Training for Newer Training Directors

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Acknowledgments/Disclaimer

- Some materials browed from APPIC and CoA's training for TDs.
- The information presented is from the practical experiences of the presenters and is not the official voice or opinion APPIC, CoA or the VAPTC.

Objectives

1. Participants will become familiar with the major tasks involved in running accredited psychology internship and residency programs.
2. Participants will become familiar with the unique aspects of running psychology training programs within the VA system.
3. Participants will become familiar with resources available to help them run accredited psychology internship and residency programs.


Being a training director can feel overwhelming at times

Agenda

- What do participants want….
- Importance of consultation
- Serving multiple masters
- OAA and VA Specific Issues
- Accreditation overview and process – How CoA decides?
- Key concepts in accreditation
  - » CoA's G&P
  - » Philosophy goals and objectives
  - » Evaluation of goals and objectives
  - » Minimal levels of achievement
  - » Program evaluation
  - » How to do planned sequential and cumulative
  - » Program resources
  - » Cultural and individual diversity
  - » Trainee and staff relations
  - » Self assessment and quality enhancement

- TD Roles and duties (yearly tasks)
- Planning the training year
- Recruitment and Selection
- Understanding interns/residents adjustment
- Due process and Grievance
- Writing a self study

Importance of Consultation

- Mentorship
  - APPIC
  - AVAPL
  - New – VAPTC

- Consultation
  - VAPTC Exec Committee (http://vaww.psychologytrainingcouncil.wss.va.gov/default.aspx)

    VA TD Mail Groups (VHA Psychology Internship Directors) (VHA Psychology Postdoctoral Directors)
  - OAA (Robert.Zeiss@VA.GOV)
- Person connection with other TDs (APPIC, AVAPL, VAPTC membership Meeting)
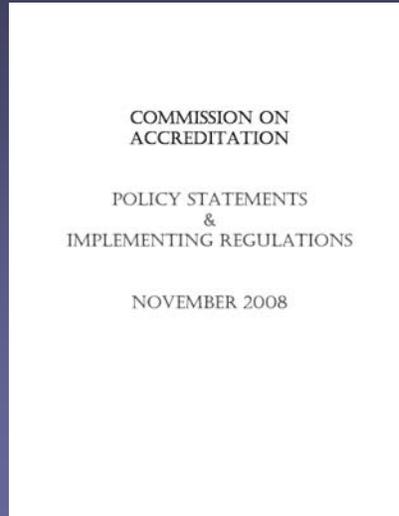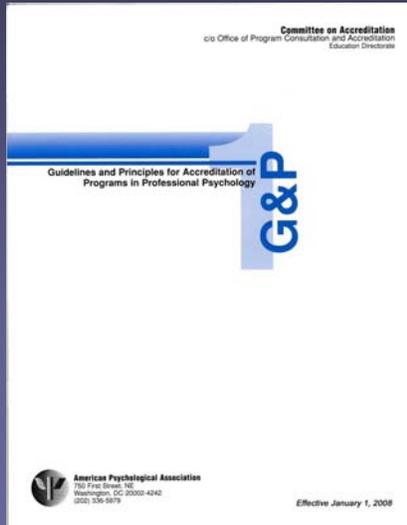
Excellent Clinical Training

VA I... P...

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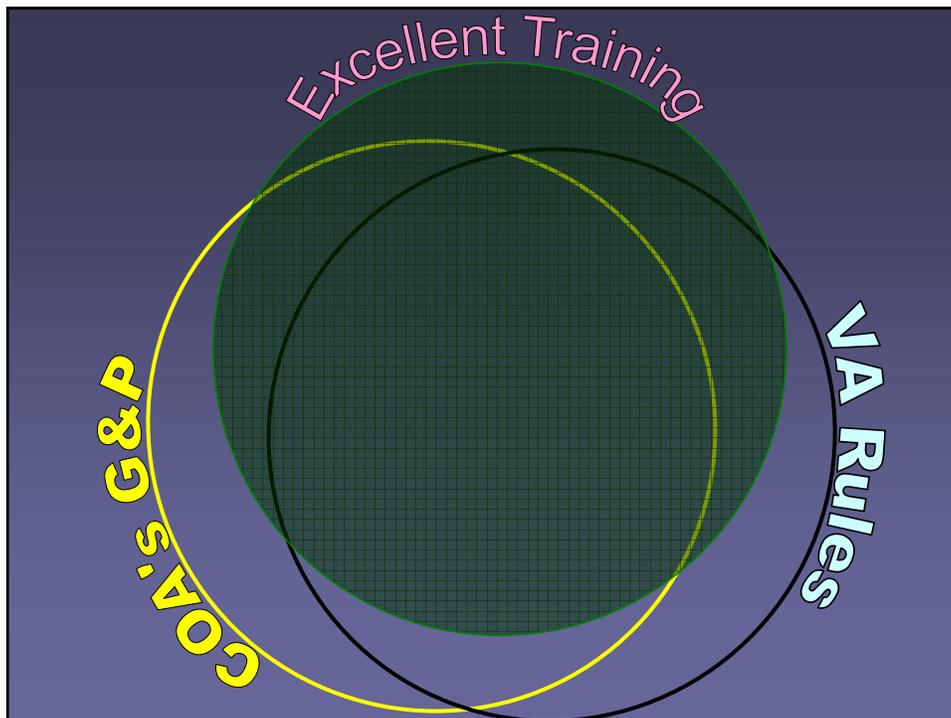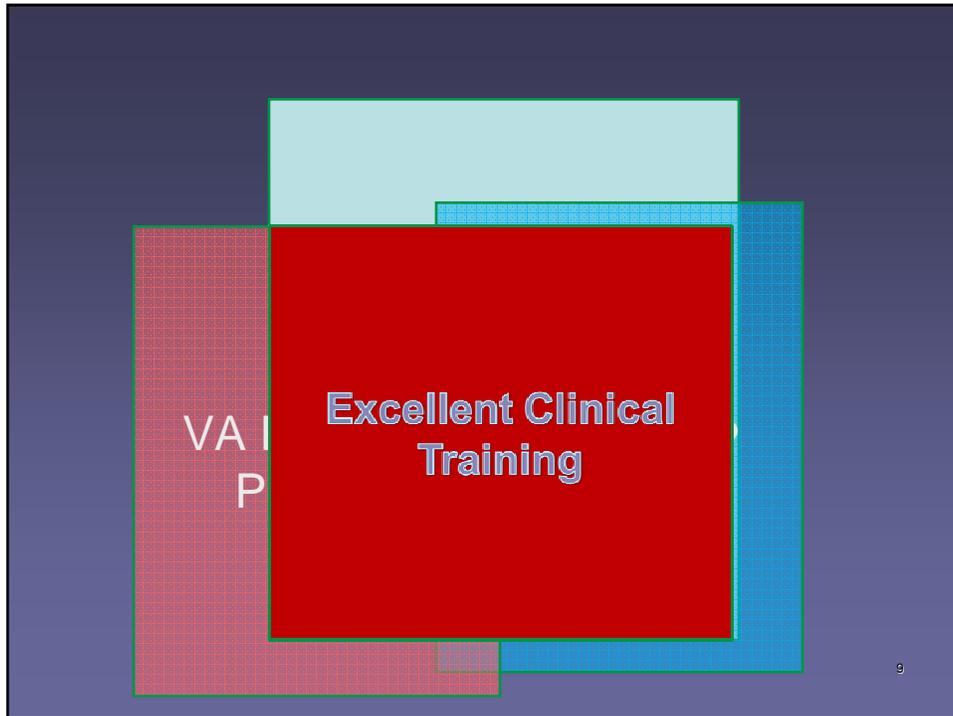
OAA and VA Specific Issues

- Office of Academic Affiliations (OAA)
  - Robert Zeiss, Ph.D.
  - vaww.va.gov/oaa/
  - http://www.psychologytraining.va.gov/
- OAA - Supervision of Associated Health Trainees
- Affiliation Agreements (national)
- Allocation of Associated Health Profession Trainees
- Privacy and Security issues
- Release time for TD's
- VAPTC

APA Accreditation Issues

The Process of Accreditation

1. Program application for initial review *OR* Assignment to a review cycle (accredited programs)
2. Submission of the Self-Study
3. CoA Preliminary review - feedback – request for additional information
4. Approval for site visit or request for additional information (new programs can be deemed not ready for a site visit)
5. Selection of site visitors
6. Site visit
7. Site visit report
8. Program's response to the site visit report
9. Review and decision by CoA
   - Accredit 3/5/7 years w/ requests for SS AR, Flags
   - DFI, DFC

Key Concepts to Accreditation

- What is the program's philosophy and model and does this fit within the home institution (Domain A)?

- How does the program link the science and practice of professional psychology (Domain B)?

- How does this model lead to goals, objectives and measurable competencies (Domain B)?

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- How well does the program prepare students to achieve those competencies as reflected through outcome data ?

- How well does the program prepare students to be competent in those areas designated by the G&P (Intervention/Assessment/Diversity/Ethics/Supervision/Consultation)?

- Does the program have the resources to achieve its goals (Domain C)?

- Does the program educate and train students to become professionals in a diverse and multicultural society (Domain D)?

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- How does the program (faculty and students) engage in reflective self-examination and enhancement (Domain F)?

- Does the program make sure all of its public information is accurate (Domain G)?

- How does the program make sure that all students are informed of the program's policies and procedures (Domains A, E, and G)?

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Domain A
Eligibility

As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the education and training of professional psychologists.

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- A1. Program offers doctoral education and training in professional psychology including preparation for practice.

- A2. Program sponsored by an institution of higher education that is accredited by a nationally recognized regional accrediting body in the U.S. <u>or</u> is a member in good standing of the Association of Universities and Colleges of Canada*.

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- A3. The program:
  - Is an integral part of the mission of the academic unit in which it resides

  - Is represented in the institution's budget

  - Has sufficient students and necessary facilities to ensure meaningful interaction, support, and socialization

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(Domain A)

- Program requires of each intern/PD the equivalent of 1 year of full-time training to be completed in no fewer than 12 months (10 months for school psychology) and no more than 24 months.

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- A5. Program engages in actions that indicate respect for and understanding of cultural and individual diversity as reflected in its recruitment and retention policies for faculty and students, curriculum and field placements, nondiscriminatory policies and operating conditions, and avoidance of actions that restrict program access on grounds irrelevant to success. The definition of diversity includes but is not limited to:

Age	Disabilities
Ethnicity	Gender
Identity	Language
National origin	Race
Religion	Culture
Sexual orientation	Social economic status

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- A6. Formal written policies are available concerning:
  - Selection
  - Practicum and academic preparation requirements
  - Financial and administrative assistance
  - Performance evaluation
  - Feedback, advisement, retention, and termination
  - Due process and grievance procedures

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C-11(a). Accreditation Process for Postdoctoral Residencies

- Format #1 - Traditional Practice Programs
- Format #2 - Specialty Practice Programs
- Format #3 - Integrated Practice

- ➤ Clinical Neuropsychology
- ➤ Clinical Health
- ➤ Rehabilitation Psychology
- ➤ Clinical Child Psychology
- ➤ Forensic Psychology
- ➤ Family Psychology

Domain B
Program Philosophy, Objectives, and Curriculum

The program has a clearly specified philosophy of education and training, compatible with the mission of the sponsor institution, and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.

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- B1. Program publicly states a philosophy and model of training consistent with the sponsoring institution's mission that emphasizes:
    - Integration of science and practice
    - Training that is **sequential, cumulative, and graded in complexity**

- B2. Program specifies objectives in terms of competencies expected of graduates consistent with:
    - Program's philosophy and training model
    - Substantive area of professional psychology that is represented
    - An understanding of legal, ethical, and quality assurance principles

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- B3. Internship is an organized, structured, and programmed sequence of supervised training experiences of greater depth and intensity than practicum training that includes the following:
    - Training activities are structured in terms of sequence, intensity, duration, and frequency
    - Primary training method is experiential including socialization into the profession
    - Supervision is regularly scheduled, sufficient, and defined as a minimum of 4 hours/week, at least 2 hours of which is individual supervision
    - Training activities address the delivery of psychological services and include professional conduct, ethics, and standards
    - Administrative structure and process which controls and coordinates training activities and processes
    - Designated leader(s) doctoral psychologist licensed in the program's jurisdiction who is primarily responsible for the program

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- B4. Program requires that all interns demonstrate intermediate to advanced skill, competency, and knowledge in:
  - Theories and methods of assessment/diagnosis and effective intervention including empirically supported treatments
  - Theories and/or methods of consultation, evaluation, and supervision (IR -direct experience not required)
  - Strategies of scholarly inquiry
  - Issues of cultural and individual diversity relevant to all of above

- Residents (Advanced knowledge)
  - Theories and effective methods of psychological assessment, diagnosis, and interventions
  - Consultation, program evaluation, supervision, and/or teaching
  - Strategies of scholarly inquiry
  - Organization, management, and administration issues as they relate to service delivery and practice, training, and research
  - Professional conduct, ethics, law, and related standards
  - Issues of cultural and individual diversity relevant to all of the above

- B5. Program promotes the integration of practice and scholarly inquiry and takes responsibility for the training experiences of interns including:
  - Demonstrating that interns' service delivery duties are primarily learning oriented and that training takes precedence over service delivery and revenue generation
  - Ensuring that interns' prior educational and practicum experiences are consistent with the program's training model and goals

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- **Note:** Program is responsible for documenting how students achieve knowledge and competence and for setting minimal levels of acceptable achievement in the above areas (B1-4).

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Broad and General

- Preparation at the doctoral, internship and postdoctoral level should be broad and general.
    - based on the existing and evolving body of knowledge, skills, and competencies that define the declared substantive practice area(s)
    - well integrated with the broad theoretical and scientific foundations of the discipline and field of psychology in general."

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The Training Model

The program's model or philosophy identifies the "why" of its training activities.

- What is considered important and valuable in the preparation of professional psychologists?
- Forces one to define its product & competencies
- What principles would be followed in designing and delivering a internship/postdoctoral residency program?
- What is thought to be necessary to learn entry-level skills?
- How are science and practice interconnected?
- How will training be sequential, cumulative, and graded in complexity?

Types of Models

- Scientist –Practitioner
- Practitioner –Scholar
- Development-Apprenticeship
- Apprenticeship-Mentor
- Practitioner-Mentor-Scholar
- Mentor

Goals, Objectives, and Competencies

- Should follow from a combination of:
  - The program's own model or philosophy with its values and principles; and
  - The generally accepted components of internship/postdoctoral training as represented in the G&P.

- Translated into knowledge and specific *competencies* that are expected of program graduates.

B.2 format – SS instructions

Goal #1:
Objective(s) for Goal #1:
Competencies Expected:
Appendix & Page Number for Evaluation Forms Used for Expected Competencies:
How Outcomes are Measured and Minimum Thresholds for Achievement for Expected Competencies:

Describing Goals, Objectives and Competencies (using internship example)

GOALS are general aspirational statements that follow from the program's model.

OBJECTIVES are the defined sub-areas within each goal.

COMPETENCIES are the operationalized and measurable translation of the objectives.

for example….

GOAL # 1:
To produce new professionals who have the requisite knowledge and skills for entry into the practice of professional psychology.   In this regard, we seek to develop the professional skills of our interns such that each is able to...

Objective A: *treat individuals with a wide variety of psychological problems*
Objective B: *perform competent assessments*
Objective C: conduct appropriate consultation and supervision with others
Objective D: *initiate and use research*
Objective E: *function in an ethical manner*
Objective F: appreciate the role of individual and cultural *differences and diversity in psychological phenomena*

➢ Collect AGGREGATE OUTCOME DATA on the competency of all interns/postdocs directly linked to the goals, objectives and competencies and provide these data in Domain F.1(b)

Domain C
Program Resources

The program demonstrates that it has resources of appropriate quantity and sufficiency to achieve its education and training goals and objectives.

- C1. Program has formally designated intern training supervisors who:
  - Are of appropriate quality for the program's training model and goals
  - Participate actively in program planning, implementation, and evaluation
  - Serve as professional role models consistent with the program's training goals and objectives

- C2. Program has an identifiable body of interns who:
  - Are sufficient in number to ensure meaningful peer interaction, support, and socialization
  - Are in a doctoral program in professional psychology or are certified for respecialization
  - Have completed adequate and appropriate supervised service delivery practicum training
  - Have interests, aptitudes, and prior educational and practicum experiences appropriate for the internship's goals and objectives
  - Understand the program's philosophy, goals, and training model
  - Have meaningful involvement in activities and decisions that enhance training
  - Have an official title at the site that denotes their psychology intern status

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C3. Program has additional resources necessary to achieve its goals and objectives including:

- Financial support for intern stipends, staff, and training activities *(see IR C-9, Unfunded Internships and Stipend Equity)*
- Clerical and technical support
- Training materials and equipment
- Physical facilities and training settings
- Training settings appropriate to the program's training model

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Domain D
Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

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- D1. The program:
  - Has made <u>systematic and long-term</u> efforts to attract and retain interns and staff from differing ethnic, racial, and personal backgrounds
  - Ensures a supportive learning environment for training diverse individuals who represent a broad cultural and individual spectrum
  - Avoids actions that restrict program access on grounds irrelevant to success in internship training (see Footnote 4 for exceptions)

  - D2. Program has a thoughtful and coherent plan to provide interns with relevant knowledge and experiences about the role of individual and cultural diversity in psychological science and practice.

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Domain E
Student-Faculty Relations

The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty, and that it operates in a manner that facilitates educational experiences.

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- E1. The program:
  - Recognizes the rights of interns and staff to be treated with courtesy, respect, collegiality, and ethical sensitivity
  - Informs interns of these principles and of their avenues of recourse should issues arise

- E2. Staff members are accessible to interns, provide guidance and supervision, and serve as role models who promote interns' acquisition of relevant knowledge, skills, and competencies.

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- E3. Respect for cultural and individual diversity is demonstrated in accordance with Domain A5.

- E4. Upon admission interns are given written policies and procedures regarding program requirements, expected performance, continuance, and termination procedures. Interns receive, at least semiannually, written feedback on the extent to which they are meeting these requirements and expectations. The feedback should include:
  - Timely, written notification of any problems and opportunity to discuss them
  - Guidance regarding steps to remediate all problems (if remediable)
  - Written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern

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- E5. Program issues certificate of completion to interns who successfully complete internship *(see IR C-6[a],Program Names, Labels, and other Public Descriptors)*

- E6. Programs keep records of all formal complaints and grievances filed since the last accreditation site visit.

  Note: Programs must adhere to institutional regulations and applicable local, state, and federal statutes concerning due process and fair treatment.

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Domain F
Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of the professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

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- F1. With appropriate involvement of interns, the program engages in regular, ongoing self-studies that address its:
  - Expectations for the quality of interns' preparation prior to beginning training
  - Effectiveness in achieving goals and objectives in terms of outcome data while interns are in the program and after completion (Proximal and Distal)
  - Procedures to maintain current achievements or to make changes as necessary
  - Goals, objectives, and outcome data in relation to local, regional, state, and national standards of practice and changes in the knowledge base of the profession

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F1.b – linkage to Domain B

Consistent with the spirit of the *G&P*, each program defines its goals, objectives and competencies. To reflect the outcome-oriented nature of the process, those competencies outlined in Domain B should be linked to:

- Aggregate outcome data on intern/postdoc competencies while in the program; and
- Aggregate outcome data gathered from program graduates

Thus, <u>for each competency stated in Domain B</u>, there should be some aggregate data on intern/postdoc success with that competency.

- F2. Program provides resources and/or opportunities for the continuing professional development of its training staff.

- F3. Program and its host institution value and recognize in tangible ways the internship training and the staffs' supervisory efforts.

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Domain G
Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

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- G1. Program describes itself accurately and completely in documents available to current and prospective interns and other "publics" including:

  - Its goals, objectives, and training model; selection procedures and completion requirements; training staff, interns, facilities, and other resources; and administrative policies and procedures

  - Its accreditation status including the name, address, and telephone number of the CoA.

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Domain H
Relationship with Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

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- H1. Internship abides by the CoA's published policies and procedures.

- H2. Internship informs the CoA in a timely manner of changes in its environment, plans, resources, and operations that could affect program quality.
  - model, policies/procedures, administrative structure, faculty resources, supervision resources, area of emphases, or tracks/rotations.

- H3. Internship pays necessary fees to maintain accredited status.

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Major Yearly Tasks

- Orientation
- Rotations and evaluation cycles
- Selection (interns and postdocs)
- Maintaining records
- Training meeting minutes
- Seminar schedules
- APPIC and APA Dues
- Self studies
- Update materials (brochure, APPIC listing, manual)

Orientation Week

- Orient new Interns and Residents to evaluation data base system
- Interns and Residents complete baseline self evaluations
- Review Criteria to complete Internship and Residency
- Have new Interns complete Seminar Topic Ranking sheet
- Review training manuals/memos
- Interns rank mentors
- Interns rank order training activities (form)
- Develop training plan for Interns and make schedule
- Assign intern mentors
- Enter new Intern usernames in Evaluation DB (change default year)
- Set up tabbed intern and Residents files for the year
- Pagers for Interns and Residents
- New employee orientation/CPRS training
- Assign phone numbers/ pagers to Interns and Residents
- Clinic numbers to Residents

September*

- Check outs for interviews, MMPI-2, WAIS-III
- Mailing/email to recruit Interns
- Remind Interns and Residents of "Important Dates" to reserve
- End year letter and evaluations to last years' Interns DCT
- Letter to new Interns' TD about rotation plans
- Develop training plans for Residents
- Letters and evaluations to graduate program Training Directors for the previous intern class
- Interns and Residents to complete Self Evaluations
- Make sure rotation supervisors and Interns and Residents complete the Levels of Responsibly Form (Kept with supervisor for the duration of supervision and then placed in Interns and Residents' files)
- Check EEC Auditorium for Ethics and Diversity Day Trainings
- Update info (database) on past Residents and Interns
- Pay APA Dues for training programs (due in Dec.)
- Supervisors complete the Levels of Responsibly Form

October

- Form intern selection committee (update database)
- Diversity Day - arrange room and refreshments
- Check with Residents about scholarly project (time lines)
- Mailings to recruit Residents
- Announcement/posting for Internship
- Check in lunch or breakfast with Interns
- Make sure Interns and Residents are logging hours
- Remind Interns and Residents about Diversity Day (end of Oct)
- Enter intern application info into database as it come in

November

- Set times for Interns Selection Committee to meet
- Intern application deadline 11/1
- Update Intern Selection files and interview forms
- Email Intern applicants for interviews
- Get Seminar rankings back from Interns and Residents
- Arrange Seminars for the remainder of the year
- Form Resident selection committee
- Announcement/posting for postdocs
- Talk to interns about Residency plans etc.

November - Continued

- Get interview dates from staff
- Get Interns to reserve blocks to meet w/ inter applicants for interview week
- Reminder to staff to set aside times for intern interview week
- Enter staff interview block in database
- Make sure rooms are available for interview week
- Make sure intern and Resident hours worked log is up to date
- Enter intern application info into database

December*

- Speak to current Interns re Residency program (informed consent)
- Update prac webpage (send to graduate program TDs)
- E-mail announcement/posting for Residency
- 12/15 Letters to all completed applicants (not interviewed)
- Intern - interviewees hotel and map letter
- Update Seminars based on Intern and Resident suggestions
- Checkins with Interns and Residents
  - Job plans including Resident positions, Review evaluations
- Set up interview week (data base etc.)
- Arrange refreshments for intern interview week
- Reminder of trimester end evaluations
  - Supervisor/ Training Experience Evaluation
- Check evaluation DB who has not completed evaluations and remind them
- Schedule meetings with Residents and Interns to review evaluations with TDs
- Email interns and supervisors about upcoming rotation changes
- Supervisors complete the Levels of Responsibly Form

January

- Interview week - 1st week of the month
- Clarify number of prac students next year
- Announcement/posting for Resident
- U of M Prac breakfast 3rd week of month
- Contact local grad programs - practicum and application process
- Update Residency Selection files and interview forms
- Residency Application Deadline 1/1
- Complete OAA Trainee Allocation Request form – coordinate with Education Officer
- Survey staff – who can take a prac student for the following year
- Enter intern interview evaluation data into database as forms are completed
- Organize practicum applications/ files and enter in to the data base as they come in

February*

- 2/5 Deadline for MATCH rank order lists
- Notification of Match results (3rd Monday, clear day)
- Review prac applications and possible supervisor match
- Merge next years Interns in Evaluation DB
- Clean up erroneous records in Evaluation DB
- Schedule meetings to review evaluations with TDs
- Acceptance letter to Interns
- Personnel letter for accepted Interns
- Letter to new Interns' graduate program training directors
- Residency Match or UND 2/29
- Checkins with Interns and Residents
  - Residents – updates on research and administrative projects
  - Job plans including Residency positions
  - Review evaluations
- Match prac student applicants to supervisors (interview as needed) (Asst. TD coordinates practicum)

February - Continued

- Mid year letter to current interns' TDs about progress including copies of rotation and adjunctive evaluations
- Reminder of mid-year trainee self, program and adjunctive trainee evaluations to supervisors and Interns and Residents
  - Training Program Evaluation (Intern and Residents)
  - Self-Evaluations (Interns and Residents)
  - Supervisor/Training Experience Evaluations
  - Assessment Clinic Evaluations
  - Adjunctive Training Experiences Evaluations
- Check DB for who has not completed evaluations and remind them
- Schedule meetings with Residents and Interns to review mid-year and adjunctive evaluations with TDs
- Organize practicum applications
- Copies of rotation and adjunctive evaluations to be sent to current interns' TDs

March

- Supervision workshop - rooms and refreshments
- Merge next years Residents into the evaluation database
- Rejection letters to Residency applicants
- Acceptance letters to accepted Residency applicants
- Begin privileging for Residents
- Get consent from incoming Intern and Resident classes to share emails among the classes

April *

- Start revising Website content
- Update trainee manuals for next year
- Update APPIC Intern and Residency websites
- Checkins with Interns and Residents
  - Job plans, Review evaluations
  - Residents – research and administrative projects
- Reminder of trimester end evaluations
- Trainee Trimester Evaluation
  - Supervisor/ Training Experience Evaluation
- Check evaluation DB who has not completed evaluations and remind them
- Clean up erroneous records in Evaluation DB
- Supervisors complete the Levels of Responsibly Form
- Schedule meetings with Residents and Interns to review evaluations with TDs
- Check EEC Auditorium for MAPPIC Ethics/Supervision Training
- Reminder to Interns and Residents RE MAPPIC Ethics Day
- Coordinate Human Resources processing of new Interns, Residents and prac students including OAA Residency appointment forms.

May

- None
- Get caught up on everything else

June

- Web site rotations/training experiences revisions (email to staff)
- Staff vita revisions (email to staff)
- Revise/update Trainee Handbook (review for needed changes)
- Get dates from PSL Director's secretary for Grand Rounds for next year's 4 Residents and 8 Interns and schedule them. Residents go first starting October
- Check in with Coordinate Human Resources regarding processing of new Interns, Residents and prac students including OAA Residency appointment forms.

July

- Checkin with incoming Intern and Resident classes
- Plan trainee Graduation Party
- End year exit interviews with TDs and Chief
- Develop orientation schedule
- Clear conference room for Intern/Resident Orientation
- Set up Practicum student orientation with CPRS training
- Revise/update Trainee Handbook
- Resident mentors to contact incoming Residents and discuss opportunities and possible research projects

August

- New trainee party
- Update Evaluation DB with new Interns and Residents
- Change default training year in Evaluation DB
- Finalize Grad Party
- Set up rotation dates
- Welcome party for new Interns
- Reminder all to complete evaluations (check evaluation DB who has not completed)
- Levels of Responsibly Forms placed in files
- Make sure files are complete and up to date
- Return APPIC MATCH numbers materials
- APPIC dues
- Orientation Binders for Interns and Residents
- Clean up erroneous records in Evaluation DB
- Schedule New Employee Orientation and CPRS Training
- Clinic number for Residents
- Dictation codes for Interns and Residents
- Practicum orientation day
- Collect follow-up info on Residents and Interns and enter into DB
- Business/Appointment card for Interns and Residents

Recruitment

- OAA Web Portal (Program Brochures) (http://www.psychologytraining.va.gov/
- APPIC Directory http://appic.org/directory/4_1_directory_online.asp
- Paper mailings
- Email advertisements (DCTs, Minority lists, Division lists etc, APPIC lists)
- Be clear on criteria you list for applicant on APPIC directory and website (hours, preferred programs, required experience, etc)

Selection

- Online AAPI
- Process
  - Section Committee
  - Interviews
  - Strategies to manage data rankings
  - How do you evaluate files and interviews
  - Rank list – how to decide?
    - Understanding the MATCH
    - Need to maximize ability to MATCH
  - Understanding the applicants stress
  - Postdoc selection issues

Helping Interns Cope

The word 'servant' is so degrading. Why don't we just call you 'intern'.

Erickson's Lifespan Theory: A metaphor for Conceptualizing the Internship Year

1. Trust vs. Mistrust
2. Autonomy vs. Doubt
3. Initiative vs. Guilt
4. Industry vs. Inferiority
5. Identity vs. Role Diffusion
6. Gernerativity vs. Stagnation

Guinee, J. (1988) Professional Psych

Due Process & Grievance Procedures

DUE PROCESS - A procedure employed when a program has a concern or problem with an intern.

GRIEVANCE - A procedure employed when an intern has a complaint or problem with an internship program.

Sample Problematic Behaviors

- Intern does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit which can be easily rectified by training.
- The quality of services delivered by the intern is sufficiently negatively affected.
- The trainee's behavior does not change as a function of feedback, remediation efforts, &/or time.
- The problematic behavior has potential for ethical or legal ramifications if not addressed.

Elements of Due Process

1. NOTICE: An intern must be formally notified that the program has identified problematic behavior and plans to address the behavior.

2. HEARING: A meeting of internship faculty with the intern is held in which the problematic behavior is articulated and in which the intern has the opportunity to present information regarding the problematic behavior.

3. APPEAL: Provides the intern with an opportunity to appeal the decision made after the Hearing . The intern should have the opportunity to appeal to a person above the Training Director.

Sample Grievance Issues

- Agency has misrepresented itself in public documents
- Supervision is lacking or insufficient
- Boundary violations
- Disagreement with evaluations
- Harassment

The Self-Study

- Slightly altered each year – use the ones for the year of your scheduled (re-accred) or anticipated (applicant) site visit
- Use them as a *template* (download in Word format)
- *Read the 3-5 pages of additional instructions and information preceding the transmittal page*
- Use the **bold prompts** to focus your responses
- Read the instructions and footnotes for each Table
- Read the relevant Implementing Regulations (IR's) when they are referenced throughout the instructions

** NOTE: Programs who do not use the correct outline will be required to **revise** and **resubmit** the entire self-study (IR D.2-3).

Organization

- Provide a completed Summary Check Sheet for Documents and Appendices
- Number pages whenever possible
  - Read instructions for specific requirements
  - Handwritten numbers are better than no numbers!
- Label all documents and Appendices clearly
  - How will someone unfamiliar with your program and self-study find the relevant material?
- Be SPECIFIC when referencing policies, evaluation forms, etc
  - Don't just cite the general Appendix or document (e.g., Handbook) – how will the reviewers find what you are referring to?
- Physical submission:
  - All self-studies will be put in identical accordion folders upon submission, so no need to submit them in binders
  - Forms of binding permitted but should be able to be easily removed
  - Tabs, dividers, colored pages, folders, clips, rubber bands – OK
  - Remember the idea is to make things simple and easy to find

Areas of Common Confusion

DOMAIN B
Goals, Objectives, Competencies –
- *Minimal levels of achievement* not identified in relation to the program's goals and objectives and/or curricular/content area requirements
- *Goals/objectives/competencies* are too general and not specific enough in order to later review outcome data in Domain F for interns/residents in the program and after program completion
- (If using an evaluation form to assess competence) – does not specify <u>where</u> in the evaluation form the specific areas are reviewed

Curriculum/Content Areas –

- B.4/B.3 (internships/postdocs) – not describing *in detail* the training activities used to gain knowledge in each content area

- Internships -
  - not using the required table to provide the required training activity, competencies expected, how outcomes are measured, minimum thresholds for achievement, and the appendix and page number for the evaluation form used to assess intern competence in each competency area
  - not specifying which items on the evaluation form correspond to expected competencies for each content area

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- Programs do not address how interns are exposed to the current body of knowledge of <u>theories and/or methods</u> of consultation and supervision as described by **IR C-1** (note that *providing* consultation or supervision is NOT required at the intern level)
- Internship programs misinterpret the definition of "evaluation" required by B.4b:
  - **IR C-1:** "Refers to such activities as program evaluation or evaluation of an intervention at the individual or group level – not the psychological assessment of an individual person"

DOMAIN C

- No justification of *sufficiency* of supervisors
- Providing clarification of the capacity of the supervisory roles of training supervisors – who is providing what kind of supervision?
- Describing APPIC Match process rather than how it determines that intern interests, aptitudes, and prior experiences are a good fit for the goals/objectives <u>specific</u> to that internship program

DOMAIN D

- Describing outcomes of diverse recruitment, rather than *efforts* – efforts are in G&P; outcomes are not
- Education/experiences in issues of diversity not articulated in a thoughtful and coherent plan
- Remember broad definition of diversity – Domain A.5

DOMAIN E

- Not describing *how interns/residents are aware* of their due process and grievance procedures
- Feedback/evaluation process (for students, interns, residents) unclear:
  - How often <u>formal, written</u> feedback is provided: at least semi-annually (internships and postdocs)
  - Does it include ALL elements of Domain E.4a-c (intern) or Domain E.4a-d (postdocs)?
    - Including remediation steps, and written feedback if remediation is unsuccessful?
- <u>Whether or not formal complaints/grievances have been filed, program needs to discuss its process in keeping records confidential should it occur</u> **(IR C-12)**

DOMAIN F
- Unclear how interns/residents are involved in self-assessment process
- Failure in Domain F to evaluate program goals, objectives, and expected intern/resident competencies in a manner which is linked to its evaluation benchmarks in an *aggregate* manner, so that the programs' success may be measured proximally and distally on those parameters
- Lack of <u>aggregate outcome data</u>* (F.1b):
  – Not providing *proximal* outcome data that demonstrates how the program evaluates intern/resident achievement of competencies while they progress through the program
  – Not providing data on intern/resident views or assessments of the program
  – Not providing outcome data of its program graduates and how these *distal* measurements demonstrate the program's effectiveness in achieving its goals and objectives

 * required by U.S. Department of Education

- No discussion of *how data have been used* to make changes or adjustments to program
- Failure to discuss any negative aspects of program graduate survey responses about the program
- Not answering *each* component of Domains F.2/F.3 (internships/post-docs)
  - These areas tend to be glazed over after the data portion has been discussed
- Read over the CoA's **last decision letter** (re-accred programs)! If any areas have been asked to be addressed "*in the next self-study,*" make sure these items have been specifically discussed either within the related domain and/or Domain F (2009 instructions) or at the end of each domain (2010 instructions)
  - Areas not discussed may be identified as <u>continuing problematic issues</u> with the program

DOMAIN G

- Providing general references to large documents (e.g., Handbook, website) with regard to each of the required public disclosure components
  - Please specify *where* each piece of information can be found!
- Information presented in the self-study is *different* than the information provided in the program's public documents (i.e., curriculum, goals and objectives, rotations, faculty/staff)
  - Interested applicants should be able to make an informed decision about entering the program
- Failure to update program web pages, or links not working
- Not providing the CoA contact information in all public documents which cite the program's accredited status (including telephone number: **202-336-5979)**
  - Tell us *where* that info is located within the document!

DOMAIN H

- Program does not discuss correspondence with the CoA regarding programmatic changes
  - Know the requirements of **IR C-19**

Accuracy

Curriculum vitae –

- Not provided for ALL required individuals listed on staff tables (as explained by footnotes)
- Not in required template (abbreviated)
- More than 2 pages in length
- Missing required information from template
- CV's provided for people not listed on the staff tables with no explanation as to their role in the program
- Listing doctoral, internship, and/or post-doc programs attended as APA-accredited when they are not (especially ones clearly outside the scope of APA accreditation; e.g, doctoral program in Developmental Psychology)
- Primary Professional Appointment listed on CV does not appear consistent with information on staff table and time devoted to the program under review

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Tables –

- When calculating amount of time devoted to the program, it should only be <u>to the program under review</u>
  - Should NOT include time spent in research; administrative duties; private practice; etc
- Use the definitions provided for each staff category to determine the best placement for each contributing staff member, to the best of your judgment
- All intern data provided for the last **7** years – despite the date of the last site visit
- Double check the consistency of numbers across all staff and intern/resident tables, including demographics tables

Coherence

- "The big picture"
- Do the domains relate to one another?
- Pay particular attention to "B-F Correspondence" – goals, objectives, competencies in Domain B are directly related to the evaluation mechanisms and outcome data discussed in Domain F
- Public and other written information about the program (Domain G) is related to what is reported elsewhere in the self-study

Clarity and Presentation

- Be <u>judicious</u> with Appendices – no extraneous material
  - Ensure all materials referenced in self-study are in Appendices, and vice-versa
- Ensure Appendices and page numbers referenced in narrative are *correct*
  - Check all of them again
  - **PROOFREAD!**
  - Is it organized in a way that makes it easy to find materials?
  - Can it be easily read by someone who does NOT know your program or self-study? Get an outside reader to page through and make sure things can be found easily.
- Last step – signed transmittal page: - indicates the self-study has been *read* and *approved,* and serves as the invitation to conduct a site visit

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EDUCATION HOMEPAGE
ACCREDITATION HOMEPAGE

ABOUT ACCREDITATION
Commission on Accreditation
FAQs
Charges and Fees
Important Dates

ACCREDITED PROGRAMS
Doctoral
Internship & Postdoctoral

POLICIES & PROCEDURES
Guidelines & Principles (G&P) (PDF)
Accreditation Operating Procedures (PDF, 341K)
Implementing Regulations (PDF, 470K)

SITE VISIT INFORMATION
Review Schedules
Site Visitor Information

RESEARCH

NEW   **Review of Public Comments on Site Visitor Changes Complete**
The CoA has reviewed the comments received regarding potential changes to section 3.1 of the Accreditation Operating Procedures (AOP) regarding site visitor selection and the definition of the generalist visitor for doctoral programs. In considering the comments received, which will

Guidelines and Principles (G&P)

Upcoming Accreditation Workshops
The CoA announces accreditation workshops for the spring and summer of 2008!

End Date for APA Accreditation of Canadian Programs
- The APA CoA will no longer accredit programs in Canada as of September 1, 2015, in accordance with the revised agreement between the APA and the Canadian Psychological Association

Implementing Regulations (IR's)
•check regularly for updates

- by the APA after January 1, 2008.
- This new agreement follows several years of discussion and surveys, a 6-month period of public comment in 2004-2005, and approval by the APA Council of Representatives in 2007.

Accreditation Fee Changes
The CoA is announcing an increase in annual accreditation fees and in initial application fees for doctoral programs only. The new fee structure

COA COMMUNICATIONS

CoA Online Newsletter:
- Current Issue - *May 2008*
- Archives

Applicants for Initial Accreditation:

The programs listed have provided self-studies to the Office of Program Consultation and Accreditation as of July 1, 2005,

The Annual Report Online open session will be available from April 22, 2008 to September 15, 2008.

View Online Annual Report

Instructions for Entering Data

A program may not apply for accreditation in a developed practice area until that area has been added to the scope of accreditation. See Implementing Regulation C-14 for further information.

- Developed Practice Application .pdf [55 kb] Requires Adobe Acrobat
- Developed Practice Application .doc [78 kb]

Accreditation Assembly News

2008 Accreditation Assembly Program .pdf [406 kb]
May 30-31, 2008 in Minneapolis, MN
Evidence-Based Outcomes: Assessing Achievement of Educational Goals Objectives and Competencies

NEW   **2008 Accreditation Assembly Presentations Now Available**
The CoA hosted the second Accreditation Assembly on May 30-31, 2008 in Minneapolis, MN. The accreditation community attended this important event to engage in a discussion with the CoA on emerging issues for higher education in psychology.

For Site Visitors

HIPAA Regulations and the CoA

Calling all Potential Site Visitors!
The Commission on Accreditation (CoA) is actively recruiting accreditation site visitors!

Updated 12.04.08

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NEW Self-Study Instructions:
- 2009 Self-Study Instructions

Note: 2010 instructions will be made available in January 2009.

- How do I submit the self-study and other materials?

"Quick Reference Guides"
- Internship Programs
- Doctoral Programs
- Postdoctoral Residency Programs

Self-Study Instructions
•Based on year of expected site visit
•Change each year

FAQ's on self-study submission and guidelines

CoA / Office Contact Information

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