

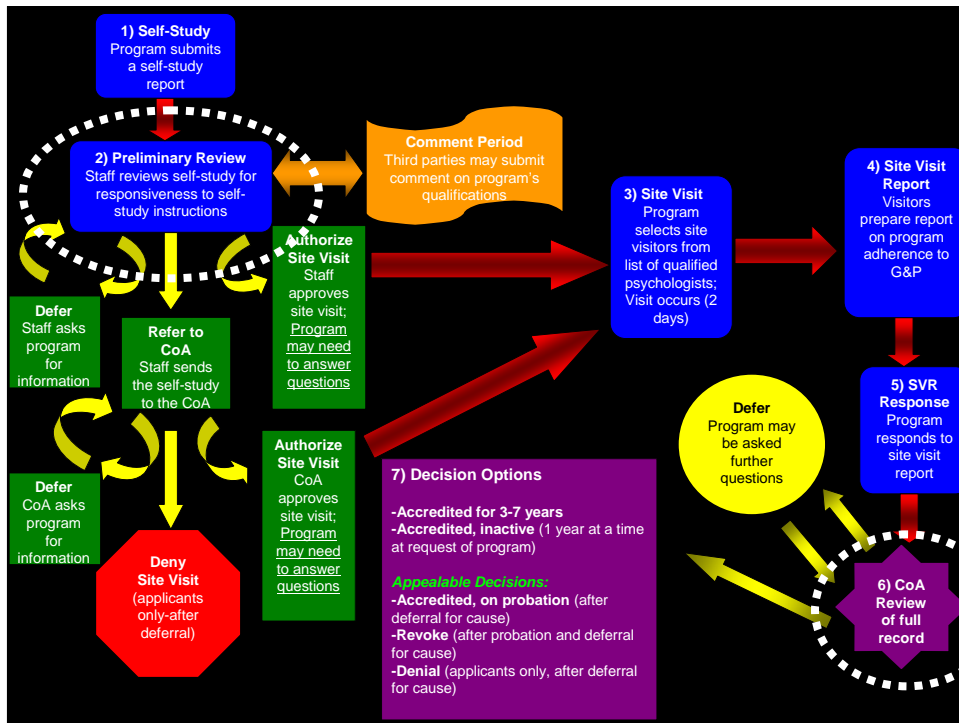
Self-Study Pitfalls



American Psychological Association
Accreditation Assembly
May 31, 2008

The Basics

- Introductions
- Role of the Self-Study in the APA accreditation process (*see next slide*)
 - **Preliminary Review:**
 - Degree to which the information is responsive to the self-study instructions
 - Ensuring that all information is present for the CoA to make a decision during its final review
 - Authorize/Not authorize a site visit
 - **CoA Final Review:**
 - Professional judgment as to how well the information in the self-study and responses meet criteria of G&P
 - Final accreditation decision



The Self-Study Instructions

- 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).

Edit View Favorites Tools Help

Search Favorites

http://www.apa.org/ed/accreditation/ssinstructions09.html

APA ONLINE
accreditation
American Psychological Association

Custom Search

2009 Self Study Instructions

The following Accreditation Self Study Instructions are in Adobe PDF format, which allows you to view and/or print the study in its original format. If you do not have [Adobe Reader](#), you can download it here: [Get Acrobat](#)

- **Internships**
 - [CoA Self Study Instructions and Tables for Internship Programs \(text & tables\)](#) (.pdf 399 kb)
- **Doctoral**
 - [CoA Self Study Instructions and Tables for Doctoral Programs](#) (.pdf 400 kb)
- **Post-Doctoral**
 - [CoA Self Study Instructions and Tables for Postdoctoral Programs](#) (.pdf 439 kb)

For Microsoft Word format, please select from the below links.

- **Internships**
 - [CoA Self Study Instructions and Tables for Internship Programs \(text & tables\)](#) (.doc 656 kb)
- **Doctoral**
 - [CoA Self Study Instructions and Tables for Doctoral Programs \(text\)](#) (.doc 777 kb)
- **Post-Doctoral**
 - [CoA Self Study Instructions and Tables for Postdoctoral Programs \(text\)](#) (.doc 594 kb)

©2008 American Psychological Association
Office of Program Consultation and Accreditation

Organization

- 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

Responsiveness – 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 students/interns/residents in the program and after program completion
- Relying solely on "course grades" or "exam passes" as indices of competence in program areas (doctoral programs)
- (If using an evaluation form to assess competence) – does not specify where in the evaluation form the specific areas are reviewed

Curriculum/Content Areas –

- B.3 (doctoral programs) – most problems surface when the program does not clearly address how each aspect of B.3 is covered in the curriculum
 - Strongly encouraged to use the embedded tables to present this information
 - G&P does not specify that curriculum areas must be addressed through coursework, but if they are, the program must be VERY clear which courses may be used to satisfy those requirements
 - Required vs. elective courses
 - If multiple courses may be used to meet areas – each potential course must be equivalent to another in terms of offering *broad and general* training in that area (**IR C-16**) – if syllabi do not indicate that, program should explain further
- B.4/B.3 (internships/postdocs) – describe *in detail* the training activities used to gain knowledge in each competency

- Programs do not address how students/interns are exposed to the current body of knowledge of theories and methods of consultation and supervision as described by **IR C-1** (note that *providing* consultation or supervision is NOT required at doc/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”

Practicum (doctoral programs) –

- Demonstrating integration of practicum/placement experiences with academic aspects of the program.
- Documentation of consistency of practicum/placement sites with program's training model

DOMAIN C

- No justification of *sufficiency* of faculty/supervisors
- Definitions of core faculty consistent with **IR C-18** (>50% devoted to program under review)
- 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 specific 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 students/interns are aware* of their due process and grievance procedures
- Feedback/evaluation process (for students, interns, residents) unclear:
 - How often formal, written feedback is provided: at least annually (doc programs), or semi-annually (internships and postdocs)
 - Does it include ALL elements of Domain E.4a-c (doc/intern) or Domain E.4a-d (postdocs)?
 - Including remediation steps, and written feedback if remediation is unsuccessful?
- Whether or not formal complaints/grievances have been filed, program needs to discuss its process in keeping records confidential should it occur **(IR C-12)**

DOMAIN F

- Unclear how students/interns/residents are involved in self-assessment process
- Failure in Domain F to evaluate program goals, objectives, and expected student/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 aggregate outcome data* (F.1a or F.1b) – one or both of the following:
 - Not providing *proximal* outcome data that demonstrates how the program evaluates student/intern/resident achievement of competencies while they progress through the program
 - Not providing data on student/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 has been used* to make changes or adjustments to program
- Failure to discuss any negative aspects of student and/or alumni survey responses about the program
- Not answering *each* component of Domain F.2 (doctoral programs), or 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
 - Areas not discussed may be identified as continuing problematic issues 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
- (Doctoral programs) – Education/training outcomes (**IR C-20**) is missing, incomplete, or hard to find
 - As of 1/1/08 – licensure info and new format for attrition data
- 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

Syllabi –

- Not being provided for ALL required courses
- Not being provided for ALL courses which may be used to meet the requirements of Domain B.3
- Inconsistency in course titles/numbers across self-study, syllabi, and public documents (e.g., Handbook)
- Syllabi do not include any of the following:
 - Instructor information
 - Date/semester of course (or syllabus is outdated)
 - Textbook/list of readings → *at graduate level*
 - Course description/objectives
 - Absence of course performance requirements and complete references in syllabi. It is getting more common for syllabi to refer to programs like CTweb and Blackboard for details about a course. The CoA does not have password access to such courses; copies of these materials should be provided

Curriculum vitae –

- Not provided for ALL required individuals listed on staff/faculty 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/faculty 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/faculty table and time devoted to the program under review

Tables –

- When calculating amount of time devoted to the program, it should only be to the program under review
 - Should NOT include time spent with an undergraduate, Master's, or other doctoral program in the department; research; administrative duties; private practice; etc
- Use the definitions provided for each faculty/staff category to determine the best placement for each contributing faculty/staff member, to the best of your judgment
- All student data provided for the last 7 years – despite the date of the last site visit
- ALL students who entered the program should be included in Tables 4, 5, and 6 – even those who withdrew
- Double check the consistency of numbers across all faculty/staff and student/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 judicious 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 AFTER completing the Appendices
- **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:
 - Signature on transmittal page indicates the self-study has been *read* and *approved*, and serves as the invitation to conduct a site visit to the program

Resources

Office of Program Consultation
and Accreditation

<http://www.apa.org/ed/accreditation>

Office of Program Consultation and Accreditation - Microsoft Internet Explorer

Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Print Mail Print Mail

Address http://www.apa.org/ed/accreditation/ Go Links

APA ONLINE
accreditation
American Psychological Association

Custom Search

Office of Program Consultation and Accreditation

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)

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

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 (CPA).
- Accreditation of Canadian programs will continue until the end of the current accreditation cycle (2004-2005).
- No new applications for accreditation will be accepted 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, and are awaiting their application for

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](#)

http://www.apa.org/ed/accreditation/

See Implementing Regulation C-14 for further information.

- Developed Practice Application .pdf [55 kb] Requires Adobe Acrobat [free download](#)
- Developed Practice Application .doc [78 kb]

Accreditation Assembly News

2008 Accreditation Assembly Program .pdf [408 kb]
 Requires Adobe Acrobat [free download](#)
 May 30-31, 2008 in Minneapolis, MN
 Evidence-Based Outcomes: Assessing Achievement of Educational Goals, Objectives and Competencies


2007 Accreditation Assembly Presentations Now Available!
 The CoA hosted the first Accreditation Assembly on January 12-13, 2007 at the TradeWinds Island Resort, St. Pete Beach, Florida. 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 05.14.08



Self-Study Instructions

- Intern .pdf [184 kb]
- Internship Supervisor .pdf [128 kb]
- Postdoctoral Resident .pdf [168 kb]
- Postdoctoral Supervisor .pdf [129 kb]

NEW Self-Study Instructions:

- 2009 Self-Study Instructions
- 2008 Self-Study Instructions
- How do I submit the self-study and other materials?

"Quick Reference Guides"

- Internship Programs
- Doctoral Programs
- Postdoctoral Residency Programs

FAQ's on self-study submission and guidelines

CoA / Office Contact Information

© 2008 American Psychological Association
 Office of Program Consultation and Accreditation
 750 First Street, NE - Washington, DC - 20002-4242
 Phone: 202-336-6000 Fax: 202-336-6400

Good luck on your self-study!

