction and psychological measurement.
 3. **Practice:** Training in the practice of psychology includes a range of assessment and intervention procedures and is not restricted to a single type. Although programmes may emphasize different theoretical models and skills, students need to become familiar with the diversity of major assessment and intervention techniques in common use and their theoretical bases. Programmes must include training in evidence-based interventions as well as training in more than one therapeutic modality (i.e., individual, couple, family, group). The functions and activities that support good practice (II.F.3. iii, iv, v, vi) must also be covered:
 - i. psychological assessment,
 - ii. intervention (i.e., planning, techniques and evaluation),
 - iii. consultation (e.g., inter-professional team functioning; other organizations such as schools, community agencies),

³ The current standards provide for psychopharmacology as one of the ways in which students can demonstrate proficiency in the core content area of the biological basis of behaviour. However, as per the 2010 report of CPA's Task Force on Prescriptive Authority, the CPA believes that training in clinical psychopharmacology should form part of the core knowledge of every professional psychologist. Subsequent, and possibly interim, editions of the Accreditation Standards and Procedures will require specific examination or course training in this area. For its part, over the coming years, CPA will advance and promote pre and post graduate degree training options in clinical psychopharmacology for all professional psychologists.

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- iv. programme development and evaluation (e.g., methodology for total quality management, inter-disciplinary service development and evaluation),
 - v. interpersonal relationships (e.g., therapeutic relationships, therapeutic alliance and professional rapport, self-knowledge and the impact of therapist characteristics on professional relationships, effective communication), and
 - vi. supervision.
- G. Based upon students' needs and individual interests, the programme facilitates students' access to appropriate instruction in related fields such as anthropology, biology, genetics, neuroscience, sociology, and other behavioural and social sciences.
- H. The specific competencies expected of graduates may vary with the goals of the programme. The competencies defined by the MRA (see Standard II, 1 through 6, above) can be useful to programmes in defining and operationalizing their programmatic competencies. Further, the goals and expectations of students are thoroughly developed and communicated. Students are also provided ongoing support and opportunity as they determine, plan and meet their own professional goals. The programme has developed policies and procedures for student evaluation and students are made aware of how and when they will be evaluated. At minimum, students' performance and progress in the programme is evaluated on an annual basis. The evaluation of professional competence is the responsibility of the practitioners on the faculty and augmented, when appropriate, by practitioners from the community. Evaluation of professional competence encompasses those areas that are required by provincial and territorial licensure or registration requirements and/or other formal standards for psychological practice.
- I. Students are given formal opportunity to provide feedback and evaluation of the doctoral programme and its faculty. The format and timing of students' evaluations of the programme and its faculty respects students' rights and the position of trust assumed by the programme and its faculty. Wherever possible, students are able to submit evaluations anonymously and after they themselves have been evaluated and received their course grades.
- J. The programme has developed policies and procedures for handling students' academic, practice and/or interpersonally-related difficulties. These policies and procedures require mechanisms for developing, implementing and monitoring remediation plans. These policies and procedures are communicated, in writing, to each student at the start of his or her graduate training. In addition, these policies and procedures are reviewed verbally within orientation training provided to new students. When a student experiences academic, practice, and/or interpersonally-related difficulties, he or she is counselled early and offered a remediation plan. Students whose difficulties persist, despite counselling and remediation, are made aware of career alternatives and, if necessary, withdrawn from the programme.
- K. The programme has developed policies and procedures for any student to lodge a complaint, grieve an action, and appeal a decision or evaluation made by the programme. These policies and procedures are communicated, in writing, to each student at the start of his or her graduate training. In addition, these policies and procedures are reviewed verbally within orientation training provided to new students.
- L. In collecting and disseminating information about its operations, in particular as these concern information about its faculty and students, as well as any clients provided service under the auspices of the programme, the programme acts in accordance with relevant federal and provincial privacy legislation.

III. Diversity

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (e.g., types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e., French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity.

It is our professional and social responsibility to understand and respect the range of human diversity, which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender and socioeconomic status.

Programmes, and their host institutions, that train psychologists demonstrate their understanding and respect for human diversity and demonstrate a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, faculty and students.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes faculty and as it recruits and evaluates students. In recruiting and promoting faculty and in recruiting and evaluating students, the programme avoids any actions on grounds that are irrelevant to success as a faculty member or as a graduate student. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.
- B. The programme comprehensively and systematically provides its students with didactic instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures that the programme employs to ensure such instruction and experience, the goals the programme sets relative to diversity instruction, and its success in meeting its goals are communicated via the programme's attention to Standards II, III and IX.
- C. The programme makes accommodations for students and faculty with needs unique to their diverse status. When these accommodations require additional resources from the host organization (Standard I.A.2), they are given the same importance as any other facility or resource (Standard VI) needed by the programme to meet its goals.

IV. Faculty

Faculty are essential to the development and maintenance of a programme. As a group, they are sufficiently skilled to provide instruction in the core, foundational and professional areas of psychology as detailed in Standard II, in addition to providing instruction within their own areas of specialization. Further, faculty are grounded in the knowledge and skills demanded by the diversity of settings in which clinical, counselling and school psychologists are employed and in the knowledge and skills necessary to understand, assess and treat the problems professional psychologists face. Finally, at least some of the programme's faculty have the skills and experiences in practice that enable them to train students to work in applied settings and with specific problems and populations of clients.

It is important that faculty who are clinical, counselling and school psychologists help students identify with professional practice. Faculty can do this by demonstrating their own commitment to professional practice via their research and teaching, as well as through practice activities. Other venues through which faculty can exercise their practice commitment and expertise include supervising students' practice activities, participating in psychological associations and learned societies, obtaining licensure, and participating in practice-related continuing education.

The university and department that house the professional programme are responsible for assuring that the programme faculty has, in the aggregate, the following qualities:

- A. There is an identifiable, core faculty of psychologists attached to the programme that has authority and primary responsibility for the programme. This core faculty is responsible for the instruction and supervision of the programme's students and have active roles in the development and governance of the programme.
- B. Core faculty members have completed their own doctoral degrees in clinical, counselling or school psychology that met the standards in place at the time of their training - standards which ideally included completion of an internship. It is preferable that core faculty, especially those administratively responsible for the programme, have completed their doctoral and internship training at programmes accredited by the CPA (or its equivalent).

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- C. Core faculty is comprised of experienced and productive members whose teaching, research and other professional activities (e.g., course loads, publications, professional participation and practice) demonstrate their commitments to the intellectual, scientific and applied enterprises of professional psychology. Through their involvement in these activities, faculty can provide effective leadership, role modeling, supervision, and instruction for students.
- D. Faculty uphold relevant national and provincial/territorial professional and ethical standards and guidelines of practice, teaching and research in psychology which include but are not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.
- E. The psychology faculty, and in particular the core faculty, is sufficiently large and available to advise and supervise students' research and practice activities as well as to attend to administrative duties, serve on university, department or programme committees, maintain appropriate class sizes, and provide a sufficient diversity of course offerings. At least one faculty member (who may or may not be the Director of Training) assumes primary responsibility for monitoring and evaluating practicum facilities and internship settings and for overseeing student progress within them.
- F. Faculty encourage and actively support students in the timely completion of their programme consistent with national norms for completion of graduate training in professional psychology respectful of work-life balance. Monitoring and evaluating students' timely progress forms part of their annual performance reviews (Standard II.H).
- G. Given the broad and interdisciplinary knowledge base required for training in professional psychology, the research, didactic and practical training offered by a programme may be augmented by the contributions of faculty members whose primary affiliations are within another area of psychology (complementary faculty), by faculty who are affiliated with other (often practice-related) settings (adjunct faculty), and/or by faculty from other university departments or faculties (e.g., medicine, physiology or health and rehabilitation psychology).
- H. Core, adjunct, or complementary faculty who supervise students in the provision of professional service are appropriately credentialed and registered in the jurisdiction in which the service is provided.
- I. A number of the core faculty combine to form a Training Committee from among whom a Director of Training is appointed. The Director of Training models the professional role to faculty and students through active registration as a psychologist in the jurisdiction in which the programme is located as well as through other professional activities. The Training Committee hold tenured or tenure-track appointments at the institution in which the programme is housed. Additionally, the Training Committee Director holds a senior tenured appointment at the institution in which the programme is housed.
- J. The Panel strongly recommends that the faculty member who assumes directorship of the training programme not also hold a position as chair or head of the department of psychology. This recommendation is made for the following reasons:
- to ensure that the programme has sufficient staff and resources to meet its research and practice needs (Standard IV.E),
 - the department chair or head serves as a further source of appeal or direction for the student, especially if a problem or conflict arises between the student and the Director of Training (Standard II.J), and
 - the head/chair of the department is necessarily concerned about staffing and service issues for the department as a whole, which may put him/her in a conflict of interest in advocating for the specific needs of the training programme (Standard II).

V. Students

In addition to meeting entrance requirements as defined in Standard I.B.3, students admitted to the programme have demonstrated intellectual ability and interpersonal skills. In addition, students are committed to social justice and demonstrate respect for the diversity of individual differences. As required by Standards II and III, students are helped to further develop these abilities, skills and commitments.

- A. The programme has an identifiable body of students who are matriculated in the clinical, counselling, or school psychology programme for the doctoral degree.
- B. Students are treated with dignity and respect. The value accorded students' input and contributions is evident within the programme's operation. Students' contributions to research or other professional projects are credited appropriately (e.g., authorship of publications). Students have representation on the programme's committees and task forces that review and evaluate the curricula, develop policy and procedure, and conduct strategic planning.
- C. Students demonstrate their commitments to the intellectual, scientific and applied enterprises of psychology via their participation in teaching, research, and other professional activities (e.g., teaching and research assistantships, publications, association membership, practical and applied training opportunities).
- D. Students in clinical, counselling and school psychology commit themselves to the standards of the professional and ethical practice of psychology as per the materials outlined in the training requirements of Standard II.F.1.
- E. Students set reasonable expectations to progress through the programme in a timely fashion consistent with national norms for completion of graduate training in professional psychology while mindful of work-life balance. Though not an explicit requirement of this criterion, it is CPA's position that students in professional psychology should be able to complete a doctoral degree within 7 years post-baccalaureate.
- F. Students do not work more than an average of 20 hours a week in employment outside of the programme. These hours do not include teaching and research assistantships.

VI. Facilities and Resources

In addition to skilled and dedicated faculty, and knowledgeable and promising students, a successful doctoral programme relies on the adequacy of its facilities and resources. The following facilities and resources adequately support programmes' goals:

- A. teaching facilities, including classrooms, seminar rooms, observational facilities, and laboratory space for studies of individuals and small groups,
- B. library facilities, including books, journals, reprints, microfilms and electronic access to same,
- C. office space and adequate support personnel for faculty,
- D. quiet and unobstructed work space, individual or shared, for students,
- E. research space for faculty and students,
- F. current and relevant assessment materials and supplies, facilities for group and individual tests; specimen sets of widely used tests, test manuals, rating forms, recording forms for behavioural observations, etc.,
- G. computer facilities, including Internet access, which supports communication, research, and data analysis,
- H. resources, including consultants, to support data analysis,
- I. audio-video recording equipment, closed-circuit television,
- J. facilities and technicians for building research equipment, and
- K. facilities that enable students with disabilities to access all aspects of the programme's offerings and operations.

VII. Public Disclosure

In accordance with Standard II.L, the programme ensures that any information it collects and includes in its public materials conforms to federal and provincial legislation governing the protection and privacy of personal information.

- A. The programme is clearly and publicly identified and described as a clinical, counselling or school psychology programme. Its brochure, website, and descriptive materials communicated to all applicants, describe the:
1. programme's philosophy and mission,
 2. theoretical orientations as well as professional and research interests of the programme's faculty,
 3. goals set and outcomes obtained by the programme, as reported to the CPA Accreditation Panel in the programme's self studies and annual reports,
 4. requirements and expectations of students, including, but not limited to, the completion of a CPA-accredited internship (or its equivalent)
 5. academic and practical functions for which the student will be prepared, and
 6. training resources at the programme's disposal.

In addition, to help students make decisions about programmes, the brochure and website include the following descriptive statistics to illustrate the nature of the student cohort. These may include wherever possible and available:

7. usual size of the applicant pool,
 8. acceptance and attrition rates,
 9. percentage of male/female students or students who self-identify as other gendered, disabled, and/or originating from a minority/diverse background,
 10. age distribution of students,
 11. availability and nature of financial, academic, counselling and other support systems, and
 12. percentage of graduates that successfully become registered/licensed psychologists.
- B. Evidence of accreditation status and term of accreditation is made available to applicants through the programme's brochure, website, and other communications. It is important when giving evidence of its accreditation status that the programme clearly indicate the name of the programme for which accreditation has been accorded. It is the programme which is accredited, not its department or host institution. In the event that there are several programmes within the host department, statements must be clear when indicating which programme(s) is accredited.
- C. Include the name and address of the CPA Accreditation Office in the programme's brochure and website.

VIII. Practicum and Internship Training

Doctoral programmes in clinical, counselling, and school psychology include systematic and intensive training in the application of psychological principles and skills to human problems. This training, applied in the field, is offered sequentially as practicum and internship experience. As students proceed through their applied training, they are usually afforded experiences of increasing complexity that allow them to assume greater levels of responsibility and autonomy for their work.

A doctoral programme will actively direct its students toward field experiences, both practicum and internship, that demand the kinds of knowledge and skills students have acquired within the doctoral programme. Practicum experiences can occur within the doctoral programme's own university facilities under the supervision of its own faculty (e.g., a university counselling center) or in other appropriate but independent settings.

Practicum training is field experience, usually taken for academic credit and often on campus. The practicum helps students to acquire and apply psychological techniques and skills and provides exposure to client problems and populations. The practicum is intended to prepare the student for internship and is prerequisite to it.

Although some settings may train both practicum and internship students, an internship is a more advanced and intensive experience that allows students to refine the technical knowledge and skills they have already acquired in course work and practicum experiences. It is the depth and breadth of training that distinguishes the practicum from the internship experience. The internship, usually a year-long experience completed just prior to completion of the doctoral degree, provides students with the opportunity to function in the role of a professional psychologist under supervision appropriate to their level of knowledge and skill. Successful completion of the internship is a prerequisite to the award of the doctoral degree in clinical, counselling, or school psychology.

In order to best match students' interests and needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Evidence of the goodness of fit between a student's needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.

Doctoral programmes maintain a close liaison with settings that host practicum or internship training (e.g., through conventions, conferences, membership in the Canadian Council of Professional Psychology Programmes). This liaison allows the doctoral programme to best prepare its students for internship, evaluate the nature of that preparation, monitor students' progress in the field, as well as track students' evaluations of the internship settings.

A. Practicum

Practicum training is integrated with didactic instruction via coursework and begins early in students' graduate training, typically at the master's level. Although a full-time, summer practicum is valuable in the concentration of experience it affords, part-time, year-long practica allow students to get a longer-term view both of clients and their functioning, and of a setting that provides psychological services. The doctoral programme helps students in locating and selecting practicum settings that offer practice experiences for which the student is prepared and that are compatible with the doctoral programme's training goals and objectives.

Practicum settings are service provision environments with training as one of their core roles. Psychological services in the practicum settings conform to all relevant CPA standards and guidelines. Each student's practicum experience is coordinated by a core faculty member or by an adjunct professor associated with the practicum setting. At this early stage of training, when students begin to identify with the profession and to acquire its necessary skills, they require ready and frequent access to professional psychologists and supervision. It is also especially important at this early stage of students' applied experience that the faculty of the doctoral programme and the psychologists at the practicum setting are in close and regular contact.

Practicum training incorporates and covers the following activities:

1. an understanding of, and a commitment to, professional and social responsibility as defined by the statutes of the ethical code of the profession (CPA's Canadian Code of Ethics),
2. the ability to conceptualise human problems,
3. awareness of, and sensitivity to, the full range of human diversity,
4. an understanding of one's own characteristics, strengths and biases and the impact these have upon professional functioning,
5. skill in psychological assessment, intervention, and consultation, which includes more than one type of assessment (e.g., intelligence testing, behavioural assessment, personality testing, neuropsychological assessment) as well as more than one type (e.g., cognitive-behavioural, interpersonal) and mode (e.g., individual, group, family) of intervention,
6. skill in writing reports and progress/session notes, and
7. the use of research to inform practice and the ability to use practice experiences to inform and direct research.

The Accreditation Panel acknowledges that in the competitive marketplace, students may complete far more than the required number of practicum hours prior to applying for internship. However, the Panel strongly encourages students to focus on quality (e.g., variety of issues and populations) over quantity

(e.g., amassing a large number of hours) when completing their practica. The Panel believes that the following practicum requirements could be achieved in as few as 600 and no more than 1000 hours of practicum training. The doctoral programme has full discretion over the designation of what qualifies or constitutes a practicum as long as the following requirements are met.

Over the course of practicum training prior to internship:

- At least 300 hours of supervised practicum training is devoted to direct, face-to-face patient/client contact defined as time students spend interviewing, assessing, or intervening with clients directly.
- Students should receive at least 150 hours of supervision.
- In addition to direct service and supervision, students participate in support activities during their practica. Support activities are defined as clinically relevant activities in support of the direct service, such as writing progress and process notes, report writing, case treatment planning, consultation, session review, case presentations, case-relevant literature reviews, rounds, case conferences, psychometric test scoring and interpretation, learning new psychological measures and/or interventions/treatments and professional development/continuing education that supports specific patient/client care.
- The balance between direct service, supervision and support hours required by the student will evolve with developing competence.

Seventy-five percent of the supervision provided to a student during practicum training will be **individual supervision** defined by the following criteria:

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

Twenty-five percent of the supervision provided can be either individual or **group supervision** defined as activities or meetings in which

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

Individual supervision can occur between the supervisor and supervisee as the only participants or it can occur in a group format among a number of supervisors and supervisees.

All practicum students are supervised by practitioners who are registered for independent psychological practice in the jurisdiction in which the services are provided. The Panel acknowledges and supports the internship programmes that allow their interns to gain supervisory experience by supervising practicum students. It is necessary, however, that the interns providing such supervision receive supervision from a doctoral-level, registered psychologist specifically for this activity.

B. Internship⁴

1. A CPA-accredited internship (or its equivalent) is required for graduation with a doctoral degree in

⁴ The Accreditation Panel considers the terms "internship" and "residency" and "intern" and "resident" to be equivalent in status. It is at the programme's discretion which term to use in public disclosures, as long as one term is used consistently.

professional psychology. The programme is responsible for ensuring and evaluating a student's readiness to undertake an internship and for providing references for students in application for internship as required.

2. An essential component of readiness is the student's progress and status in the doctoral programme prior to the internship year.

Eligibility for internship requires that students have completed the following prior to undertaking the internship year:

- i. all requisite coursework;
 - ii. a minimum of 600 hours of practicum experience in assessment and intervention strategies comprised of at least 300 hours of direct client contact and 150 hours of supervision;
 - iii. completed and received approval for their doctoral thesis proposal prior to application for internship. In addition, the Panel strongly recommends that students complete their data collection and analysis prior to beginning their internship year so that they can devote their full attention to their professional training experience. Ideally, students will also have completed a draft of their doctoral thesis or have successfully defended their doctoral thesis prior to beginning the internship year. Readiness to undertake an internship is defined under the Standards for internship programmes in I.B.2;
3. Evidence of the goodness of fit between a student's training needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision;
 4. When a programme permits a student to complete an internship that is not CPA-accredited, the means through which the programme established that the internship is equivalent to a CPA-accredited internship must be articulated and publicly disclosed. The standards and criteria for CPA accreditation of internship programmes are detailed later in this manual; and
 5. Regardless of the student's doctoral thesis status, the internship is a prerequisite to the award of the doctoral degree and must be completed before the doctoral degree is conferred.

IX. Programme Evaluation and Quality Improvement

When addressing Standard IX, the critical questions a programme asks and answers are:

- **How do we know whether we are meeting our goals and objectives?**
- **What do we do with the information gained from examining our success in meeting our goals and objectives?**
- **How does the information gained from self-assessment influence the continuous quality improvement of our training model and its goals and objectives?**

- A. Following the identification, articulation, and implementation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives⁵. A programme's outcomes reveal how well the programme has met its goals and objectives. It is important, therefore, that the tools used to measure outcomes are valid measures of the programme's goals and objectives. Further, the programme's mechanisms of self-assessment (i.e., the programme's evaluation and quality improvement initiatives) support and are supported by the self-assessment activities of the department of psychology or department of educational psychology and of the university of which the department is part.

The information learned from self-assessment is used by the programme to review and revise its training model as well as its goals and objectives. Furthermore, the programme is committed to reviewing its training model, its goals and objectives, as well as its curriculum, in light of:

⁵ Following from the illustration used for Standard II, reasonable outcome measures for the goals and objectives defined for standards of ethical practice might be that students receive a passing grade in a professional ethics course and/or that students are examined on their review of the library's holdings on legislation and standards relevant to the practice of psychology.

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- the evolving body of scientific knowledge in psychology as it applies to professional practice,
 - current professional and regulatory standards of best professional practice,
 - local, regional and national needs for psychological services, and
 - the jobs and career paths attained by the programme's graduates.

- B. If part of the programme's education and training is delivered via emerging technologies (e.g., distance education, online learning), the methods employed to determine the impact and efficacy of obtained outcomes must be outlined in your annual reports. Specify what and how much of your education and training is delivered via emerging technologies as well as outcomes assessed and obtained.

X. Relationship with the CPA Accreditation Panel

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures, which include, but are not limited to, meeting deadlines prescribed by the Accreditation Panel for:
- the submission of self-studies in preparation for a site visit. The self-studies are prepared in accordance with the reporting prescriptions of the Panel,
 - scheduling and preparing for a site visit,
 - the timely submission of annual reports. Annual reports are prepared in accordance with the reporting prescriptions of the Panel,
 - supplying the Accreditation Panel with any other information relevant to maintaining the programme's accreditation status, and
 - the submission of all fees, according to the schedule prescribed by the Panel, which include, but are not limited to, the self-study application, the site visit, and annual fees.
- B. Maintain written records of their compliance with the Standards (i.e., records of annual reports, self-studies, correspondence with the CPA Accreditation Panel), and any changes or innovations the programme has made to maintain or better meet the Standards.
- C. Inform the CPA Accreditation Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality of training provided.

STANDARDS FOR ACCREDITATION OF DOCTORAL PROGRAMMES IN CLINICAL NEUROPSYCHOLOGY

I. Eligibility

The CPA and its Accreditation Panel:

- concur with the findings of the Wellner Report (1978), which recognizes that the basic body of knowledge of psychology is the foundation of professional practice and, accordingly, its instruction should remain within departments of psychology,
- believe that university departments of psychology can best support professional programmes in maintaining the highest standards of scholarship and teaching,
- advocate for the doctorate as the national standard for education and training in clinical neuropsychology, and
- endorse both the scientist-practitioner (Ph.D., Ed.D) and the scholar-practitioner (Psy.D.) models of doctoral training in professional psychology (as these models are articulated in the CPA Psy.D. task force report, November 1998).

Although all programmes accredited by the CPA are typically accredited in a single professional area (i.e. clinical psychology or counselling psychology or school psychology or clinical neuropsychology), the Standards and Criteria governing the accreditation of clinical neuropsychology differ somewhat from those governing the accreditation of the other professional areas. As is explained in the introduction to this manual, the community standards that developed to govern the accreditation of clinical neuropsychology were initiated by the neuropsychology community to reflect the training in science and practice that is unique to the practice of clinical neuropsychology.

Despite the recommendations of the Wellner report, the Accreditation Panel acknowledges that there may be routes to obtaining training in clinical neuropsychology that do not necessarily occur within departments of psychology. These may include:

- a clinical neuropsychology programme that exists within another area of professional psychology (e.g., clinical psychology),
- a free-standing clinical neuropsychology programme in a department of psychology, and
- a clinical neuropsychology programme that exists within an interdisciplinary neuroscience training programme.

All programmes seeking accreditation in clinical neuropsychology must meet the following eligibility requirements:

A. Institution

1. The clinical neuropsychology programme is at the doctoral level and is offered in or through a provincially or territorially chartered Canadian university.
2. The university demonstrates its commitment to the programme by providing it with appropriate financial support.
3. The university's support for professional education and training is evident in the recognition, value, and rewards the university accords to its faculty for the knowledge, skill and commitment necessary to educate and train professionals.

B. Programme

1. The programme is a doctoral-level clinical neuropsychology programme typically within a department of psychology that assumes responsibility for it or within another interdisciplinary training programme as outlined above.

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2. The programme has an identifiable body of students who are matriculated in the clinical neuropsychology programme for the doctoral degree.
 3. Doctoral programmes typically accept students post-honours baccalaureate (or its equivalent) but may vary in the way in which they define and operationalize master's degree training and requirements en route to the doctoral degree. If a programme admits a student with advanced standing (i.e., a student who enters with a master's degree or a student who enters with a doctoral degree in a non-professional area of psychology), the programme must have mechanisms for assessing and assigning credit for previous graduate achievements. The programme ensures that all students fulfill all the programme's doctoral degree requirements.
 4. The programme abides by the CPA policy, as defined in its Graduate Guide, allowing students until April 15th to accept an offer of programme admission and/or financial support.
 5. The programme requires a minimum of three academic years of full-time, resident graduate study.

II. Philosophy, Mission and Curriculum

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

It is CPA's position that there are criteria that are necessary to ensure sound training in professional psychology - these are largely the criteria related to curriculum and detailed here in Standard II. However, every programme has a philosophy of training that reflects its own values and principles about teaching and training in clinical neuropsychology. It is possible for a programme to meet the prescriptions of the Accreditation Standards and Criteria within the context of its unique philosophy of training.

It is the programme's responsibility in addressing Standard II to clearly and comprehensively convey its values and principles about teaching and training as well as demonstrate how it meets the prescriptions of the criteria of Standard II. Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of neuropsychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g., students, the academic and healthcare communities, its host institution, the profession of psychology).

Taken together, a programme's values and principles determine its goals and objectives – put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives⁶.

The critical question that a programme asks of itself when addressing Standard II is:

**What do we do (training model) and how do we do it
(how do we put our training model into practice)?**

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

⁶ If, for example, a programme's values and principles articulate the need for psychologists to meet and exceed provincial, territorial and national standards for ethical practice, then an appropriate goal for this principle would be that students should learn and apply all such standards. The objectives which constitute this goal reasonably might be that all students take a course in professional ethics offered by the programme and that all students review the programme's holdings on legislation and standards relevant to the practice of clinical neuro psychology. An illustration of an appropriate outcome for this goal is footnoted under Standard IX.

CPA's accreditation standards for training in professional psychology include degree requirements, prescriptive criteria, and outcome or competency accountabilities. The Competencies for the practice of psychology, as defined in the MRA by the regulatory bodies of psychology in Canada, are subsumed in Standard II. Each Competency is listed below, along with the Standard II Criterion to which it corresponds. In some instances, a Competency is reflected in more than one Criterion. At the student level, it is Standard II.E which articulates the need for programmes to develop means and mechanisms for evaluating the competencies to which students are trained in Standard II. At the programme level, it is Standard IX through which programmes demonstrate how they have met the accountabilities, or trained to the professional competencies, they report in Standard II.

1. Interpersonal Relationships. MRA Competency on Interpersonal Relationships corresponds to Standard II.F.3.v. The programme may develop courses or seminars that explicitly focus on interpersonal relationships as defined in Standard II.F.3.v or may teach to this competency in other didactic offerings (e.g., an introductory course in psychotherapy or ethics). Standard III.B in its attention to training students to work with diverse client groups and characteristics also speaks to the interpersonal relationships competency.
2. Assessment and Evaluation. MRA Competency on Assessment and Evaluation corresponds to Standard II.E.4 which requires core coverage of individual differences to include human development, II.F.2 which details coverage of research design and test construction, and II.F.3.i which details coverage of psychological assessment. Standard III speaks to the necessity of understanding how the diversity of human characteristics and conditions must be considered for any assessment or intervention.
3. Intervention and Consultation. MRA Competency on Intervention and Consultation corresponds to Standard II.F.3. Standard III speaks to the necessity of understanding how the diversity of human characteristics and conditions must be considered for any assessment or intervention.
4. Research. MRA Competency on Research corresponds to Standard II.B, C, and D, as well as II.F.2.
5. Ethics and Standards. MRA Competency on Ethics and Standards corresponds to Standard II.F.1.
6. Supervision. MRA Competency on Supervision corresponds to Standard II.F.3.vi.

The Accreditation Standards and Procedures are founded upon a belief that, in its substance, graduate education in professional psychology should be delivered through in-person, face-to-face instructional formats. However, the Accreditation Panel is aware of the emerging role of new technologies in education and training. While these technologies are rapidly evolving, very little empirical research has investigated their efficacy and outcomes.

The Accreditation Standards and Procedures continue to require that doctoral programmes maintain 3 years of full-time resident graduate study (Standard I.B.5). Programmes that incorporate distance education or electronically mediated formats into their programmes need to ensure that in so doing they continue to comply with this 3-year residency standard. Additionally, programmes that incorporate distance education or electronically mediated formats must do so in compliance with any emerging guidelines from relevant professional or regulatory bodies, including but not limited to CPA. These programmes must also evaluate the outcomes of these methods of education and training and provide this data to the Accreditation Panel. The CPA makes use of the definitions of distance and electronic education developed by the APA and as footnoted below⁷.

Standard II criteria are:

- A. Programmes develop and articulate their values, principles, goals, and objectives.

⁷ The American Psychological Association has adopted the following definitions for distance and electronically mediated education:

Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous (students and instructors present at the same time) or asynchronous (students and instructors access materials on their own schedule). Distance education may employ correspondence study, or audio, video, or computer technologies.

Electronically mediated education covers a wide set of electronic applications and processes such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio and videotape, satellite broadcast, interactive TV, and CD-ROM.

American Psychological Association, Principles of good practice in distance education and their application to professional education and training in psychology (2002). Report of the Task Force on Distance Education and Training in Professional Psychology. Retrieved from <http://www.apa.org/ed/resources/finalreport.doc>

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- B. Practice, theory and research are integrated early in the programme. Training in these areas proceeds in sequence and presents information, and exacts requirements, which are cumulative and increasingly complex over the course of the programme. In advancing these requirements, a programme ensures that it offers an integrated, organized plan of study and ensures a breadth of exposure to the field of psychology. Further, the programme helps to ensure that its students are sufficiently prepared for advanced professional training (e.g., predoctoral internships, postdoctoral fellowships) and postdoctoral employment.
- C. The goal of all programmes in clinical neuropsychology is to train scientist-practitioners who graduate with a doctoral degree, and who have completed a doctoral dissertation. All training related to practice is completed within a faculty, school or department of psychology or supervised by a member of a psychology programme. Students' dissertations, however, may be supervised by any faculty member of the university that grants them their doctoral degree.
- D. The programme is responsive to the needs of clinical neuropsychology graduates to achieve registration/licensure as psychologists in their jurisdiction of practice.
- E. Training Curricula
- Competent professional practice in clinical neuropsychology requires training in three basic areas:
- core knowledge in general psychology and the basic neurosciences,
 - knowledge and skills in neuropsychological and psychological assessment and intervention, and
 - research.

Clinical neuropsychology programmes may place different degrees of emphasis on these three areas (i.e. core knowledge in psychology and the neurosciences, neuropsychological assessment and intervention, research). However, the training focus of any accredited clinical neuropsychology programme is neuropsychological assessment and intervention.

1. Core knowledge required for practice in clinical neuropsychology is derived from general psychology as well as from the basic neurosciences (i.e., neuroanatomy, physiology, pharmacology), clinical neurology, and theoretical and experimental neuropsychology.

Competence can be demonstrated by:

- passing suitable evaluations in each of the nine core areas defined below,
- successful completion of at least one half-year graduate course or undergraduate course work, and
- other suitable means determined by the programme.

The nine core areas are:

- i. General Psychology
 - a) statistics and methodology,
 - b) learning, cognition, and perception,
 - c) life span development, and
 - d) personality.
- ii. Neurosciences and Basic Human and Animal Neuropsychology
 - a) basic neurosciences: full neuroanatomy course, preferably taught by anatomists with lab; clinical neuroanatomy,
 - b) behavioural neurosciences: physiological psychology and pharmacology⁸,
 - c) basic human neuropsychology,

⁸ The current standards provide for psychopharmacology as one of the ways in which students can demonstrate proficiency in the core content area of the biological basis of behaviour. However, as per the 2010 report of CPA's Task Force on Prescriptive Authority, the CPA believes that training in clinical psychopharmacology should form part of the core knowledge of every professional psychologist. Subsequent, and possibly interim, editions of the Accreditation Standards and Procedures will require specific examination or course training in this area. For its part, over the coming years, CPA will advance and promote pre and post graduate degree training options in clinical psychopharmacology for all professional psychologists.

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- d) principles of rehabilitation, and
 - e) research master's thesis or an equivalent written independent research project in neuropsychology.
2. Clinical Training in clinical neuropsychology includes the acquisition of knowledge and skill in assessment and intervention. Although there is some overlap in the assessment instruments used by clinical psychologists and clinical neuropsychologists (e.g., tests of personality and intellectual functioning), there are many specialized instruments that are specific to practice in clinical neuropsychology (e.g., tests that assess disorders in language, memory, and cognition). The proper use of these specialized instruments and testing techniques requires training and supervised experience in clinical neuropsychology.

Intervention in clinical neuropsychology includes:

- i. the use of cognitive rehabilitation techniques devised for, and specific to, patients with neurological disorders,
- ii. education and counselling to patients and their families about the cognitive and psychological consequences of neurological disorders, and
- iii. consultation to the community and other institutions (e.g., schools, other health or residential care facilities) and inter-professional teams about the cognitive and psychological functioning and needs of patients with neurological disorders.

Instruction in the following topics and skills of assessment and intervention are included in graduate-level instruction in every doctoral programme in clinical neuropsychology:

- iv. clinical neurology and neuropathology,
 - v. principles of clinical neuropsychology,
 - vi. psychometric theory and principles of test construction,
 - vii. specialized neuropsychological tests and assessment techniques,
 - viii. personality assessment,
 - ix. history taking and interviewing techniques,
 - x. evidence-based intervention and consultation techniques used by clinical neuropsychologists which include cognitive remediation of neurological disorders,
 - xi. psychopathology,
 - xii. basic instruction in the interventions of clinical, counselling, and school psychologists (e.g., counselling and psychotherapy, which include behavioral and cognitive-behavioral therapies),
 - xiii. scientific and professional ethics and standards to include CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services as well as relevant provincial and territorial codes of ethics and professional standards,
 - xiv. programme development and evaluation (e.g., methodology for total quality management, inter-disciplinary service development and evaluation),
 - xv. interpersonal relationships (e.g., treatment relationships, therapeutic alliance and professional rapport, self knowledge and the impact of therapist characteristics on professional relationships, effective communication),
 - xvi. supervision.
3. Research Training
- i. Research training enables students to formulate and solve problems, acquire new knowledge and evaluate practice. Accordingly, students are trained to employ the methodological paradigms appropriate to their research questions and the merits of their research are evaluated on the basis of the paradigm indicated and employed.
 - ii. Research training includes the techniques and methods of inquiry appropriate to applied research questions making use of practice, natural and laboratory settings. Students are encouraged and supported in choosing research topics (thesis and otherwise) that enhance the field of neuropsychology.
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- iii. The dissertation meets the scientific standards of the university granting the doctoral degree, is an original contribution to knowledge in neuropsychology and meets the standards of neuropsychological research in Canada.
- F. Based on students' needs and individual interests, the programme facilitates students' access to appropriate instruction in related fields in science and social science.
 - G. The specific competencies expected of graduates may vary with the goals of the programme. The competencies defined by the MRA (see Standard II, 1 through 6, above) can be useful to programmes in defining and operationalizing their programmatic competencies. Further, the goals and expectations of students are thoroughly developed and communicated. Students are also provided ongoing support and opportunity as they determine, plan and meet their own professional goals. The programme has developed policies and procedures for student evaluation, and students are made aware of how and when they will be evaluated. At minimum, students' performance and progress in the programme is evaluated on an annual basis. The evaluation of professional competence is the responsibility of the practitioners on the faculty and augmented, when appropriate, by practitioners from the community. Evaluation of professional competence encompasses those areas that are required by provincial and territorial licensure or registration requirements and/or other formal standards for psychological practice.
 - H. Students are given formal opportunity to provide feedback and evaluation of the doctoral programme and its faculty. The format and timing of students' evaluations of the programme and its faculty respects students' rights and the position of trust assumed by the programme and its faculty. Wherever possible, students are able to submit evaluations anonymously, and after they themselves have been evaluated and received their course grades.
 - I. The programme has developed policies and procedures for handling students' academic, practice and/or interpersonally related difficulties. These policies and procedures require mechanisms for developing, implementing and monitoring remediation plans. These policies and procedures are communicated, in writing, to each student at the start of his or her graduate training. In addition, these policies and procedures are reviewed verbally within orientation training provided to new students. When a student experiences academic, practice, and/or interpersonally-related difficulties, he or she is counselled early and offered a remediation plan. Students whose difficulties persist, despite counselling and remediation, are made aware of career alternatives and, if necessary, withdrawn from the programme.
 - J. The programme has developed policies and procedures for students to lodge a complaint, grieve an action, and appeal a decision or evaluation made by the programme. These policies and procedures are communicated, in writing, to each student at the start of his or her graduate training. In addition, these policies and procedures are reviewed verbally within orientation training provided to new students.
 - K. In collecting and disseminating information about its operations, in particular as these concern information about its faculty and students, as well as any clients provided service under the auspices of the programme, the programme acts in accordance with relevant federal and provincial privacy legislation.

III. Diversity

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (e.g., types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e., French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity.

It is our professional and social responsibility to understand and respect the range of human diversity, which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender and socioeconomic status.

Programmes, and their host institutions that train psychologists, demonstrate their understanding and respect for human diversity and demonstrate a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, faculty and students.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes faculty, and as it recruits and evaluates students. In recruiting and promoting faculty and in recruiting and evaluating students, the programme avoids any actions on grounds that are irrelevant to success as a faculty member or as a graduate student. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.
- B. The programme comprehensively and systematically provides its students with didactic instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures that the programme employs to ensure such instruction and experience, the goals the programme sets relative to diversity instruction, and its success in meeting its goals are communicated via the programme's attention to Standards II, III and IX.
- C. The programme makes reasonable accommodations for students and faculty with needs unique to their diverse status. When these accommodations require additional resources from the host organization (Standard I.A.2), they are given the same importance as any other facility or resource (Standard VI) needed by the programme to meet its goals. The Panel supports programmes in their efforts to make accommodations for people with disabilities or other unique needs.

IV. Faculty: Professional Supervisors and Instructors

Supervisors and instructors include faculty members of university departments that house clinical neuropsychology programmes as well as the professional and research staff appointed to hospitals, institutes and clinics that are affiliated with the university in which the programme is housed.

Faculty, supervisors and instructors are essential to the development and maintenance of a programme. As a group, they are sufficiently skilled to provide instruction in the core areas of psychology and neuroscience, in assessment and intervention in clinical neuropsychology as well as research as detailed in Standard II.E. Further, faculty, supervisors and instructors are grounded in the knowledge and skills demanded by the diversity of settings in which clinical neuropsychologists are employed and in the knowledge and skills necessary to understand, assess and treat the problems clinical neuropsychologists face. Finally, at least some of the programme's faculty have the skills and experiences in practice that enable them to train students to work in applied settings and with specific problems and populations of clients.

It is important that faculty, supervisors and instructors who are clinical neuropsychologists help students identify with professional practice. Faculty, supervisors and instructors can do this by demonstrating their own commitment to professional practice via their research and teaching, as well as through practice activities. Other venues through which faculty, supervisors and instructors can exercise their practice commitment and expertise include supervising students' practice activities, participating in psychological associations and learned societies, obtaining licensure, and participating in practice-related continuing education.

The university and department that house the clinical neuropsychology programme are responsible for assuring that the programme faculty, supervisors and instructors have, in the aggregate, the following qualities:

- A. There is an identifiable, core group of psychologists attached to the programme that has authority and primary responsibility for the programme. This core faculty is responsible for the instruction and supervision of the programme's students and have active roles in the development and governance of the programme.

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- B. Core faculty members have completed their own doctoral degrees in clinical neuropsychology that met the standards in place at the time of their training - standards that ideally included completion of an internship. It is preferable that core faculty, especially those administratively responsible for the programme, have completed their doctoral and internship training at programmes accredited by the CPA (or its equivalent).
- C. Core faculty, supervisors and instructors are comprised of experienced and productive members whose teaching, research and other professional activities (e.g., course loads, publications, professional participation and practice) demonstrate their commitments to the intellectual, scientific and applied enterprises of clinical neuropsychology. Through their involvement in these activities, faculty can provide effective leadership, role modeling, supervision, and instruction for students. At least one of the supervisors and instructors involved in the programme specializes in neuropsychological assessment.
- D. Faculty uphold relevant national and provincial/territorial professional and ethical standards and guidelines of practice, teaching and research in psychology, which include but are not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.
- E. The psychology faculty, and in particular the core faculty, is sufficiently large and available to advise and supervise students' research and practice activities as well as to attend to administrative duties, serve on university, department or programme committees, maintain appropriate class sizes, and provide a sufficient diversity of course offerings. At least one faculty member (who may or may not be the Director of Training) assumes primary responsibility for monitoring and evaluating practicum facilities and internship settings and for overseeing student progress within them.
- F. Faculty encourage and actively support students in the timely completion of their programme consistent with national norms for completion of graduate training in professional psychology respectful of work-life balance. Monitoring and evaluating students' timely progress forms part of their annual performance reviews (Standard II.G).
- G. Given the broad and interdisciplinary knowledge base required for training in clinical neuropsychology (e.g., electrophysiology, neuroscience, gerontology), the research, didactic and practical training offered by the programme may be augmented by the contributions of faculty members whose primary affiliations are within another area of psychology (e.g., clinical, counselling or school psychology), and/or by faculty who are affiliated with other health-related specialities (e.g., neurology). Faculty whose primary affiliations are within another area of psychology or within another health-related specialty are called complementary faculty, those who are affiliated with other (often practice-related) settings are called adjunct faculty.
- H. Core, adjunct, or complementary faculty who supervise students in the provision of professional service are appropriately credentialed and registered in the jurisdiction in which the service is provided.
- I. A number of the core faculty combine to form a Training Committee from among whom a Director of Training is appointed. The Director of Training demonstrates effective role modelling to faculty and students through active registration in the province in which the programme is located. The Training Committee hold tenured or tenure-track appointments at the institution in which the programme is housed. The Training Committee Director holds a tenured senior appointment at the institution in which the programme is housed.
- J. The Panel strongly recommends that the faculty member who assumes directorship of the training programme not also hold a position as chair or head of the department of psychology. This recommendation is made for the following reasons:
- to ensure that the programme has sufficient staff and resources to meet its research and practice needs (Standard IV.E),
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- the department chair or head serves as a further source of appeal or direction for the student, especially if a problem or conflict arises between the student and the Director of Training (Standard II.J), and
 - the head/chair of the department is necessarily concerned about staffing and service issues for the department as a whole, which may put him/her in a conflict of interest in advocating for the specific needs of the training programme (Standard II).

V. Students

In addition to meeting entrance requirements as defined in Standard I.B.3, students admitted to the programme have demonstrated intellectual ability and interpersonal skills. In addition, students are committed to social justice and demonstrate respect for the diversity of individual differences. As required by Standards II and III, students are helped to further develop these abilities, skills and commitments.

- A. The programme has an identifiable body of students who are matriculated in the clinical neuropsychology programme for the doctoral degree.
- B. Students are treated with dignity and respect. The value accorded students' input and contributions is evident within the programme's operation. Students' contributions to research or other professional projects are credited appropriately (e.g., authorship of publications). Students have representation on the programme's committees and task forces that review and evaluate the curricula, develop policy and procedure, and conduct strategic planning.
- C. Students evidence their commitments to the intellectual, scientific and applied enterprises of psychology via their participation in teaching, research, and other professional activities (e.g., teaching and research assistantships, publications, association membership, practical and applied training opportunities).
- D. Students in clinical neuropsychology commit themselves to the standards of the professional and ethical practice of psychology as per the materials outlined in the training requirements of Standard II.E.2.xiii.
- E. Students set reasonable expectations to progress through the programme in a timely fashion consistent with national norms for completion of graduate training in professional psychology while mindful of work-life balance. Though not an explicit requirement of this criterion, it is CPA's position that students in professional psychology should be able to complete a doctoral degree within 7 years post-baccalaureate.
- F. Students do not work more than an average of 20 hours a week in employment outside of the programme. These hours do not include teaching and research assistantships.

VI. Facilities and Resources

In addition to skilled and dedicated faculty, and knowledgeable and promising students, a successful doctoral programme relies on the adequacy of its facilities and resources. The following facilities and resources adequately support programmes' goals:

- A. teaching facilities, including classrooms, seminar rooms, observational facilities, and laboratory space for studies of individuals and small groups,
- B. library facilities, including books, journals, reprints, microfilms and electronic access to same,
- C. office space and adequate support personnel for faculty,
- D. quiet and unobstructed work space, individual or shared, for students,
- E. research space for faculty and students,
- F. current and relevant assessment materials and supplies, facilities for group and individual tests; specimen sets of widely used tests, test manuals, rating forms, recording forms for behavioural observations, etc.,
- G. computer facilities, including Internet access, which supports communication, research, and data analysis,
- H. resources, including consultants, to support data analysis,

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- I. audio-video recording equipment, closed-circuit television,
 - J. facilities and technicians for building research equipment, and
 - K. facilities that enable students with disabilities to access all aspects of the programme's offerings and operations.

VII. Public Disclosure

In accordance with Standard II.K, the programme ensures that any information it collects and includes in its public materials conforms to federal and provincial legislation governing the protection and privacy of personal information.

- A. The programme is clearly and publicly identified and described as a clinical neuropsychology programme. Its brochure, website, and descriptive materials communicated to all applicants, describe the:
 1. programme's philosophy and mission,
 2. theoretical orientations as well as professional and research interests of the programme's faculty,
 3. goals set and outcomes obtained by the programme, as reported to the CPA Accreditation Panel in the programme's self studies and annual reports,
 4. requirements and expectations of students, including, but not limited to, the completion of a CPA-accredited internship (or its equivalent),
 5. academic and practical functions for which the student will be prepared, and
 6. training resources at the programme's disposal.

In addition, to help students make decisions about programmes, the brochure and website include the following descriptive statistics to illustrate the nature of the student cohort. These may include wherever possible and available:

7. usual size of the applicant pool,
 8. acceptance and attrition rates,
 9. percentage of male/female students who self-identify as other gendered, disabled, and/or originating from a minority/diverse background,
 10. age distribution of students,
 11. availability and nature of financial, academic, counselling and other support systems, and
 12. percentage of graduates that successfully become registered/licensed psychologists.
- B. Evidence of accreditation status and term of accreditation is made available to applicants through the programme's brochure, website, and other communications. It is important when giving evidence of its accreditation status that the programme clearly indicate the name of the programme for which accreditation has been accorded. It is the programme which is accredited, not its department or host institution. In the event that there are several programmes within the host department, statements must be clear when indicating which programme(s) is accredited.
 - C. Include the name and address of the CPA Accreditation Office in the programme's brochure and website.

VIII. Practicum and Internship Training

Doctoral programmes in clinical neuropsychology include systematic and intensive training in the application of psychological principles and skills to human problems. This training, applied in the field, is offered sequentially as practicum and internship experience. As students proceed through their applied training, they are usually afforded experiences of increasing complexity that allow them to assume greater levels of responsibility and autonomy for their work.

A doctoral programme will actively direct its students toward field experiences (both practicum and internship) that demand the kinds of knowledge and skills students have acquired within the doctoral programme. Practicum experiences can occur within the doctoral programme's own university facilities under the supervision of its own faculty (e.g., a community health center) or in other appropriate but independent settings.

Practicum training is field experience, usually taken for academic credit, often on campus. The practicum helps students to acquire and apply psychological techniques and skills and provides exposure to client problems and populations. The practicum is intended to prepare the student for internship and is prerequisite to it.

Although some settings may train both practicum and internship students, an internship is a more advanced and intensive experience that allows students to refine the technical knowledge and skills they have already acquired in course work and practicum experiences. It is the depth and breadth of training that distinguishes the practicum from the internship experience. The internship, usually a year-long experience completed just prior to completion of the doctoral degree, provides students with the opportunity to function in the role of a professional psychologist under supervision appropriate to their level of knowledge and skill. Successful completion of the internship is a prerequisite to the award of the doctoral degree in clinical neuropsychology.

In order to best match students' interests and needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Evidence of the goodness of fit between a student's needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.

Doctoral programmes maintain a close liaison with settings that host practicum or internship training (e.g., through conventions, conferences, membership in the Canadian Council of Professional Psychology Programmes). This liaison allows the doctoral programme to best prepare its students for internship, evaluate the nature of that preparation, monitor students' progress in the field, as well as track students' evaluations of the internship settings.

A. Practicum

Practicum training is integrated with didactic instruction via coursework and begins early in students' graduate training, typically at the master's level. Although a full-time, summer practicum is valuable in the concentration of experience it affords, part-time year-long practica allow students to get a longer-term view both of clients and their functioning and of a setting that provides psychological services. The doctoral programme helps students in locating and selecting practicum settings which offer practice experiences for which the student is prepared and that are compatible with the doctoral programme's training goals and objectives.

Practicum settings are service provision environments with training as one of their core roles. Psychological services in the practicum settings conform to all relevant CPA standards and guidelines. Each student's practicum experience is coordinated by a core faculty member or by an adjunct professor associated with the practicum setting. At this early stage of training, when students begin to identify with the profession and to acquire its necessary skills, they require ready and frequent access to professional psychologists and supervision. It is also especially important at this early stage of students' applied experience that the faculty of the doctoral programme and the psychologists at the practicum setting are in close and regular contact.

Practicum training incorporates and covers the following activities:

1. an understanding of, and a commitment to, professional and social responsibility as defined by the statutes of the ethical code of the profession (CPA's Canadian Code of Ethics),
2. the ability to conceptualise human problems,
3. awareness of, and sensitivity to, the full range of human diversity,
4. an understanding of one's own characteristics, strengths and biases and the impact these have upon professional functioning,
5. skill in psychological assessment, intervention, and consultation that includes more than one type of assessment (e.g., intelligence testing, behavioural assessment, personality testing, neuropsychological assessment) as well as more than one type (e.g., cognitive-behavioural, interpersonal) and mode (e.g., individual, group, family) of intervention,
6. skill in writing reports and progress/session notes, and

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7. the use of research to inform practice and the ability to use practice experiences to inform and direct research.

The Accreditation Panel acknowledges that in the competitive marketplace, students may complete far more than the required number of practicum hours prior to applying for internship. However, the Panel strongly encourages students to focus on quality (e.g., variety of issues and populations) over quantity (e.g., amassing a large number of hours) when completing their practica. The Panel believes that the following practicum requirements could be achieved in as few as 600 and no more than 1000 hours of practicum training. The doctoral programme has full discretion over the designation of what qualifies or constitutes a practicum as long as the following requirements are met.

Over the course of practicum training prior to internship:

- At least 300 hours of supervised practicum training is devoted to direct, face-to-face patient/client contact defined as time students spend interviewing, assessing, or intervening with clients directly.
- Students should receive at least 150 hours of supervision.
- In addition to direct service and supervision, students participate in support activities during their practica. Support activities are defined as clinically relevant activities in support of the direct service, such as writing progress and process notes, report writing, case treatment planning, consultation, session review, case presentations, case-relevant literature reviews, rounds, case conferences, psychometric test scoring and interpretation, learning new psychological measures and/or interventions/treatments and professional development/continuing education that supports specific patient/client care.
- The balance between direct service, supervision and support hours required by the student will evolve with developing competence.

Seventy-five percent of the supervision provided will be **individual supervision** defined by the following criteria:

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

Twenty-five percent of the supervision provided can be either individual or **group supervision** defined as activities or meetings in which:

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

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

All practicum students are supervised by practitioners who are registered for independent psychological practice in the jurisdiction in which the services are provided. The Panel acknowledges and supports the internship programmes that allow their interns to gain supervisory experience by supervising practicum students. It is necessary, however, that the interns providing such supervision receive supervision from a doctoral level, registered psychologist specifically for this activity.

B. Internship⁹

1. A CPA-accredited internship (or its equivalent) is required for graduation with a doctoral degree in clinical neuropsychology. The programme is responsible for ensuring and evaluating a student's readiness to undertake an internship and for providing references for students in application for internship as required.
2. An essential component of readiness is the student's progress and status in the doctoral programme prior to the internship year. Eligibility for internship requires that students have completed the following prior to undertaking the internship year:
 - i. all requisite coursework,
 - ii. a minimum of 600 hours of practicum experience in assessment and intervention strategies comprised of at least 300 hours of direct client contact and 150 hours of supervision, and
 - iii. completed and received approval for their doctoral thesis proposal prior to application for internship. In addition, the Panel strongly recommends that students complete their data collection and analysis prior to beginning their internship year so that they can devote their full attention to their professional training experience. Ideally, students will also have completed a draft of their doctoral thesis or have successfully defended their doctoral thesis prior to beginning the internship year. Readiness to undertake an internship is defined under the Standards for internship programmes in I.B.2.
3. Evidence of the goodness of fit between a student's training needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.
4. When a programme permits a student to complete an internship that is not CPA-accredited, the means through which the programme established that the internship is equivalent to a CPA-accredited internship must be articulated and publicly disclosed. The standards and criteria for CPA accreditation of internship programmes are detailed later in this manual.
5. Regardless of the student's doctoral thesis status, the internship is a prerequisite to the award of the doctoral degree and must be completed before the doctoral degree is conferred.

IX. Programme Evaluation and Quality Improvement

When addressing Standard IX, the critical questions a programme asks and answers are:

- **How do we know whether we are meeting our goals and objectives?**
- **What do we do with the information gained from examining our success in meeting our goals and objectives?**
- **How does the information gained from self-assessment influence the continuous quality improvement of our training model and its goals and objectives?**

- A. Following the identification, articulation, and implementation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives¹⁰. A programme's outcomes reveal how well the programme has met its goals and objectives. It is important, therefore, that the tools used to measure outcomes are valid measures of the programme's goals and objectives. Further, the programme's mechanisms of self-assessment (i.e., the

⁹ The Accreditation Panel considers the terms "internship" and "residency" and "intern" and "resident" to be equivalent in status. It is at the programme's discretion which term to use in public disclosures, as long as one term is used consistently.

¹⁰ Following from the illustration used for Standard II, reasonable outcome measures for the goals and objectives defined for standards of ethical practice might be that students receive a passing grade in a professional ethics course and/or that students are examined on their review of the library's holdings on legislation and standards relevant to the practice of clinical neuropsychology.

programme's evaluation and quality improvement initiatives) support and are supported by the self-assessment activities of the psychology discipline and of the university of which the department is part.

The information learned from self-assessment is used by the programme to review and revise its training model as well as its goals and objectives. Furthermore, the programme is committed to reviewing its training model, its goals and objectives, as well as its curriculum, in light of:

1. the evolving body of scientific knowledge in psychology as it applies to professional practice,
2. current professional and regulatory standards of best professional practice,
3. local, regional and national needs for psychological services, and
4. the jobs and career paths attained by the programme's graduates.

- B. If part of the programme's education and training is delivered via emerging technologies (e.g., distance education, online learning), the methods employed to determine impact and efficacy of obtained outcomes must be outlined in your annual reports. Specify what and how much of your education and training is delivered via emerging technologies as well as outcomes assessed and obtained.

X. Relationship with the CPA Accreditation Panel

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures, which include, but are not limited to, meeting deadlines prescribed by the Accreditation Panel for:
- the submission of self-studies in preparation for a site visit. The self-studies are prepared in accordance with the reporting prescriptions of the Panel,
 - scheduling and preparing for a site visit,
 - the timely submission of annual reports. Annual reports are prepared in accordance with the reporting prescriptions of the Panel,
 - supplying the Accreditation Panel with any other information relevant to maintaining the programme's accreditation status, and
 - the submission of all fees, according to the schedule prescribed by the Panel, which include, but are not limited to, the self-study application, the site visit, and annual fees.
- B. Maintain written records of their compliance with the Standards (i.e., records of annual reports, self-studies, correspondence with the CPA Accreditation Panel), and any changes or innovations the programme has made to maintain or better meet the Standards.
- C. Inform the CPA Accreditation Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality of training provided.

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

INTRODUCTION

The internship¹¹ is the final but essential step in preparation for professional practice in psychology at the doctoral level. It is at this step that graduate students are afforded the opportunity to apply theoretical and technical knowledge, to develop and refine professional skills, and most importantly, to integrate the theoretical, practical, and scientific in their emergent roles as professional psychologists. It is this integrative process and requirement that sets the internship apart from earlier practicum experiences that focus more concretely on the acquisition of skills. Finally, the internship socializes students into their professional roles and facilitates the transition from student to independent professional.

I. Eligibility

The CPA and its Accreditation Panel:

- concur with the findings of the Wellner Report (1978), that recognizes that the basic body of knowledge of psychology is the foundation of professional practice and, accordingly, its instruction should remain within departments of psychology,
- believe that university departments of psychology can best support professional programmes in maintaining the highest standards of scholarship and teaching,
- advocate for the doctorate as the national standard for education and training in professional psychology, and
- endorse both the scientist-practitioner (Ph.D., Ed.D) and the scholar-practitioner (Psy.D.) models of doctoral training in professional psychology (these models are articulated in the CPA Psy.D. task force report, November 1998).

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

A. Organization

1. The internship programme receives the support of its host department or discipline, as well as of its host organization, as evidenced in adequate and stable resources for all aspects of the training operations. Budgeting for the programme is specifically dedicated and designated. Financial remuneration for interns approximates the national average, as compiled by the Canadian Council of Professional Psychology Programmes (CCPPP), and all interns receive the same amount of remuneration.
2. The host department or discipline, as well as its own host organization, are committed to and supportive of the training mission. Recognition and reward (remuneration and promotion) of the training contributions of staff are ways in which this commitment and support are demonstrated.

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

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3. Administrative commitment to internship training is also demonstrated in the appointment of a Director of Training. The Director is a clinical, counselling, or school psychologist (correspondent with whether the programme is a clinical, counselling or school psychology programme) with a doctoral degree who is registered in the jurisdiction in which the programme is located. The Director of Training is an experienced and senior professional who has had prior and substantive experience in the provision of training. He/she is advised by a training committee of other psychologists who are themselves significantly involved in the internship programme.¹²
 4. Internship programmes in clinical, counselling and school psychology may be hosted by a university or by another institutional setting (e.g., hospital, clinic). Standards governing affiliated, non-affiliated, and partially-affiliated internship programmes are elaborated in their own section of this Manual (immediately following the standards for internship training).

B. Programme

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

In addition, the Panel strongly recommends that students complete their data collection and analysis prior to beginning their internship year so that they can devote their full attention to their professional training experience. Ideally, students will also have completed a draft of their doctoral thesis or have successfully defended their doctoral thesis prior to beginning the internship year.
3. The selection of candidates for an internship programme occurs as the result of a systematic review of applicants' qualifications to determine applicants' readiness to embark on internship and to determine the fit between applicants' preparation and interests and the needs and operations of the particular internship programme.

Evidence of the goodness of fit between a student's training needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.

¹²For the following reasons, it is recommended that the psychologist who assumes the role of Director of Training does not concurrently also hold the position of Professional Practice Leader or Chief Psychologist:

- responsibilities for the programme, and for the discipline within which it is embedded, are distributed so that the programme's successful operation is not dependent upon a single staff member (Standard IV.A),
- the Chief Psychologist/Professional Practice Leader serves as a further source of appeal or direction for the intern, especially if a problem or conflict arises between the intern and the Director of Training (Standard II.B.11, 12 and 13), and
- the Chief Psychologist/Professional Practice Leader may be necessarily concerned about staffing and service issues, which may put him/her in a conflict of interest when planning the interns' placements and rotations. The Director of Training, who has no staffing or service interests, is better positioned to be directed by the needs of the interns when planning placements and rotations (Standard II.B.1 & 2).

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4. The internship is a full-time commitment over the course of one calendar year or, half-time over the course of two, consecutive calendar years. The full-time and half-time experiences each provide, at a minimum, 1600 hours of supervised experience. If a student elects for a half-time experience over two years, both years must take place at the same internship programme. Therefore, programmes offering half-time experiences must be prepared to accommodate the student for two consecutive years.
 5. In order to best match students' interests and training needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Wherever and whenever possible, faculty and staff of doctoral and internship programmes are encouraged to liaise through suitable venues (e.g., conventions, conferences, membership in the CCPPP).
 6. Because interns contribute to and support the training of their peers, the programme has at least two, and preferably more, interns each year. Whenever possible, each intern class at non-affiliated internship programmes includes interns from different doctoral programmes.
 7. In order to protect the applicant's right to make a free choice among internship offers, all programmes comply with the policies and procedures governing notification of applicants as outlined by the Association of Psychology and Postdoctoral Internship Centers (APPIC) and posted on their website.

II. Philosophy, Mission, and Model

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

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

It is the programme's responsibility in addressing Standard II, to clearly and comprehensively convey its values and principles about teaching and training as well as demonstrate how it meets the prescriptions of the criteria of Standard II.

Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of clinical, counselling, or school psychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g., students, academic and healthcare communities, host institution, professional community of psychologists).

Taken together, a programme's values and principles determine its goals and objectives - put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives.¹³

The critical question, which a programme asks of itself when addressing Standard II, is:

**What do we do (training model) and how do we do it
(how do we put our training model into practice)?**

¹³ If, for example, a programme's values and principles articulate the need for psychologists to meet and exceed best practice standards for the treatment of adjustment disorders, then an appropriate goal for this principle would be that interns develop a theoretical and practical expertise in short-term psychotherapy. The objectives that constitute this goal might reasonably be that all students attend a psychotherapy seminar series and conduct, under supervision, x number of cases using y therapeutic approach(es). The outcome for this goal is footnoted under Standard VIII.

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

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

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

Standard II criteria are:

- A. The programme's philosophy and mission:
 1. are fully developed and articulated, including its values, principles, goals, and objectives,
 2. are complementary with the philosophy and mission of the doctoral programmes from which interns are accepted. For example, the skills and functions valued and taught by the doctoral programme need be similarly recognized and applied at the internship site and host institution, and
 3. respect the scientific basis of psychological practice and explicitly recognize how science both informs and is informed by practice.
- B. The application of a programme's philosophy and mission abides by the following criteria:
 1. Interns understand and play an integral role in the application of the agency's mission, however interns' primary roles are as trainees. Training needs can be accommodated through service demands but service demands do not erode training goals. Interns do not spend more than two-thirds of their time commitment to the agency providing direct professional service to clients.
 2. While the method of internship training is, by definition, an applied one (i.e., interns spend the majority of their time providing professional service), other applied training activities are necessary and may include providing consultation to other service providers, functioning within an inter-professional team, and carrying out programme or treatment evaluation.
 3. Internship training is offered in an organized and coherent sequence of experience and activities, providing exposure to a variety of problems and populations. Each successive experience:

- increases in complexity,
- is commensurate with the increasing knowledge and skill, and readiness for autonomy of the intern as they progress through the internship, and
- facilitates the intern's integration and synthesis of their training experiences.

The internship programme provides interns with the administrative, educational and supervisory support necessary to allow them to assume increasing and substantial responsibility for their professional practice over the course of the internship year.

4. Interns acquire the following professional knowledge and skills during their graduate training. In accordance with their resources and philosophies, internship programmes may vary in the training emphasis placed upon this knowledge and skills. By the conclusion of the internship year, however, interns' have sufficient knowledge and skill in the following areas to render them eligible for registration in any jurisdiction in Canada:
 - i. psychological assessment,
 - ii. intervention (i.e., planning, techniques and evaluation),
 - iii. consultation (e.g., inter-disciplinary team functioning; other organizations such as schools, community agencies),
 - iv. programme development and evaluation (e.g., methodology for total quality management, inter-professional service development and evaluation),
 - v. interpersonal relationships (e.g., therapeutic relationships, therapeutic alliance and professional rapport, self knowledge and the impact of therapist characteristics on professional relationships, effective communication),
 - vi. professional standards and ethics, and
 - vii. supervision.
5. Training encompasses a range of assessment and intervention procedures and is not restricted to a single type. Although doctoral and internship programmes may emphasize different theoretical models and skills, interns need to become familiar with the diversity of major assessment and intervention techniques in common use and their theoretical bases. Internship programmes:
 - i. include training in evidence-based interventions, and
 - ii. provide training in more than one therapeutic modality (e.g., individual, couple, family, group).
6. Training in professional national and provincial and territorial standards and guidelines of professional practice in psychology includes, but is not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services. Interns are also made aware of federal and provincial and territorial statutes relevant to professional practice in the programme's host institution as well as of any policies at the programme's host institution that govern professional behaviour.
7. Training in supervision gives interns an opportunity to supervise junior graduate students, such as a student in professional psychology who is completing a practicum at the same organization. Any supervision provided by an intern is itself supervised by the intern's supervisor(s). Didactic training in supervision in the form of seminars may also be offered.
8. Professional practice within the discipline both informs and is informed by science. The way in which science and practice are integrated within the programme is evident to interns and affords them research opportunities.
9. A written, individualized training plan is completed by the Director of Training (or primary supervisor) and the intern at the beginning of the training year and/or rotation. The training plan focuses on the skills as enumerated in II.B.4, 5, 6 and 7, details general and individualized training goals and objectives (e.g., rotations, client populations, type of assessment and intervention), and indicates caseload expectations (e.g., 30 personality assessments, one group psychotherapy experience).
10. Supervision promotes and facilitates reflective critical analysis of professional services provided and the development of professional identity and skills. Supervision takes place within a collaborative and respectful supervisor-supervisee relationship.

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

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

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

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

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

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

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

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

11. The programme has minimum standards for successful completion of the programme that are presented to the intern, in advance of the internship year, in written form. These standards are typically reflected in the training plan as described in Standard II.B.9. Interns who, in the opinion of the programme, are not meeting minimum standards will:
 - be advised of their substandard performance in writing,
 - be given a reasonable period of time and reasonable professional support to achieve standard performance. Time and support to achieve standard performance includes a remediation plan, developed and agreed to by all supervisors and the intern, and documented in writing. Both the programme and intern are responsible for fulfilling the terms of any remediation plan developed and instituted by both parties, and
 - not be terminated from a programme, or be failed at the conclusion of the internship, until the remediation plan is deemed unsuccessful in helping the intern achieve standard performance. As would be the case for any professional staff member, the programme or institution may reserve the right to dismiss an intern should he/she be found in breach of the ethical principles of professional practice as defined in the Canadian Code of Ethics for Psychologists (CPA, 2000) or policies defined by the host institution.
12. The programme gives interns written feedback about their progress on an ongoing basis and in a consistently applied format. This format accurately reflects the programme's stated goals and objectives and explicitly assesses the intern's performance and progress in meeting training goals and objectives. The evaluation is completed by the supervisor at regular and predetermined points during the training year. The written evaluation is reviewed with the intern by the supervisor, filed in the intern's file, and a copy given to the intern and Director of Training. Feedback to the intern's

university is typically accomplished by the Director of Training at the internship site. The Director of Training's feedback to the university:

- is in writing,
 - occurs at least twice during the training year (or more often in the event that an intern experiences difficulty and/or a remediation plan is instituted),
 - synthesizes all supervisors' evaluations, and
 - is submitted in a form that is agreeable to the university.
13. At the beginning of the internship year (and as a need for it arises), interns are presented with a document outlining the programme's policies and procedures to appeal a decision made by a programme. Appealable decisions are as determined by the programme but include decisions:
- to institute a remediation plan,
 - that an intern has failed to meet the provisions of the remediation plan, and
 - to terminate the internship.
14. The programme gives interns a formal opportunity to contribute to programme planning and development and the programme takes the opportunity to benefit from interns' contributions in this regard. Accordingly, programmes are expected to include intern representation on the programme's training committee.¹⁴ In addition, interns formally evaluate their internship experiences to include:
- quality and quantity of supervision and instruction, and
 - aspects of the host institution and its staff that support or are relevant to internship training.
- The format and timing of interns' evaluations of their supervisors and internship experiences respects interns' rights and the position of trust assumed by the programme and its supervisors. Wherever possible, interns complete formal evaluations of their supervisory and internship experiences after their supervisors' evaluations of them have been completed and submitted to the intern and to the Directors of Training of the internship and the intern's doctoral programme.
15. The programme issues a certificate to all interns who successfully complete the programme that provides evidence of successful completion.

III. Diversity

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (e.g., types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e. French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity.

It is our professional and social responsibility to understand and respect the range of human diversity which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender, and socio-economic status.

Programmes and their host institutions demonstrate their understanding and respect for human diversity and demonstrate a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, staff and interns.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes staff and as it recruits and evaluates interns. In recruiting and promoting staff and in recruiting and evaluating interns, the programme avoids any actions on grounds that are irrelevant to success as a staff member or as an intern. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.

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

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- B. The programme comprehensively and systematically provides its interns with didactic instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures which the programme employs to ensure such instruction and experience, the goals of the programme relative to diversity instruction, and its success in meeting its goals are communicated via the programme's attention to Standards II, III, and VIII.
- C. The programme makes accommodations for interns and staff with needs unique to their diverse status. When these accommodations require additional resources from the host organization (Standard I.A.1), they are given the same importance as any other facility or resource (Standard VI) needed by the programme to meet its goals. The Panel supports programmes in their efforts to make accommodations for people with disabilities or other unique needs.

IV. Professional Psychology Staff

- A. The training programme is offered by an organized group of professional psychologists who collaborate and meet regularly for the purposes of:
- planning, delivering and monitoring psychological services within the host institution, and
 - monitoring professional issues and supporting staff in meeting professional standards.
- The organized group of professional psychologists reports to a Chief Psychologist, or in the absence of an administrative department of psychology, to a Professional Practice Leader.
- The staff of the programme is sufficiently stable, and of sufficient numbers, so that the programme would not be significantly compromised by the loss of a single staff member.
- B. Staff involved in the training programme as supervisors are registered in the province in which the programme is located, possess the doctoral degree in an area of professional psychology, and have met the standards in place at the time of their training - standards which ideally included a 1-year internship. It is preferable that all staff providing supervision, and most especially the Director of Training, have completed their doctoral and internship training in a CPA-accredited programme (or its equivalent). While staff registered at the doctoral level in one professional area of psychology (e.g., clinical neuropsychology) may reasonably provide supervision within an internship programme accredited in a different professional area (e.g., clinical psychology), in the aggregate, the supervisors of the accredited internship programme should be registered at the doctoral level with training and competencies in the same area of professional psychology as that in which the internship programme is accredited. Supervisors supervise interns only in those areas in which they themselves are competent to practice.
- C. Although supervision of interns is provided by doctoral-level psychologists registered in the province in which they practice, given the broad and interdisciplinary knowledge base required in professional practice, other professionals may contribute to the training experiences of interns. Other professionals may include doctoral-level psychologists in the process of obtaining licensure for independent practice, master's-level practitioners of psychology, or suitably qualified and credentialed members of other professions. The supervisory roles of other professionals to the training of interns does not count towards the supervisory hour requirements articulated in Standard II.B.10.
- D. Supervisors uphold relevant national and provincial/territorial professional and ethical standards and guidelines of practice in psychology which include but are not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.
- E. Supervisors encourage and actively support interns in the timely completion of their internship requirements respectful of work-life balance. Monitoring and evaluating students' timely progress forms part of their evaluations (II.B.12).
- F. The programme ensures that its supervisors have access to didactic instruction, training and development opportunities to enhance supervisory competence.

V. Interns

- A. Interns in clinical psychology, counselling psychology, or school psychology have demonstrated intellectual ability and interpersonal skills. In addition, students are committed to social justice and demonstrate respect for the diversity of individual differences and well-being of others.
- B. Interns in clinical psychology, counselling psychology or school psychology commit themselves to the standards of the professional and ethical practice of psychology as per the materials outlined in the training requirements of II.B.6.
- C. Interns commit themselves to the timely completion of their internship requirements respectful of work-life balance.
- D. Psychologists whose doctoral degrees were completed in an area other than clinical, counselling, or school psychology, and who are enrolled in a clinical, counselling, or school programme for the purposes of respecialization, may apply for internship training. The Director of Training of the programme where they are completing respecialization must certify that they have completed academic and practical training that meets the accreditation standards for doctoral training as detailed in the Accreditation Standards and Procedures. Applicants with degrees in areas other than psychology may not be accepted for internship training.
- E. Interns are treated with the same dignity and respect accorded to professional psychology staff. The value accorded interns' input and contributions is evident within the programme's operation. Interns' contributions to research or other professional projects are credited appropriately (e.g., authorship of publications).

VI. Facilities and Resources

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

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

VII. Public Disclosure

- A. Internship settings have developed and distributed descriptive materials in which the philosophy and mission, structure and goals of the training programme, and its host organization, are accurately and explicitly described. An accurate description of the programme facilitates the fit between an applicant's interests and needs and the programme's offerings. These descriptive materials are made available, electronically and/or in hard-copy (e.g., brochure), to all prospective applicants to the programme.
- B. Evidence of accreditation status and term of accreditation is made available to applicants through the programme's brochure, website, and other communications. It is important when giving evidence of its accreditation status that the programme clearly indicate the name of the programme for which accreditation has been accorded. It is the programme which is accredited, not its department or host organization. In the event that there are several programmes within the host organization, statements must be clear when indicating which programme(s) is accredited.
- C. Include the name and address of the CPA Accreditation Office in the programme's brochure and website.

VIII. Programme Evaluation and Quality Improvement

The critical questions a programme asks and answers when addressing Standard VIII are:

- **How do we know whether we are meeting our goals and objectives?**
 - **What do we do with the information gained from examining our success in meeting our goals and objectives?**
 - **How does the information gained from self-assessment influence the continuous quality improvement of our training model and our goals and objectives?**
- A. Following the identification, articulation, and implementation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives¹⁵. A programme's outcomes reveal how well the programme has met its goals and objectives. It is important, therefore, that the tools used to measure outcomes are valid measures of the programme's goals and objectives. Further, the programme's mechanisms of self-assessment (i.e., the programme's evaluation and quality improvement initiatives) support and are supported by the self-assessment activities of the psychology discipline and of the organization of which the discipline is part. The information learned from self-assessment is used by the programme to review and revise its training model as well as its goals and objectives. Further, the programme is committed to reviewing its training model, its goals and objectives, as well as its curriculum, in light of:
 - the evolving body of scientific knowledge in psychology as it applies to professional practice,
 - current professional and regulatory standards of best professional practice,
 - local, regional and national needs for psychological services, and
 - the jobs and career paths attained by the programme's graduates.
 - B. Self-examination and assessment activities are the responsibility of the Director of Training and the training committee and involve other psychology or organization staff, interns, clients, doctoral programmes, and any other relevant publics where appropriate. These activities address the:
 - programme's standards for the preparedness of applicants to undertake internship training,
 - programme's expectations of interns for successful completion and the interns' success in meeting them,

¹⁵Following from the illustration used for Standard II, reasonable outcomes for the best practice standard could include monitoring attendance at the seminar series, verifying that an intern had carried the specified number of cases using the specified types of approaches, and conducting supervisory evaluations of interns on dimensions of practice.

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- preparedness of the programme's graduates to apply for registration, and
 - applicability of knowledge and skills acquired on internship to postdoctoral training and employment.

IX. Relationship with the CPA Accreditation Panel

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures which include, but are not limited to, meeting deadlines prescribed by the Accreditation Panel for:
 1. the submission of self-studies in preparation for a site visit. The self-studies are prepared in accordance with the reporting prescriptions of the Panel,
 2. scheduling and preparing for a site visit,
 3. the timely submission of annual reports. Annual reports are prepared in accordance with the reporting prescriptions of the Panel,
 4. supplying the Panel with any other information relevant to maintaining the programme's accreditation status, and
 5. the submission of all fees, according to the schedule prescribed by the Panel, which include, but are not limited to, the self-study application, the site visit, and annual fees.
- B. Maintain written records of their compliance with the Standards (i.e., records of annual reports, self-studies, correspondence with the CPA Accreditation Panel), and any changes or innovations the programme has made to maintain or better meet the Standards.
- C. Inform the Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality or quantity of training provided.

STANDARDS FOR ACCREDITATION OF INTERNSHIP TRAINING PROGRAMMES IN CLINICAL NEUROPSYCHOLOGY

Introduction

The internship¹⁶ is the final but essential step in preparation for professional practice in clinical neuropsychology at the doctoral level. It is at this step that graduate students are afforded the opportunity to apply theoretical and technical knowledge, to develop and refine professional skills, and most importantly, to integrate the theoretical, practical, and scientific in their emergent roles as clinical neuropsychologists. It is this integrative process and requirement that sets the internship apart from earlier practicum experiences that focus more concretely on the acquisition of skills. Finally, the internship socializes students into their professional roles and facilitates the transition from student to independent professional.

I. Eligibility

The CPA and its Accreditation Panel:

- concur with the findings of the Wellner Report (1978), that recognizes that the basic body of knowledge of psychology is the foundation of professional practice and, accordingly, its instruction should remain within departments of psychology,
- believe that university departments of psychology can best support professional programmes in maintaining the highest standards of scholarship and teaching,
- advocate for the doctorate as the national standard for education and training in clinical neuropsychology, and
- endorse both the scientist-practitioner (Ph.D.) and the scholar-practitioner (Psy.D.) models of doctoral training in professional psychology (these models are articulated in the CPA Psy.D. task force report, November 1998).

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

A. Organization

1. The internship programme receives the support of its host department or discipline, as well as of its host organization, as evidenced in adequate and stable resources for all aspects of the training operations. Budgeting for the programme is specifically dedicated and designated. Financial remuneration for interns approximates the national average, as compiled by the Canadian Council of Professional Psychology Programmes (CCPPP), and all interns receive the same amount of remuneration.
2. The host department or discipline, as well as its own host organization, are committed to and supportive of the training mission. Recognition and reward (remuneration and promotion) of the training contributions of staff are ways in which this commitment and support are demonstrated.
3. Administrative commitment to internship training is also demonstrated in the appointment of a Director of Training. The Director is a clinical neuropsychologist with a doctoral degree who is registered in the jurisdiction in which the programme is located. substantive experience in the

¹⁶The Accreditation Panel considers the terms “internship” and “residency” and the terms “intern” and “resident” to be equivalent in status. It is at the programme’s discretion which term to use in public disclosures as long as one term is used consistently.

provision of training. He/she is advised by a training committee of other psychologists who are themselves significantly involved in the internship programme.¹⁷

4. Internship programmes in clinical neuropsychology may be hosted by a university or by another institutional setting (e.g., hospital, clinic). Standards governing affiliated, nonaffiliated, and partially-affiliated internship programmes are elaborated in their own section of this Manual (immediately following the standards for internship training).

B. Programme

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

In addition, the Panel strongly recommends that students complete their data collection and analysis prior to beginning their internship year so that they can devote their full attention to their professional training experience. Ideally, students will also have completed a draft of their thesis or have successfully defended their doctoral thesis prior to beginning the internship year.

3. The selection of candidates for an internship programme occurs as the result of a systematic review of applicants' qualifications to determine applicants' readiness to embark on internship and to determine the fit between applicants' preparation and interests and the needs and operations of the particular internship programme.

Evidence of the goodness of fit between a student's training needs and interests and the offerings of an internship programme, as well as evidence of the student's readiness to begin internship training, are offered to the internship programme, in writing, by officials of the student's doctoral programme. The written approval assumes the doctoral programme's familiarity with the internship programme and assumes that the student and university training director have discussed the application decision.

4. The internship is a full-time commitment over the course of one calendar year or, half-time over the course of two, consecutive calendar years. The full-time and half-time experiences each provide, at a minimum, 1600 hours of supervised experience. If a student elects for a half-time experience over two years, both years must take place at the same internship programme. Therefore, programmes offering half-time experiences must be prepared to accommodate the student for two consecutive years.

¹⁷ For the following reasons, it is recommended that the psychologist who assumes the role of Director of Training does not concurrently also hold the position of Professional Practice Leader or Chief Psychologist:

- responsibilities for the programme, and for the discipline within which it is embedded, are distributed so that the programme's successful operation is not dependent upon a single staff member (Standard IV.A),
- the Chief Psychologist/Professional Practice Leader serves as a further source of appeal or direction for the intern, especially if a problem or conflict arises between the intern and the Director of Training (Standard II.B.11, 12 and 13), and
- the Chief Psychologist/Professional Practice Leader may be necessarily concerned about staffing and service issues, which may put him/her in a conflict of interest when planning the interns' placements and rotations. The Director of Training, who has no staffing or service interests, is better positioned to be directed by the needs of the interns when planning placements and rotations (Standard II.B.1 and 2).

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5. In order to best match students' interests and training needs with the offerings of an internship programme, close working relationships among doctoral and internship programmes are encouraged. Wherever and whenever possible, faculty and staff of doctoral and internship programmes are encouraged to liaise through suitable venues (e.g., conventions, conferences, membership in the CCPPP).
 6. Because interns contribute to and support the training of their peers, the programme has at least two, and preferably more, interns each year. Whenever possible, each intern class at nonaffiliated internship programmes includes interns from different doctoral programmes.
 7. In order to protect the applicant's right to make a free choice among internship offers, all programmes comply with the policies and procedures governing notification of applicants as outlined by the Association of Psychology and Postdoctoral Internship Centers (APPIC) and posted on their website.

II. Philosophy, Mission, and Model

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

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

It is the programme's responsibility in addressing Standard II, to clearly and comprehensively convey its values and principles about teaching and training as well as demonstrate how it meets the prescriptions of the criteria of Standard II. Values and principles tell us such things as:

- why the programme exists,
- what skills, knowledge, and functions the programme holds essential to the teaching, training and practice of clinical neuropsychology, and
- how the programme defines its roles and responsibilities to the various publics it serves (e.g., students, academic and health-care communities, host institution, professional community of psychologists).

Taken together, a programme's values and principles determine its goals and objectives - put another way, a programme's goals and objectives should operationalize the programme's values and principles. A programme may have many goals, each of which may have several constituent objectives.¹⁸

The critical question, which a programme asks of itself when addressing Standard II, is:

What do we do (training model) and how do we do it (how do we put our training model into practice)?

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

¹⁸ If, for example, a programme's values and principles articulate the need for clinical neuropsychologists to meet and exceed best practice standards for cognitive remediation of closed head injury, then an appropriate goal for this principle would be that interns develop a theoretical and practical expertise in cognitive remediation. The objectives which constitute this goal might reasonably be that all students attend a seminar series on closed head injury and conduct, under supervision, x number of cases with y types of cognitive problems using z types of cognitive interventions. The outcome for this goal is footnoted under Standard VIII.

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

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

Standard II criteria are:

- A. The programme's philosophy and mission:
1. are fully developed and articulated, including its values, principles, goals, and objectives,
 2. are consistent with the philosophy and mission of its host institution,
 3. are complementary with the philosophy and mission of the doctoral programme from which interns are accepted. For example, the skills and functions valued and taught by the doctoral programme need be similarly recognized and applied at the internship site, and
 4. respect the scientific basis of practice in clinical neuropsychology and explicitly recognize how science both informs and is informed by practice.
- B. The application of a programme's philosophy and mission abides by the following criteria:
1. Interns understand and play an integral role in the application of the agency's mission, however interns' primary roles are as trainees. Training needs can be accommodated through service demands but service demands are not to erode training goals. Interns do not spend more than two-thirds of their time commitment to the agency providing direct professional service to clients.
 2. The method of internship training is, by definition, an applied one (i.e., interns spend the majority of their time providing professional service) in an applied setting (e.g., hospital, clinic, rehabilitation centre, school). In addition to applied and research activities, the clinical neuropsychology intern may provide consultation to other service providers, function within an interdisciplinary team, and carry out programme or treatment evaluation.
 3. Internship training is offered in an organized and coherent sequence of experience and activities, providing exposure to a variety of problems and populations. Each successive experience:
 - increases in complexity,
 - is commensurate with the increasing knowledge and skill, and readiness for autonomy, of the intern as she/he progresses through the internship, and
 - facilitates the intern's integration and synthesis of his/her training experiences.The internship programme provides interns with the administrative, educational and supervisory support necessary to allow them to assume increasing and substantial responsibility for their professional practice over the course of the internship year.

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4. Interns acquire the following professional knowledge and skills during their graduate training. In accordance with their resources and philosophies, internship programmes may vary in the training emphasis placed upon this knowledge and skills. By the conclusion of the internship year, however, interns' have sufficient knowledge and skill in the following areas to render them eligible for registration in any jurisdiction in Canada:
 - i. administration and interpretation of neuropsychological assessment,
 - ii. report-writing,
 - iii. interpretation of lab reports that include EEGs and CAT scans,
 - iv. set up, supervision and/or execution of rehabilitation or remediation programmes with clients, if at all possible, within the resources of the setting which houses the programme,
 - v. interpersonal relationships (e.g., therapeutic relationships, therapeutic alliance and professional rapport, self knowledge and the impact of therapist characteristics on professional relationships, effective communication),
 - vi. involvement in an applied, clinical research project that is independent of the intern's thesis research. Possible topics for such a project might be a comparison of different remediation programmes, the development of a new neuropsychological test, the documentation of the nature of a particular disorder using reliable tests, and the analysis of the nature of a particular deficit in a single patient. The intern, in collaboration with his/her supervisor, will decide upon the research topic,
 - vii. professional standards and ethics, and
 - viii. supervision.
 5. Training encompasses a range of assessment and intervention procedures and is not restricted to a single type. Although doctoral and internship programmes may emphasize different theoretical models and skills, interns need to become familiar with the diversity of major assessment and intervention techniques in common use in neuropsychological practice and their theoretical bases. Internship programmes:
 - i. provide training in evidence-based methods of assessment and models of intervention, and
 - ii. provide interns with a neurologically-based experience as well as one that is more behaviourally-based.
 6. Training in professional national and provincial and territorial standards and guidelines of professional practice in psychology includes, but is not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services. Interns are also made aware of federal and provincial and territorial statutes relevant to professional practice in the programme's host institution as well as of any policies at the programme's host institution that govern professional behaviour.
 7. Whenever possible, interns are offered training and experience in the provision of supervision. This experience is typically limited to the provision of supervision to junior graduate students, such as a student in professional psychology who is completing a practicum at the same organization. Any supervision provided by an intern is itself supervised by the intern's supervisor(s).
 8. Professional practice within the discipline both informs and is informed by science. The way in which science and practice are integrated within the programme is evident to interns and affords them research opportunities.
 9. A written, individualized training plan is completed by the Director of Training (or primary supervisor) and the intern at the beginning of the training year and/or rotation. The training plan focuses on the skills as enumerated in II.B.4, 5, 6, and 7, details general and individualized training goals and objectives (e.g., rotations, client populations, type of assessment and intervention), and indicates caseload expectations.
 10. Supervision promotes and facilitates reflective critical analysis of professional services provided and the development of professional identity and skills. Supervision takes place within a collaborative and respectful supervisor-supervisee relationship.

Supervision is regularly scheduled and provided at the minimum rate of four hours per week; at least three of which are individual supervision. The three individual hours are directed towards the supervision of the psychological service provided by the intern directly to a patient/client. The fourth hour can be directed towards any other training or service related activity. Psychological
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service is defined as either time directly spent interviewing, assessing, or intervening with patients/clients or time spent indirectly in activities related to patient/client care (e.g., progress/session notes, report writing, etc.)

All 4 hours of supervision are provided by supervisors who are registered, doctoral-prepared and experienced psychologists, registered within their jurisdiction of practice, and deemed competent to provide the kind of psychological service for which they are providing supervision to interns. In addition, supervisors meet all other qualifications as described in Standard IV.B and C.

Three of the four hours of supervision must be individual supervision. Several criteria define what is meant by **individual supervision**:

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

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

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

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

11. The programme has minimum standards for successful completion of the programme that are presented to the intern, in advance of the internship year, in written form. These standards are typically reflected in the training plan as described in Standard II.B.9. Interns who, in the opinion of the programme, are not meeting minimum standards will:
 - be advised of their substandard performance in writing,
 - be given a reasonable period of time and reasonable professional support to achieve standard performance. Time and support to achieve standard performance includes a remediation plan, developed and agreed to by all supervisors and the intern, and documented in writing. Both the programme and intern are responsible for fulfilling the terms of any remediation plan developed and instituted by both parties, and
 - not be terminated from a programme, or be failed at the conclusion of the internship, until the remediation plan is deemed unsuccessful in helping the intern achieve standard performance. As would be the case for any professional staff member, the programme or institution may reserve the right to dismiss an intern should he/she be found in breach of the ethical principles of professional practice as defined in the Canadian Code of Ethics for Psychologists (CPA, 2000) or policies defined by the host institution.
12. The programme gives interns written feedback about their progress on an ongoing basis and in a consistently applied format. This format accurately reflects the programme's stated goals and objectives and explicitly assesses the intern's performance and progress in meeting training goals and objectives. The evaluation is completed by the supervisor at regular and predetermined points during the training year. The written evaluation is reviewed with the intern by the supervisor, filed in the intern's file, and a copy given to the intern and Director of Training. Feedback to the intern's university is typically accomplished by the Director of Training at the internship site. The Director of Training's feedback to the university:
 - is in writing,

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- occurs at least twice during the training year (or more often in the event that an intern experiences difficulty and/or a remediation plan is instituted),
 - synthesizes all supervisors' evaluations, and
 - is submitted in a form that is agreeable to the university.
13. At the beginning of the internship year (and as a need for it arises), interns are presented with a document outlining the programme's policies and procedures to appeal a decision made by a programme. Appealable decisions are as determined by the programme but include decisions:
- to institute a remediation plan,
 - that an intern has failed to meet the provisions of the remediation plan, and
 - to terminate an internship.
14. The programme gives interns a formal opportunity to contribute to programme planning and development and the programme takes the opportunity to benefit from interns' contributions in this regard. Accordingly, programmes are encouraged to include intern representation on the programme's training committee.¹⁹ In addition, interns formally evaluate their internship experiences to include:
- quality and quantity of supervision and instruction, and
 - aspects of the host institution and its staff that support or are relevant to internship training.
- The format and timing of interns' evaluations of their supervisors and internship experiences respects interns' rights and the position of trust assumed by the programme and its supervisors. Wherever possible, interns complete formal evaluations of their supervisory and internship experiences after their supervisors' evaluations of them have been completed and submitted to the intern and to the Directors of Training of the internship and the intern's doctoral programme.
15. The programme issues a certificate to all interns who successfully complete the programme that provides evidence of successful completion.

III. Diversity

The Canadian mosaic represents one of the world's most culturally diverse nations. The nature of Canada's diversity (e.g., types of linguistic, cultural, lifestyle and racial groups) is unique. It is based on First Nations heritage, two linguistic groups with roots in European culture (i.e. French and English), international immigration, and a commitment to multiculturalism recognized in provincial and territorial and federal statutes. The very nature of our academic and practical activity requires psychologists to address and attend to the complete range of human diversity.

It is our professional and social responsibility to understand and respect the range of human diversity which includes, but is not limited to, variability in culture, religion, heritage, nationality, language, sexual orientation, physical and psychological characteristics, lifestyle, gender, and socio-economic status.

Programmes, and their host institutions, that train clinical neuropsychologists demonstrate their understanding and respect for human diversity and demonstrate a commitment to human dignity and civil rights in all aspects of their operations including, but not limited to, the treatment of clients, staff and interns.

- A. The programme actively demonstrates its understanding and respect for the variability in human diversity as it recruits and promotes staff and as it recruits and evaluates interns. In recruiting and promoting faculty and in recruiting and evaluating students, the programme avoids any actions on grounds that are irrelevant to success as a staff member or as an intern. The programme has developed recruitment, promotion and evaluation policies and procedures that comprehensively and systematically detail and evidence its attention to and respect for diversity.
- B. The programme comprehensively and systematically provides its interns with didactic instruction and practical experience about the variability in human diversity as it affects and is affected by psychological phenomena and professional practice. The procedures which the programme employs to ensure such

¹⁹ It is understood that an intern member of a training committee would not participate in the business of the committee when that business includes the evaluation or remediation of another intern.

instruction and experience, the goals of the programme relative to diversity instruction, and its success in meeting its goals are communicated via the programme's attention to Standards II, III, and VIII.

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

IV. Faculty: Professional Supervisors and Instructors

Supervisors and instructors include faculty members of university departments which house doctoral programmes in clinical neuropsychology, as well as the professional and research staff appointed to hospitals, institutes and clinics which are affiliated with the university in which the doctoral programme is housed.

Faculty, supervisors and instructors are essential to the development and maintenance of a high quality programme. This group, with the help of adjunct faculty, supervisors, and teachers where needed, are sufficiently skilled to provide instruction in the core areas of psychology, neuroscience and in assessment and intervention in clinical neuropsychology.

Further, faculty, supervisors and teachers are grounded in the knowledge and skills demanded by the diversity of settings in which clinical neuropsychologists are employed and in the knowledge and skills necessary to understand, assess and treat the problems clinical neuropsychologists face.

It is important that faculty, supervisors and instructors who are clinical neuropsychologists help students identify with professional practice. Faculty, supervisors and instructors can do this by demonstrating their own commitment to professional practice via their research and teaching, as well as practice activities. Other venues through which dedication to practice are apparent includes supervision of students' practice activities, participation in psychological associations and learned societies, obtaining licensure, and participation in practice-related continuing education.

- A. The training programme is offered by an organized group of supervisors and instructors who have active roles in the development and governance of the programme and who assume primary responsibility for the training of interns. This group collaborates and meets regularly for the purposes of:

- planning, delivering and monitoring clinical neuropsychological services within the host institution, and
- monitoring professional issues and supporting staff in meeting professional standards,

The organized group of professional psychologists reports to a Chief Psychologist, or in the absence of an administrative department of psychology, to a Professional Practice Leader.

The staff of the programme is sufficiently stable, and of sufficient numbers, so that the programme would not be significantly compromised by the loss of a single staff member.

- B. Supervisors (not necessarily all instructors) are registered in the province in which the programme's clinical neuropsychological service is located, possess the doctoral degree in an area of professional psychology, and have met the standards in place at the time of their training - standards which ideally included a one-year internship. It is preferable that all staff providing supervision, and most especially the Director of Training, have completed their doctoral and internship training in a CPA-accredited programme (or its equivalent). At least one of the supervisors and instructors involved in the programme specializes in neuropsychological assessment. Though staff registered at the doctoral level in one professional area of psychology (e.g. clinical psychology) may reasonably provide supervision within an internship programme accredited in a different professional area (e.g., clinical neuropsychology), in the aggregate the supervisors of the accredited internship programme should be registered at the doctoral level with training and competencies in the same area of professional psychology as that in which the internship programme is accredited. Supervisors supervise interns only in those areas in which they themselves are competent to practice.

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- C. Although supervision of interns is provided by doctoral-level psychologists registered in the province in which they practice, other professionals may contribute to the training experiences of interns. Given the broad knowledge base required of a clinical neuropsychologist (e.g., electrophysiology, neuroscience, gerontology), other professionals may be involved in the training of clinical neuropsychology interns (e.g., medical specialities such as neurology, gerontology, developmental pediatrics, speech language pathology and audiology, clinical, counselling, school psychology) where appropriate as well as other providers of psychological services (e.g., doctoral-level psychologists in the process of obtaining licensure for independent practice, master's-level practitioners of psychology). The supervisory roles of other professionals in the training of interns does not count towards the supervisory hour requirements articulated in Standard II.B.10.
 - D. Supervisors uphold relevant national and provincial/territorial professional and ethical standards and guidelines of practice in psychology which include but are not limited to, CPA's Canadian Code of Ethics for Psychologists and Practice Guidelines for Providers of Psychological Services.
 - E. Supervisors encourage and actively support interns in the timely completion of their internship requirements respectful of work-life balance. Monitoring and evaluating students' timely progress forms part of their evaluations (II.B.12).
 - F. The programme ensures that its supervisors have access to didactic instruction, training and development opportunities to enhance supervisory competence.

V. Interns

- A. Interns in clinical neuropsychology have demonstrated intellectual ability and interpersonal skills. In addition, students are committed to social justice and demonstrate respect for the diversity of individual differences and well-being of others.
- B. Interns in clinical neuropsychology commit themselves to the standards of the professional and ethical practice of psychology as per the materials outlined in the training requirements of II.B.6.
- C. Interns commit themselves to the timely completion of their internship requirements respectful of work-life balance.
- D. Psychologists whose doctoral degrees were completed in an area other than clinical neuropsychology, and who are enrolled in a clinical neuropsychology programme for the purposes of respecialization, may apply for internship training. The Director of Training of the programme where they are completing respecialization must certify that they have completed academic and practical training that meets the accreditation standards for doctoral training as detailed in the Accreditation Standards and Procedures. Applicants with degrees in areas other than psychology may not be accepted for internship training.
- E. Interns are treated with the same dignity and respect accorded to professional psychology staff. The value accorded interns' input and contributions is evident within the programme's operation. Interns' contributions to research or other professional projects are credited appropriately (e.g., authorship of publications).

VI. Facilities and Resources

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

- A. Facilities and resources provided by the organization that are adequate to meet the needs of the internship programme and its interns include:
 1. quiet, accessible, secure and private work space (may be shared),

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

VII. Public Disclosure

- A. Internship settings have developed and distributed descriptive materials in which the philosophy and mission, structure and goals of the training programme, and its host organization, are accurately and explicitly described. An accurate description of the programme facilitates the fit between an applicant's interests and needs and the programme's offerings. These descriptive materials are made available, electronically and/or hard-copy (e.g., brochure), to all prospective applicants to the programme.
- B. Evidence of accreditation status and term of accreditation is made available to applicants through the programme's brochure, website, and other communications. It is important when giving evidence of its accreditation status that the programme clearly indicate the name of the programme for which accreditation has been accorded. It is the programme which is accredited, not its department or host organization. In the event that there are several programmes within the host organization, statements must be clear when indicating which programme(s) is accredited.
- C. Include the name and address of the CPA Accreditation Office in the programme's brochure and website.

VIII. Programme Evaluation and Quality Improvement

The critical questions a programme asks and answers when addressing Standard VIII are:

- **How do we know whether we are meeting our goals and objectives?**
 - **What do we do with the information gained from examining our success in meeting our goals and objectives?**
 - **How does the information gained from self-assessment influence the continuous quality improvement of our training model and our goals and objectives?**
- A. Following the identification, articulation, and implementation of a training model, the programme has put mechanisms in place through which the programme regularly and reliably examines its success in meeting its model's goals and objectives²⁰. A programme's outcomes reveal how well the programme has met

²⁰ Following from the illustration used for Standard II, reasonable outcomes for the best practice standard could include monitoring attendance at the seminar series, verifying that an intern had carried the specified number of cases using the specified types of approaches, and conducting supervisory evaluations of interns on dimensions of practice.

its goals and objectives. It is important, therefore, that the tools used to measure outcomes are valid measures of the programme's goals and objectives. Further, the programme's mechanisms of self-assessment (i.e., the programme's evaluation and quality improvement initiatives) support and are supported by the self-assessment activities of the psychology discipline and of the organization of which the discipline is part. The information learned from self-assessment is used by the programme to review and revise its training model as well as its goals and objectives. Further, the programme is committed to reviewing its training model, its goals and objectives, as well as its curriculum, in light of:

1. the evolving body of scientific knowledge in clinical neuropsychology as it applies to professional practice,
 2. current professional and regulatory standards of best professional practice,
 3. local, regional and national needs for psychological services, and
 4. the jobs and career paths attained by the programme's graduates.
- B. Self-examination and assessment activities are the responsibility of the Director of Training and the training committee and involve other psychology or organization staff, interns, clients, doctoral programmes, and any other relevant publics where appropriate. These activities address the:
1. programme's standards for the preparedness of applicants to undertake internship training,
 2. programme's expectations of interns for successful completion and the interns' success in meeting them,
 3. preparedness of the programme's graduates to apply for registration, and
 4. applicability of knowledge and skills acquired on internship to post-doctoral training and employment.

IX. Relationship with the CPA Accreditation Panel

All programmes accredited by the CPA demonstrate their commitment to the accreditation process by undertaking the following responsibilities:

- A. Comply with the Standards and abide by the policies and procedures as presented in the Accreditation Standards and Procedures which include, but are not limited to, meeting deadlines prescribed by the Accreditation Panel for:
1. the submission of self-studies in preparation for a site visit. The self-studies are prepared in accordance with the reporting prescriptions of the Panel,
 2. scheduling and preparing for a site visit,
 3. the timely submission of annual reports. Annual reports are prepared in accordance with the reporting prescriptions of the Panel,
 4. supplying the Panel with any other information relevant to maintaining the programme's accreditation status, and
 5. the submission of all fees, according to the schedule prescribed by the Panel, which include, but are not limited to, the self-study application, the site visit, and annual fees.
- B. Maintain written records of their compliance with the Standards (i.e., records of annual reports, self-studies, correspondence with the CPA Accreditation Panel), and any changes or innovations the programme has made to maintain or better meet the Standards.
- C. Inform the Panel, in a timely manner, of any changes in the programme's nature, structure or function that could affect the quality of training provided.

AFFILIATED AND NON-AFFILIATED PROGRAMMES

Whether an internship is administered by a doctoral programme (affiliated programme) or is administered by an institution, or group of institutions (e.g., as would be the case if the consortial internship was run by multiple universities), independent of any **single** doctoral programme (nonaffiliated programme), it will be considered a free standing programme subject to the guidelines for internship settings and will be evaluated as a separate programme for the purposes of accreditation.

An internship that is affiliated with a doctoral programme (or limited group of doctoral programmes) meets all criteria required of a nonaffiliated internship programme and discloses fully in all publications and materials that it is captive to its host doctoral programme(s) (i.e., that all its internship positions are filled by students of its host doctoral programme or programmes).

It is also possible for an internship programme to be partially captive to its host doctoral programme(s). A programme that is partially captive reserves at least one of its positions for an intern who attends somewhere other than the host doctoral programme(s) and the programme fills this nonhost university position each year. The partially captive programme discloses fully in all of its publications and materials that it is partially captive to the host doctoral programme(s) and that it reserves one (or more if indeed the case) of its positions annually for an intern from a different university. Internships that are fully or partially captive to a doctoral programme(s) can be accredited concurrently with the doctoral programme.

INTERNSHIP CONSORTIA

I. Consortia of Service Organizations, General Guidelines

Because of their size, smaller service settings that have some capacity to train students may not have the resources to comply with accreditation standards on their own. The purpose of a consortium is to afford smaller settings the opportunity to collaborate with each other and thereby provide doctoral programmes and prospective interns the opportunity to benefit from the richness of the consortium's collaborative efforts and offerings.

A consortium is a group of administratively independent clinical, counselling, school, or clinical neuropsychology settings whose staff collaborate to provide an organized, integrated and diverse training experience to doctoral interns. Accreditation decisions regarding consortia depend on assessment of the following:

- the integration and organization of the training programme offered by the consortial settings,
- the degree and quality of financial, administrative and resource support committed by each independent setting to the collaborative effort, and
- the quality of training at each independent setting.

A. Standards for Consortia of Service Organizations

1. The commitment of the consortial settings to the collaborative training effort is evidenced by a written agreement or contract among them. This agreement defines the terms, conditions and responsibilities of each independent setting that is part of the consortium. In addition, an agreement exists between the consortium and the host service settings that all CPA Standards and Criteria will be upheld.
2. The consortium evidences its administrative cohesion in the following ways:
 - i. A Director of Training, who is responsible for the administration of the internship programme across the settings that make up the consortium, is appointed,
 - ii. The Director of Training is advised and supported by a training committee, made up of professional psychologists representing all settings that make up the consortium. The training committee is actively involved in the programme's training activities,
 - iii. There is a single set of policies and procedures governing how the consortium recruits and selects interns, accords stipends and benefits to interns, assigns interns to service settings and supervisors, allows for appeals, evaluates interns performance as well as evaluates the programme itself. These policies and procedures apply to and include all settings that make up the consortium and are available, in writing, at each site,

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- iv. There is a single brochure and website that describe the consortial programme and that is made available to the public,
 - v. Every intern is assigned to more than one of the service settings that make up the consortium, and all interns have access to all settings, over the course of the internship year. All settings are used during any given training year,
 - vi. The consortium creates and supports opportunities for regular and frequent contact among interns across the service settings and between interns and the Director of Training;
 - vii. Notwithstanding Standard I.B.6 of the Standards and Procedures for internship programmes, there are at least three (and preferably more) interns enrolled in a consortial internship programme, and
 - viii. It is the consortium, and not its constituent service settings, that is accredited. The consortial settings cannot independently claim or represent accredited status.

II. Consortia of Doctoral Programmes, General Guidelines

In some jurisdictions, service organizations may be unable, even collectively, to meet the Standards of accreditation that, in turn, may limit the local training opportunities for students. In this case, an accredited doctoral programme, or group of accredited doctoral programmes, may collectively form a consortium, which may be affiliated or partially-affiliated. The doctoral consortium would plan and administer its programme that is based on the assignment of its interns to a roster of authorized service settings.

Accreditation decisions regarding doctoral-run consortia depend on assessment of the following:

- the integration and organization of the training programme administered by the doctoral programme(s) at the service settings,
- the degree and quality of financial, administrative and resource support committed by the doctoral programme(s) and each independent service setting to the collaborative effort, and
- the quality of training at each service setting.

A. Standards for Doctoral Consortia

1. The commitment of the doctoral programme(s), and its consortial service settings, to the collaborative training effort is evidenced by a written agreement or contract among them. This agreement defines the terms, conditions and responsibilities of each independent setting that is part of the consortium. In addition, an agreement exists between the doctoral programme(s) and its service settings that all CPA Standards and Criteria will be upheld.
2. The consortium evidences its administrative cohesion in the following ways:
 - i. A Director of Training, who is responsible for the administration of the internship programme across the doctoral and service settings, is appointed,
 - ii. The Director of Training is advised and supported by a training committee that is made up of professional psychologists representing all doctoral programmes in the consortium. The training committee is actively involved in the programme's training activities. Representatives from each of the service settings should also sit on the training committee,
 - iii. There is a single set of policies and procedures governing how the consortium recruits and selects interns, accords stipends and benefits to interns, assigns interns to service settings and supervisors, allows for appeals, evaluates interns' performance as well as evaluates the programme itself. These policies and procedures apply to and include all consortial doctoral programmes as well as all service settings used. Furthermore, these policies and procedures are available at each doctoral and service site,
 - iv. There is a single brochure and website that describe the consortial programme and that is made available to the public,
 - v. Every intern is assigned to more than one of the service settings that make up the consortium, and all interns have access to all settings, over the course of the internship year. All settings are used during any given training year,

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- vi. The consortium creates and supports opportunities for regular and frequent contact among interns across the service settings and between interns and the Director of Training,
 - vii. Notwithstanding Standard I.B.6 of the Standards and Procedures for internship programmes, there are at least three (and preferably more) interns enrolled in a consortial internship programme,
 - viii. It is the consortium, and not its independent doctoral programmes or service settings, that is accredited. The doctoral programmes and the service settings cannot independently claim or represent accredited internship status, and
 - ix. The consortium meets all standards and criteria for internship programmes as described earlier in this document.

ACCREDITATION PROCEDURES

The Accreditation Procedures prescribe a general set of rules for the operation of the accreditation programme, define categories of accreditation, as well as identify the functions of the Panel members, Registrar and Head Office staff. It is the intention of the Panel that the procedures be accessible and fair and provide for the exercise of due process throughout.

I. Purpose of Accreditation

The Canadian Psychological Association (CPA) accredits doctoral programmes and internships in clinical psychology, counselling psychology, school psychology, and clinical neuropsychology. The purpose of accreditation is to:

- promote excellence in the education and training of professional psychologists,
- provide a professional and objective evaluation of the programmes which provide this education and training, and
- offer a measure of accountability to the many publics CPA serves (e.g., psychologists, students, institutions that employ psychologists, users of psychological services) that accredited programmes have met a community standard of excellence in education and training.

II. Standards and Procedures of Accreditation

All actions with respect to accreditation taken by CPA are governed by the Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology (those which apply to Clinical, Counselling, and School Psychology, and those which apply to Clinical Neuropsychology; hereinafter “Standards”) in force at the time an application is made to the CPA’s Accreditation Panel (hereinafter “Panel”). The Standards, developed by the Panel in consultation with its member programmes, are approved by the CPA Board of Directors (hereinafter “Board”) for adoption and dissemination.

III. The Accreditation Panel

A. Functions

The principal function of the Panel is to uphold the standards of education and training in professional psychology (defined in the Standards section of this Manual) as it exercises judgment in making decisions about programmes that have applied or re-applied for accreditation. Categories of decisions are as outlined in Section VIII of the Accreditation Procedures. In addition, the Panel (with delegation to the Registrar):

- develops and disseminates the documents necessary to guide and assess programmes throughout the accreditation process,
- coordinates and reviews annual reporting of programmes throughout the terms of their accreditation,
- trains site visitors to participate in the accreditation process,
- consults to its many publics (e.g., programmes, students, consumers) on matters related to accreditation,
- consults to the Board, and any delegated governance, on matters related to accreditation, and
- undertakes any action, permitted by its Standards and Procedures, necessary to carrying out its functions as outlined above.

B. Membership

The Panel is comprised of not fewer than 8 members, appointed by the Board, for staggered 3-year terms that may be extended for up to 3 more years. One of the eight members is elected by the Panel as Chairperson for up to a 2-year term, renewable once. One of the eight members is a doctoral student in clinical psychology, counselling psychology, school psychology, or clinical neuropsychology and is a student

member of CPA. The student has completed at least 1 year of graduate study and will remain a student for the 3-year term on the Panel. The student member shall assume all responsibilities and prerogatives of any Panel member, with the exception that the student is ineligible to serve as Chairperson of the Panel. As a group, the eight members represent the specialities (i.e., clinical psychology, counselling psychology, school psychology, and clinical neuropsychology), types (i.e., doctoral or internship), and geographic locations of the programmes accredited by the CPA. In addition, the Panel endeavours to have other dimensions of diversity (see Standards) represented among its members.

C. Quorum

Two-thirds of the members shall constitute a quorum for the purposes of:

- making an accreditation or re-affirmation decision about a programme or any decision that involves a change in a programme's accreditation status,
- adopting any change to accreditation standards or procedures for submission to the Board, and
- acting on a complaint made about a programme.

When a Panel member has withdrawn from a portion of the meeting (see Section III.D), his/her position will not be counted in determining a quorum. The vote of the majority of the Panel members at a meeting at which a quorum is present shall be required to make any decision about a programme.

D. Avoidance of Conflict of Interest

It is the responsibility of each individual member of the Panel to determine and declare any real or apparent conflict of interest with any programme under the Panel's consideration. The Panel may, in its judgement, determine that a member is in a real or apparent conflict of interest and ask that member to withdraw from discussion of and decision on a particular programme. Conflicts of interest include:

- ongoing significant professional or personal connection to a programme under review,
- graduate of a doctoral programme or a past intern at an internship programme, and
- any other potential conflict announced by the member.

If a member of the Panel finds him or herself (or if the Panel finds any member) to be in any real or apparent conflict of interest with respect to any programme scheduled for review by the Panel at any particular meeting, that member will be recused during discussion and decision on that programme. If a member of the Panel was a member of a special site visit team to a programme (see Section III of the Roles and Responsibilities of the Site Visit Team in Process of Accreditation and Re-accreditation), he/she would participate in providing feedback to the Panel and in discussion, but would be recused from any vote to affect or change the programme's affirmation or accreditation status.

E. The Exercise of Professional Judgement

In recognition of the importance of each programme's right to develop its own philosophy and model of training, even programmes that meet every criterion of each accreditation standard may do so in any number of ways. For example, all programmes will provide training in evidence-based interventions but which and how many such interventions are taught (e.g., cognitive, behavioural, family systems, interpersonal) and how they are taught (e.g., course readings, practicum, seminar series) will necessarily differ from programme to programme.

Since there is no prototypical way in which the Standards must be met, a high degree of judgment is required in reviewing self-studies and annual reports, conducting and reporting on site visits and in reaching decisions about a programme. Certain Standards are absolute while others may be met by a programme's commitment to improvement. Programmes that do not meet the eligibility criteria defined in Standard I, would not be considered eligible for accreditation. However, another programme might need to augment its policies and procedures for student evaluation (Standard II.I), increase its course offerings on issues related to diversity (Standard III), and augment its journal holdings (Standard VI.B) and still be fully accredited. Programmes contemplating accreditation are encouraged to contact the Accreditation Office for consultation about eligibility.

In reaching a decision about a programme, the Panel makes judgments about how well a programme:

- articulates, conveys, operationalizes and evaluates its own philosophy and model of training, and
- complies with the Standards in the context of its own philosophy and model of training.

It is also the Panel's intent, when reaching any accreditation decision, to apply the Standards consistently across programmes.

IV. Pre-application Consultation

The Accreditation Panel recommends the following steps prior to formal application for CPA accreditation:

- Step 1:** **Contact the Accreditation Assistant and request a copy of the Accreditation Standards and Procedures.** The Accreditation Assistant will also provide the appropriate application form (i.e., doctoral or internship) and a fee schedule. The application form is commonly referred to as the self-study. The self-study has a prescribed format and is the same for programmes seeking accreditation for the first time as for programmes seeking to renew their accreditation.
- Step 2:** After receipt of the **Accreditation Standards and Procedures** and self-study form, the programme officials should carefully review their contents and contact the Accreditation Assistant if any clarification, further information or assistance is needed.
- Step 3:** The programme officials, faculty/staff, students/interns and administration collect the information necessary to complete a self-study of their programme.
- Step 4:** The programme completes a draft of their self-study.
- Step 5:** **This step is entirely voluntary and not required of any programme by the Panel.** The programme has the opportunity to invite a consultant to review the draft self-study and conduct a pre-site visit. Although the programme is free to engage any consultant of its choosing, it is well advised to select a consultant who has accreditation experience, either via former membership on the Panel or as a seasoned site visitor. The Accreditation Office can provide the programme director with a list of possible consultants from among a pool of psychologists who have been members of the Panel in the past and/or who have substantial experience as site visitors. The programme then makes its own arrangements for the pre-application consultation, including engaging the consultant and covering any necessary financial reimbursement for the cost of the consultant's review and visit.

In preparation for the pre-site visit, the programme provides the consultant with a copy of the completed draft self-study (see Step 4). The consultant reviews the draft self-study in advance of the pre-site visit that he/she conducts as if it were a "dress rehearsal" accreditation site visit. After the pre-site visit, the consultant should provide the programme with a site visit report. Suggested schedules for site visits and guidelines for the site visit report are outlined in the section entitled "The Roles and Responsibilities of the Site Visit Team in the Process of Accreditation and Re-accreditation" of this manual.

After receiving and reviewing the consultant's report, the programme may want to contact the Registrar should the report and its recommendations prompt a need for further information or guidance. The consultant's report is the property of the programme and, as such, the programme may or may not elect to include the report as an appendix to the formal application for accreditation. If the programme decides to include the report as part of its accreditation application, the programme is well advised to formulate and include a response to the report that addresses any issues raised in the report and which details any changes the programme has made in response to the report's recommendations.

It is important to note that although programmes find a pre-site visit consultation quite useful in preparing an application for accreditation, **any findings or recommendations made by a pre-site visit consultant do not represent the judgements of the Panel nor are they binding on the Panel or its site visitors. Similarly, any information or assistance provided by the Accreditation Assistant, Registrar, or any single Panel member throughout the accreditation process is advisory.** All accreditation decisions must be undertaken by a quorum of Panel members (see Section III.C of Accreditation Procedures).

The responsibility for developing, administering and evaluating the programme rests with the programme - as does the decision to comply with the Standards and submit the documentation necessary for application for accreditation. The Panel underscores, however, that it is committed to promoting a high community standard of training for professional psychologists and, in so doing, its intention is to include and support programmes in meeting this standard.

Step 6: Once the programme determines that it is in sufficient compliance with the Standards and has been able to research and complete the self-study, it can formally apply for CPA accreditation. Formal application consists of submission of the requisite number of copies of the self-study, any necessary supporting materials, and the application fee, to the CPA Accreditation Office to the attention of the Registrar.

V. Applying for Accreditation

- A. **Governing Principles:** Because the accreditation process is voluntarily initiated by the programme, it is the programme's responsibility to develop and document its training philosophy, its training model (including goals, objectives and evaluation of same) as well as its compliance with the Standards. The self-study, submitted in application for accreditation by the programme, must be prepared and submitted in accordance with the Panel's instructions (included in the application materials) and procedures (as detailed in the Accreditation Standards and Procedures) so as to satisfy the in-depth review by the site visit team and the Panel.
- B. The Panel, routinely through the Registrar, will provide oral and written consultation and guidance to programmes as they undergo the accreditation process.
- C. The self-study is based upon the **Standards and Procedures for Accreditation of Doctoral Programmes in Professional Psychology and the Standards and Procedures for Accreditation of Internship Training Programmes in Professional Psychology**. Application materials and instructions are available from the Accreditation Office.
- D. Since the Director of Training is typically responsible for the day-to-day operations of the programme, and since it is the programme that is applying for accreditation, all formal correspondence to the programme from the Panel and Accreditation Office will primarily be addressed to the Director of Training of the programme.
- E. **Signatories of the Application:** A completed self-study application, accompanied by payment of the application fee (see Section XII of the Accreditation Procedures), may be forwarded to the CPA Accreditation Office at any time. An application from a **doctoral** programme must be signed by the director(s) of training, the person(s) in charge of the department in which the programme is located and the president of the university. An application from an **internship** programme must be signed by the director(s) of training, the chief psychologist and/or the professional practice leader, and the chief executive officer of the agency in which the programme is located.
- F. **Acceptance of the Application:** One member of the Panel will review the self-study within 6 weeks of receipt for the purposes of authorizing a site visit. A site visit is authorized when, on the basis of the application alone, the programme appears to substantially meet the Standards and Criteria. The Panel's review is intended to prevent programmes from going to the time and expense of a site visit, when it can be determined from their application, that they are not in substantial compliance with the Standards. Before making a decision to authorize a site visit, the Panel may request additional information from a programme when the application seems to be incomplete in its response to one or more Standards or procedure-related questions in the self-study.

Applications that do not appear to comply with the Standards in sufficient substance to merit a site visit will be referred to the Chairperson of the Panel. The chair may elect to:

1. accept the application and schedule a site visit,
2. request additional information prior to making a decision about authorizing a site visit.

Other options available to the Panel are listed below and require that the application be referred to the entire Panel for majority vote by a quorum of Panel members who may decide to:

1. reject the application, because it appears from the data provided in the application that the applicant programme does not meet standards for accreditation, or
2. proceed with a site visit officiated by a member(s) of the Panel rather than members of CPA's site visitor roster.

For information about acceptance of an application for re-accreditation, please refer to Section IX.B under Accreditation Procedures.

- G. **Notice of Rejection:** In the event that an application is rejected by the Panel, the Panel will advise the programme in writing of the reasons for its rejection. The programme may appeal the rejection to the Board as provided in Section XI of the Accreditation Procedures.
- H. **Withdrawal of Application:** At any time before the Panel takes final action to grant or to refuse accreditation to an applicant programme, the senior signatory may withdraw the application without prejudice.

VI. Site Visits

See section entitled “Role and Responsibilities of the Site Visit Team in the Process of Accreditation and Re-accreditation.”

A. Purpose

The site visit is an essential and unique step in the award or renewal of accreditation because it provides an opportunity for the delegates of the Panel (i.e., the site visit team), and the faculty/staff, students/interns and administrators of the programme, to review and discuss the programme and its operations on site.

By reviewing the programme’s self-study materials, meeting with members of the educational and training faculty/staff, students/interns and support personnel, and by inspecting the facilities and equipment, the visitors become able to assess the programme’s degree of compliance with the Standards. Although the purpose of the site visit report is to convey the team’s findings to the Panel, the report, in conjunction with the ultimate accreditation decision letter from the Panel, can confer great benefit to a programme in its continuous quality improvement activities.

B. Arrangements for the Visit

When a site visit is authorized, the Panel will request an invitation from the president or chief executive officer of the institution or agency to have the delegates of the Panel conduct a site visit.²¹ If the invitation is not forthcoming, the Panel will conclude that the programme has withdrawn its application for accreditation. If an invitation is not forthcoming from a programme seeking re-accreditation, the programme will be dropped from the list of accredited programmes.

When the site visit has been authorized and the invitation to conduct the site visit has been received

²¹ Up until September of 2015, programmes that have been accredited by the CPA and the APA in the past, can re-apply for concurrent CPA/APA accreditation. Those re-applying for concurrent CPA/APA accreditation, however, cannot proceed to a site visit until APA’s Commission on Accreditation (CoA) has also reviewed the self-study and notified the CPA Office of Accreditation that the CoA is also willing to authorize a site visit.

by the Accreditation Office, the Registrar will provide the applicant programme with all the information necessary to arrange a site visit, including a list of site visitors from among whom the programme can select its team. The programme individually contacts its selected members, confirms their willingness and commitment to serve on the site visit team, organizes a site visit date with them, and then informs the Accreditation Office in writing of the members of its site visit team and the date the visit is scheduled to take place. The programme must forward its self-study and any supporting materials (e.g., brochures, evaluation forms, manuals) to each member of the site visit team at least 6 weeks in advance of the site visit date. The 6-week window is necessary to afford the team the opportunity to thoroughly review the self-study materials and for the Accreditation Office to arrange the lowest possible airfares to attend the site visit.

It is the Panel's responsibility to train site visitors to conduct site visits in keeping with the Standards and Procedures. The requirements for designation as a site visitor are detailed under the section entitled "**The Role and Responsibilities of the Site Visit Team in the Process of Accreditation and Reaccreditation.**" No fewer than three persons will constitute a team to visit a doctoral programme and no fewer than two persons for an internship programme, except when a site visit is conducted:

- during the term of a programme's accreditation because the Panel has information that the programme is no longer in substantial compliance with the Standards,
- for the purposes of adjudicating a formal complaint against a programme, or
- in executing an appeal to the CPA Board, made by a programme, of an accreditation decision made by the Panel.

A programme may choose, or the Accreditation Office may recommend, more than the minimum number of site visitors required to site visit their programme, at the programme's own expense, if they believe additional site visitors are needed to adequately review the programme on site. For example, an internship consortium that is comprised of multiple sites may need more than the two site visitor minimum to properly assess the programme and all its operational sites.

For the purposes of the site visit, five regions of Canada are identified:

- the Atlantic Provinces (Newfoundland, Nova Scotia, Prince Edward Island and New Brunswick),
- Quebec and Ontario,
- the Western Provinces (Manitoba and Saskatchewan), and
- the Mountain provinces (Alberta, British Columbia and the Territories).

The site visit team normally will be made up of one individual from outside the region and one or two individuals from within the region where the applicant programme is located. The Panel recognizes that it might sometimes be difficult for a programme to meet the regional requirements when assembling a team. If a programme encounters difficulty assembling a team for any reason, the training director should contact the Registrar for direction.

Once the programme has selected and confirmed the site visit team, the Accreditation Office will supply the site visit team with all the information they need (apart from the self-study materials which are supplied to them by the programme) to conduct the visit. **On-site arrangements such as scheduling meetings, breaks, and venues should be made by the Director of Training in consultation with the Chairperson of the site visit team.**

C. Report of the Site Visit Team

Within 30 days of the completion of the visit, the site visit team will forward a written report (hereinafter "Report") to the Accreditation Office. The Report will be written in a format prescribed by the Panel. As per the Panel's March 1991 decision, site visitors do not make a recommendation about awarding accreditation and term of accreditation. Therefore, no such recommendation is conveyed verbally by the visitors to the programme during the site visit nor does one appear in the site visit report. Any feedback received by the programme from the site visit team is advisory but not binding on the Panel. The Report will be forwarded to the programme once it is received by the Accreditation Office.

D. Response by the Programme

The programme will acknowledge receipt of the Report from the Accreditation Office. The programme may respond to the Report in writing and has 30 days from receipt of the Report in which to file a written response (hereinafter “Response”) with the Accreditation Office. The programme may be given an additional 30 days in which to file a Response if it requests an extension in writing from the Accreditation Office. The programme’s Response shall include any objections, corrections, additional facts, exhibits, or comments it has in reaction to the Report. Any statements of fact in the Report that are not disputed in the Response shall be deemed by the Panel to be undisputed.

Changes that the programme is planning or considering in response to the report should be communicated to the Panel in its Response. The Panel reminds programmes, however, that programmes are responsible for carrying out the recommendations of the Panel (communicated as monitoring items in accreditation decision letters) and not necessarily for carrying out any recommendations of the site visit team.

VII. Complaints

A. About the Operation of an Accredited Programme

To be considered by the Panel, a complaint about the operation of an accredited programme must:

1. be written and signed,
2. identify the individual, group or legal entity represented by the complainant,
3. present substantial evidence that the subject programme is not in compliance with one or more of the Standards in use at the time referred to in the complaint,
4. demonstrate, when reasonably possible, that serious effort has been made to pursue all review and grievance procedures provided within the institution in which the programme is located, and
5. grant permission to send the complaint, in its entirety, including the names of any persons identified in the complaint by the complainant, to the programme.

Receipt of a complaint meeting these requirements will be acknowledged by the Accreditation Office and sent to the programme for a response. Upon receipt of the complaint, the programme will have 30 days in which to send its response to the Accreditation Office. Both complaint and response will be forwarded to each member of the Panel for review. Depending upon when during the year they are received, the Panel will review the complaint and response either at its next scheduled meeting or via a conference call. Following the meeting or conference call the Panel may:

- reach a decision, or
- vote to pursue the matter further, either by additional correspondence with the programme and/or by means of a special site visit to obtain additional information upon which to reach a decision.

A special site visit, if convened, will be conducted by a professional psychologist of the Panel’s choosing who:

- is not in a conflict of interest with the programme,
- meets with the approval of the programme and the complainant, and
- has been a member of the Panel in the recent past and/or been a site visitor but who has not site visited the programme about which the complaint has been made.

The special site visit will include interviews with the complainant and the programme staff, in addition to any other persons necessary to the adjudication process. The special site visitor will be provided copies of the written complaint and the programme’s written response to the complaint. The special site visitor will submit a report to the Accreditation Office within 30 days following the visit. A copy of the report will be forwarded to the programme. The programme then has 30 days to forward a response to the special site visit report to the Accreditation Office.

Following review of the complaint, the response to the complaint, and the special site visit report, if a special site visit has been conducted, the Panel can reach the following decisions by majority vote for which a quorum is present:

- dismiss the complaint with no change in accreditation status or recommendation to the programme,
- sustain the complaint with no change in accreditation status but directions or recommendations

made to the programme to ensure compliance with Accreditation Standards. The term of accreditation in this instance may or may not be reduced. If the term of accreditation is reduced, then a self-study and site visit will occur earlier than was required when the accreditation status was initially conferred, or

- sustain the complaint and revoke accreditation.

At any time during the complaint process, the Accreditation Panel and its staff may request the assistance of legal counsel from CPA to provide guidance in the interpretation and resolution of legal or procedural problems that arise in the context of a complaint.

The decision made by the Panel will be communicated in writing to the programme and to the complainant. **In response to an inquiry from the public, the Panel can confirm whether a complaint about a programme has ever been received only if the complaint has been adjudicated and was not dismissed** and can relay whether adjudication of the complaint resulted in any change in the term or status of accreditation.

B. Against Actions of Site Visitors

The president or chief executive officer of the host institution or agency of the accredited programme may file a complaint regarding the actions of site visitors. **Within 14 days** after the site visit has been completed, the president or chief executive officer must notify the president of CPA that the programme intends to file a complaint. The **formal complaint** must also be directed by the president or chief executive officer to the President of the CPA and:

- be written and signed,
- be sent to CPA before the host institution has received the written report from the site visit team and within 30 days after completion of the site visit,
- provide a clear description of the critical incident(s) around which the complaint revolves, and
- grant permission to the Panel to send the complaint, in its entirety, including the names of any persons identified in the complaint by the complainant, to the site visit team.

Receipt of a complaint satisfying these requirements will be acknowledged by the Association and **held until the report of the site visit team is received**. The complaint will be sent to all members of the site visit team with request for comment within 30 days. **Once the complaint has been sent to all members of the site visit team, the site visit report will be sent to the programme for response, as is the usual procedure**. Once received in the Accreditation Office, both the (1) site visitors' response to the complaint and (2) response of the programme to the site visit report, will be placed on the Panel's agenda for its next scheduled meeting. Depending on the nature of the complaint, and on when during the year the complaint was received, the Panel may consider the programme's complaint and the site visitors' response to it by conference call in advance of its next scheduled meeting.

Whether the complaint is considered by the Panel by conference call or at a regularly scheduled meeting, it will be sent under separate cover and not bound with the site visit report and response to the report for that programme. In preparation for the meeting of the Panel, members will be requested to:

- first review the complaint and the site visitors' comments, and
- then review the site visit report and response to it.

Based upon its review of the relevant materials, the Panel may reach the following decisions by a majority vote for which a quorum is present:

- dismiss the complaint with no consequence to the site visitor(s),
- sustain the complaint with reprimand to the site visitor(s). The site visitor(s) may also be suspended or deleted from the Site Visitor Roster maintained by the Accreditation Office. Depending upon the nature of the sustained complaint, the Panel may have an obligation to report the incident(s) to the provincial and territorial regulatory body of which the site visitor(s) is a member, or
- collect additional information deemed necessary to adjudicate the complaint. The additional information might be collected by further correspondence with the parties involved or by means of a special fact-finding group led by a delegate of the Panel.

In the event that the Panel votes to sustain the complaint, it must then determine whether the action(s) of the site visitor(s) requires that the site visit report be voided and/or whether the action(s) of the site visitor(s) renders it impossible for the Panel to make an accreditation decision about the programme. If the action(s) of the site visitor(s) were such that the report must be voided and a new site visit conducted, the Panel will ask the host institution to invite the Panel to revisit at CPA's expense. If the actions of the site visitors are judged not to have compromised the Panel's ability to arrive at an objective accreditation decision, the Panel will proceed with its review of the self-study, site visit report and response to the site visit report (and any supporting materials) for the purpose of making an accreditation decision as detailed in Section VIII of the Accreditation Procedures.

In no event will the Panel make an accreditation decision about the programme until the Panel has adjudicated the complaint.

The Panel will communicate the disposition of the complaint in writing to the president or chief executive officer of the host institution or agency of the accredited programme. At any time during the complaint process, the Accreditation Panel and its staff may request the assistance of legal counsel from CPA to provide guidance in the interpretation and resolution of legal or procedural problems that arise in the context of a complaint.

VIII. Accreditation Decision-Making

A. Documentary Bases for Accreditation Decisions

Before rendering a decision on the award of accreditation, the Panel will review the programme's self-study, the site visit report, the programme's response to that report, as well as any other supporting materials. Following these reviews, the Panel may make an accreditation decision as defined in Section VIII.C of the Accreditation Procedures or it may request more information of the programme and thereby defer an accreditation decision.

Accreditation decisions are customarily undertaken by the Panel at its semi-annual (fall and spring) meetings but, in special circumstances, may be undertaken by the Panel at other times of the year via conference call. No decision, either at a regularly scheduled meeting or by conference call, will be undertaken without quorum. All decisions of the Panel will be recorded in its minutes.

B. Award or Denial of Accreditation

In making an accreditation decision for a programme seeking initial or re-accreditation, the Panel first votes whether to grant accreditation. If accreditation is granted, the Panel then votes on the term of accreditation - terms can range from 3 to 7 years. Accreditation is denied when a motion to grant accreditation for any particular programme is voted down by the Panel or when insufficient support from the Panel results in no motion being made.

Terms of accreditation date to the academic year in which the site visit took place. As an example, if a programme was site visited in 2008-09 and went on to receive a successful accreditation decision for a period of 6 years, the first year of their accreditation term would be 2008-09 and the last year of their term would be 2014-15. In 2014-15, to become re-accredited, the programme would have to complete a self-study and host a site visit. Assuming that the programme was successfully re-accredited, 2014-15 would be the last year of their first term as well as the first year of their second term of accreditation. There is a double-term year to ensure that the programme remains continuously accredited while undergoing the re-accreditation process. Using the previous example, this double-term ensures that students graduating in 2014-15 do in fact graduate from an accredited programme.

An accredited programme can go from accredited to probationary or inactive status at any point during its accredited term or when it seeks re-accreditation (see Section VIII.C).

C. Categories of accreditation

1. **Accreditation** is granted to any programme seeking accreditation or re-accreditation that, in the

judgement of the Panel, meets the Standards in a satisfactory manner.

2. An accredited programme can be placed on **probation** at any point during its accredited term, or when it seeks re-accreditation, if the Panel has evidence that the programme is not currently in satisfactory compliance with the Standards and for which compliance has not, cannot, or will not be readily achieved. Probationary status will continue for a minimum of 1 year following the date it was accorded. At the end of the probationary period, the Panel shall vote first whether to reinstate accreditation. If the Panel votes against reinstatement, it shall then vote whether to continue probation for a specific period. A programme that is neither reinstated nor granted continued probation will have its accreditation revoked.
3. An accredited programme which becomes unable to maintain its operation (e.g., significant reduction in resources or faculty/staff) may be permitted **inactive** status for a period of 1 year. At the end of the 1 year, the Panel shall vote whether to return the programme to active status. An accredited programme which is not returned to active status may be put on probation or have its accreditation revoked (see Section VIII.C.2).

D. Communication of the Accreditation Decision

Following the meeting or conference call at which the accreditation decision was made, the Chairperson or his/her delegate will communicate the decision to the Director of Training by telephone or electronic mail. The telephone call or electronic mail will be followed up with a formal accreditation decision letter from the Chairperson of the Panel or his/her delegate directed to the president or chief executive officer of the institution or agency which hosts the programme.

The accreditation decision letter will detail the Panel's accreditation decision - highlighting the programme's strengths as well as any Standards which are not fully met. Standards deemed by the Panel to be not fully met will be followed up through the programme's annual report as monitoring items. The basis for an adverse decision, if made, will be detailed as will the appeal options available to the programme (see Section XI). A copy of the decision letter is provided to the site visit team so that they may learn of, and learn from, the outcome of their contributions to the accreditation process. A copy of the decision letter is also provided to the team who visits the programme as part of a subsequent re-accreditation visit.

Up to September 2015, programmes who have been accredited by CPA and APA in the past, can seek concurrent re-accreditation from the CPA and the APA. Since January 2008 programs receive two decision letters and two terms of accreditation — one from the CPA and one from the APA (see Appendix A; 2007 revised Memorandum of Understanding). All APA terms of accreditation of Canadian programmes will expire on September 1st, 2015. This means, for example, if a CPA/APA accredited programme applied for and was granted re-accreditation in 2010-11, the longest term of accreditation the programme could receive from APA would be 5 years. All other procedures governing the communication of a CPA accreditation decision, as described in Section VIII.D., will apply for programmes seeking concurrent CPA/APA accreditation up to September 2015.

E. Effective Date of a Decision and its Public Announcement

In accordance with Section VIII.B, an award of accreditation dates to the academic year in which the site visit took place. All other Panel decisions are effective as of the adjournment of the meeting of the Panel when the decision was made. Lists of accredited programmes and programmes for whom accreditation has been revoked are published annually in **CPA Synopsis**, routinely made available to the public in print, and are posted on CPA's website (Accreditation webpage). Lists of accredited programmes will indicate whether the programme is accredited, when it was first accredited, is accredited on probation, or has had its accreditation revoked. No change in the accreditation status of a programme will be made public if the programme has filed an appeal that is still in process.

IX. Maintaining Accredited Status

A. Annual Reports

In the spring of each year, the Accreditation Office will send an annual report form to the Director of

Training of each accredited programme to complete and submit to the Accreditation Office no later than September 1st. Programmes that have undergone a site visit during the current academic year will typically not also be required to complete and submit an annual report for that same year. Each year, the Accreditation Office will notify the Director of Training at all programmes that are required to submit an annual report.

In the event that a programme does not submit an annual report by the reporting deadline, it will be levied a late fee equivalent to 15% of the current annual fees. Programmes whose annual reports are not received by one month after the reporting deadline, may be put on probation automatically. Exceptions to this policy might be made in the event of extenuating circumstances and only when the programme makes the circumstances known to the Accreditation Office in advance of the annual report deadline of September 1st.

Programmes must complete the annual report in accordance with the reporting prescriptions of the Panel and with guidance by the Accreditation Office. The annual report is a limited self-study that allows the programme to document its continued compliance with the Standards at the level of its accredited status. The report and the necessary supporting materials are reviewed by the Registrar. If the report is clearly acceptable, the Registrar will recommend that the Panel vote to reaffirm the programme's accredited status. If the report is not clearly acceptable, the Registrar may request additional information of the programme. If the report and additional information continue to appear to be unacceptable, the Registrar will refer the report, and any additional information, to the Chairperson of the Panel who in turn will assign it to two Panel members for review. Upon the Panel member's review, the reviewers can recommend that the Panel vote to reaffirm the accredited status of the programme.

Alternatively, before recommending a Panel vote, the Panel reviewers may also request additional information and/or request an invitation for a site visit. If a site visit is requested, the reason(s) for the request will be communicated in detail to the programme. Such a special site visit team may be comprised of member(s) of the site visitor roster or may include a member(s) of the Panel.

If the Panel votes not to re-affirm a programme's accreditation status, it must then vote whether to change the term of accreditation (e.g., from 5 to 3 years), place the programme on probation, or revoke its accreditation entirely (see Sections VIII and X). The programme's accreditation status is maintained until the Panel's decision is made.

In the event that the Director of Training (or his or her designates) does not submit an annual report or additional supporting information as requested by the Accreditation Office, the Registrar will direct a request for these materials to the Department Head or to the Practice Leader/ Chief Psychologist with a copy to the Director of Training.

B. Re-accreditation

Accredited programmes will be sent a letter by the Accreditation Office **during the year before their final year of accreditation. For example**, if the site visit is due in 2010-11, then a letter will be sent to the programme in 2009-10 asking the programme to confirm in writing its intention to seek re-accreditation. The Accreditation Office must receive this confirmation by September of the academic year in which the site visit is due. In the foregoing example, this confirmation must be received by September 2010. If this confirmation is not received by that time, the Panel will assume the programme has decided not to seek re-accreditation and will consider that programme's status to have lapsed.

Upon receipt of the programme's confirmation that it intends to seek re-accreditation, the Accreditation Office will send the programme the self-study form to complete and submit. The programme must submit its completed self-study, with the necessary supporting materials, to the Accreditation Office at least 16 weeks in advance of the programme's intended site visit date. For example, if the programme would like to be visited in January 2011, then the completed self-study materials must reach the Accreditation Office by the end of August 2010. This 16-week period allows sufficient time for:

- the Panel to review the self-study and notify the programme that a site visit has been authorized,
- the programme to select a site visit team and send the team the self-study (and supporting materials) at least 6 weeks in advance of the site visit date, and
- the site visitors to arrange airfares at the most economical rates.

After reviewing the self-study and supporting materials, the Panel will either authorize a site visit and send the programme a list of potential site visitors (and instructions for the site visit), or will refer the self-study to the Chairperson of the Panel. Please note that a site visitor who has already conducted a site visit for a particular programme cannot conduct a consecutive site visit to that same programme.

If a programme applying for re-accreditation experiences difficulty in scheduling its site visit (e.g., unavailable site visitors), the programme must formally request an extension of its accredited status from the Accreditation Panel outlining the reasons for the request and the efforts made to schedule the visit at least 8 weeks prior to the conclusion of its term of accreditation. The Panel will either grant the programme an extension and specify a new deadline for the site visit or it will deny the extension request. Re-accreditations proceed in the same manner as do initial applications and as outlined in Section V and VI of the Accreditation Procedures. Reaccreditation decisions proceed as defined in Section VIII of the Accreditation Procedures.

X. Revocation of or Withdrawal from Accreditation

A. Revocation of Accreditation

Accreditation can be revoked as outlined in Sections VII, VIII, and IX. In addition, by majority vote at which a quorum of Panel members is present, the Panel has the authority to:

- revoke a programme's accreditation with substantial evidence of professional or ethical misconduct as defined in CPA's Canadian Code of Ethics for Psychologists,
- delete a programme from the list of accredited programmes when the Panel has sufficient documentary evidence that the programme is no longer a functional entity, or
- revoke a programme's accreditation status for non-payment of dues.

At a subsequent time, the programme may reapply for accreditation with prejudice.

B. Voluntary Withdrawal from Accredited Status

The president of the institution in which a doctoral programme is located, or the chief executive officer of the agency in which an internship programme is located, may request in writing the removal of a programme from the published list of accredited programmes. The Panel will comply with such a request and delete the programme. The programme may reapply for accreditation without prejudice at a subsequent time.

XI. Appeal of Decision of the Accreditation Panel

A. Filing an Appeal

The president of the institution in which a doctoral programme is located, or the chief executive officer of the agency in which an internship programme is located, may appeal any of the decisions of the Panel specified in Section XI.B, within 30 days of receipt of written notice of the Panel's decision. The appeal must be submitted, in writing, to the President of CPA and must specify the grounds on which the appeal is made. Further, the appeal must include the documentation necessary to support the appeal. It is the responsibility of the programme to demonstrate to the Panel that its appeal meets the requirements as defined in XI.B.

Appellants will be charged an appeal fee (contact the Accreditation Office for a current Fee Schedule).

Any costs incurred by the appellant in making an appeal, or attending a meeting of the Appeal Panel, will be borne by the appellant. Any costs incurred by CPA in processing an appeal, or attending a meeting of the Appeal Panel, will be borne by CPA.

B. Appealable Decisions

A programme can appeal only the following decisions made by the Accreditation Panel:

- refusal of a site visit for a programme seeking either accreditation or re-accreditation,
- a denial of accreditation or re-accreditation,
- revocation of accreditation or re-accreditation,

-
- a decision to place a programme on probation or to continue probationary status or to revoke accreditation of a programme which has probationary status, and
 - a decision made by the Panel to conduct a site visit earlier than was prescribed by the most recent accreditation decision.

C. Formation of Ad Hoc Appeal Panel

Within 30 days of receipt of the appeal, the Board will name three members of an ad hoc Appeal Panel, and three alternates. Members and alternates will:

- not be current members of the Accreditation Panel,
- have prior experience with the accreditation activities either as a site visitor or former member of the Accreditation Panel,
- not be in a conflict of interest with the programme, and
- not have had any involvement in the processes or procedures relating to the accreditation decision under appeal or to any prior accreditation decision for that programme.

CPA staff will confirm that the proposed members and alternates are willing to serve on the Appeal Panel and will notify the programme of the names of the three proposed members. If the programme shows good cause why a proposed member is unacceptable, an alternate will be selected from among the list of alternates.

D. The Meeting of the Appeal Panel

The Appeal Panel shall meet, in vivo or by conference call, no later than 90 days after the programme has received the decision which is being submitted and accepted for appeal. The programme may elect to have one or more representatives appear before the Appeal Panel to make oral and/or written presentation and to respond to questions from the Appeal Panel.

The Chairperson of the Accreditation Panel or his/her designate will also appear before the Appeal Panel to support the decision of the Panel and to respond to questions of the Appeal Panel. Although counsel may accompany either party, the proceeding shall be conducted on an informal basis. At any time during the appeal process, the Appeal Panel may request the assistance of legal counsel from CPA to provide guidance in the interpretation and resolution of legal or procedural problems that arise in the context of an appeal.

E. Documents to be Considered by the Appeal Panel

The issues addressed by the Appeal Panel will be limited to those cited in the appeal made by the programme. The Appeal Panel, the appellant, the Accreditation Panel's representative and the CPA legal counsel will be furnished with all the documents reviewed by the Accreditation Panel in making its decision, the letter notifying the programme of the Accreditation Panel's decision, and the letter of appeal by the programme. Changes made by the programme which were not detailed in its response to the site visit report, and which were effected after the programme had written its response to the site visit report, will not be considered by the Appeal Panel.

F. Decisions of the Appeal Panel

The Appeal Panel's function is to review the decision of the Accreditation Panel. This review is based on only the documentation that was before the Accreditation Panel at the time of its decision. The Appeal Panel shall decide, by majority vote, whether or not the Accreditation Panel made a decision that was not reasonably supported by the information available to them or that did not reasonably interpret the Standards. The Appeal Panel shall further decide to either uphold or fail to uphold the decision of the Accreditation Panel. In the event that the decision of the Accreditation Panel is not upheld, the case will be remanded to the Accreditation Panel for disposition in a manner not inconsistent with the findings and recommendations of the Appeal Panel.

G. Reporting of the Decision of the Appeal Panel

The report of the Appeal Panel, detailing its findings, recommendations and reasons for same, will be prepared within 30 days of the appeal meeting and will be addressed to the President of the CPA. Copies will be forwarded to the president or chief executive officer of the institution housing the appellant programme and to the Chairperson of the Accreditation Panel, the Registrar of the Accreditation Panel, and the Chief Executive Officer of CPA.

XII. Financial Support of the Accreditation Programme

The cost of accreditation is met by application and annual fees paid by programmes. The Board will set fees on an annual basis on the recommendation of the Panel and the Board's Finance Committee. A current schedule of fees is available from the CPA Accreditation Office.

XIII. Confidentiality of Records

The records of the Panel and of ad hoc Appeal Panels used in processing applications for accreditation and re-accreditation, making decisions on the accreditation, re-accreditation and re-affirmation of doctoral and internship programmes, as well as all records of the Panel relating to accreditation, including but not limited to complaints or specially convened site visits, shall be kept confidential except:

- A. All doctoral and internship programmes will be listed in CPA Psynopsis and the CPA website along with their respective categories and terms of accreditation, date of first accreditation, current application status and, whenever applicable, any recent decision to revoke accreditation or put a programme on probation.
- B. Disclosure shall be made in those instances in which CPA is legally required to disclose such information.
- C. At the request of the president or chief executive officer of the institution where a programme is located, or with his/her consent, information on a specific programme may be made available upon request to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking.
- D. Approved minutes of Panel meetings which include accreditation-related decisions including but not limited to accreditations, re-accreditations, re-affirmations, appeals and complaints, shall be available to the Board, and/or Chief Executive Officer.
- E. Data collected via self-studies and annual reports may be used and published by CPA for the purposes of censuses and tracking trends among doctoral programmes. Any data used will be anonymously presented and in aggregate form.
- F. The Panel's decision letter, following a sustained complaint against a programme, shall be directed to the appropriate officers of the programme and its host institution. The decision following a sustained complaint will also be communicated to the complainant.
- G. In the event of a sustained complaint, the Accreditation Office can confirm to any member of the public that a complaint had been made and sustained against a programme and can indicate whether or not the complaint resulted in a change in accreditation status.

As of June 1, 2009, all members of the CPA Accreditation Panel, all site visitors for the Panel, the Registrar of Accreditation, and the Accreditation Assistant are required to sign and abide by the CPA Confidentiality Policy (available from the Accreditation Office) on matters related to CPA Accreditation.

APPENDIX A

MEMORANDUM OF UNDERSTANDING BETWEEN THE APA AND THE CPA FOR CONCURRENT ACCREDITATION OF DOCTORAL TRAINING PROGRAMMES AND PREDOCTORAL INTERNSHIP TRAINING PROGRAMMES IN PROFESSIONAL PSYCHOLOGY

WHEREAS, The American Psychological Association (APA) and the Canadian Psychological Association/Societe Canadienne de Psychologie (CPA) have agreed to a Memorandum of Understanding in regard to cooperation between their respective associations;

WHEREAS, the APA and the CPA have separate but similar accrediting bodies, procedures, and standards for the assessment and enhancement of quality in education and training for professional psychology;

AND WHEREAS, cooperation between accrediting bodies is intended to benefit the public, institutions of higher education and training, and the profession:

The American Psychological Association and the Canadian Psychological Association/Societe Canadienne de Psychologie agree in principle to undertake the concurrent accreditation of doctoral training programs and predoctoral internships in professional psychology, consistent with the recognized accrediting scope of those two associations. Such procedures shall apply equally to programs located in Canada and in the United States. The process of concurrent accreditation is designed to facilitate cooperation and economy in the program self-study and site visit review process, without compromise to the independence of each association's accrediting body's decision-making process.

There is no intention by this document to establish a contractual relationship nor to assume by either party the functions, duties, responsibilities or liabilities of the other association. Either association may withdraw from this voluntary arrangement after giving one year's written notice to the other association.

PROCEDURES FOR CONCURRENT CPA/APA ACCREDITATION

I. Application Process

Programs that seek concurrent accreditation from the APA and CPA shall so notify the accreditation office of each association. Each office shall administratively screen the application for completeness and appropriateness, consistent with its own procedures. At such time as a site visit is approved by each association, the home country accreditation office shall initiate action to carry out the visit as described in the following sections.

- home country accreditation office corresponds to the country in which the applying program is located.

II. The Self-Study Process and Report

Programs initially seeking concurrent APA/CPA accreditation or renewal of the same shall engage in a single self-study process, guided by an application self-study questionnaire or an annual self-study report questionnaire, as appropriate, acceptable to both the CPA and the APA. Such questionnaires will seek criterion-related information required for initial or renewed accreditation by each of the two associations.

III. The Site Visit Process and Report

A. The Site Visit Team

1. The purpose, composition, and procedures of the site visit team shall be consistent with the policies and practices of both associations. The accreditation office of the home country shall be responsible for compiling and distributing to the program the list of prospective site visitors in consultation with the other association's accreditation office.
2. For doctoral and internship programs, where ever possible the chair of the site visit team will be listed on the roster of persons common to the APA and CPA site visitor rosters (pools) who qualify by each association's standards to serve in such capacity.
3. For doctoral programs, for which there shall be no fewer than three site visitors, the site visit team will be selected from two lists having names of persons from each association's site visitor roster (pool). One of the persons selected must be from among the APA site visitor names, and the other from among the CPA site visitor names.
4. For internship programs for which there shall be no fewer than two site visitors, the team will be selected from a list that includes names from the site visitor rosters (pools) of each association.
5. Every site visit team includes at least one site visitor from each association.
6. All site visitors will be considered as serving in an official capacity on behalf of the professional association (i.e., either the APA or the CPA) on whose site visitor roster(s) they are listed.

B. Site Visit Procedures and Report

1. The conduct of the site visit shall be in accordance with the procedures of the two associations. All site visitors will evaluate the program using the accreditation standards of both associations, so to afford the respective accrediting bodies the breadth of viewpoints provided by the entire site visit team.
2. There will be a single site visit report that addresses the standards of both associations. This report will be sent to each association. If there is a minority report, it will be attached. Each association will transmit a copy of the site visit report to the program for comment, consistent with the accreditation procedures of that association. The program's comments on the site visit report will be submitted to each association's accreditation office.

IV. The Accrediting Body Review and Decision

A. The Accreditation Decision

1. Upon receipt of the above documents, the APA and CPA accrediting bodies will conduct independent reviews and reach independent accreditation decisions, in accordance with their respective procedures. Neither accrediting body should know the decision of the other until both have reached their decisions.
2. Programs seeking concurrent accreditation understand that they must meet the standards of both accrediting bodies and as such, agree to adhere to this memorandum where concurrent accreditation is sought.
3. Each accrediting body makes its own independent accreditation decision and proposes its own term. The office director of each accrediting body and the chair of each accrediting body will discuss these proposed terms after each group has reached a decision.
4. In the case of decisions yielding discrepant terms for the next scheduled site visit, the term set by both groups will be the shorter of the two renewal terms proposed by each body.
5. In the event that accreditation is denied by the accrediting body of either or both associations, reapplication may be made at a future time without prejudice in accordance with each association's published procedures.

B. Communication of the Decision

1. Each accrediting body's decision will be kept confidential until such time as both accrediting bodies have reached a decision. The accreditation administrative officers of the CPA and APA will communicate throughout to ensure coordinated processing, and will determine the date by which both accrediting bodies will independently communicate their decisions to the program under review.
2. Each accrediting body will send to the other a copy of the relevant decision letter. The decision letter will become part of the record of each accrediting body, and will be made available to the subsequent site visit teams as part of the concurrent accreditation renewal process.
3. Rules of confidentiality and public disclosure shall in all cases be consistent with the published procedures of each association's accrediting body.

V. Appeal Process

The decision of each accrediting body is subject to independent appeal, in keeping with each association's regulations and procedures. When the appeal process has been completed, the accrediting body against which the appeal was filed will send to the other accrediting body a copy of the program's letter of appeal, the appeal panel's report, and the final action letter by the accrediting body as appropriate. These documents will become part of the record of each accrediting body and will be made available to the subsequent site visit team if continued concurrent accreditation is requested by the program.

VI. Annual Report Reaffirm of Accreditation

- A. Consistent with each association's accreditation procedures, there shall be an annual report submitted to each association by the program. Concurrently accredited programs will complete a single short annual report form, which includes all information required by both associations. It will be the responsibility of the accreditation office of the program's home country association to distribute guidance for the report in a timely manner.
- B. Reaffirmation of accreditation, if appropriate, shall be based on a review of the annual report by each accrediting body and on the payment of the annual fee. Each accrediting body makes its own re-affirmation decision for each concurrently accredited program.

VII. Structure

A. Application Fee

A program seeking concurrent accreditation shall pay the full application fee to each of the two associations, in the currency of each country.

B. Site Visit Fee

The program will be billed a single site visit fee by its home country accreditation office. Programs will be billed the prevailing APA site visit fee for each visitor representing APA and will be billed the prevailing CPA site visit fee for each visitor representing CPA. All site visitors on concurrent visits will submit receipts and be reimbursed for their expenses by the accreditation office in the program's home country.

C. Annual Fee

Analogous to the policy already in effect between the CPA and the APA concerning individual membership fees, concurrently accredited programs located in Canadian institutions shall pay the full CPA annual fee and fifty percent of the APA annual fee. Conversely, concurrently accredited programs located in United States institutions shall pay the full APA annual fee plus fifty percent of the annual CPA fee. Billing of annual fees shall be done separately by each association. Fees shall be billed and paid in the currency of each country.

VIII. Complaint Procedures

A. Complaints Against Site Visitors

1. A complaint against the conduct of site visitors will be processed by the accrediting body of each association in a manner consistent with its published procedures for such matters.
2. If at least one of the two accrediting bodies, after reviewing the complaint, deems a new site visit to be warranted, a new site visit team will be selected in accordance with the procedures for concurrent site visits. The cost of that visit will be shared equally by the APA and CPA (with each association bearing 50% of the cost).
3. In the event of any action arising out of the conduct of an association's member(s) serving as a site visitor, the association whose member(s) committed the conduct in question agrees to indemnify and hold harmless the other association for any expenses, costs and fees it may incur in defending itself against the action.

A. Complaints about the Operation of an Accredited Program

1. Complaints about the operation of a concurrently accredited program shall be shared with and processed by the accrediting body of each association in accordance with its published procedures for such matters.
2. Each accrediting body will communicate the disposition of the complaint, in writing, to the other accrediting body, the program against which the complaint was filed, and the complainant.

IX. Other

All other matters that pertain to and affect the accredited status of a program shall be dealt with in a coordinated manner consistent with the procedures of each accrediting association.

Abraham Ross
President, Canadian Psychological Association

Philip G. Zimbardo
President, American Psychological Association

John Service
Executive Director, Canadian Psychological Association

Raymond D. Fowler
Chief Executive Officer, American Psychological Association

Doris Hanigan
Chair, Accreditation Panel, Canadian Psychological Association

David S. Hargrove
Chair, Committee on Accreditation, American Psychological Association

Karen R. Cohen
Associate Executive Director and Accreditation Registrar
Canadian Psychological Association

Susan F. Zlotlow
Director, Program Consultation, American Psychological Association
and Associate Executive Director, Education Directorate

APPENDIX B

QUICK REFERENCES TO STANDARDS AND CRITERIA

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<p>DOCTORAL PROGRAMMES Clinical, Counselling and School Psychology</p> <p>I. ELIGIBILITY</p> <p>A. Institution</p> <ol style="list-style-type: none"> 1. Doctoral level within provincially or territorially chartered Canadian university 2. Appropriate financial support 3. Faculty receive recognition and reward from institution for training activities <p>B. Programme</p> <ol style="list-style-type: none"> 1. Doctoral level identified as clinical, counselling or school within department or unit responsible for programme 2. Identifiable body of students 3. Mechanisms for assessing advanced standing 4. Students have until April 15th to accept offer of admission and/or financial support 5. Minimum of three years full-time residence 	
	<p>II. PHILOSOPHY, MISSION AND CURRICULUM</p> <p>A. Programme develops and articulates values, principles, goals and objectives</p> <p>B. Practice, theory and research integrated early in programme</p> <p>C. Research as method of problem solving and acquiring knowledge</p> <p>D. Research training includes applied questions and domains in addition to laboratory. Students choose research topics that enhance the field of psychology</p> <p>E. Knowledge of core content areas demonstrated</p> <ol style="list-style-type: none"> 1. Biological bases of behaviour 2. Cognitive-affective bases of behaviour 3. Social bases of behaviour 4. Individual behaviour 5. Historical and scientific foundations of psychology <p>F. Graduate level instruction in foundations of psychology</p> <ol style="list-style-type: none"> 1. Ethics 2. Research design and test construction 3. Practice <p>G. Access to instruction in related fields</p> <p>H. Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme</p> <p>I. Students evaluate programme and faculty</p> <p>J. Policies and procedures for handling student difficulties, for developing and implementing remediation plans</p> <p>K. Policies and procedures for student to lodge complaint and launch appeal</p> <p>L. Conforms with privacy legislation</p>	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<p>III. DIVERSITY</p> <ul style="list-style-type: none"> A. Respect for diversity in recruitment and retention B. Didactic instruction and practical experience in diversity C. Efforts to accommodate students with disabilities 	
	<p>IV. FACULTY</p> <ul style="list-style-type: none"> A. Identifiable faculty responsible for programme B. Core faculty doctoral trained in accredited clinical/counselling/school programme or equivalent C. Core faculty experienced and productive D. Faculty uphold ethical standards E. Faculty sufficiently large to meet training requirements; one faculty responsible for practicum and internship training F. Faculty actively support timely completion G. Faculty may be augmented by faculty from other disciplines H. Supervisors appropriately credentialed and licensed in jurisdiction I. Training Committee and Director of Training J. Director of Training not also Chair or Head of Department 	
	<p>V. STUDENTS</p> <ul style="list-style-type: none"> A. Identifiable body of students B. Students treated with dignity and respect C. Students committed to science and practice D. Students committed to standards of profession and ethical practice E. Progress in timely fashion F. Students do not work more than 20 hours per week outside of the programme 	
	<p>VI. FACILITIES AND RESOURCES</p> <ul style="list-style-type: none"> A. Teaching facilities B. Library facilities C. Office space D. Work space for students E. Research space F. Assessment materials and supplies G. Computer facilities including internet access H. Data analysis I. Audio and videotape equipment J. Research equipment K. Disability access 	
	<p>VII. PUBLIC DISCLOSURE</p> <ul style="list-style-type: none"> A. Brochure includes <ul style="list-style-type: none"> 1. Philosophy and mission 2. Theoretical orientations and research interests of faculty 3. Programme's goals and outcomes 4. Requirements and expectations of students 5. Academic and practice functions for which students prepare 6. Training resources 	

PAGE	CPA STANDARD AND CRITERION	COMMENTS
	<ul style="list-style-type: none"> 7. Size of applicant pool 8. Acceptance and attrition rates 9. Gender and self-reported diversity of students 10. Age distribution of students 11. Support available to students 12. Percentage of graduates licensed B. Evidence of accreditation status C. Name, address CPA Accreditation Office 	
	<p>VIII. PRACTICUM AND INTERNSHIP TRAINING</p> <ul style="list-style-type: none"> A. Practicum incorporates: <ul style="list-style-type: none"> 1. Ethics 2. Conceptualization of human problems 3. Awareness of diversity 4. Own strengths and biases 5. Skill in assessment, intervention, consultation 6. Skill in writing reports and progress/session notes 7. Integration of science and practice <ul style="list-style-type: none"> - 300 hours direct contact - 150 hours supervision - Support activities - 75% supervision individual - 25% can be group B. <ul style="list-style-type: none"> 1. CPA accredited internship required 2. Eligibility for internship <ul style="list-style-type: none"> i Coursework ii 600 hours practicum experience iii Thesis proposal completed 3. Goodness of fit 4. Equivalence articulated and disclosed 5. Internship completed before degree conferred 	
	<p>IX. PROGRAMME EVALUATION AND QUALITY IMPROVEMENT</p> <ul style="list-style-type: none"> A. Programme reviews training model, goals and objectives and curriculum in light of: <ul style="list-style-type: none"> 1. Evolving body of science as applies to practice 2. Standards of best professional practice 3. Needs for psychological services 4. Careers of graduates B. Evaluation of emerging technologies 	
	<p>X. RELATIONSHIP WITH CPA ACCREDITATION PANEL</p> <ul style="list-style-type: none"> A. Comply with standards including: <ul style="list-style-type: none"> 1. Submission of self studies 2. Scheduling and preparing for site visits 3. Submission of annual reports 4. Supplying Panel with other information as relevant 5. Submission of fees B. Maintain records of compliance with standards C. Inform Panel of change 	

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	<p>DOCTORAL PROGRAMMES Clinical Neuropsychology</p> <p>I. ELIGIBILITY</p> <p>A. Institution</p> <ol style="list-style-type: none"> 1. Doctoral level within provincially or territorially chartered Canadian university 2. Appropriate financial support 3. Faculty receive recognition and reward from institution for training activities <p>B. Programme</p> <ol style="list-style-type: none"> 1. Doctoral level identified as neuropsychology within department or unit responsible for programme 2. Identifiable body of students 3. Mechanisms for assessing advanced standing 4. Students have until April 15th to accept offer of admission and/or financial support 5. Minimum of three years full-time residence 	
	<p>II. PHILOSOPHY, MISSION AND CURRICULUM</p> <p>A. Programme develops and articulates values, principles, goals and objectives</p> <p>B. Practice, theory and research integrated early in programme</p> <p>C. Training within psychology, dissertation supervision any faculty member</p> <p>D. Responsive to licensure needs</p> <p>E. Training curricula</p> <ol style="list-style-type: none"> 1. Core knowledge in general psychology and neuroscience <ol style="list-style-type: none"> i.a Statistics and methodology i.b Learning, cognition, perception i.c Life span development i.d Personality ii.a Basic neurosciences ii.b Behavioural neuroscience ii.c Basic human neuropsychology ii.d Principles of rehabilitation ii.e Research master's thesis or equivalent 2. Clinical training in assessment and intervention <ol style="list-style-type: none"> i. Cognitive rehabilitation ii. Education and counselling related to Neurological disorders iii. Consultation iv. Clinical neurology and neuropathology v. Clinical neuropsychology vi. Psychometric theory and test construction vii. Neuropsychological tests and assessment techniques viii. Personality assessment ix. History taking and interviewing x. Evidence-based intervention xi. Psychopathology xii. Basic clinical, counselling and school interventions xiii. Professional ethics xiv. Programme development and evaluation 	

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	<ul style="list-style-type: none"> xv. Interpersonal relationships xvi. Supervision 3. Research training <ul style="list-style-type: none"> i. Enables students to acquire new knowledge and evaluation practice ii. Appropriate to applied research questions iii. Dissertation meets standards of university, original contribution, standards of neuropsychological research in Canada F. Access to instruction in related fields G. Programme has clear and comprehensive set of standards for evaluating students' success in meeting goals and expectations of programme H. Students evaluate programme and faculty I. Policies and procedures for handling student difficulties, for developing and implementing remediation plans J. Policies and procedures for student to lodge complaint and launch appeal K. Conforms with privacy legislation 	
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	<p>INTERNSHIP PROGRAMMES Clinical, Counselling and School Psychology</p> <p>I. ELIGIBILITY</p> <p>A. Organization</p> <ol style="list-style-type: none"> 1. Support of host discipline and organization including stable and specifically-designated budgeting 2. Host department and organization committed to supporting training. Recognition and reward for faculty 3. Director of Training appointed. Not the same person as Professional Practice Leader or Chief Psychologist <p>B. Programme</p> <ol style="list-style-type: none"> 1. Applicants enrolled in CPA accredited programmes 2. Eligibility: <ul style="list-style-type: none"> – All coursework – 600 hours practicum experience – Completion and approval of thesis proposal 3. Systematic review of applicants' qualification for internship to include goodness of fit and readiness for internship 4. Full-time 1600 hours or half-time over two consecutive years 5. Close working relationships with doctoral programmes to ensure goodness of fit 6. At least two, preferably more, interns per year 7. Compliance with APPIC procedures 	
	<p>II. PHILOSOPHY, MISSION, AND MODEL</p> <p>A. The philosophy and mission are</p> <ol style="list-style-type: none"> 1. Fully developed and articulated 	

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	<ul style="list-style-type: none"> 2. Complementary with philosophy and mission of doctoral programmes from which interns are accepted 3. Respect scientific basis of professional psychology B. The application of philosophy and mission abides by the following <ul style="list-style-type: none"> 1. Interns play integral role while training needs accommodated 2. Applied training 3. Training is organized and sequenced 4. Interns acquire knowledge and skill in <ul style="list-style-type: none"> i. Psychological assessment ii. Intervention iii. Consultation iv. Programme development and evaluation v. Interprofessional relationships vi. Professional standards and ethics vii. Supervision 5. Training includes range of assessment and interventions including <ul style="list-style-type: none"> i. Evidence based interventions ii. More than one therapeutic modality 6. Training in ethical practice 7. Training in supervision 8. Practice informed by science 9. Written, individualized training plan 10. Four hours supervision (three individual, one can be group) 11. Minimum standards for successful completion and mechanisms to remediate substandard performance 12. Written feedback on progress on ongoing basis and consistent format 13. Intern presented with programme's appeal policies at beginning of year 14. Interns contribute to programme planning and development 15. Certificate of completion 	
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	<p>IV. PROFESSIONAL PSYCHOLOGY STAFF</p> <ul style="list-style-type: none"> A. Training programme offered by organized group of professional psychologists who report to chief/leader B. Supervisors registered, doctoral degree and internship from accredited programme or equivalent C. Other professional staff participate in training 	

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	<ul style="list-style-type: none"> D. Supervisory staff uphold ethical guidelines E. Encourage work-life balance F. Supervisors have access to training in supervision 	
	<p>V. INTERNS</p> <ul style="list-style-type: none"> A. Intellectual, interpersonal abilities of interns B. Committed to standards of professional and ethical practice C. Committed to timely completion respectful of work-life balance D. Qualifications for respecialization E. Interns treated with dignity and respect 	
	<p>VI. FACILITIES AND RESOURCES</p> <ul style="list-style-type: none"> 1. Quiet and private work space 2. Secure storage 3. Efficient means of communication with interns and supervisors 4. Confidentiality when using electronic media 5. Secure and sound-dampened space 6. Clerical support 7. Audio-visual resources 8. Internet access, word processing and data analysis software 9. Library facilities 10. Assessment materials and supplies 11. Facilities for interns with disabilities to access programme 	
	<p>VII. PUBLIC DISCLOSURE</p> <ul style="list-style-type: none"> A. Descriptive materials include philosophy and mission, structure and goals of training programme and host organization B. Evidence of accreditation status made available to applicants C. Name and address of CPA Accreditation Office in brochure and on website 	
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REFERENCES

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