

2007 Accreditation Assembly
Committee on Accreditation
American Psychological Association

Friday, January 12, 2007

7:30 am: Continental Breakfast

8:30 am – 10:00 am: Opening Plenary Session

Moderator: Ed Gaughan-Call to Order

1. Welcome and overview of CoA as an accrediting body: Sharon Brehm

Dr. Brehm will provide a brief overview of accreditation in professional psychology and the historic nature of this first Accreditation Assembly. Her comments will also provide some background on the role of accreditation in the peer review process that is a hallmark of higher education in the US.

2. Assembly Overview: Ed Gaughan

Dr. Gaughan will provide an overview of the Assembly programming schedule.

3. Current issues and trends across the accreditation community: David Werner

Dr. Werner will provide information regarding the landscape of accreditation nationally and the role of both regional accreditors and specialized/professional accreditors in monitoring the quality of education in the US. Further, he will discuss the bodies that recognize accreditors and the issues that arise in the process of an agency becoming a recognized accreditor. He will briefly discuss how current trends in higher education, such as the Spellings Commission report, might have an impact on higher education in the US.

4. Educative session about CoA, with particular attention to requirements of our own accrediting bodies (U.S. Department of Education (DoE) and the Council on Higher Education Accreditation (CHEA)): Celiane Rey-Casserly

Dr. Rey-Casserly will discuss issues of concern in the national context and their direct implications on the work of the CoA. In particular, she will discuss the status of the CoA as an accrediting body recognized by both CHEA and USDE. With potential changes on the horizon in higher education, pending reauthorization of the Higher Education Act, and a CHEA interim report due this year, the CoA will need to focus on outcome assessment. Further, at the time of the next USDE review in 2009, there may be a number of changes mandated for accrediting bodies, consistent with the Spellings Commission report and the

Higher Education Act. The CoA has already begun to make some changes in accordance with the need for information on outcomes that are comparable across programs.

5. The future of CoA-The Committee becomes the Commission: Jim Lichtenberg

Dr. Lichtenberg will discuss the composition of the CoA, which becomes the Commission on Accreditation in 2008. He will provide information on the transition to the new 32-person structure, as well as the current efforts to develop processes for nominations to the additional 11 seats.

6. Audience questions/comments

10:00 am-10:15 am: **Break**

10:15 am-11:45 pm: **Breakout Sessions:**

1. *Ethical issues-student/faculty problems, students with disabilities*

Moderator: Nancy Elman

Panelists: Nancy Elman, Jeff Baker, Nathalie Gilfoyle

Discussant: Jeff Younggren

This session will address dealing with trainees with problems of competence in doctoral, internship and postdoctoral programs. The panel will address relevant portions of the *Accreditation Guidelines and Principles*, as well as legal and ethical aspects of practical strategies for appropriate intervention. Participants will understand program planning for policies and practices that minimize the negative experience of trainees, their peers, and the faculty/supervisors involved.

2. *The accreditation process from CoA and program perspectives*

Moderator: LeAdelle Phelps

Discussant: Ted Packard

This breakout session will provide an opportunity for Accreditation Assembly participants and a CoA past-chair and past-associate chair to discuss the accreditation process from start to finish. The program review sequence as laid out in the *Accreditation Operating Procedures* will be clarified. There will be considerable time devoted to clarification and discussion of the process, including how CoA functions in accordance with USDE and CHEA policies for program review and strives for consistency in the review process across programs. Further, there will be discussion of differences in the information requested during the preliminary review process, the site visit process, and the final review by the CoA, as well as how each builds upon the prior steps.

3. *The accreditation process from the site visitor perspective*

Moderators: Norma Simon & Andrea Morrison

Panelists: Kathi Borden, Bob Robinson, Ken Adams

Discussant: Ed Sheridan

The moderators will ask the panelists for reflections on their roles over time as site visitors. In particular, they will be asked to discuss what they view as the strengths and weakness of the process, how it could be more effective, and how to better improve communication between the CoA and site visitors. Further, they will be asked to discuss what they wish they had known when they first became involved as site visitors. The audience will be invited to share their perspectives or ask additional questions of the panel.

12:00 pm-1:00 pm: **Lunch**

1:15 pm - 2:45 pm: **Plenary Session – Panel discussion on *Success in Attracting and Retaining Diversity***

Moderator: LaPearl Logan Winfrey

Panelists: Representatives from programs that have been successful with recruitment representing different training models and levels of training

CUDCP-Elizabeth Klonoff

CCPTP-Changming Duan

CDSPP-Stephen Peverly

NCSPP-James Dobbins

APPIC-Jeannette Hsu

Discussant: Maryka Biaggio

The goal of this session is to provide the Assembly with some examples of practices that have been effective for programs in the recruitment and retention of students/interns/residents and faculty/staff who represent cultural and individual differences and diversity, as broadly defined in the APA Code of Ethics. Dr. Winfrey will provide the framework in terms of the language in the *Guidelines and Principles* that requires all doctoral, internship, and postdoctoral residency programs to make systematic, coherent, long-term efforts in this area. The panelists will provide a list of practices that they have found to be effective, and will each provide some additional information on one of these practices. The audience will be asked to provide additional comments on practices that have been effective in the long-term. Dr. Biaggio will tie the discussion of effective practices to the APA Multicultural Guidelines and current theory on multicultural training.

2:45 pm-3:00 pm: **Break**

3:00 pm-5:00 pm: **Open Forum with the Committee on Accreditation**

Master of Ceremonies: Paul Nelson

Moderators and Main Discussants: Celiane Rey-Casserly, Jim Lichtenberg, LeAdelle Phelps, Jeff Baker

Secondary participants: 2006 and 2007 CoA members

After the initial introductions, Drs. Rey-Casserly and Lichtenberg will lead the session. The CoA will invite any questions from the Assembly attendees. The attendees may submit questions in advance or in person. The CoA will also ask the attendees to comment on whether it is time to consider revising the *Accreditation Guidelines and Principles*, which have now been in place for more than a decade.

5:00 pm-7:00 pm: **Wine and Cheese Reception**

Saturday, January 13

7:30 am: **Continental Breakfast**

8:30 am-10:00 am: **Panel Discussion: *Broad and General Preparation in Professional Psychology***

Moderator: LeAdelle Phelps

Panelists: Roger Peterson, Frank Collins, Cynthia Belar

Discussant: Charles Brewer

The scope of accreditation requires broad and general education at the doctoral and internship levels in psychology. What does this mean for general foundations in psychology and for training in general?

In terms of the general foundational areas, exposure to the broad and general foundations of scientific psychology is the hallmark of doctoral training. There are two primary methods for ensuring broad and general training. The first approach is to use a *core curriculum*, which ensures that all students have similar exposure to content areas and allows for scholarly discussion as to what content is critical and how much depth is needed. The second approach is an *infusion model*, which provides in-depth training across areas and infuses a foundational knowledge base throughout the educational experience. Selection of which approach, or a variant, could be based on a program's training model and setting. The strengths and weaknesses associated with both approaches will be the focus of this plenary session.

10:00 am-10:15 am: **Break**

10:15 am-12:00 pm: **Breakout Sessions:**

1. *The PhD, the PsyD, and degree-model match*

Moderator: Ed Gaughan

Panelists: Maryka Biaggio, Michael Murphy, and Karen Schilling

Discussant: Martin Heesacker

When the *Guidelines and Principles* initially became effective, the literature on training models appeared to be linked more directly to the degree being conferred. In the past several years, it has been less clear to the CoA and to the field whether there needs to be a linkage between the degree conferred and the program training model. In discussing this with state boards and regional accrediting bodies, it appears that most states (not including NY), for the purposes of regional accreditation, believe the decision about the appropriateness of the degree should rest with the professional accreditors. The goal of this session is to provide information about various models and how they are related to the degrees conferred and to engage in a discussion about the key elements that need to be considered in determining the degree conferred. The general discussion will include the following questions:

- How do program training models link to degrees offered?
- Are there some models training that are uniquely tied to one degree or the other?
- What differentiates the PsyD from the PhD?
- What issues should be considered in making the determination of whether a specific degree is appropriate for an accredited program?

2. *Evidence Based Practice in Professional Psychology*

Moderator: Ed Nightingale

Panelists: John Curry, Cynthia Belar, Steve McCutcheon

Discussant: Roger Peterson

Currently the *Guidelines and Principles* include the need for students, interns, and residents to be knowledgeable about effective interventions, including empirically supported interventions. Recently an APA task force put forward a report on evidence-based practices. The goal of this session is to discuss what those terms mean and to provide some examples of what connotes education and training in interventions that reflect the integration of science and practice in professional psychology. The moderator will provide the background in terms of the accreditation provisions, and Dr. Belar will be discussing the use of the terms and the implications of the language. Drs. Curry and McCutcheon will provide examples of how they integrate training for their students and interns in this area.

3. *Postdoctoral issues and implications of the Model Licensure Act*

Moderator: Jeff Baker

Panelists: Jeff Baker, Celiane Rey-Casserly, Walt Pryzwansky

Discussant: Steve DeMers

This session will focus on current issues in postdoctoral training related to accreditation and the growing number of programs seeking APA accreditation. The CoA began accrediting postdoctoral residencies in 1998, and there are now 46 accredited postdoctoral residency programs. Postdoctoral residencies can be accredited in broad areas (clinical, counseling, or school psychology) or in recognized specialty areas. Issues to be addressed in this session include: the criteria for accreditation related to providing trainees with education and training in preparation for practice at an advanced level in a substantive “traditional” or specialty practice area of psychology; funding for postdoctoral training programs; and licensure issues. In particular, the licensure discussion will include an analysis of the potential impact of the proposed changes to the APA Model Licensure Act on postdoctoral training. Time will also be available for audience participation.

12:00 pm: **Lunch**

Committee on Accreditation news and demonstration of online accreditation reporting system

Moderators: Paul Nelson, Celiane Rey-Casserly, Jim Lichtenberg

2:00 pm: **Assembly Closes**