August 11, 2008

Robert Hemenway
Chancellor
University of Kansas
Chancellor's Office, 230 Strong Hall
1415 Jayhawk Blvd
Lawrence, KS 66045

Dear Chancellor Hemenway,

At its meeting on July 17, 2008 - July 20, 2008 the Commission on Accreditation (formerly the Committee on Accreditation) conducted a review of the doctoral Ph.D. program in Clinical-Child psychology (accredited by CoA as a Clinical Ph.D. program per Implementing Regulation C-6a) at the University of Kansas. This review included consideration of the program’s most recent self-study report, the preliminary review of September 28, 2007 and the program’s response to the preliminary review on December 13, 2007, the report of the team that visited the program on March 10, 2008 - March 11, 2008, and the program’s response to the site visit report on May 17, 2008.

I am pleased to inform you that, on the basis of this review, the Commission voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in 2015. During the interim, the program will be listed annually among accredited programs of professional psychology in the American Psychologist and on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

Drs. Edward Craighead, Donna Horn, Elizabeth Klonoff, Kathie Nichols, Rick Short, and Carlton Parks recused and therefore did not participate in the discussion and vote on your program.

The Commission would like to provide the program with a summary of its perceived relative strengths and weaknesses. This will be provided below according to each of the accreditation domains. At the end of the letter, the program will be provided with an itemized list of any actions that the program needs to take prior to the next accreditation review. A summary of the Commission's review of this program is provided below.
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 doctoral education and training of professional psychologists.

The Clinical-Child Psychology Program (CCPP) at the University of Kansas is an interdepartmental program of the Department of Psychology and the Department of Applied Behavioral Science within the College of Liberal Arts and Sciences. The CCPP offers a Ph.D. in Clinical-Child Psychology at an institution accredited by the North Central Association of Colleges. The program's goals and objectives are consistent with the University of Kansas' mission and goals of graduate education.

A minimum of three years of full-time study is required for the doctoral degree, with one year of full-time residency, and at least two years of full-time study at the University of Kansas is required. Formal program policies and procedures are in place, and the program, departments, and College also have clearly articulated policies for the retention and recruitment of diverse faculty and students.

The program is consistent with the provisions of this domain.

Domain B: Program Philosophy, Objectives and Curriculum Plan
The program has a clearly specified philosophy of education and training, compatible with the mission of its 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.

The program espouses a scientist-practitioner model of education. The program is coherent and provides goals and objectives that are well aligned with the program’s philosophy and training model. There is an emphasis on evidenced-based approaches in the curriculum and clinical experiences. The program’s training is sequential, cumulative, and graded in complexity. Practicum experiences are also well-integrated into the program, and are appropriately sequenced with other formal coursework.

The program implements a coherent curriculum that enables students to demonstrate substantial understanding of and competence in the breadth of scientific psychology, foundations of practice in the program’s substantive areas, and diagnosing problems through assessment and implementing intervention strategies.

In its self-study, the program noted that “diversity related information is integrated into core and elective courses for CCPP requirements”. While there is a course in place to provide students with an understanding of diversity issues, an infusion of diversity issues across the curriculum was not demonstrated when syllabi were reviewed. In its next self-study, the program is asked to describe the actions it has taken to more consistently infuse diversity across its curriculum. The
program should be sure to discuss how it incorporates diversity related information into both core and elective courses.

Domain C: Program Resources
The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals.

The program has an identifiable core faculty of five full-time faculty members, with a search currently underway for a sixth tenure track position. Core faculty's competencies and credentials are outstanding and are consistent with the program's goals and objectives. Three of the five core faculty hold diplomas in Clinical-Child and Adolescent Psychology.

With between 3 to 7 new students admitted to the program per year, and a current total of 29 students in the program, this highly selective program has an identifiable body of students at different levels of matriculation sufficient in number for meaningful peer interaction and socialization. Program graduates go on to assume careers consistent with their training while at CCPP.

The program has the additional resources necessary to accomplish its goals and objectives. There is a full time CCPP secretary, and sufficient materials, equipment, and laboratory space. Access to external practicum sites is adequate.

The program is consistent with the provisions of this domain.

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.

The program has made systematic and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds. The program provides a supportive and encouraging environment to diverse individuals enrolled in the program, and attracts diverse students. Several students of color have received funding through Graduate School Minority Fellowships, although most students from diverse backgrounds have been funded directly by the program.

The program has a plan in place to provide students with relative knowledge and experiences about the role of individual and cultural diversity in psychological science and practice. Although there is a course in place covering issues of diversity, as noted in Domain B, in its next self study the program is asked to describe how issues of diversity are incorporated into the entire curriculum.

The program is consistent with the provisions of this domain.

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 students' educational experiences.

The program recognizes the rights of students and faculty to be treated with courtesy, respect, collegiality, and ethical sensitivity. Students report feeling highly respected by program faculty and that program faculty are readily accessible for consultation or advising. Program faculty are also highly respected by students.

Students in the program are provided with timely and useful feedback once a year regarding their progress in the program. The Graduate Student Grievance Procedure and Due Process is incorporated into the student Program Manual. Site visitors also noted that students were familiar with their rights and responsibilities as graduate students, and felt that their experiences in the program were exactly what they had anticipated.

The program is consistent with the provisions of this domain.

**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 professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

The program engages in on-going self-assessment to make necessary changes to enhance the training program. With participation from all current students, alumni, and all program faculty, the program collects data specific to the two identified main program goals: Clinical Practice and Research. Outcome data is obtained for all 25 of the individual competencies under each of the 9 objectives under these 2 goals, as outlined in Domain B. Both distal and proximal data is collected and used to make programmatic changes.

1) **The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:**

   (a) *Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);*

The provided aggregated proximal and distal outcome data is clearly linked to the program's objectives and competencies. Proximal outcome data suggests that students in the program are meeting expected program competencies, while distal outcome data suggest that program graduates are obtaining postdoctoral positions consistent with program goals.

The program is consistent with the provisions of this domain.

**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.

The program describes itself accurately in public materials. The program website clearly articulates its goals and objectives, and provides an overview of program requirements and an example of a typical program of study. The program also does a good job of presenting requirements for admission and graduation on the website.

There are locations on the website in which the accreditation status of the program is discussed, but the contact information for the CoA is not included. The program needs to add the CoA contact information to any public materials in which the accreditation status of the program is mentioned. The program is asked to provide evidence that this contact information has been added to the website by September 1, 2009.

**Domain II: 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.

The program is in compliance with CoA published policies and procedures. It pays the necessary fees to maintain its accredited status.

The program is consistent with the provisions of this domain.

In order to keep the Commission informed of the program’s commitment to the ongoing self-study process, the program is asked to address the following issues in a narrative response due September 1, 2009:

- Provide evidence that the CoA contact information has been added to public materials in which the accreditation status of the program is mentioned.

Please note that while these narrative report items are considered an addendum to the data provided in the Annual Report Online (ARO), they are not to be submitted online. Narrative responses to the items listed above should be identified as ‘Narrative Response – Program Review’ and mailed or faxed to the Office of Program Consultation and Accreditation by the designated due date(s).

In closing, on behalf of the Commission on Accreditation, I extend congratulations to faculty and students of the professional psychology program for their achievements. The Commission also expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.
Sincerely,

Susan F. Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation

cc: Richard Lariviere, Ph.D., Provost, Executive Vice Chancellor
    Joseph Steinmetz, Ph.D., Dean
    Edward Morris, Ph.D., Chair, Applied Behavioral Science
    Michael Roberts, Ph.D., Director of Training
    Sandra Russ, Chair of Site Visit Team
    Mark Roberts, Member of Site Visit Team
    Elisabeth Sandberg, Member of Site Visit Team
What the internship or postdoctoral residency program is called:

Because accreditation is available to both doctoral internships and postdoctoral residencies, programs must portray themselves in a manner that does not misrepresent their level of training. Thus, in general, doctoral internship programs should not describe themselves as “residencies,” and postdoctoral residency programs should not describe themselves as “internships.” It is recognized, however, that agencies and institutions providing training at either or both of these levels may have local or state regulations about, or restrictions on, the terms used to portray programs that prepare individuals for practice. In the event that it is not possible to use the term “internship” for doctoral internship training programs, and “residency” for postdoctoral residency training programs, the program in question should include in all public documents (e.g., brochures, materials, web sites, certificates of completion) a statement about the program’s accredited status.

Preferred:
- “Internship in Clinical Psychology”
- “Internship in Professional Psychology”

Example with accurate accreditation status:
- “Residency in Clinical Psychology, accredited as a doctoral internship in professional psychology”

How the program describes itself:

It is recognized that programs have many possible reasons why they choose the self-descriptors or labels that they do. Some are bound by state law, others by institutional regulation, and others simply seek to assign a label to their program to describe their focus to the public. Given that these self-descriptors do not necessarily coincide with recognized areas of accreditation, any program whose label does not reflect the specific area in which it received accreditation must portray its accredited status in a manner consistent with the G&P.

Postdoctoral programs accredited in substantive or specialty areas may offer training in areas of emphasis. Areas of emphasis may be described in all public materials except the certificate of completion. Programs will state clearly that accreditation is specific to the substantive or specialty area only.

Preferred:
- “Doctoral program in clinical psychology”
- “Internship in clinical psychology”
- “Internship in professional psychology”

Examples with accurate accreditation status:
What trainees are called:

For doctoral internships, trainees (per the G&P) have a training status at the site that is officially recognized in the form of a title or designation such as "psychology intern" (consistent with the licensing laws of the jurisdiction in which the internship is located).

For postdoctoral residencies, trainees (per the G&P) have a title commensurate with the title carried in that setting by other professionals in training who have comparable responsibility and comparable education and training, consistent with the laws of the jurisdiction in which the program is located.

In both cases, the title assigned to the trainee should not mislead the public about their level of training.

Certificate of completion of internships and residencies:

The certificate of completion for doctoral internships should reflect the program’s substantive area of professional psychology, or indicate that the program is an internship in "professional psychology."

Examples:
> “X has successfully completed a doctoral internship in clinical psychology”
> “Y has successfully completed a doctoral internship in professional psychology”

Certificates of completion for postdoctoral residencies reflect only the substantive traditional practice area (clinical, counseling, or school) or the recognized specialty practice areas in which the program has been accredited. Areas of emphasis may not be identified on the certificate.

Examples:
> “completed a postdoctoral residency in clinical psychology”
> “completed a postdoctoral residency in clinical health psychology”