

Program Goals, Objectives, Competencies, and their Outcome Measurement: A Participatory Workshop for Internship/Post Doctoral Programs

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Purposes

To assist programs

- **...in understanding what Goals, Objectives and Competencies are**
- **...in identifying Goals, Objectives and Competencies for their own program**
- **...in understanding the connections between their Goals, Objectives and Competencies and the outcome data they choose to collect**

Purposes cont...

To help programs understand

- ...the various types of data they may choose to collect
- ...the importance of making changes in their programs on the basis of data they collect.

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.

G&P Competencies – Domain B

Given its stated goals and expected competencies, the program *provides* and *documents* the minimal levels of achievement required of interns/residents to satisfactorily progress through and complete the program.

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 training staff, and contributes to the fulfillment of its host institution's mission.

What is a Goal?

- The result or achievement toward which effort is directed; aim; end.
- Goals tend to be broad

Goal

- Example: To Train Psychologists
- The goal should:
 - Fit the Mission of Institution
 - Fit the
 - Activities Available to Trainees
 - Trainees (Postdocs/Interns) have been recruited with this goal in mind
 - Supervisors Are Interested in this Goal

What is an Objective?

- Something that one's efforts or actions are intended to attain or accomplish; e.g. a target
- More specific than a goal

What is a competency?

Competencies are usually defined as a skill or skill set expected of a practicing psychologist or a developing psychologist.

ESTABLISHING GENERAL GOALS, SPECIFIC OBJECTIVES, AND SPECIFIC COMPETENCIES

General *goals* and specific *objectives* should follow from a combination of:

- (a) the program's own model or philosophy with its values and principles; and
- (b) the generally accepted components of Internship/postdoctoral training as represented in the G&P.

These general goals and specific objectives are then translated into knowledge and specific *competencies* that are expected of program graduates.

Creating a strong platform for outcome assessment

- Goals
- Objectives
- & Competencies (GOC)

Goals, Objectives & Competencies Are.....

1. **Measureable, achievable, aligned with each other**
2. **Supports the Mission of the sponsor institution**
3. **Forms a foundation upon which the “house of data” is built**

GOAL # 1:

To produce new professionals who have the requisite knowledge and skills for entry into the practice of professional psychology. In this regard, we seek to develop the professional skills of our interns such that each is able to...

- Objective A:** treat individuals with a wide variety of psychological problems
- Objective B:** perform competent assessments
- Objective C:** conduct appropriate consultation and supervision of others
- Objective D:** initiate and use research
- Objective E:** function in an ethical manner
- Objective F:** appreciate the role of individual and cultural differences and diversity in psychological phenomena

Objective B: Perform competent assessments

Competencies:

- 1. The trainee is able to administer, score and accurately interpret an MMPI**
- 2. The trainee is able to write a coherent and error free assessment report**
- 3. The trainee is able to provide a client/patient with appropriate feedback in a useful manner**

Align Data Collection with Goals, Objectives and Competencies

- How do you evaluate your trainees?**
- How do you evaluate your supervisors?**
- How do you evaluate your program?**
- How do you evaluate your success?**

Once objectives are set, **COMPETENCIES** serve as the operationalized and measurable translation of the objectives.

Objective B: **perform competent assessments**

Competency 1: interns will demonstrate proficiency in assessment of behavioral disorders, using ...

Competency 2: interns will demonstrate intermediate to advanced skills in differential diagnosis...

The program engages in a variety of educational and TRAINING ACTIVITIES designed so that interns can become competent.

Activities for Objective B

- (1) complete written evaluations for patients which include:...
- (2) use DSM to diagnose ...
- (3) receive ___ hours of supervision per week devoted to assessment issues
- (4) attend an assessment seminar series.

Consistent with policies in higher education, programs need to show that they achieve expected outcomes. As such, each competency should have one or more ways of assessing its achievement – either in a quantitative or a qualitative manner.

Objective B: perform competent assessments.

Assessment

- (1) supervisor ratings
- (2) post internship employment activities

Outcomes

- (1) interns received supervisor ratings at a minimum of 3 (adequate) on a five point scale at mid year, and a minimum of 4 (strong) at year end
- (2) graduates are employed in jobs that recognize and make use of their assessment skills (see Table x)

Linkage of Goals to Outcomes

Accredited internship/postdoc programs will need to discuss how they:

- Provide the educational and training opportunities to reach the expected competencies;
- Assess those competencies;
- Define the minimum level of successful achievement of these competencies

AND

- Collect AGGREGATE OUTCOME DATA on the competency of all interns/postdocs and provide these data in Domain F.1(b)

What is aggregate outcome data?

Aggregate outcome data is data that is compiled across interns and across years and/or data broken out by intern cohorts and years.

It demonstrates the effectiveness of your training program, not just the accomplishments of an individual intern over time.

Types of Outcome Data

- Proximal, distal
- Qualitative, quantitative
- Formative, summative
- Internal, external

Proximal

- Near, close at hand
- Proximal means nearer to the center of the training program or to the point of attachment to the program.
- Your current trainees
- Your current program

Distal

- In the distance
- Distal: The more (or most) distant of two (or more) things. For example, the training program is the end the current training year and a distal measure would be at some point after the current training program.
- The opposite of distal is proximal.
- Assess your graduates/alumni/previous trainees

Qualitative

Qualitative data is extremely varied in nature. It includes virtually any information that can be captured that is not numerical in nature.

Here are some of the major categories or types:

- In depth interviews
- Direct observation
- Written documents

Quantitative

"There's no such thing as qualitative data. Everything is either 1 or 0"
- Fred Kerlinger

The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.

Data is in the form of numbers and statistics.

Formative

Specifically, training directors collect, organize, and analyze *formative* data *during* a specific training period; usually through assigned presentations, readings, writing reports, learning new assessments, and other instructional activities.

Formative data assessments are used to adjust instructional practices in an effort to address and maximize individual students' learning, to gauge students' progress; and assign evaluative scores (grades).

Summative

Summative data assessments produce valuable information that is used to make curriculum decisions, direct future instruction, and improve instructional practices.

Summative assessment data are collected at the *end* of a rotation, semester, or program; after instruction has taken place.

Internal

Within the program, current faculty, staff, trainees, and administrators.

External

External to the program. Consumers, home graduate programs of trainees, external agencies, employers of graduates.

Brainstorm

- Identify Different Data Sources that could be used in outcome measures of your program

Small Groups

- Identify 2 Proximal Outcomes for your Program
- Identify 2 Distal Outcomes for your Program

Small Groups

- Identify 2 Qualitative Outcome Measures
- Identify 2 Quantitative Outcome Measures

Small Groups

- Identify 2 Formative Outcome Measures for your program
- Identify 2 Summative Outcome Measures for your program

Small Groups

- Identify 3 Internal Outcome Measures for your program
- Identify 3 External Outcome Measures for your program

Creating new assessment approaches/instruments

- Common assignments
- Portfolio creation/analysis
- Grant funding/publication tracking
- Simulated clients
- Articles/professional presentations

Choosing points of assessment for GOC in your curriculum

- Fall, Spring, summer
- Orientation, Mid Year, End of Year
- End of Rotations

Creating a Master Plan

- Plan Your Assessment Points
- Use Grid

Using Data to Improve Your Program

- Why?
- When?
- How?

Conclusions

- Questions?