CANADIAN PSYCHOLOGICAL ASSOCIATION

ACCREDITATION POLICIES AND PROCEDURES

REVISED NOVEMBER 2019

CANADIAN
PSYCHOLOGICAL
ASSOCIATION

SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE

CANADIAN PSYCHOLOGICAL ASSOCIATION ACCREDITATION PROCEDURES (REVISED NOVEMBER 2019)

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.

Given the number of changes to the Procedures that have occurred since the last revision of the Standards in 2011, the Panel decided, in 2018, to separate the Standards and Procedures into two, distinct documents. The rationale for this was that while the Standards reflect the will of the training community, and aspire to the best practices in teaching and training psychologists, the Procedures are more pragmatic, and are based on ensuring fairness, accessibility, and due process – as well as addressing logistical concerns – in the accreditation process. The following represents an update of the Panel and Accreditation Procedures already approved by the Board of Directors as of 2018; future updates will be circulated to the training community as they become available.

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 9 members, appointed by the Board, for staggered 3-year terms that may be extended for up to 3 more years. One of the nine members is elected by the Panel as Chairperson for up to a 2-year term, renewable once. One of the nine 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 nine members represent the specialities (i.e., clinical psychology, counselling psychology, school psychology, and clinical neuropsychology), types (i.e., doctoral or internship), languages (i.e., English and French), 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.

- Governance Structure: Governance structure now includes both a Chair Elect and Past Chair. The Chair Elect position will be filled at the Fall Panel meeting in the final year of the Chair's term. The Chair will remain Chair until the end of the CPA Convention, at which point the Chair Elect moves to the Chair position and the Chair stepping down becomes Past Chair. The Past Chair will remain on the Panel as Past Chair through the Fall Panel meeting after the CPA Convention.
- The Chair Elect or Past Chair acts as Deputy Chair; in years in which neither the Chair Elect or Past Chair positions are filled, the Chair or Registrar will nominate someone to fill the position of Deputy Chair on an ad-hoc basis.

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 for Panel members are classified into two broad categories:

1) Conflicts requiring members to abstain from the discussion (i.e. Panel members cannot be physically present for these discussions):
   a) Programme at which the Panel member is employed

b) Doctoral Programme from which the Panel member graduated
c) Internship Programme from which the Panel member graduated
d) Programme at which family members of the Panel member are employed
e) Programmes at which the Panel member has close friendships

2) Non-voting conflicts (in which the Panel member can take part in discussion, but cannot vote on any motions made by the Panel):
   a) If the Panel members is employed at an internship programme, any doctoral programmes from which the Panel member's programme has accepted students (current and incoming)
   b) If the Panel members is involved/employed at a doctoral training programme internship programmes which your students are currently attending or to which they have been accepted.
   c) Programmes with which the Panel member has had significant research collaborations in past 5 years
   d) Programmes with which the Panel member has had significant professional relationships in past 5 years
   e) A family member of the Panel member was involved in site visit process

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 l: **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.

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 pre-site visit consultants 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 or designate 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

Please also see section entitled “Role and Responsibilities of the Site Visit Team in the Process of Accreditation and Re-accreditation” (below) for more information on site visits.

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. Site Visitor Team Selection

Once a site visit has been authorized by the Panel, the Accreditation Office will select a short-list of site visitors from the roster that do not appear to be in conflict with the programme. This short-list will identify which of the visitors are eligible to Chair the site visit, and also take into account factors such as gender, language, geography, site visit experience, and area of specialty. 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.

Once a programme receives the short-list, they are asked to verify within their institution that no real or perceived conflicts of interest exist with any potential site visitors identified on the short-list and inform the Accreditation Office should a conflict be present. Should a programme note a real or perceived conflict of interest with a potential visitor, that person's name would be removed from the list for that programme's visit.

Once the programme has verified the short-list and all real and perceived conflicts have been reported, the programme is responsible for providing a list of dates between 6-10 weeks from the time of their communication that would be amenable for the programme to host a site visit. The Accreditation Office is then responsible for polling the members on the short-list for their availability on the dates supplied by the programme. The Accreditation Office will consider the availability of potential visitors, as well as other factors (e.g. gender, language, geography, site visit experience, and area of specialty) in the selection of the final site visit team, and the programme will be notified of their site visit team and the dates of their site visit once this process is complete.

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 programme
- Former graduate student/intern at programme
- Family or other significant personal connections with the programme
- Significant professional connection with the programme (within the last five years)
- Site visitor on the team that conducted the last site visit for that programme
- Conflict with another member of the team
- Any other significant conflicts identified by site visitors or the programme (please consult with the accreditation office if unsure)

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, four 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 ideally 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.

C. Arrangements for the Visit

Once a site visit team and the dates for the site visit have been confirmed, the programme is responsible for providing 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. The programme is also responsible for ensuring to notify the Accreditation Office that these invitations have been sent. 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 removed from the list of accredited programmes.

Once the invitations are sent to 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.**

D. 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.

E. 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. **Probation.** 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 up to 1 year following the date it was accorded, at the discretion of the Panel. 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. **Inactive.** 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 following a written application to the Panel. 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.

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 on CPA’s website (Accreditation webpage) and updated, at a minimum, following each Panel meeting. 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 15th. 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, will 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 15th.

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 it 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 notified by the Accreditation Office of the deadline for submission of their next reaccreditation self-study in their letter of (re)accreditation, and in each of their reaffirmation letters leading up to their reaccreditation year. Deadlines for reaccreditation self-study submissions are set by the Accreditation Office, and are categorized into three submission periods:

- **Spring**: deadline for submission is June 15th in the training/academic year prior to the programme's reaccreditation year. *For example, if a programme is due for reaccreditation in the 2018-19 academic year, the "Spring" deadline for the submission of their self-study would be June 15th, 2018.*
- **Fall**: deadline for submission is December 15th of the programme's reaccreditation year. *For example, if a programme is due for reaccreditation in the 2018-19 academic year, the "Fall" deadline for the submission of their self-study would be December 15th, 2018.*
- **Winter**: deadline for submission is February 15th of the programme's reaccreditation year. *For example, if a programme is due for reaccreditation in the 2018-19 academic year, the "Winter" deadline for the submission of their self-study would be February 15th, 2019.*

In the event that a programme does not submit a self-study by their assigned deadline, it will be levied a late fee equivalent to 15% of the current annual fees. Programmes whose self-studies are not received by one month after the assigned deadline, will be put on probation automatically; the period of probation will be no shorter than the programme's delay in submitting their self-study. Exceptions to this policy might be made in the event of extenuating circumstances – which typically include unforeseen changes in programme leadership due to illness, or other emergencies – and only when the programme makes the circumstances known to the Accreditation Office in advance of their assigned deadline.

Once the programme has submitted their self-study, it is reviewed by the Panel for completeness and perceived adherence to the Standards. After reviewing the self-study and supporting materials, the Panel will either authorize a site visit, or will refer the self-study to the Chairperson of the Panel for further review. Should a site visit be authorized, planning for the site visit will proceed as per the steps outlined in Section IV 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 on 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.

THE ROLE AND RESPONSIBILITIES OF THE SITE VISIT TEAM IN THE PROCESS OF ACCREDITATION AND RE-ACCREDITATION (also see Appendix B)

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.
- have completed a site visitor workshop with the CPA.

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 following the completion of a site visitor training workshop offered by the CPA Accreditation Office. 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 sent to the Accreditation Office either electronically or by mail.

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 reaffirm their interest and availability and to update their site visitor roster information forms and curricula vitae.

III. Site Visitor Team Selection (previously noted under procedure VI.B)

Once a site visit has been authorized by the Panel, the Accreditation Office will select a short-list of site visitors from the roster that do not appear to be in conflict with the programme. This short-list will identify which of the visitors are eligible to Chair the site visit, and also ~~take into account~~ consider factors such as gender, language, geography, site visit experience, and area of specialty. 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.

Once a programme receives the short-list, they are asked to verify within their institution that no real or perceived conflicts of interest exist with any potential site visitors identified on the short-list and inform the Accreditation Office should a conflict be present. Should a programme note a real or perceived conflict of interest with a potential visitor, that person's name would be removed from the list for that programme's visit.

Once the programme has verified the short-list and all real and perceived conflicts have been reported, the programme is responsible for providing a list of dates between 6-10 weeks from the time of their communication that would be amenable for the programme to host a site visit. The Accreditation Office is then responsible for polling the members on the short-list for their availability on the dates supplied by the programme. The Accreditation Office will consider the availability of potential visitors, as well as other factors (e.g. gender, language, geography, site visit experience, and area of specialty) in the selection of the final site visit team, and the programme will be notified of that selection once complete.

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.

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 programme
- Former graduate student/intern at programme
- Family or other significant personal connections with the programme
- Significant professional connection with the programme (within the last five years)
- Site visitor on the team that conducted the last site visit for that programme
- Conflict with another member of the team
- Any other significant conflicts identified by site visitors or the programme (please consult with the accreditation office if unsure)

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;
- 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
12:00	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 to 5:00	Supervisory staff 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 hardcopy 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.

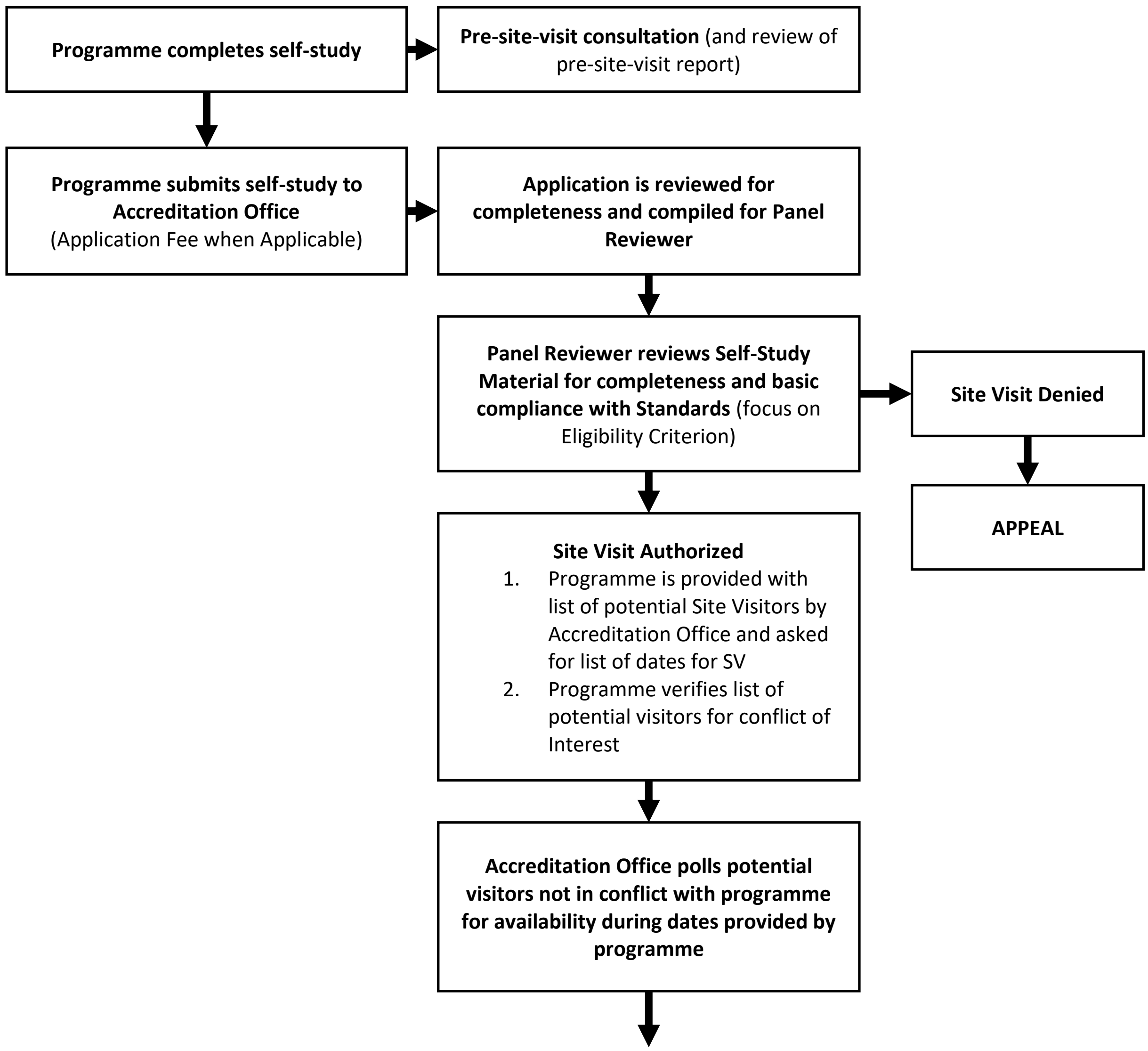
8. Programme Evaluation and Quality Improvement

   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

APPENDIX A - FLOW CHART APPLICATION AND RE-APPLICATION PROCESS



(Continued on next page)

Once a match is found, Accreditation Office notifies programme of SV dates

1. Invitations are issued by the programme
2. Programme sends SS material to SV team and reserves accommodations
3. Accreditation Office sends other preparation material to SV team

Site Visit

1. Team Planning Session
2. Scheduled interviews
3. Closing interviews
4. Draft Report

Complaints against Site Visitors

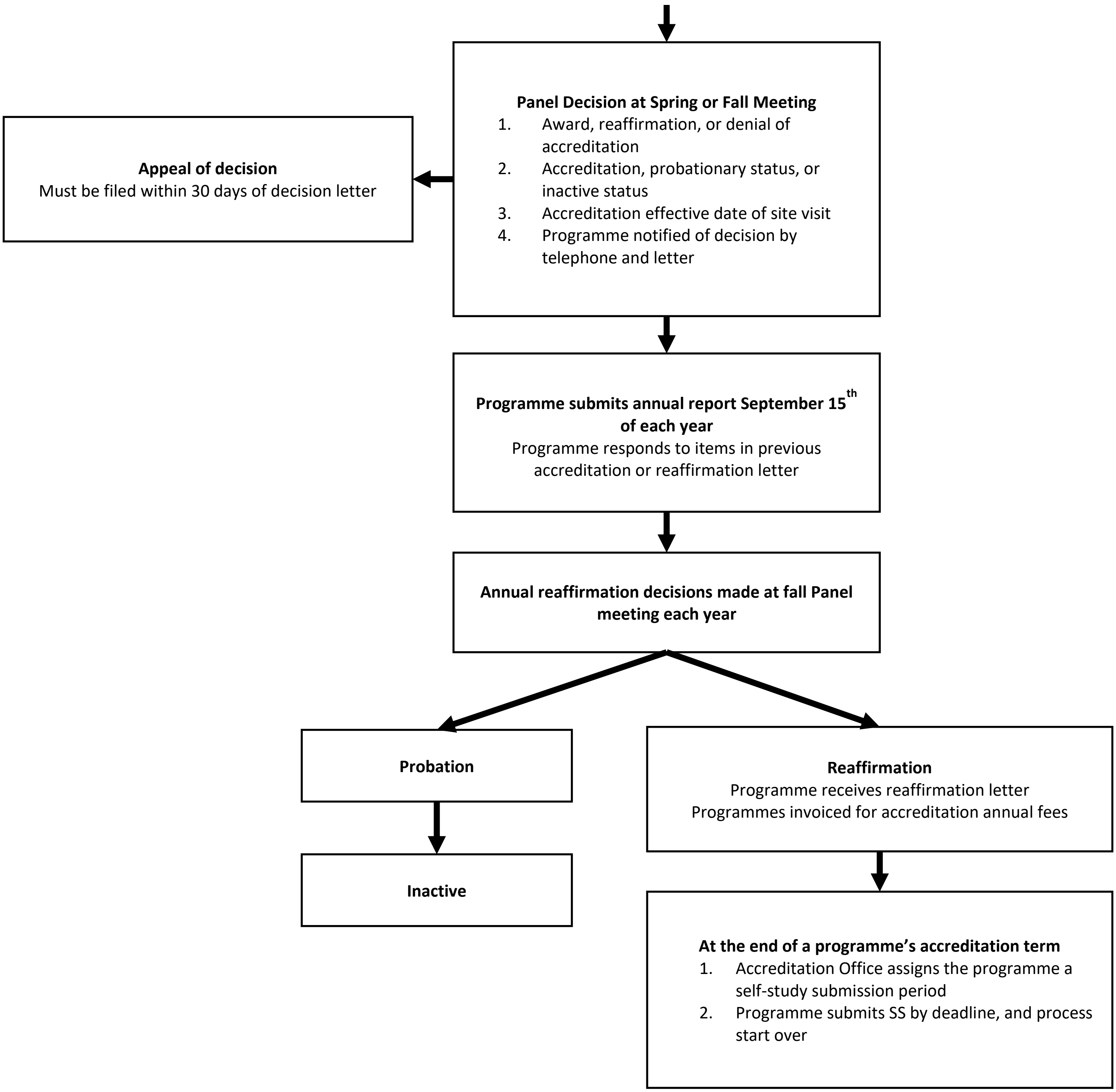
Site Visit Report

1. Prepared according to CPA Guidelines, and submitted to Accreditation Office within 30 days of visit
2. Report sent to programme for response

Programme Response to Report

1. Submitted to Accreditation Office within 30 days of receipt
2. Response includes objections, corrections, and additional information
3. Programme invoiced for SV

(Continued on next page)


Panel Decision at Spring or Fall Meeting
1. Award, reaffirmation, or 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 of decision
Must be filed within 30 days of decision letter
Programme submits annual report September 15th of each year
Programme responds to items in previous accreditation or reaffirmation letter
Annual reaffirmation decisions made at fall Panel meeting each year
Probation
Inactive
Reaffirmation
Programme receives reaffirmation letter
Programmes invoiced for accreditation annual fees
At the end of a programme’s accreditation term
1. Accreditation Office assigns the programme a self-study submission period
2. Programme submits SS by deadline, and process start over

APPENDIX B- CPA Accreditation Site Visit Guidebook

With special thanks to Bob Robinson, Bob McIlwraith, and Judith Wiener (original draft May 2014)

Second revision recommendations by Deb Dobson, Janice Cohen, Doug Cane, Catherine Lee (2nd draft spring 2017)

This Site Visit Guidebook is intended to supplement the Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology (5th Edition, 2011). The purpose is to provide further information for Site Visitors when planning and conducting a Site Visit as well as writing the report for the Accreditation Panel.

Contents:

I) Preparation for the Site Visit:

A. 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 not fully agree with certain aspects of the Standards, they should exercise special care to represent them faithfully in the work of assessment to be consistent in their interpretations of them. The **reliability** of the accreditation process depends on consistent interpretation and application of the Standards and Criteria by site visitors, Accreditation staff and Accreditation Panel members. Familiarity with the standards is essential for conducting the pre-site visit review of programme background materials.

B. Review of Programme Background Material.

Once the date and time for the site visit has been set, and the composition of the site visit team has been confirmed by the CPA Registrar, the Director of Training will send paper or electronic copies of the programme's self-study to each member of the site visit team at least 6 weeks in advance of the site visit. The CPA Registrar will also send the site visitors additional information/documentation about the programme. This additional information includes the following:

- Previous accreditation decisions or re-affirmations letters, which include any monitoring items flagged by the Accreditation Panel.
- Programme's response to any inquiry made by the Registrar following submission of the self-study. This may include the programme's response to questions identified following the initial review of the Self-Study by the Accreditation Panel prior to authorizing the site visit.
- Any supplementary material sent to the Panel by the programme following the submission of the Self-Study.
- Any instructions from the Panel to the site visitors about the need for any specific or focused further inquiry while on the site.
- Copy of checklist review of Self-Study document completed by the Primary Reviewer from the Accreditation Panel.

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.

Guidelines (helpful hints) for reviewing programme material in advance of the site visit

1. Use the Quick Reference form (Appendix B) which lists the accreditation standards during your review to check off apparent compliance with the standards (to be confirmed during the site visit) and to identify and note areas for further inquiry/clarification during the site visit.

2. Review the most recent decision letter, annual Re-affirmation letters, and additional supplementary information submitted by the programme to identify the programme's accreditation history, including past and current monitoring items and strengths (commendations) that have been identified by the Accreditation Panel. In conducting this review it is helpful to track the programme's efforts over time to address monitoring items, and the success of these efforts. In addition, it is helpful to note monitoring items that continue to be unresolved. Any new issues/changes that the programme has experienced or anticipates should also be flagged.

3. Review the Self-Study

   Most self-studies are detailed and provide a great deal of information. It may be helpful to do an initial overview, focusing upon the Core Text first. The self-study document consists of the following documentation:

   Core Text: Provides an overview of the programme in relation to the accreditation standards. This overview is typically organized according to the Standards and Criteria listed in Appendix B.

   Tables: Statistical data, which is a useful summary.

   Curriculum Vitae's: These are provided in a brief, 2-page format and provide information about whether supervisors are registered to practice in their province, and whether they graduated from accredited professional psychology programmes and internships. They also provides a summary of their research and professional productivity.

   Appendices: Programme/institutional policies, evaluation materials, course syllabi, appeal processes.

   Public Disclosure Information: Programme brochure, website.

4. When reviewing the core self-study text and tables it is helpful to consider the following questions:

   - What is the programme's training model?
     Are there specified training goals and related objectives?
     Are objectives operationalized?
     How are knowledge, attitude, and judgement and skills imparted?
     Are there mechanisms for evaluation of the programme's goals and objectives?
     Does the programme gather outcome data and is this used to inform improvement processes?

- Is the programme’s training model congruent with:
    - The philosophy and goals of the institution/organization?
    - The training activities/expectations within the programme?
    - The orientation/profile of faculty/staff?
    - The orientation/profile and goals of the students/interns?
    - The proximal and distal outcomes tracked by the programme?

- Do you have a clear understanding of:

    - The organizational structure of the programme?
    - The structure of the training experiences within the programme (e.g. rotational structure, organization of practicum experiences)?

II) Setting Up a Site Visit Schedule:
Following the scheduling of the dates for the Site Visit, the programme Director of Training (DoT) drafts an initial site visit schedule. This schedule should be comprehensive and provide an overall picture of the programme as well as its’ context. Some of the meetings will be mandatory, such as with the DoT, the Department Head, Faculty and students. There will also be other involved individuals that would be helpful for the team to meet, such as administrators, Adjunct Faculty or former students.

In terms of scheduling, it is typical for the programme DoT to propose a schedule and to request feedback from the Chair of the Site Visit Team prior to finalizing it. The Chair and other site visitors may have contact by email or telephone prior to the visit. After the Chair/Team reviews the self-study, the most recent decision letter as well as other supportive materials, they will review the draft schedule. The Chair of the Site Visit Team may request additional meetings or adjustments to the schedule, such as the length or timing of the meetings.

While there are samples schedules in the Accreditation manual (pages 8-9), each programme is unique. Consequently, these templates should not be viewed as prescriptive, but as a beginning point for the programme to work with the Site Visit Team to present the programme as fully as possible, and for the Site Visit Team to understand it as fully as possible.

Prior to the site visit, the Site Visit Team will review all of the materials and will schedule a planning meeting in advance. In preparation for the Interviews, it is helpful to:

- Identify preliminary items for attention in each of the interviews. Some items will cut across many interviews (e.g. model); others will relate to several or only one (e.g. senior administration).

- This is an iterative process. As you conduct the interviews, items are resolved and other strengths, needs for clarifications and concerns arise. It helps to have a blank page for each meeting and interview and add items in a list as you work your way through this review process.

Here are some additional tips regarding the site visit schedule:
<u>Evening before Day 1 (Site Visit Team Planning Meeting/Dinner):</u>
Purposes/Goals:
- To share overall impressions of the programme.
- To discuss the division of labour – e.g., if two site visitors are involved in interviews, one visitor might focus more on note taking and observing while the second visitor would focus more upon leading the interview.
- To anticipate and plan the report writing process – e.g., the site visitor who takes the lead in a particular interview would write that section, supported by their colleagues’ notes. While all site visitors will be attentive to all issues,

the various sections may be divided in advance so that each site visitors may attend to particular issues (e.g., diversity, mission, quality improvement).

- Typically when dividing up the report writing, the following process is followed::
    - Chair – Background, history of accreditation, setting, Standard I – Organizational Issues and Eligibility
    - Standard II – Programme Philosophy, Mission and Model is usually matched with Standard VIII – Programme Evaluation & Quality Improvement, consequently it is useful for the same person to draft these sections.
    - Standard III – Diversity relates to a number of different sections
    - Standard IV – Staff, Standard V, Interns, and Standard VI – Facilities & Resources fit together, so should be drafted by the same person.
    - Standard VII – Public Disclosure (although brochure does capture all standards) and Standard IX – Relationship with the Accreditation Panel are typically quite straightforward.

This pre-meeting is also helpful if the site visitors do not know each other, or if it is the first site visit for one of the visitors—the first-time visitor may benefit from the opportunity for questions as well as mentoring.

Day 1:

At some point during the first day, often at the beginning, there will be a meeting with the Department Head/Chief Psychologist (or equivalent, such as the Professional Practice Lead) and the DoT. The meeting may be initially with both individuals, however, it is useful to meet with each individually following a short joint meeting. These separate meetings may be approximately 45 minutes in length.

Following the meetings with the DoT and Department Head, there will be a meeting(s) with the supervisors. Depending upon the numbers of supervisors, these may be scheduled individually or in small groups. For example, if there are few supervisors, individual interviews may be possible. The group interviews may be organized in terms of areas of expertise (e.g., neuropsychology) or rotations (inpatient, pediatrics), or both at the same time. If this approach is taken, the Team members would try to align in terms of their own experience and expertise.

It is important to schedule sufficient time to meet with the current students/interns. While it may be common for programmes to not schedule enough time with students, this detail should be changed in advance of the visit to allocated sufficient time. Students are the most important source of information about the programme, and they usually need a "warming up" period before they feel sufficiently comfortable to talk freely, an hour and a half is a good minimum interview period.

It may be useful to arrange an optional meeting with past graduates of the programme. This visit can be either in person, by telephone or teleconference. The advantage to the programme is that the graduates can give a retrospective regarding their career preparation, set a baseline for how the programme has evolved from the time of their completion to the current students. The perspectives of graduates is helpful as well, as they have less investment in re-accreditation, so may feel more comfortable sharing their thoughts.

At some point during the afternoon of the first day or the morning of the second day, a facilities tour should take place. It may not be possible to view all facilities, since there may be several geographic sites (e.g., large health care centres or consortia). It will be useful to tour the student/intern offices or work stations, the clinical space, the technical supports, such as computers, psychology tests/equipment, laboratories (if applicable) and the psychology/hospital library. Some facilities will have other unique aspects that may be important to view as well, such as family therapy interview space, virtual reality or neuropsychological equipment or play therapy rooms.

By the end of the first day, the Site Visitors should take time to:

1. Review training records (e.g., planning meeting minutes, on-going training committee minutes, policy and procedures manuals, etc.).

2. Review student/intern files – it is the responsibility of the site to obtain student consent in advance of the visit in order for site visitors to review their files. There is a range of information that might be useful to review, including their student files as well as their work such as publications, de-identified clinical reports, theses and dissertations.
3. Review client files – considering the jurisdictional laws regarding protection of privacy, hospital policy, it is strongly recommended that any client information that is reviewed is completely de-identified in advance of the Site Visit so that it would not be possible for anyone to know who the client is. In preparation, the programme may prepare files, taking out names out names and any identifying information or secure client consent in advance (rarely necessary).

Following the completion of the interview for the first day, the Site Visit Team will typically meet over dinner and review their day, including any major questions to be addressed in the second day.

Day 2:

At some point during the second day, there should be a meeting with Senior Administrative Officers. It is becoming more common to also meet with the Faculty of other departments or the leaders of other disciplines, medical directors or service managers who interact with psychology/psychologists/interns.

Generally speaking, most DoT's will leave their schedules open to remain available to the Site Visit Team. In advance of the administrative meetings or interviews with other disciplines or department heads, it is recommended that there be a liaison with the DoT for clarification, information or consultation regarding political or other sensitive matters. It is helpful for the Site Visit Team to leave some flexible time in the schedule for additional unplanned meetings.

The lunch for the second day is usually a working one, where the feedback conference is planned as well as initial report preparation. Any additional materials can also be reviewed at this time.

The feedback conference is scheduled for the end of the second day. Minimally, this will be attended by the Director of Training and the Department Head/Chief Psychologist. Many programmes invite faculty/training staff while others also include students/interns and others invite everyone on the Site Visit schedule, including the senior administrators. The feedback conference attendees are the programme's choice. (The DoT may want to discuss the advantages/disadvantages with the Site Visit Chair.)

Following the feedback conference, the Site Visit Team will finalize the details of the report, including the sections, the review process and the deadlines for completion.

III) Preparation For and Conduct of Site Visit Interviews

Note this section is in addition to the information and guidance included as part of the Accreditation standards manual. Please ensure to review that foundational information as well.

Site visitors need to be mindful of confidentiality during all their discussions. This is especially important when discussions are conducted in public places such as restaurants and hotel lobbies.

Preparation and Site Visit Team Discussions

Importance of pre-site visit planning session (see points under section above on setting the schedule)

Reminders for all interviews:

- Introduce yourself, role, and your own affiliation – but make it clear that you represent CPA, not any institution.
- Avoid discussing one's own programme – appreciate that everyone does things differently
- Clarify that you serve as the "Eyes & Ears" of the Panel; "Sensors" not "Censors".
- Confirm that you do not act as consultants, advisors, or decision makers.

- Summarize process following site visit: Provide report to Panel; programme responds to report; Panel makes decision.

Team Debrief at the end of Day 1:

- Usually time spent over dinner, it may be helpful to take notes.
- The goal is to assess where you've been, and where you're headed. It is appropriate to appraise, but avoid premature judgements or conclusions.
- What initial impressions have been confirmed, or changed?
- What data and information have been gathered so far and what is still needed?
- Reviewing 2nd day's schedule, what key questions should be asked and in what interviews?
- Key questions to consider:
  - Congruence of the model, philosophy, and goals with the
    - Organization
    - Programme leadership
    - Programme as you perceive it is actually delivered
    - Programme faculty/staff
    - Programme students/interns and experiences
  - Integration of ongoing evaluation into a quality improvement process rather than merely being 'compliant' with external accreditation standards in keeping with the accreditation cycle
- While not a final analysis – can consider as well:
  - How does the programme match up to the self-study, and brochure?
    - Understated – in what areas?
    - Overstated – in what areas?
    - Discoveries both positive and negative?
- Are there any questions or sensitivities to be discussed at briefing meeting with DoT? Is there any information that it is imperative to have before the 2nd day's schedule begins?

Preparation for Closing Conference:

- Review the standards and criteria. Take key notes on quick reference – this is the basic script and should be congruent with the report. (For report purposes, if feasible photocopy one another's notes or exchange by fax/mail/email.)
- Decide who is to provide feedback – i.e., by Chair or sections of the report. Either way, Team member(s) can contribute.
- Should have a sense of who from programme will be present for closing meeting, as discussed with DoT when establishing schedule

Closing Conference:

- Begin by acknowledging the work of the programme in preparing the self-study, site visit preparation, assistance provided to the site visitors, hospitality, receptivity of interview participants, etc.
- Specifically acknowledge the participation of Senior Administrators, Chief Psychologist, DoT.
- Explain that the feedback provided should be consistent with the final report.
- At the end can invite corrections of fact, differences of view (without debating).
- First review the programme's history of accreditation, programme changes.
- Then provide an overview of strengths, clarification, weaknesses/areas for improvement.
- Review again the post-site visit process – Site visitors gives no recommendation on accreditation status or length of term; 30 days for site visitors to submit report to CPA, then the programme receives the report and has 30 days to respond; in their responses the programme may wish to clarify issues where necessary, offer alternative views, and describe any efforts they are engaging in to address some of the issues highlighted in the site visit report, etc.
- Also remind programme that after Site Visitors leave, there is a 'black out' until after Panel renders decision.

Conduct of Interviews

Interviews with DoT, Department Chair/Chief Psychologist:

- Initially acknowledge (as appropriate) the preparation of the self-study, arrangements, etc. May be helpful to suggest the programme: provide an overview of the programme, what has transpired since the last accreditation, where they would like to see the programme go, what are their goals for the site visit. May be helpful to request an organizational chart and job descriptions for Head of Psychology and DoT – you'll want to gain a perspective about their relationship, division of labour, working together, etc.
- Useful questions:
    - How was the training model developed? Who was involved in the process? (Staff? Students?)
    - How do the mission, values and principles of the programme relate to its goals and objectives? How do these relate to the methods of training? Of evaluation? How are adjustments made? Re: Quality Improvement, how does the program use information from: 1) developments in the science of psychology 2) developments in the profession of psychology, e.g. law, regulations, employment settings, 3) external informants, e.g. adjunct faculty, off-site supervisors in the community [for example, many doctoral programs may rely heavily upon clinical practicum supervisors in community health care settings but have no formal mechanism to receive feedback from these practitioners].
    - What are the programme's aspirations for its trainees? Does the program use data on the career trajectories of its graduates to evaluate or change its model? e.g. how many graduates go into private practice and how are they prepared for private practice? How consistent is the model with the careers of its graduates? e.g. is the programme's model Clinical Scientist but most of its graduates go into practice careers and do not publish?
- Also useful to inquire if there are any changes/issues/sensitivities the Team should be aware of as it proceeds through the visit

Interviews with Faculty/Staff Members:

- Do faculty/staff relate spontaneously to the model?
- If asked, can they articulate the model? And link their training role to the model?
- How were they involved with the self-study? (are they familiar with its content?)
- How well do they think the programme is meeting its goals? Areas to improve?
- Future aspirations for graduates – and what is a prototypical applicant who is successful?

Interviews with Students/Interns:

- Very important to provide introduction (as noted in manual) re: purpose and process of site visit, the role played by the site visitors, and acknowledge that no programme is perfect. Emphasize that students are the 'clients' of the programme.
- Also important to convey to students that their input will be treated anonymously, and only themes will be reported – however, it is not possible to guarantee confidentiality, given (1) the process of reporting back to programme, and (2) legal reporting responsibilities of site visitors as registered psychologists, if a need arises.
- Good to help students feel comfortable by starting with questions about their year in the programme (home university if interns), speciality area, research interests/activities, career plans, why they chose this programme, etc.
- For sensitive issues, such as discrimination/harassment, explain that site visitors are obliged to inquire. Incrementally can ask more specific questions.
- Regarding programme structure, valuable to know what students would keep, enhance/add, and delete.
- For past students/interns, helpful to inquire about: current position, how prepared they were, reflections, strengths, potential improvements, and any other items they wish to discuss.

Interviews with University/Organization Administrators:

- Should be held independently of meetings with Department Head/Chief Psychologist, DoT.
- Usually these meetings require more formality.

- Meeting should be respectful for all parties.
- Site visitors are not there to advocate for the programme, but may be asked to provide data/information (e.g., stipend surveys).
- Important again to give introduction – can use affiliation, but again make it clear that you are representing CPA.
- Ask if they are familiar with the accreditation process – might be helpful to provide a brief overview of the basics, i.e., 1) self-study, 2) site visit, 3) report (30 days), 4) programme response (30 days), 5) Panel's decision.
- The Team may have questions about organizational structure (especially with internships), but issues such as programme management must be addressed in the context of the programme being nested in the discipline of psychology.
    - How are staff chosen?
    - How would a change of leadership occur?
    - Is supervision and training acknowledged roles in job descriptions?
    - How are these functions incorporated into performance appraisal?
    - All of the above should be linked to the standards and criteria; any areas that would improve the programme
- Always interesting to know how aware senior administration is of the self-study (they will have signed it, so will have some familiarity).

Interviews with Other Multidisciplinary Staff:

- This may include medical directors, service managers, and other professions.
- If the interview is not on the schedule, provide a sign-in list with name, title, role.
- Explain purpose of their inclusion in interviews, validate their value: Acknowledge that we participate in an increasingly interdisciplinary and interdependent service delivery system. Their input helps to complete the picture.
- Can inquire about:
    - In what ways, if any, do they participate in the programme?
    - Perception of students/interns
    - Strengths of the programme
    - Do they have recommendations for the programme
    - Any other matters unique to the organization
    - Additional items they wish to discuss

Please note that in the event of any emergency during a site visit, contact the Registrar of CPA as soon as possible. It is advisable to have his/her contact information readily available. He/she is also available during their regular office hours for consultation or questions.