

Integrating New Developments in Professional Psychology into Program Enhancement and Evaluation

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(Adapted from Cathi Grus PhD & Nadya Fouad PhD)

Focus on outcomes

- Critical questions: who sets minimum levels of achievement? Programs, accreditors, discipline as a whole?
- Should there be a uniform standard re: measures of accountability? (bright line)
- Thresholds: Accountability outcomes
- Competency outcomes
- Model driven outcomes

a “culture of competence”

Roberts, Borden, Christiansen & Lopez (2005)

a shift within professional psychology toward an emphasis on the acquisition and maintenance of competence as a primary goal



Culture of Competence

- Recent years have witnessed a burgeoning interest in a competency-based approach to student learning outcomes in professional psychology
- Educational programs are expected to produce competence
- Professional credentialing bodies are expected to certify individuals as competent
- Policy makers laud competence
- Consumers increasingly demand it

Culture of Competence

It is also time to embrace a culture of the assessment of competence, as the assessment of competence

- fosters learning
- evaluates progress
- assists in determining curriculum and training program effectiveness
- advances the field
- protects the public

A Pedagogical Shift

- Traditional models of education and training focus on process or learning objectives
 - Objective: aim or goal
 - Curriculum is designed to meet goals
 - More a focus on inputs
- Competency models focus on outcomes
 - Outcome: result, final state, achievement
 - Measurement of student learning

Medicine-Residency Programs

paradigm shift :

evaluation of educational *process*



evaluation of educational *outcome*

program's *potential* to educate



program's *actual accomplishments* through assessment of program outcomes

Accreditation Council for Graduate Medical Education

process criteria

- Enough clinical material
- Good teaching faculty
- Good didactic conferences
- Enough procedural experience
- Residents have Internet access
- Resident taught about local system

outcome criteria

- Graduate has pertinent medical knowledge
- Graduate can apply knowledge to patient care
- Graduate can perform procedures correctly and safely
- Graduate can perform search and use results appropriately
- Graduate is ready to enter a new hospital/practice

ACGME Core Competencies

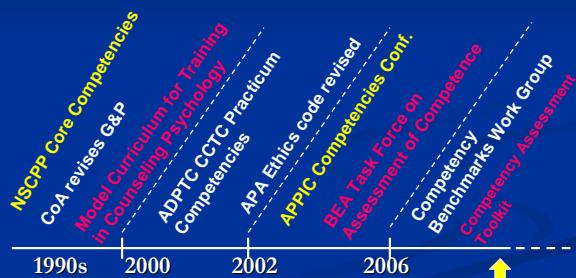
- Medical knowledge
 - Patient care
 - Practice-based learning and improvement
 - Interpersonal and communication skills
 - Professionalism
 - Systems-based practice
- graduates must demonstrate competence, not merely exposure to process
graduate needs to have a much broader understanding of the physician's role

What is competence in professional psychology?

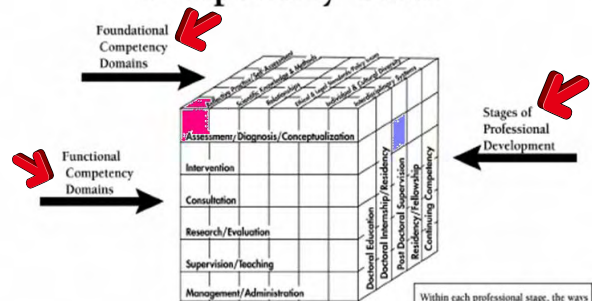
What does it look like?

How is it best assessed?

Key Competency Initiatives in Professional Psychology



Competency Cube**



**These Domains are not mutually exclusive, are interrelated, developmental in nature and occur at every stage of professional development.

Within each professional stage, the ways in which specialty education becomes relevant can be visualized through the Parameters of practice that differentiates specialties, namely:

- Populations served
- Procedures addressed
- Procedures of theoretical orientation
- Settings

**Rabbitt, E. R., Bono, R. J., Eisman, E., Nelson, P. D., Rubin, L., & Ritschi, P. (2005). A cube model for competency development: Implications for psychology education and regulators. *Professional Psychology Research and Practice, 36*, 347-354.

WHY IS DEVELOPMENT AN IMPORTANT CONSIDERATION



Assessment of Competency Benchmarks Work Group

- Chair: Nadya Fouad, Ph.D.
- Two-day meeting September 2006
- Gathered individuals knowledgeable about domains of competence
- 32 member work group

Goals

- Build on existing knowledge and advance the shift to a “culture of competence”
- Promote excellence in professional education and training
- Operationalize a developmental model of competence in professional psychology
- To better inform understanding of “entry level to practice” in light of the APA policy on Education and Training Leading to Licensure

Caveats

- Applies most directly to those preparing for the practice of health service provision, i.e., those who will seek licensure
- Not meant to be prescriptive, a tool for programs to implement if they chose and in accordance with their model of education and training
- Assessment of competence must be balanced with the primary mission of the program: education and training

Product of the Group

A document that delineates competency benchmarks, or measurable standards of performance, that are developmental and integrated through the sequence of professional education and training

How are the Benchmarks Organized?

Core Foundational and Functional Competencies

- **Essential Component:** what are the critical elements of/what knowledge/skills/attitudes that make up this competency?
- **Behavioral Anchor:** what would it look like if you saw it (essential component)?

Foundational Competencies

- *Professionalism
- Reflective Practice/Self-Assessment/Self-Care
- Scientific Knowledge and Methods
- Relationships
- Individual and Cultural Diversity
- Ethical Legal Standards and Policy
- Interdisciplinary systems

Functional Competencies

- Assessment
- Intervention
- Consultation
- Research/evaluation
- Supervision
- Teaching
- Management-administration
- *Advocacy

Levels of Professional Development

- readiness for practicum
- readiness for internship
- readiness for entry to practice

Essential Components

Professionalism: Professional values and ethics as evidenced in practice

B. Deportment

Readiness for Practicum

Essential Component:
Understands how to conduct oneself in a professional manner

Readiness for Internship

Essential Component:
Professionally appropriate communication and physical conduct, including attire, across different settings

Behavioral Anchors

Professionalism B. Deportment

Readiness for Practicum

- Demonstrates appropriate personal hygiene and attire
- Distinguishes between appropriate and inappropriate language and demeanor in professional contexts

Readiness for Internship

- Demonstrates awareness of the impact behavior has on client, public and profession
- Utilizes appropriate language and demeanor in professional communications;
- Demonstrates appropriate physical conduct, including attire, consistent with context

Assessment of Competencies

- **Formative assessment:** provides an individual ongoing feedback meant to enhance performance and implying a developmental progression in the acquisition of skills
- **Summative assessment:** measures performance at the end point of a process
 - Minimum level of achievement specified

Competency Assessment for Toolkit for Professional Psychology

- Chair: Nadine Kaslow, Ph.D.
- Six members in work group
- Charge from APA Board of Educational Affairs: Develop a “Toolkit” for professional psychology
- Purpose: Promote broader implementation of competence assessment and provide information about application of assessment methods to the assessment of competence
- Coordinated effort with Benchmarks Work Group

Components of Toolkit

- Background and Introduction
- Assessment Method Fact Sheets
 - Description
 - Use specific to core competencies, formative vs. summative, developmental level
 - Implementation
 - Psychometrics
 - Strengths/Challenges
 - Future Directions

Assessment Methods in Toolkit

- 360 evaluation
- Portfolio
- OSCE (Objective Structured Clinical Examination)
- Structured Written & Oral Exams
- Case Presentation
- Simulation/Role Play
- Competence Evaluation Rating Form
- Self-Assessment
- Ratings of live or recorded performance
- Standardized Client Interview
- Client/Patient Process/Outcome Measure
- Consumer Satisfaction Survey
- End of Rotation Performance Review

Components of Toolkit (cont.)

- Grid of Assessment Methods and Competencies Best Used for
- Glossary of Terms
- References

Toolkit: Next Steps

- Plan for Dissemination
 - On-line, downloadable resources for education and training programs methods to assess competence
 - Manuscript in preparation
 - Presentation at education and training council meetings