

*Oregon Board of Psychologist Examiners*

# 2013 OBPE Education Summit: A Conversation on APA Accreditation



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# Goal for the Summit:

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Shall graduation from an APA accredited school be required for psychology licensure in Oregon?

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# Process

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## Brief presentations by Board:

History that led up to this Summit

Summary of Research

Impact: The Other Side

Public Comments

Open Discussion

Next Steps & Closing

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# History of APA Accreditation

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- † 1945:
  - † VA and Public Health Service charged APA with compiling a list of programs that train “competent clinicians”
- † 1947:
  - † APA Commission on Training in Clinical Psychology created identifying 5 core principles of training
- † 1973:
  - † APA “spun off” Council on Accreditation and developed first set of guidelines
  - † became accredited by National Commission on Accrediting & Department of Education
- † 1993:
  - † Accredited programs increase 20-fold (36 in 1948 to 714 in 1993)
- † 2005:
  - † Ratifies use of “self-study” as centerpiece of accreditation
- † 2013:
  - † Alternative accreditation by National Register disbands; Psychological Clinical Science Accreditation System (14 members)

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# Organizations Supporting APA Accreditation

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- † National Council of Schools and Programs of Professional Psychology (Torrey Wilson, president NCSPP (2013), personal communication)
- † Association of Psychology of Postdoctoral and Internship Centers (<http://www.appic.org/AboutAPPIC/APPICPolicies/DPAPolicy.aspx>)
- † Health Services Psychology Education Collaborative
- † Department of Veterans Affairs (<http://www.psychologytraining.va.gov/eligibility.asp>)
- † American Psychological Association of Graduate Students (APAGS (2013) Response to APA Commission on Accreditation)

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# Empirical Data Regarding APA Accreditation

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## † Schaeffer et al (2012)

- † Examined the EPPP performance of 7,402 applicants over a 2 year period
- † Significant difference among pass rates (78% of accredited program applicants passed vs 58% of non-accredited  $p < .001$ )

## † Parent & Williamson (2010)

- † Examined APPIC match rates from 2000-2006
- † 15 programs accounted for 30% of unmatched students (14 APA-accredited; 13 were PsyD programs)
- † BUT...did not include programs that graduated fewer than 5 students per year or did not send students through the match. 2010-2012 data accounts for more unaccredited programs with a paper in press (Parent (2013), personal communication)

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# Benefits of APA Accreditation

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## † Licensees

- † Nationally accepted education standard for ease of license and mobility
- † Access to the APPIC match system to obtain a required predoctoral internship
- † Access to certain federal training and employment opportunities

## † Public

- † Knowledge their clinician meets a nationally accepted standard of competency
- † Access to information of a program's outcomes in terms of internship match rate, student retention, program disciplinary actions

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# References

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- †Eaton, J. (2011) Accreditation and Recognition in Higher Education. *Presentation at Council for Higher Education Accreditation*
- †Health Service Psychology Education Collaborative (2013). Professional Psychology in Health Care Services: A Blueprint for Education and Training. *American Psychologist* (68), 411-426
- †Maiden, R., Knight, B., Howe, J., Seungyoun, K. (2012) Accreditation in the Profession of Psychology: A Cautionary Tale. *Gerontology & Geriatrics Education*, 33(1), 55-74
- †Parent, M.C., Williamson, J.B. (2010). Program Disparities in Unmatched Internship Applicants. *Training and Education in Professional Psychology*, 4(2), 116-120.
- †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.

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# The Other Side:

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Some schools will not qualify for APA accreditation

APA does not accredit terminal masters programs

Limits Choice of Schools for Oregonians