Understanding the Spirit Behind the CPA Accreditation Standards

74th Annual CPA Convention
Quebec City, QC
June 13, 2013
What this session is designed to help you do:

- Recognize the most frequently misunderstood standards
- Engage in a wider process of thinking around the implementation of the standards - AKA the ‘spirit’

What is not included:

- Specific directives about program structure
- Specific examples of completed self-studies
  - But – the **CCPPP listserve** is a wonderful resource for these needs and many others: [www.ccppp.ca](http://www.ccppp.ca)
## Differences between Regulation & Accreditation

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Accreditation</th>
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<tbody>
<tr>
<td>Satisfying minimum standards</td>
<td>Satisfying minimum standards which are typically set at a higher threshold</td>
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<tr>
<td>Protection of the public</td>
<td>Protection of the public by way of first protecting students</td>
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<tr>
<td>Checklist of independent requirements that must all be met</td>
<td>“The whole is greater than the sum of its parts” – no program is perfect, some requirements are more challenging to meet, &amp; many interact with each other</td>
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Key for addressing all standards:

• *No program is perfect*

• Not simply a ‘yes or no’ checklist

• Much more so about HOW meeting / working towards meeting the standard

• Spirit is very much in the HOW and WHY
The accreditation standards ask programs to answer:

- **What do you do?**
- **Why do you do it?**
- **How do you do it?**
- **How well do you do it?**
- **How do you ensure that you continue to do it well and better?**

- This is a helpful global template for the information that the Panel expects to see addressed in a SS
Review of new program applications
and most challenging standards to meet
New doctoral programs –
Most common weaknesses:

- Clarity of info provided (thoroughness, organization, etc.)
- Faculty modeling of program philosophy, training model
- Degree of emphasis on assessment/intervention training
- Connection of core course to MRA competencies
- Link between practicum experiences and program goals
- Connection of practicum supervisors to program
- Documentation of how meeting goals and objectives
New internship programs –
Most common weaknesses:

• Clarity of info provided (thoroughness, organization, etc.)
• Regular – not coincidental – contact among interns
• Supervision training for supervisors
• Clear training plans and standards for completion, along with mechanisms for review
• Cohesive training experiences across consortia sites
• Documentation of how meeting goals and objectives
Survey of Training Programs – Most important and most challenging standards
Survey responses –

Most important standards:

• Separation of roles of DoT and Dept Head/Chief/PPL
• Clear mission and philosophy
• MRA competencies reflected in core curriculum
• Breadth of training in assessment and intervention
• Stipends for interns
• Support for work-life balance
• Supervision excellence
• Support from management
• Ongoing program evaluation
• All of them
Survey responses –

Most challenging standards:

• Maintaining institutional support in face of health care system changes
• Breadth of courses and training experiences
• Training in program evaluation and supervision
• Integration of research
• Stipends for interns
• Availability of accredited internships
• Years to completion
• Ongoing program evaluation
• Accreditation application process
Understanding the ‘Spirit’ behind Program Evaluation and Quality Improvement
Key points re Program Evaluation:

• HOW does the program CONTINUALLY use the outcome data they collect (for e.g., competency ratings, career paths, etc.) to FEED BACK INTO program development

  – How does the program use the info to review and revise their standards for completion, policies and procedures, etc.?

  – Informed by both internal and external markers
Key points re Program Evaluation:

- Program evaluation needs to be designed to allow programs to answer important questions such as:
  - Do our procedures enable us to select the most suitable students/interns?
  - Are the standards for success in courses/practica/rotations appropriate and are they sufficiently adaptive to where the student/intern is in their training?
  - Do our policies support supervisors in providing the best quality of supervision possible?
  - Overall, how well does our program train students/interns? (NOT JUST how well do students/interns do upon completion)
For all standards - demonstrating HOW:

<table>
<thead>
<tr>
<th>Not Just…</th>
<th>But most importantly…</th>
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<tbody>
<tr>
<td>We train scientist-practitioners</td>
<td>Here is how we have structured the program to enable every student to be competent to combine research &amp; clinical practice – and here is how we know we are doing this well</td>
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<tr>
<td>We provide all students with a copy of the program policies</td>
<td>Here is how we ensure/verify that students actually read, understand, and can apply the information if needed</td>
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<tr>
<td>We have x core faculty</td>
<td>Here is how our program has evaluated the adequacy of faculty numbers, taking into account cohort size, research supervision, teaching &amp; admin duties, available practica &amp; internships, student funding, time to completion, etc.</td>
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<tr>
<td>We fund min 2 interns per year</td>
<td>Here is how we ensure that the interns have regular opportunities to interact and support each other</td>
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<td>We survey all past students/interns</td>
<td>Here is how we know that our program is training students to do the right things and to do them well, based on both internal and external markers – and here is how we make and evaluate changes when needed</td>
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Accreditation essentially involves documenting how your program reflects:

Construction
versus Convenience
For both Doctoral & Internship Programs:

- CCPPP Membership & Mentoring
  [www.ccppp.ca](http://www.ccppp.ca)
- Consultation with CPA Accreditation Panel
  [www.cpa.ca/accreditation](http://www.cpa.ca/accreditation)

Additional Resources for Internship Programs:

- APPIC Membership & Mentoring
  [www.appic.org](http://www.appic.org)
- CCTC Internship Development Toolkit