

Using Technology and Automation in Managing Psychology Training Programs

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Overview

- Briefly review aspects of G&P relevant to evaluation
- Advantages of technology based automated systems of trainee and program evolution
- MS Access system - Minneapolis VAMC
- Internet Based (med school) Denver Children' Hospital
 - Jason Williams, Psy.D.
- Internet self-developed System - UTMB
 - Jeff Baker, Ph.D., ABPP
- Survey Monkey options
- Other possibilities
 - SharePoint
 - Professional Vendors
 - Info Path

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DOMAIN B – Internships

B2. Program specifies training objectives in terms of competencies* expected of graduates consistent with:

- a) Philosophy and training model
- b) Substantive area of professional psychology that is represented

* goals, objectives, and competencies will be discussed in later slides

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DOMAIN B – Internships

B4. In achieving its objectives, the program requires that all interns demonstrate *intermediate to advanced* skill, competency, and knowledge in:

- a) Theories and methods of assessment/diagnosis and effective intervention (including empirically supported treatments)
- b) Theories and/or methods of consultation, evaluation, and supervision (*see IR C-1 → next slide*)
- c) Strategies of scholarly inquiry
- d) Issues of cultural and individual diversity relevant to all of above

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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.

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B.2 format (required) as presented in the self-study instructions

Goal #1:
Objective(s) for Goal #1:
Competencies Expected:
Appendix & Page Number for Evaluation Forms Used for Expected Competencies:
How Outcomes are Measured and Minimum Thresholds for Achievement for Expected Competencies:

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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

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- Collect **AGGREGATE OUTCOME DATA** on the competency of all interns/postdocs directly linked to the goals, objectives and competencies and provide these data in Domain F.1(b)

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F1. With appropriate involvement of interns, the program engages in regular, ongoing self-studies that address its:

- a) Expectations for the quality of interns' preparation prior to beginning training
- b)** Effectiveness in achieving goals and objectives in terms of outcome data while interns are in the program and after completion

*** (F1.b) is particularly important as it reflects intern/resident achievement in accordance with Department of Education and CHEA regulations*

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F1.b – linkage to Domain B

Consistent with the spirit of the *G&P*, each program defines its goals, objectives and competencies. To reflect the outcome-oriented nature of the process, those competencies outlined in Domain B should be linked to:

- Aggregate outcome data on intern/postdoc competencies while in the program; and
- Aggregate outcome data gathered from program graduates

Thus, for each competency stated in Domain B, there should be some aggregate data on intern/postdoc success with that competency.

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Data – very important!

- ✓ Make sure you have provided aggregate outcome data (Domain F.1b) on intern/resident outcomes as they relate to the program goals/objectives/competencies outlined in Domain B:
 - While interns/residents are in the program (proximal data) linked to expected competencies (e.g., supervisor ratings)
 - Interns'/residents' views on the program (current and/or former)
 - After interns/residents have completed the program (distal data) linked to program goals/objectives/competencies

REMEMBER:

Per Implementing Regulation D1-1, if there are no interns/residents who have finished the program when the application is submitted, "it is incumbent on the program to demonstrate how there are sufficient outcomes to warrant accreditation." At minimum, this should include a discussion on the program's future plans for data collection and program self-assessment.

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Examples of Evaluation Systems

- MS Access – network based (Minneapolis)

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MS Access- Advantages

- Not dealing with numerous individual files
 - Network based DB forms store data in tables across training quarters and years
- Ease of completion for supervisors and trainees.
 - Very user friendly
 - Completed from any workstation in hospital
- Saves time for TD
 - Tracking if evals are completed
 - Reviewing evals
 - Verification of past trainee performance

MS Access - Advantages

- Can analyze evaluation data for trainees, supervisors, the program, and didactics
- TD can call up any eval through the network at any time
- Summarize trainee evaluations across training experiences and quarters as well as across years
- Summarize supervisor evaluations across trainees by current year or multiple years
- Can help with preparation self-study and site visit

MS Access - Disadvantages

- Complicated to develop
 - Need some knowledge of Access and VBA programming
- Challenge to get busy staff to try something new
 - Some are computer phobic
- Need some support from facility's computer/network support system

Demonstrate Evaluation Data Base

[Link to internal Access system....](#)

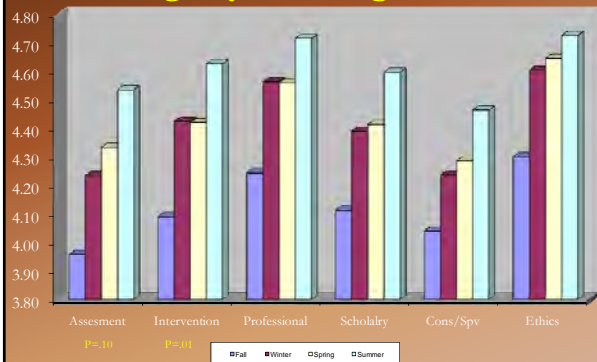
7 Year Outcome Data

- Data Base developed in 2001
- 7 years of complete data
- N=49 interns, 17 postdocs

Ratings by Training Quarters

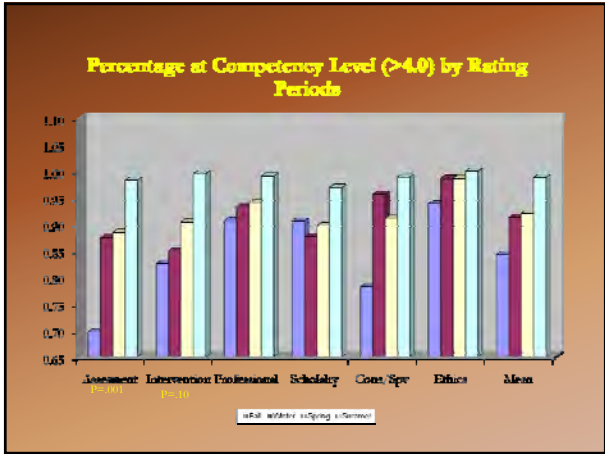
	Assessment	Intervention	Professional	Scholarly	Cons/Spv	Ethics	
Fall	3.96	4.09	4.24	4.11	4.04	4.30	4.15
Winter	4.24	4.43	4.56	4.39	4.24	4.61	4.43
Spring	4.33	4.42	4.56	4.42	4.29	4.65	4.43
Summer	4.54 *	4.63 **	4.72	4.60	4.47	4.73	4.60
	4.27	4.38	4.43	4.38	4.27	4.49	4.28
min	3.08	3.11	3.07	3.00	3.00	3.05	3.03
max	5.65	5.75	5.93	5.60	5.50	5.94	5.70
SD	0.50	0.49	0.54	0.57	0.52	0.54	0.53

Ratings by Training Quarters



Percentage at Competency Level (>4.0) by Rating Periods

	Assessment	Intervention	Professional	Scholarly	Cons/Spv	Ethics	Mean
Fall	0.70	0.83	0.91	0.91	0.78	0.94	0.84
Winter	0.87	0.85	0.93	0.88	0.96	0.99	0.91
Spring	0.88	0.90	0.94	0.90	0.91	0.99	0.92
Summer	0.98	0.99	0.99	0.97	0.99	1.00	0.99
Mean	0.87	0.90	0.95	0.92	0.91	0.98	0.92
min	0.07	0.14	0.33	0.25	0.22	0.43	0.24
max	1.00	1.00	1.00	1.00	1.00	1.00	1.00
SD	0.20	0.17	0.14	0.19	0.19	0.09	0.16



- ## Implications
- Definite advantages to a networked based evaluations data base
 - System is only as good as the forms and measurements scales
 - Scales are subjective and lack objective measurement
 - Operationally define anchors?
 - Getting baseline measures?
 - Assessment and Intervention domains are the only domains that show significant results
 - Easier to assess?
 - Greater change
 - How can we measure these domains more accurately/objectively?

The Children's Hospital
Denver, Colorado

Online Medical School Vendor

Jason Williams Psy.D.

Sample Screen Shot of Completed MSI in New Innovations

[Screen shot link](#)

Item	Status	Value	Value	Value	Value
1. The student has completed all required coursework	✓	100%	100%	100%	100%
2. The student has completed all required clinical rotations	✓	100%	100%	100%	100%
3. The student has completed all required research projects	✓	100%	100%	100%	100%
4. The student has completed all required community service projects	✓	100%	100%	100%	100%
5. The student has completed all required leadership projects	✓	100%	100%	100%	100%
6. The student has completed all required professional development projects	✓	100%	100%	100%	100%
7. The student has completed all required ethics projects	✓	100%	100%	100%	100%
8. The student has completed all required communication projects	✓	100%	100%	100%	100%
9. The student has completed all required cultural competency projects	✓	100%	100%	100%	100%
10. The student has completed all required global health projects	✓	100%	100%	100%	100%
11. The student has completed all required leadership projects	✓	100%	100%	100%	100%
12. The student has completed all required research projects	✓	100%	100%	100%	100%
13. The student has completed all required community service projects	✓	100%	100%	100%	100%
14. The student has completed all required leadership projects	✓	100%	100%	100%	100%
15. The student has completed all required research projects	✓	100%	100%	100%	100%
16. The student has completed all required community service projects	✓	100%	100%	100%	100%
17. The student has completed all required leadership projects	✓	100%	100%	100%	100%
18. The student has completed all required research projects	✓	100%	100%	100%	100%
19. The student has completed all required community service projects	✓	100%	100%	100%	100%
20. The student has completed all required leadership projects	✓	100%	100%	100%	100%

- You can build the evaluations in the system.
- You pre-set sessions for predetermined time periods (fall, spring, end of year)
- You tell the system who is evaluating whom (supervisor from rotation A or intern of supervisor)
- You can assign more than one form allowing for multiple types of evaluation
- The system sends an email with a link to the person who completes the form first, then once they have completed it their portion it goes to the person being evaluated (e.g. supervisor to intern) then once the intern electronically signs it then goes to the Training Director.

- If the responsible party does not complete the evaluation you can set-up email reminders (once a week to every day).
- All forms can be down loaded via PDF or exported to excel for data mining.
- Supervisors can also add in a message when they complete their form which is sent to the training director that the intern cannot see.
- Training Director can pull-up any or all evaluations at one time (see screen shot)
- Keeps prior training year evaluations
- We also use this for our program evaluations so we can see what the interns thought of a rotation

Reports

- The following reports are available :
 - Competency Report (based on your evaluation)
 - Compliance Report
 - Custom Reports
 - Evaluations Summary
 - Peer Average report
 - Peer Comparison Graph
 - Pearson Statistics (side-by-side comparison of person by supervisor with an average score for each item)
 - Ranking Report
 - Sessions Statistics

University of Texas Medical
Branch – Psychology
Fellowship
Jeff Baker, PhD, ABPP

Internet Self-developed System

<https://www.utmb.edu/psychology/Evaluation.asp>

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Survey Monkey – Trainee Evals

- \$200 per year unlimited use
- \$300 per year using SSL encryption
- Have significant control over development and deployment

http://www.surveymonkey.com/s.aspx?sm=ntA6fYi7ALa_2fKpNL7ifPvA_3d_3d

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Survey Monkey – Distal Outcome Evaluation

- Intern Distal Outcome Survey
http://www.surveymonkey.com/s.aspx?sm=l40lcjOE9EScVkrUBMDhJg_3d_3d
- APA Annual Report - Intern Info
http://www.surveymonkey.com/s.aspx?sm=2YOOIO93uBq11JQ_2bPoiWwg_3d_3d

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Trainee Selection

- [..\Documents\FIash\Travel\CoA AccredAssmby\InternSelection.mdb](#)

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Conclusions

- Numerous advantages to these systems
 - Ease of collecting data
 - Ease of analyzing data
 - Program improvement
 - Accreditation outcome data requirements
- Obstacles
 - Time consuming
 - Technical expertise
 - Security requirements