

Annotated Professional Accreditation Research

American Psychological Association: Commission on Accreditation. (2009). Guidelines and Principles for Accreditation of Programs in Professional Psychology. Retrieved from: <http://www.apa.org/ed/accreditation/about/policies/guiding-principles.pdf>.

SUMMARY: This document summarizes the process of accreditation for psychology programs.

Association of Psychology Postdoctoral and Internship Centers. (2010). APPIC Match: 2000-2010, Match Rates by Doctoral Program. Retrieved from: http://www.appic.org/Portals/0/downloads/APPIC_Match_Rates_2000-10_by_Univ.pdf.

SUMMARY: This document provides data on all applicants for the psychology predoctoral internship match system.

Association of State and Provincial Psychology Boards. (2012). 2012 Psychology Licensing Exam Scores by Doctoral Program. Retrieved from: http://c.ymcdn.com/sites/www.asppb.net/resource/resmgr/EPPP_/2012_ASPPB_Exam_Scores_by_Do.pdf.

SUMMARY: This document provides data on all students in 2012 who took the EPPP exam in psychology for licensure. The document reports data relating to school, program and average score and passing rate.

Health Service Psychology Education Collaborative (2013). Professional Psychology in Health Care Services: A Blueprint for Education and Training. *American Psychologist* (68), 411-426

SUMMARY: This is a position paper written by professionals from the Council of Chairs of Training and Council of Graduate Departments of Psychology funded by the APA to identify core competencies in the training of psychologists to work in the health professions. The authors identified seven core recommendations for training, one of which is "promote policies of APA or CPA accreditation of doctoral programs and internships for entry into practice in the United States and Canada.

Maiden, R., Knight, B.G., Howe, J.L., Seungyoun, K. (2012) Accreditation in the Profession of Psychology: A Cautionary Tale. *Gerontology & Geriatrics Education*, 33(1), 55-74.

SUMMARY: This paper discusses the process of APA accreditation in the context of the gerontology field's exploration of an accreditation system for their discipline. This paper provides a comprehensive, critical history of the APA accreditation process.

Parent, M.C., Williamson, J.B. (2010). Program Disparities in Unmatched Internship Applicants. *Training and Education in Professional Psychology*, 4(2), 116-120.

SUMMARY: This paper empirically evaluates the characteristics of students who did not match to an APPIC internship over a 5 year period. The results suggest 15 programs account for a substantial

percentage of unmatched applicants, 14 of which were accredited program (13 PsyD, 1 PhD). Discussions and recommendations for mitigating the imbalance are discussed.

Schaffer, J.B., Rodolfa, E., Owen, J., Lipkins, R., Webb, C., Horn, J. (2012). The Examination for Professional Practice in Psychology: New data-practical implications. *Training and Education in Professional Psychology*, 6(1), 1-7.

SUMMARY: This paper empirically evaluates characteristics of students that have taken the EPPP exam for licensure in psychology.