

# **Program Goals, Objectives, Competencies, and their Outcome Measurement: Participatory Workshop (Internship)**

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Dr. Baker opened the workshop by welcoming participants and stating the purposes of the workshop: learning how to collect outcome data; present the data; explore the different types of outcome data that exist; and understand the importance of making program changes based upon that data.

Dr. Illfelder-Kaye reviewed the main descriptor language for Domain B of the G&P:

## Domain B

*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.*

Dr. Illfelder-Kaye defined **goal** (broad statement), **objective** (target), and **competency** (expected skill), providing examples of all three types of statements. Knowing those definitions and how to frame these ideas help to create a strong platform for outcome assessment. *“Like building a house, proper goals, objectives, and competencies helps lay the foundation for which a house of data can be built upon.”*

Dr. Baker reviewed the main descriptor language for Domain F of the G&P:

## Domain F

*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.*

Dr. Baker stressed the importance of aligning data collection with the goals, objectives, competencies, and defined minimal level of achievement. The alignment of these elements creates the congruence that is necessary. Dr. Baker asked the participants to help give examples of ways in which outcomes are assessed in their training programs. Some examples given were:

- Supervisor ratings (Dr. Baker noted these are a form of quantitative data)
- Structured meetings with supervisors giving their feedback (Dr. Baker noted this is a form of qualitative data)

- Trainees/interns present their own assessment of how well they think they have done (Dr. Baker noted this is an example of product presentation).

Dr. Baker noted that with all of the above examples, it is very important to have defined cutoffs that help evaluate achievement and whether activities are done competently. This serves as a form of quality assurance and demonstration that the program is achieving what it sets out to achieve. Dr. Baker noted that the above forms of outcome assessment are ways to assess proximal outcomes. In addition, programs want to demonstrate the success of the training program as a whole. This may be done by evaluations of supervisors, and data on graduates such as licensure and employment information. However, those data must be clearly tied to the program goals and objectives.

Drs. Baker and Illfelder-Kaye reviewed the many types of data that programs can present to demonstrate their effectiveness in achieving goals, objectives, and competencies:

- Proximal vs. Distal
  - Proximal – interns while they progress through the program, should demonstrate achievement of *competencies*.
  - Distal – interns after they have completed the program, should demonstrate achievement of program *goals/objectives*.
- Qualitative vs. Quantitative
  - Qualitative – narrative statements, no numbers
  - Quantitative – numerical data
- Formative vs. Summative
  - Formative – process of ongoing feedback, informal, creating a needs assessment
  - Summative – identifying larger patterns/trends in performance, structured, formal
- Internal vs. External
  - Internal – within the program
  - External – outside the program

The participants broke up into small groups to discuss ways in which their own programs evaluate their effectiveness in achieving goals, objectives, and competencies for interns while they progress through and complete the program.