6th Revision of CPA Accreditation Standards – An Overview

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Process overview

- Began in 2017 with survey of DoTs and Site Visitors
- Included two surveys, focused consultations (internal and external to CPA), and public consultation.
- Approved by CPA Board in early 2023.

Non-Standards Changes Overview

2011 Standard	2023 Standard	Summary of Changes
Background **Formal Adoption of Criteria** **Basic Assumptions Underlying Accreditation**	**Background and Rationale for Sixth Revision** **Goals and Assumptions Underlying Accreditation** **Values Underlying Accreditation** **The Standards' Competency Framework**	Formal adoption of Criteria and history of accreditation moved to Appendices.
None	**Glossary**	Glossary of common terms

Non-Standards Changes Overview

2011 Standard	2023 Standard	Summary of Changes
None	Appendices	Included:
		APPENDIX A – HISTORY OF THE ACCREDITATION STANDARDS
		APPENDIX B – Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychologists in Canada
		APPENDIX C - Association of Canadian Psychology Regulatory Organizations Position Statement on the National Standard for Entry to Practice
		Appendix D – Example of Foundational and Functional Competencies in Professional Psychology Training
		APPENDIX E - Framework Document for Regional Relationship Building with Indigenous Communities

FIGURE 1 – FOUNDATIONAL AND FUNCTIONAL COMPETENCIES IN PROFESSIONAL PSYCHOLOGY TRAINING

Foundational Competencies

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

Figure 1 outlines the areas of focus in professional psychology training. Doctoral and residency programs are expected to address how the foundational competencies inform and shape the training of functional competencies. Programs are not expected to provide specific outcome data in all areas to demonstrate how these expectations are met. The shaded rows represent functional competencies that are typically developed after entry into the profession; while programs can provide exposure to these competencies, that exposure is not a requirement of the Standards.

Doctoral Standards

Doctoral Standards

2011 Standard	2023 Standard	Summary of Changes
I. Eligibility	I. Eligibility (Administrative Standards)	I.A.1: Replaced "Chartered Canadian University" with "not-for-profit Canadian university that has received ministerial consent, either through legal charter or another legislative process, to grant doctoral degrees in psychology."
		I.A.2: included requirement for financial support of program's students.
		I.B.1: Recognition that programs can be offered through non-departmental academic units.
		I.B.3: Recognition of differences regarding programs that include terminal Master's degree and programs that admit students to doctoral programs post-baccalaureate.
		I.B.5: Removed resident graduate study clause regarding full-time graduate study; replaced with "at least some proportion of the program's training is provided in an in-person format;". Metrics for equivalence to in-person graduate study outlined in Standard XI.B.

Doctoral Standards

II.A-D	II.A-D (Philosophy, Mission, Model; Administrative Standards)	Minor changes related to ensuring sequential training, and recognition of foundational (in additional to applied) research topics.
II.E-G	V.A-D (Knowledge and Skills)	Reorganization of competencies and general knowledge areas based on the aforementioned competency model. V.A: Added specific foundational areas for neuropsychology. Also added language regarding the specific embedding of history of psychology content into graduate training provided embedding is equivalent to a one-semester senior undergraduate course. Added psychopharmacology. V.B: Added Indigenous Interculturalism and Individual, Social, and Cultural Diversity, Interprofessional collaboration and service settings, and Evidence-Based Knowledge and Methods Foundational Competencies. V.C: Expanded list of exemplars re: assessment and treatment.

Doctoral Standards

II.H-L	VIII. Evaluation and Due Process	VIII.A: removed mention of MRA, replaced with links to behavioural anchors and competencies described in Standard V.
		VIII.D: Added language related to not penalizing students who file complaints/grievances in good faith.

Doctoral Standards

III.A-C	Integrated	Values: Reconciliation Promotion and Human Rights and Social Justice are underpinning values of accreditation and training.
		Standard III.A: The program has developed anti-racist, anti-discriminatory, and anti-oppressive recruitment and evaluation policies and procedures that detail its attention to individual, social, and cultural diversity and Indigenous heritage/identity in its student body.
		Standard IV.A: In recruiting and evaluating faculty members, the program and its host department or academic unit have developed anti-racist, anti-discriminatory, and anti-oppressive policies and procedures that detail their attention to individual, social, and cultural diversity and Indigenous heritage/identity in its faculty complement.

Doctoral Standards

III.A-C (Cont'd)	Integrated	Standard V.B: Indigenous interculturalism and individual, social and cultural diversity added to foundational competencies; that any training in any functional competence of psychology trainees will necessarily include attention to these areas as well. Also expanded on definition of "evidence" to include non-western paradigms. Standard I.B.5: included clause for equivalence for part-time studies to increase accessibility. Standard VIII.C: reworded to include personal difficulties of students as consideration for counselling/remediation/aid.

Doctoral Standards

III.A-C (Cont'd)	Integrated	Standard IX.A: the program prioritizes making 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 needed by the program to meet its goals.
		Standard IX.A.10: reworded to require that "facilities that enable students with disabilities to access all aspects of the program's offerings and operations."
		Standard X.A.2: requirement to state diversity of applicant pool and current student body.
		Standard XI.A: attention to emerging EDI issues proposed as a requirement for program Quality Improvement.

Doctoral Standards

IV.Faculty	IV.Program Faculty	
		IV.A: noted above
		IV.B: added commitment to social justice for faculty members.
		IV.C: added recommendation that core faculty be registered to practice in their jurisdiction.
		IV.H: added language regarding role-modelling of self-care, wellbeing, and resilience.
		IV.J-K: Clarification of standards related to training committee vs. director of training.

Doctoral Standards

V.Students	III.Students	III.A: noted in previous slide.
		III.E: added language regarding self-care and wellbeing.
		III.F: added language regarding program-sanctioned work or clinical experiences.

Doctoral Standards

VI.Facilities and Resources	IX.Facilities, Resources	IX.A.2: addition of grey literature.
VII.Public Disclosure	X. Public Disclosure	X.A.2: notes above

Doctoral Standards

VIII.A Practicum	VI. Practicum	VI.A: reference to Standard V Foundational/Functional Competencies as training goals (rather than repeating them).
		VI.B.1: wording changes focused on competency rather than hours minima. 300 hours of direct, face-to-face service is still recommended.
		VI.B.2: changes to supervision. Students required to be observed at each practicum. Clarified the definition of supervision. Added option for asynchronous supervision. Supervision is required to be developmentally sequenced, with a minimum of one hour of supervision for every four hours of direct service on average during students' practicum training.
		VI.B.4: recommendation of no more than 1000 hours of practicum; focus on quality rather than quantity; can include MA hours if in combined program.

Doctoral Standards

VIII.B Internship	VII. Residency	VII.A: Readiness standard included in requirement to complete accredited or equivalent residency.
IX.Program Evaluation and Quality Improvement	XI. Quality Improvement	XI.A: noted above. XI.B: Specific metrics for equivalence of distance/online/hybrid education to face-to-face learning are enumerated here. They include: socialization to the profession, faculty role-modeling, competency development and evaluation, research infrastructure, supervision, and didactic and practical training of students. Contnue to place the onus on programs to evaluate these learning methods if used.
X. Relationship with the CPA Accreditation Panel	XII. Relationship with the CPA Accreditation Panel	No significant changes

Residency Standards

Residency Standards

2011 Standard	2023 Standard	Summary of Changes
I. Eligibility	**I. Eligibility, Organization, Program**	I.A.1: Indexing of financial remuneration to living wage in the location of the internship. I.A.2: added work release to list of supports. I.A.3: outlined rationale for distinction between PPL and DoT
II.A	**II.A Philosophy, Mission, Model**	Changed reference to MRA to reference to Standard V
II.B.1-8 & 10	**V.A-F Knowledge and skills**	Changed to refer to Functional/Foundational Competencies V.E: clarification of supervision requirements, including addition of observation requirements, allowances for asynchronous supervision, and specification of "individual in group" supervision.

Residency Standards

II.B.9, 11-15	VI. Evaluation and Due Process	Reorganization of Standards with emphasis on advising students and communication.

Residency Standards

III.A-C	Integrated	I.A.1: change to living wage (see above)
		III.A: The program and/or its host institution has developed anti-racist, anti-discriminatory, and anti-oppressive recruitment and evaluation policies and procedures that comprehensively, systematically, and effectively detail and evidence their attention to and respect for equity, diversity, and inclusion in its residents.
		IV.B: The program and/or its host institution have developed anti-racist, anti-discriminatory, and anti-oppressive recruitment and evaluation policies and procedures that detail their attention to individual, social, and cultural diversity and Indigenous heritage/identity in its staff complement.

Residency Standards

III.A-C (Cont'd)	Integrated	V.B: Indigenous interculturalism and individual, social and cultural diversity added to foundational competencies; it is proposed that any training in any functional competence of psychology trainees will necessarily include attention to these areas as well. Also expanded on definition of "evidence" to include non-western paradigms. VII.A: 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 needed by the program to meet its goals.

Residency Standards

III.A-C (Cont'd)	Integrated	VII.A.11: facilities that enable residents with disabilities to access all aspects of the program's offerings and operations. IX.A.5: Quality improvement on "emerging issues related to equity, diversity, and inclusion of different groups or populations in the community" required.

Residency Standards

IV. Professional Psychology Staff	IV. Program Supervisors and Staff	IV.A: clarification on rationale for PPL
		IV.B: see above re: recruitment and retention.
		IV.E: clarifications for co-supervision.
		IV.F: faculty requirement to commit to principles of social justice and respect for diversity.

Residency Standards

V.Interns	III.Residents	III.A: recruitment and retention.
		III.B: student requirement faculty requirement to commit to principles of social justice and respect for diversity.
		III.D: emphasis on wellbeing, resilience, and self-care added.

Residency Standards

VI. Facilities and Resources	VII. Facilities, Resources	See above re: accommodation VII.A.9: added grey literature
VII. Public Disclosure	VIII. Public Disclosure	No significant changes
VIII. Program Evaluation and Quality Improvement	IX. Quality improvement	IX.A: noted above
IX. Relationship with the CPA Accreditation Panel	X. Relationship with the CPA Accreditation Panel	No significant changes.

Final Notes

- Implementation over next two reaccreditation cycles (2023-2024, 2024-2025) with reporting expected by 2025-2026.

- Coinciding with launch of Armature submission system platform.

- Expectation is progress, not perfection.

Thank you!

Questions? Discussion?