STANDARDS OF ACCREDITATION AND IMPLEMENTING REGULATIONS

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CoA Commission on Accreditation

Primary Learning Objectives

Attendees will be able to:

- list key 2015 CoA activities , including the online self-study submission system.
- explain the steps and timeline for the implementation of the Standards of Accreditation (SoA).
- identify recently revised Implementing Regulations for the SoA, including those that are currently being developed.
- identify strategies for programs implementing recent changes to the SoA in their own program.

The SoA will be effective January 1, 2017: All programs must be compliant

- Review of development and current status
- Implementation steps
- Training resources

SoA – Development 2012-2016

- 3 year development process
  - *Multistage public comment to identify priorities & areas of focus (Spring, 2012 – Summer, 2013)*
  - *Draft developed & revised based on public comment & legal review (Summer, 2013 – Fall, 2014)*
- Final document adopted
  - *by CoA (October, 2014) & APA governance (Fall, 2014 – Spring, 2015)*
- SoA effective on January 1, 2017
  - *Inaugural group = programs with 2017 SV (SS due Sept 1, 2016)*

Supporting Documents – Accreditation Operating Procedures (AOP)

- Revised AOP approved in February, 2015
- Effective **January 1, 2017**
- Key changes:
  - Programs can be accredited for up to 10 years
  - "Intent to apply" and contingent accreditation for doctoral programs
  - Two (vs. 3) review cycles for internships and postdocs
  - Clearer indication that site visitor selection is responsibility of CoA

Supporting Documents – Implementing Regulations (IRs)

- All implementing regulations reviewed and revised
- Effective **January 1, 2017**
- IRs:
  - Separated by program level – doctoral, internship and post-doctoral residency
  - Organized by Standard
- Some IRs have been:
  - Substantially revised
  - Integrated into other IRs (e.g., Adherence to the Principle of Broad and General Preparation)
  - Removed

Supporting Documents – Updated Implementing Regulations (IRs) – Section C

- Intent to apply (one for each level)
- Accredited, on contingency (one for each level)
- Discipline-specific knowledge (doctoral only)
- Faculty qualifications (doctoral only)
- Direct observation (one for each level)
- Profession-wide competencies (one for each level)

Discipline Specific Knowledge

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Discipline-Specific Knowledge

- Represents the requisite core knowledge of psychology one must have to attain profession-wide competencies.
- DSK serves as a cornerstone for the establishment of identify in and orientation to HSP.

See IR C-7 D

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Discipline-Specific Knowledge

Category 1

- **History and Systems of Psychology**
- **Basic content areas in scientific psychology**
  - Affective Aspects of Behavior
  - Biological Aspects of Behavior
  - Cognitive Aspects of Behavior
  - Developmental Aspects of Behavior
  - Social Aspects of Behavior

*can be acquired at upper-undergraduate or entry level

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Discipline-Specific Knowledge

Category 1

Using Knowledge Acquired Prior to Grad Program

- Program must describe the standardized assessment method(s) used as part of the selection process to demonstrate student knowledge and minimum criteria for student knowledge
- Program is responsible for documenting relevance, quality/rigor, currency, standardization, and fairness of their evaluation methods (including standardized tests) and minimum criteria
- Exceptions – may be appropriate in rare cases

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Discipline-Specific Knowledge

Category 2

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas *(areas identified in Category I)*
- Research Methods
- Quantitative Methods
- Psychometrics

*must be acquired at the graduate level

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Discipline-Specific Knowledge

Category 2

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas *(areas identified in Category I)*
  - *Integration of two basic content areas* ***OR***
  - *Basic coverage in two areas and integration across those two areas*

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Discipline-Specific Knowledge

Graduate-Level Knowledge

Curriculum plan should be at the graduate level and

- Include primary source materials (including original empirical work).
- Emphasize critical thinking and communication at an advanced level.
- Facilitate integration of discipline-specific knowledge with the program's substantive area(s) of practice.

*See **IR C-7 D** for additional Information on DSK

Small Group Discussions

- What challenges and opportunities do the requirements for discipline-specific knowledge present for your program?
- In regard to providing trainees with integrative knowledge, discuss with the group alternatives for adhering to this requirement.
- http://www.apa.org/ed/accreditation/section-c-soa.pdf (IR C-7D)

Direct Observation

Direct Observation

- Direct observation provides essential information regarding development of competencies and quality of the services.
- Direct observation includes in-person observation, live video streaming, or video recording.
- Audio recording alone is not sufficient to meet the requirements of direct observation.
- Programs must verify that direct observation is conducted by the immediate supervisor responsible for the activity being evaluated.

Small Group Discussions

- How do you envision meeting the expectations for direct observation within your program?
- What challenges do you expect to encounter and how might these be overcome?
- http://www.apa.org/ed/accreditation/section-c-soa.pdf (IR C-14d)

IV: Faculty

B. Faculty Qualifications and Role Modeling

Qualifications

Faulty members have multiple roles within a program. For each faculty member, the program is responsible for ensuring appropriate:

- Training
- Current expertise
- Effectiveness in each role they fulfill in the program

IV: Faculty

IR C-32: Establishing relevant and current expertise

Evidence of Faculty Qualifications

- Board certification
- Formal or other post-doctoral training
- Systematic study
- Ongoing professional development
- Research productivity
- Clinical competence
- Professional credential
- Academic degree/area of study
- Respecialization

IV: Faculty

B. Faculty Qualifications and Role Modeling

Additional Professional Characteristics

Core Faculty

- Primary professional employment (50% or more)
- Must be identified with the program and centrally involved in development, decision making and student training.
- Defined by conducting specific activities for the program
- Excludes other activities not directly related to the program from consideration

IV: Faculty

B. Faculty Qualifications and Role Modeling

Core Faculty

- Function as an integral part of the academic unit
- Are sufficient in number
- Have appropriate theoretical perspectives and academic and applied experiences
- Demonstrate competence and have recognized credentials
- Available as appropriate role models for students

IV: Faculty

B. Faculty Qualifications and Role Modeling

Associated and Adjunct Faculty

- Not centrally involved in program development or decision making.
- Can make a substantial contribution and take on some of the tasks associated with core faculty.
- Hired on ad hoc basis.

Small Group Discussions

In your program, how will you establish that the faculty are appropriately qualified for the roles that they hold?

http://www.apa.org/ed/accreditation/section-c-soa.pdf (IR C-23D)

Profession Wide Competencies

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Profession-Wide Competencies

All trainees are expected to develop PWCs as part of their preparation for practice in health service psychology (HSP)

Programs may use a variety of methods to ensure trainee competence; however, all programs must adhere to the following training requirements at a minimum:

- Consistency with the professional value of individual and cultural diversity
- Consistency with the existing and evolving body of general knowledge and methods in the science and practice of psychology

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Profession-Wide Competencies

Programs may use a variety of methods to ensure trainee competence; however, all programs must adhere to the following training requirements at a minimum:

- Level-appropriate training
- Level-appropriate expectations
- Evaluation of trainee competence

II: Aims, Competencies, Curriculum, and Outcomes

B. 1. Profession-Wide Competencies

i. Research
ii. Ethical and Legal Standards
iii. Individual and Cultural Diversity
iv. Professional Values, Attitudes and Behaviors
v. Communication and interpersonal Skills
vi. Assessment
vii. Intervention
viii. Supervision
ix. Consultation and Interprofessional/ Interdisciplinary Skills

See IR C-8 D

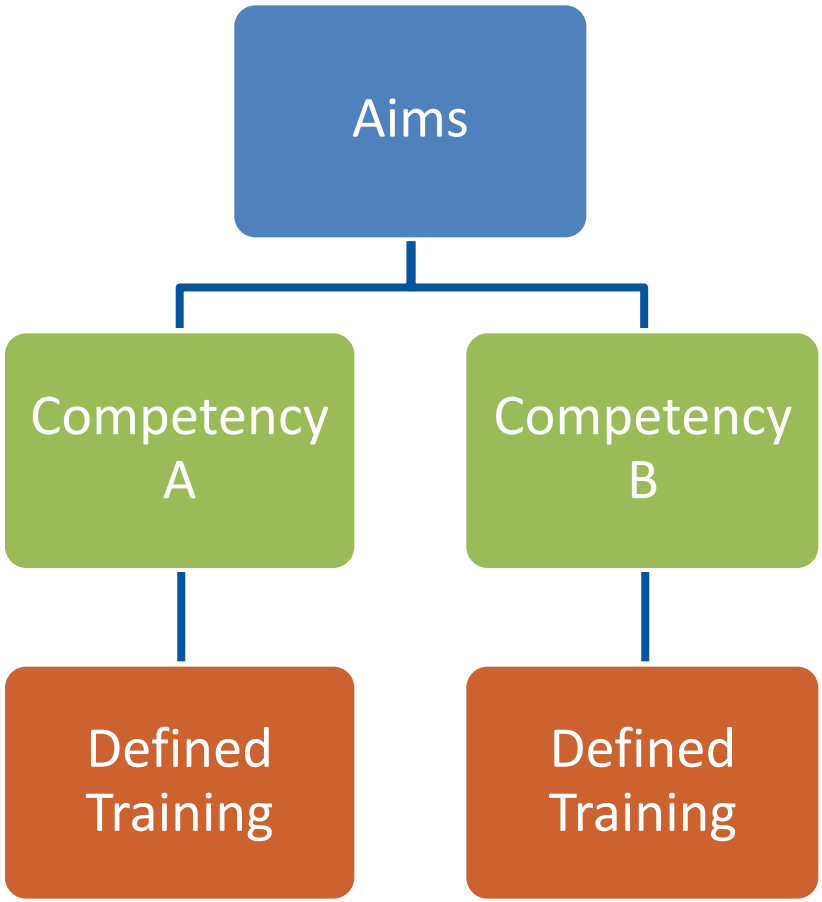
II: Aims, Competencies, Curriculum, and Outcomes

C. Program-Specific Elements – Program-Specific Competencies and Related Curriculum (Optional)

- Programs may provide program-specific competencies (as appropriate).
- Program specific competencies must be consistent with:
  - programmatic aim(s)
  - ethics of the profession

II: Aims, Competencies, Training, and Outcomes

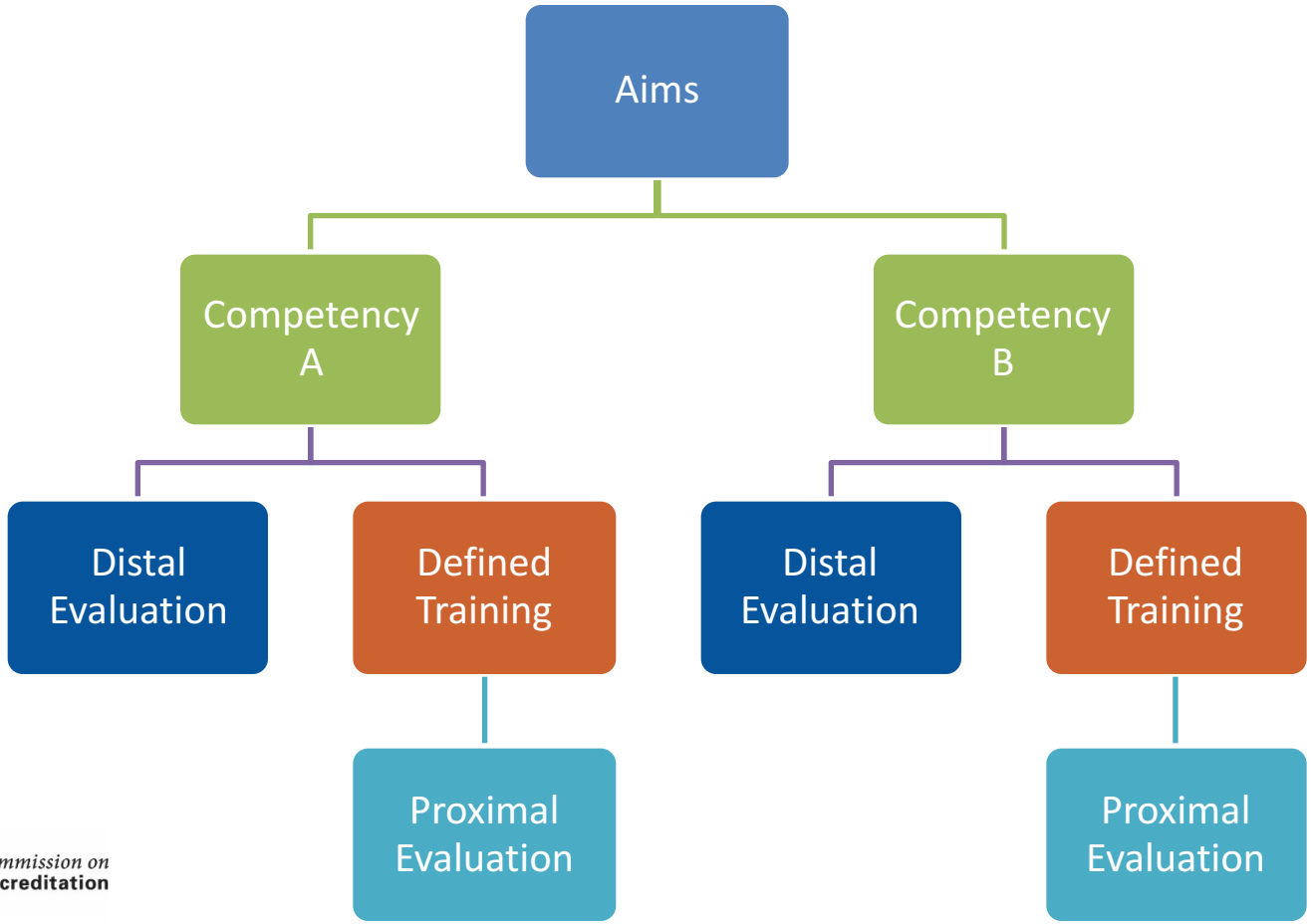
Describing Aims, Competencies, and Outcomes



* Note that defined training may reflect more than one competency.

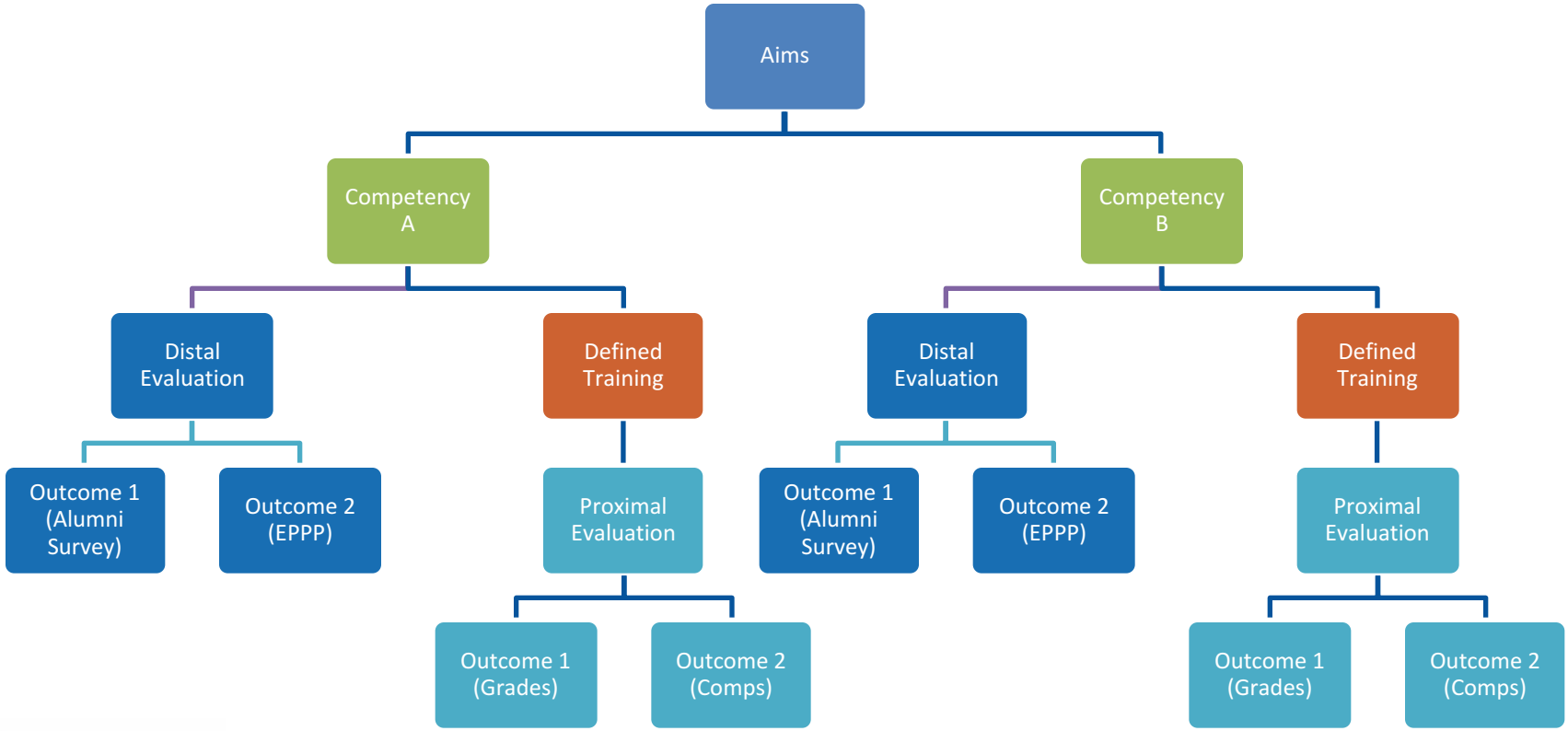
II: Aims, Competencies, Training, and Outcomes

Describing Aims, Competencies, and Outcomes



II: Aims, Competencies, Training, and Outcomes

Describing Aims, Competencies, and Outcomes



Small Group Discussions

- How do you envision your program ensuring students attain the Profession Wide Competencies?
- What Program Specific Competencies do you expect to require of students?
    - How will you measure these?

In Development – Implementing Regulations (IRs)

Currently available for Public Comment

- Proximal and Distal Outcome Data (for all levels)

- Disclosure information (Internship and Postdoctoral Residency)

Transition Expectations for Programs

– All programs must transition to SoA by: **January 1, 2017**

– Includes all aspects of SoA including:

- Aims
- Discipline Specific Knowledge
- Profession Wide Competencies
- Annual Report Online information

SoA Implementation – Training Plans

- Continue trainings on self-study preparation and site visitor training

- Methods of training
  - In person at constituent meetings and APA convention
  - Webinar-style trainings
  - Online courses as resources

- Information on sessions available on the Accreditation website

Accreditation Web Page

CoA Commission on Accreditation

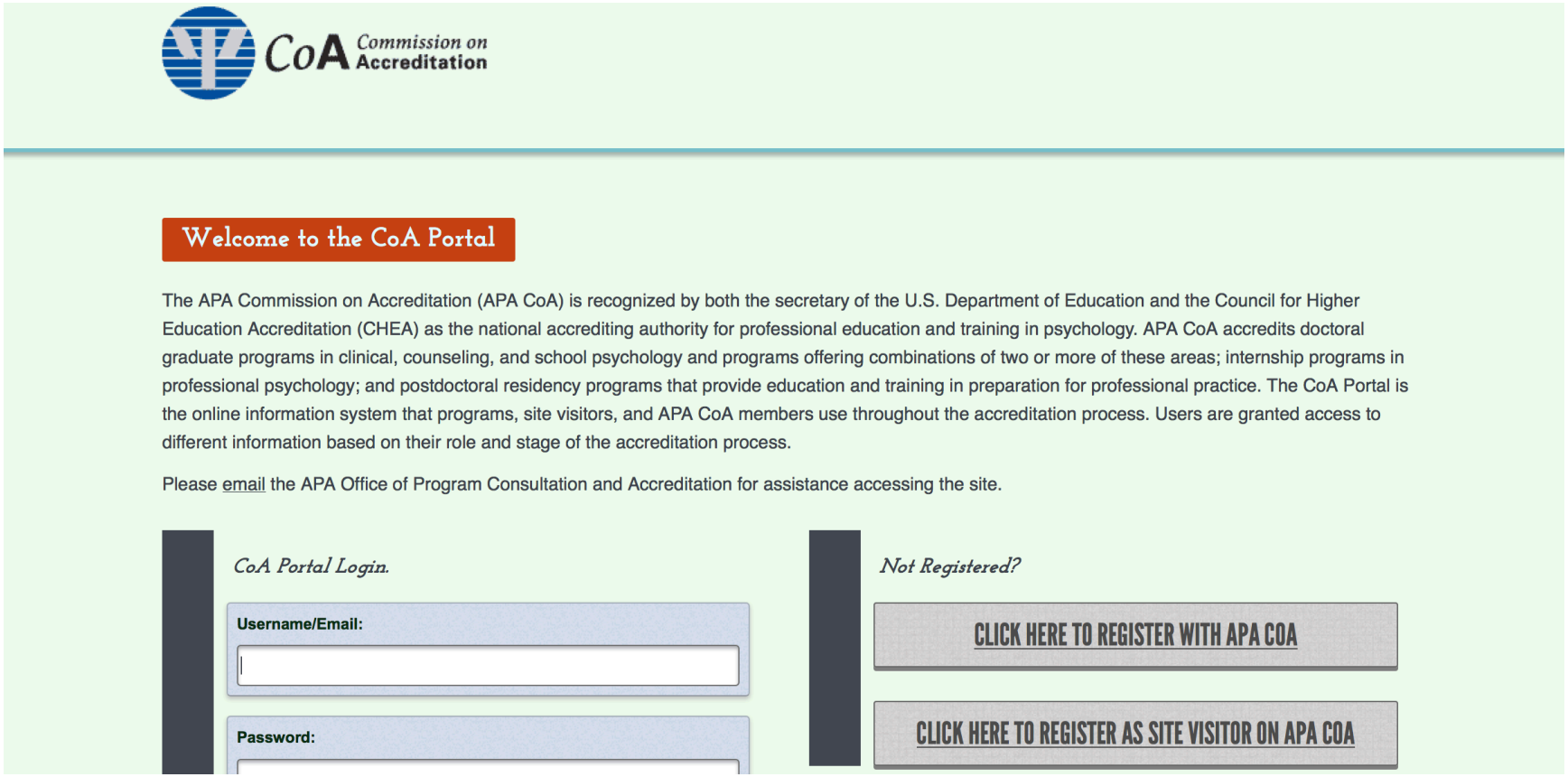
Summary of CoA's Plans for SoA Implementation – 2016

- Consultation
  - Office staff available to respond to questions

- Website resources
  - Documents for the transition are available online
  - Supporting documents available – SoA, Revisions to AOP and IR (Section C)
  - Revised Self-study Instructions – available in February for all programs with September 1, 2016 submission dates

- Training
  - Face-to-face at Training Council meetings
  - Online planned in synchronous and asynchronous formats

CoA Portal


CoA Commission on Accreditation
Welcome to the CoA Portal
The APA Commission on Accreditation (APA CoA) is recognized by both the secretary of the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) as the national accrediting authority for professional education and training in psychology. APA CoA accredits doctoral graduate programs in clinical, counseling, and school psychology and programs offering combinations of two or more of these areas; internship programs in professional psychology; and postdoctoral residency programs that provide education and training in preparation for professional practice. The CoA Portal is the online information system that programs, site visitors, and APA CoA members use throughout the accreditation process. Users are granted access to different information based on their role and stage of the accreditation process.
Please email the APA Office of Program Consultation and Accreditation for assistance accessing the site.
CoA Portal Login.
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CoA Portal

- Self-study (SS) online submission module
  - Beta tested with internship and postdoctoral programs
  - Now operational
    - Currently used for programs seeking reaccreditation
    - Required for all programs with **2017** site visits
  - Video-recorded training sessions and user materials available online

CoA Portal

- Site visitor registration
  - Site is now open for updates
  - User IDs and passwords are available from the office

Questions

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