August 10, 2009

Barbara Atkinson, MD
Interim Chancellor and Executive Vice Chancellor for the KU Med Center
University of Kansas
Chancellor’s Office, 230 Strong Hall
1415 Jayhawk Blvd
Lawrence, KS 66045

Dear Dr. Atkinson,

At its meeting on July 16-19, 2009, the Commission on Accreditation (formerly Committee on Accreditation) conducted a review of the internship program in psychology at the University of Kansas. This review included consideration of the program’s most recent self-study report, the preliminary review of October 3, 2008 and the program’s response to the preliminary review on February 3, 2009, the report of the team that visited the program on March 30-31, 2009 and the program’s response to the site visit report on May 21, 2009.

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 2016. 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 and Wallace Dixon 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 education and training of professional psychologists.*
The pre-doctoral internship program is housed in the Counseling and Psychological Services (CAPS) at the University of Kansas, a regionally accredited university. The program’s goals are consistent with those of the housing institution. The program is integral to the institution’s mission and is represented in its budget and plans (site visit report, pp. 1-2). The program meets all length and residency requirements as stipulated in the Guidelines and Principles for Accreditation (G&P). Formal written policies are documented and provided to students through various means (site visit report, p.8).

Generally, policies appear to be detailed and well documented with the exception of a publicly stated policy regarding administrative assistance or financial assistance. In the self-study, the program references page 40 for a description of its financial and administrative support, but formal written policies related to financial and administrative support do not appear to be available to interns. In a narrative due September 1, 2010, the program is asked to provide evidence that the interns now have access to the formal written policies regarding financial and administrative support.

**Domain B: Program Philosophy, Objectives, and Training Plan**

The program has a clearly specified philosophy of training, compatible with the mission of its sponsor institution and appropriate to the practice of professional psychology. The internship is an organized professional training program with the goal of providing high quality training in professional psychology. The training model and goals are consistent with its philosophy and objectives. The program has a logical training sequence that builds upon the skills and competencies acquired during doctoral training.

The pre-doctoral internship program at the University of Kansas trains interns in a practitioner-scholar model that integrates general clinical skills. The program has a clear philosophy and this is translated into goals and objectives and formal evaluation processes for measuring their graduated attainment. Training is sequential and cumulative, and requires 2-weeks of orientation at the start of the internship.

According to the site visit report, there were concerns expressed by interns regarding the level of coverage in some training areas when training is conducted where social workers and practicum students are present (site visit report, Domain B). The site visitors noted that in the Evaluation Seminar and in the Intern Process Group, there was some awkwardness and frustration because of “the different levels of experience, skill and training in the group” (site visit report, Domain B). In a narrative response due September 1, 2010, the program is asked to address how it ensures intermediate to advanced skill, competency, and knowledge in areas where training takes place alongside trainees with differing levels of expertise.

It is not clear where training in evaluation, as defined by Implementing Regulation (IR) C-1 (attached), is provided in this program. In the context of Domain B.4 of the Guidelines and Principles for Accreditation (G&P), the term “evaluation” refers to such activities as program evaluation or evaluation of an intervention at the individual or group level. It does not refer to the psychological assessment of an individual person. In a narrative response due September 1, 2010, the program is asked to address how theories and/or methods of evaluation, in terms of
program evaluation or evaluation of an intervention at the individual or group level, are addressed through the course of the internship.

The program identifies five major training goals with objectives and competencies for each area. In some cases the program appears to have confused activities with competencies. For example, "conductor a minimum of two psycho-educational programs" is an activity, not a competency.

Competencies should serve as the operationalized and measurable translation of the program’s objectives. That is, competencies should be measurable skills that interns are expected to attain, and evaluation of these competencies should produce outcome data directly tied to the program’s goals and objectives. Objectives, in turn, serve as the actions or means by which a program imparts its competencies to interns. In its next self-study, the program is asked to ensure that it clearly distinguishes between activities expected of interns for program completion, and competencies expected of interns that can be evaluated in order to produce outcome data tied to the program’s goals and objectives.

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

There are currently three interns in the program. Interns come from APA accredited programs in clinical or counseling psychology. The program has clearly identified criteria for practicum preparation as 200 hours of intervention and assessment and a minimum of 700 hours total. In addition, the program has identified other selection criteria that contribute to a good match with the program that are clearly spelled out in all public materials. Interns appear to understand the program’s philosophy, goals and training model, which are clearly outlined in public materials.

The program is consistent with the provisions of this domain.

Domains 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 takes a multipronged approach to attracting diverse staff, including contacting schools with significant staff diversity and seeking nominations from them. Advertisements are placed in a variety of publications that serve minority populations and announcements are forwarded to organizations representing diverse psychologists. Diverse intern applicants are informed of campus and community activities and organizations that may be of interest. The curriculum demonstrates a thoughtful and coherent plan to provide interns with relevant knowledge and experiences about the role of individual and cultural diversity in psychology and practice. There is a range of formalized trainings on topics of diversity provided in the professional seminars.
The program is consistent with the provisions of this domain.

**Domain E: Intern-Staff Relations**
The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between interns and training staff and that it operates in a manner that facilitates interns’ training and educational experiences.

The program recognizes and creates courtesy, respect, collegiality, and ethical sensitivity for interns and staff. The site visitor noted that interns appreciate the clear professional boundaries set by staff. There have been no formal complaints since the last site visit (response to site visit p.20). Interns felt faculty were excellent role models who “promote the acquisition of relevant knowledge, skills and competencies” (site visit report, Domain E).

Implementing Regulation C-6a indicates that “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." The certificate included in the self-study indicates that the program is an “internship in psychology.” The program is asked to correct this and submit a revised internship certificate. Please provide evidence of this change by September 1, 2010.

**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 interns, and contributes to the fulfillment of its host institution’s mission.

Each year CAPS sponsors one continuing education program for the staff as a whole. In addition each senior staff member is eligible for $600 in travel money to attend continuing professional education. ACCTA membership is paid for and the Training Director is supported so that she can attend the annual ACCTA Conference.

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

   (b) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while interns are in the program and after completion, and including the interns’ views regarding the quality of the training experiences and the program);

The staff have clearly defined goals and objectives and established evaluation instruments that measure program goals and objectives. Interns are formally evaluated twice per year and are required to achieve a rating of “minimal level of achievement” to ensure competency in the area being reviewed. The program has also provided data consistent with the program’s goals and objectives for program alumni.
The program is clearly making a concerted effort to provide the CoA with data regarding interns in the program. It appears that the data are clearly tied to some of the goals and objectives but not all. The program is asked to ensure that the data collected while interns are in the program is consistently tied to ALL the goals and objectives that have been outlined for the program, and to provide such data in a narrative response due September 1, 2010.

**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._

In general, this program has a very well organized and detailed website that provides prospective applicants with a very good idea of what the program has to offer. It includes information about the application process, goals and objectives of the program, the training model and the curriculum, as well as information about the community.

While the program maintains a well organized and detailed website, it appears that the website refers to the program as a psychology internship. The program is asked to refer to the program as an internship in professional psychology (not simply psychology) in all public materials. Please provide documentation that this has been relayed in public materials by September 1, 2010.

**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._

The program appears to have communicated with CoA in an appropriate manner, informing the Office of Program Consultation and Accreditation about changes in the program leadership and other relevant changes. The program is also exceptionally responsive to feedback received during the accreditation process.

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 narrative by September 1, 2010:

- Provide evidence that the interns now have access to the formal written policies regarding financial and administrative support.

- Submit a revised internship certificate showing that the program is an internship in professional psychology.
• Provided evidence that the program is referred to as an internship in professional psychology (not simply psychology) in all public materials.

The program is asked to address the following issues in narrative by September 1, 2010 with the annual report for formal review by the Commission:

• Address how the program ensures intermediate to advanced skill, competency, and knowledge in areas where training occurs alongside trainees of different levels of expertise.

• Discuss how theories and methods of evaluation, in terms of program evaluation or evaluation of an intervention at the individual or group level, are addressed through the course of the internship, consistent with Domain B.4. of the G&P and IR C-1.

• Ensure that the data collected while interns are in the program are consistently tied to ALL the goals and objectives that have been outlined for the program and provide these data.

Please note that while these 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 the training staff and interns 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: Michael Lynch Maestas, Ph.D., Director of Center
Pamela Botts, Ph.D., Assoc. Director/Clinical Dir
Heather Goldstein Frost, Ph.D., Training Director
Mary Jan Murphy, Ph.D., Chair of Site Visit Team
Mary Mendoza-Newman, Ph.D., Member of Site Visit Team
**C-1. Systematic Evaluation of Supervision, Consultation, and Evaluation in Programs**  
(Commission on Accreditation, July 1997; revised January 2007, October 2008)

In the context of these sections of the *Guidelines and Principles for Accreditation*, the term "evaluation" refers to such activities as program evaluation or evaluation of an intervention at the individual or group level. It does not refer to the psychological assessment of an individual person.

**Doctoral Graduate Programs**

B.3. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

(c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of consultation and supervision; and evaluating the efficacy of interventions;

At the doctoral level, students are expected to be exposed to the current body of knowledge in supervision, consultation, and evaluation.

**Internship Training Programs**

B.4. In achieving its objectives, the program requires that all interns demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of:

(b) Theories and/or methods of consultation, evaluation, and supervision;

The G&P elaborate different levels of competency expected in supervision, evaluation, and consultation. Although direct experience in the practice of these activities will be the typical road to intermediate or advanced competence, actual practice is not required at the internship level.

**Postdoctoral Residency Programs**

B.3. Consistent with its philosophy or training model and the standards for the advanced substantive traditional or specialty area of professional psychology practice in which the program provides its training, the program specifies education and training objectives in terms of residents' competencies expected upon program completion. In achieving these objectives, the program requires that all residents demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the following content areas:

(b) consultation, program evaluation, supervision and/or teaching:
At the post-doctoral level, an advanced level of professional psychological competency and knowledge gained through professional practice is required in one or more of these areas: supervision, consultation, program evaluation, and teaching.