Question 1:
Given that PE and QI are required, how do we use them to benefit our programmes and the profession as a whole?

Main points from breakout group:
- Require PE programming
- Make PE projects part of internship requirements/curriculum. This would both benefit the programme and be of value to the programme. Interns could be asked to present on different topics, including theses, what they have learned in their internship, service gaps etc. to psychology department or program administrators. There could also be value in thinking about how to transmit this information to administrators.
- Programmes could also change their mindset; e.g. thinking of PE/QI as an opportunity to promote programs/profession versus seeing it as an obligation.

Question 2:
How do we take the CPA Standards on PE and QI and put them in into an individual context that applies to our programmes?

Main points from breakout group:
- Programmes need to shift their approaches to the data they collect and how they communicate that data with various stakeholders. Align data collection not only with accreditation standards, but also with stakeholder objectives (e.g. administrative objectives, student objectives, training goals, departmental/programme goals, etc.)
- Programmes can also align resident/intern PE projects with Administrative Strategic Priorities so results can be fed back to stakeholders.
- PE projects can also constitute part of rotations for residents/interns.

Question 3:
How do we balance the needs of our funders and administrators with our programme's needs and the training needs of interns?

Main points from breakout group:
- Understand the programme/administrative level that makes decisions about programmes and funding. Work for what the decision-makers want and care about (align your goals with theirs). This could be at different levels depending on the organization. Have Psychology/Psychology Residents become part of and join into those aspects that are most important to the organization/decision-makers.
- Specific examples:
  - Programme 1: Applying for and maintaining funding was a concern, and programme had to report on how funds were used, and how their expeditures aligned with organizational goals (e.g. support-building in community, staff retraining). Got residents involved in committees (e.g. QI Committee)
  - Programme 2: Got psychology involved at the level of the Board of Directors because there were too many managers (decision-makers) at programme level. Got interns involved in Grand Rounds to increase exposure of discipline in interdisciplinary settings. Got residents involved in study plans.
  - Programme 3: Made argument that interns were critical to recruitment, which was an

organizational goal.
- o Programme 4: Mapped programme priorities onto provincial healthcare goals. Involved all managers in all rotations to determine their needs and how psychology interns can help them. Encouraging psychology supervisors to get involved in PE & QI process.
- o Programme 5: Educate residents and get them involved in Grand Rounds and cross-training to increase their exposure to other disciplines as well as their skill-set.

Question 4:
How do you integrate PE and QI in a way that minimizes the administrative impact on your programme?

Main points from breakout group:
- Use technology to assist in data collection/analysis/synthesis (e.g. Google forms, survey platforms that can be used repeatedly)
- Use other student resources; teach PE to students, get volunteers to enter/compile data, assign a GA/TA to DCT for PE&QI coordination (could also include training in advocacy) , involve trainees in data collection and analysis (offer admin training in return)
- Leverage other data sources/collection mechanisms (e.g. academic programme evaluation data/systems)
- Use systematic approaches to data collection (e.g. checklists on student files)
- Set programme expectations for residents around PE&QI (e.g. stats must be done to complete programme)
- Align PE&QI goals with organizational goals; see if organization can collect some of the data.
- Keep contact with alumni (request alternate email address upon programme completion).
- Ensure that documentation is done on time.
- Interns could evaluate their internship experience (e.g. do PE of each residency/rotation)
- Advocate for more consistent data collection tools from CPA accreditation office.