

*Been There Done That:
Offering a Deepened and Nuanced
Understanding of the G&P for Program
Evaluation and Consultation*

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Been There Done That: Advanced G & P

General Plan

- Highlights Domain-by-Domain
- Domain-by-Domain Discussion

Domain A: Eligibility

- Deals with two main factors: scope and setting
 - Generally, only problematic aspect of Domain A is residency

“The program required of each student a minimum of 3 full-time years of graduate study (or the equivalent there-of) and completion of an internship prior to awarding the doctoral degree. At least 2 of the 3 academic training years (or the equivalent there-of) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent there-of) at the same institution.”

RESIDENCY

- C-2 (July, 2007)
- Academic Residency for Doctoral Programs
 - Sets up purposes of residency in 3 domains
 - Establishes that programs seeking to satisfy residency requirement based on “the equivalency thereof” must demonstrate accomplishment of the purposes of residency as outlined

Purposes of Residency

Student Development and Professional Socialization

- Provides concentration on course work, professional training, scholarship
- Provides close working relationship with professors, supervisors, peers
- Fosters development of habits, skills, and insights of doctoral psychologists
- Provides opportunities for:
 - exposure to faculty as role models
 - interaction among students and faculty/peers/additional professional experts

Purposes of Residency

- Student Assessment
 - Allow faculty, training staff, supervisors, and administrators to assess:
 - All elements of student competence, including:
 - Knowledge and skills
 - Emotional stability
 - Interpersonal competence
 - Professional development
 - Personal fitness for practice

Domain B

Program Philosophy, Objectives, Curriculum Plan

KEY CONCEPTS Outcome Oriented Evaluation Process

- The clarity, consistency, and appropriateness of institutional or program goals and objectives;
- The quality of education and training outcomes in relation to these goals/objectives;
- The ability of a program actually to achieve its goals/objectives; and
- The likelihood that such outcomes can be consistently maintained.

KEY CONCEPTS

- How does the program link the science and practice of professional psychology (**Domain B**)?
- How does the program's model lead to goals, objectives and measurable competencies (**Domain B**)?

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- **B.3(a)**. A coherent curriculum that enables students to demonstrate substantial understanding of and competence in the breadth of scientific psychology including:
 - Biological aspects
 - Cognitive and affective aspects
 - Social aspects
 - History and systems
 - Psychological measurement
 - Research methodology
 - Techniques of data analysis

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IR C-16 Broad and General

- Must include the history of thought and development, the research methods, and the applications of the research
- Precludes coverage only of
 - A narrow segment of the aspect of the content area (such as biological basis of gerontology, race relations, preschool learning)
 - The application of these aspects of the content area to practice problems or settings (such as cognitive therapy; group therapy, multicultural counseling)
- Must be taught at the graduate level, by individuals who, by education, training and/or experience, are qualified to teach in the given area

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DOES NOT HAVE TO BE A COURSE

- However, if a program does not use course to expose students to core areas and to facilitate competence, it must describe the methods used to do so
- Must be documented in sufficient detail so can
 - Readily understand how these areas are included in the overall educational process in this program
 - What activities students must engage in to achieve competency and understanding in each area
 - How the resulting understanding and competency are evaluated

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Specifying Outcome Goals

Program is responsible for documenting how students achieve knowledge and competence and for setting *minimal levels of acceptable achievement* in all areas (Domain B.1-4)

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Domain C: Highlights

Core Faculty in Doctoral Programs

- Individuals whose education, training, and/or experience are consistent with program's substantive area
- 50% or more at the institution' multi-year commitment (contracts)
- Centrally involved in program development, decision-making, and student training.
- Included in documents, views self and seen by students as core.

Domain C: Highlights

Associated Doctoral Program Faculty

- Not centrally involved in program development and decision making.

Domain C: Highlights

Internship and Postdoctoral Supervisor Credentials

- Credential required based on where the practice or service is being provided.
- state/province
- federal jurisdiction – Credentialing rules for a federal setting (VA, Bureau of Prisons)
- multiple jurisdictions (such as a Bureau of Prisons internship with an external community rotation), the jurisdiction governing the **intern's service**

Domain C: Highlights

Use of Titles for Interns and Postdocs

- Clear and consistent in public materials about the training internship program's public materials should make clear that the fact that it is an accredited internship/post doctoral training program, regardless of emphasis (IR C-6a)
- Clear and consistent in public materials about training offered (intern vs. resident), regardless of agency's local terminology (IR C-6)

Domain C: Highlights

Use of Titles for Interns and Postdocs

- Use of the title "doctor" orally and/or in writing in the absence of an earned doctorate is an ethical violation (IR C-4)

Domain C: Highlights

Financial support for intern stipends, staff, and training activities (IR C-9)

- The CoA strongly discourages the use of unfunded internship positions.
- The "burden of evidence" lies with the program to demonstrate that the lack of funding does not adversely affect morale or quality of training.

Domain C: Highlights

Sufficiency of Postdoctoral Residents

- Burden is on the program to demonstrate how it adequately provides peer interaction and socialization for its resident(s).

Domain D: Highlights and Critical Issues

G & P Language D.1:

- *Has made systematic and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds (see A.5 for definition of diversity)*
- *Ensures a supportive learning environment for training diverse individuals who represent a broad cultural and individual spectrum*
- *Avoids actions that restrict program access on grounds irrelevant to success in graduate training (see Footnote 4 for exceptions)*

Domain D: Highlights and Critical Issues

Critical Issues: D.1:

- “Diversity” relates to more than ethnicity and culture.
- Key Phrase: “...systematic and long-term efforts”

Domain D: Highlights and Critical Issues

G & P Language: D.2:

- *Program has a thoughtful and coherent plan to provide interns [students, residents] with relevant knowledge and experiences about the role of individual and cultural diversity in psychological phenomena and professional practice.*

Critical Issue – D2:

- Key word is “plan”!

Domain E: Student/Faculty Relations

“Prime Directive” – *The program:*

- *Recognizes the rights of [students, faculty, interns, staff, residents, supervisors] to be treated with courtesy, respect, collegiality, and ethical sensitivity*
[slightly different wording for post-docs]
- *Informs [students, interns, residents] of these principles and of their avenues of recourse should issues arise*
- If a program is in trouble here, it's in big trouble.

Domain E: Student/Faculty Relations

G & P Language:

Upon admission [students, interns, residents] are given written policies and procedures regarding requirements, expected performance, program continuance, and termination procedures.

[Students, interns, residents] receive, at least [doctoral programs – annually; internships, post-docs semi-annually] written feedback on the extent to which they are meeting the program's requirements and expectations including:

[Wording differs some for postdoctoral residencies]

Domain E: Student/Faculty Relations

G & P Language:

Including:

- *Timely, written notification of all problems and opportunity to discuss them*
- *Guidance regarding steps to remediate all problems (if remediable)*
- *Written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern*

Domain E: Student/Faculty Relations

Guidance regarding steps to remediate all problems (if remediable)

- *If a problem(s) is identified formally, there must be a written remediation plan that clearly provides “guidance” about how the problem(s) will be remediated.*

Domain E: Student/Faculty Relations

• Additional Points

- *Formal (written) Reviews (annual or semi-annual) must be specific enough to indicate degree of progress with regard to the program's goals and expectations.*
- *Very likely, the program regards the Review as one of the measures that provides proximal outcome data. Especially if so, there should be a clear tie to the program's articulated, competency-based objectives.*
 - *Probably should be in all cases.*

Domain E: Student/Faculty Relations

- Minor Issue:
 - Even if a program has had no formal complaints since its last site visit, the program needs to describe its process for handling such and how records would be maintained so as to allow for CoA site visit review and to protect student confidentiality. (IRs C-3; C-12)

Domain F

Program Self-Assessment and Quality Enhancement

KEY CONCEPTS

- How well does the program prepare students to be competent in those areas designated by the G&P (Domain F1.a)?
- How does the program (faculty and students) engage in reflective self-examination and enhancement (Domain F)?
- How well does the program prepare students to achieve those competencies as reflected through outcome data (Domain F1.a – linkage of Domain B with Domain F)?

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- F.1. With appropriate involvement of students, the program engages in regular, ongoing self-studies that address:
- (a) Its effectiveness in achieving goals and objectives in terms of outcome data while students are in the program and after completion

NOTE: F.1(a) is particularly important as it reflects student achievement in accordance with Department of Education and CHEA regulations

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- **F.1(a)** 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, competencies outlined in **Domain B** should be linked to:
 - Aggregate outcome data on student competencies while in the program (proximal)
 - Aggregate outcome data gathered from program graduates (distal)
- Thus, for each competency stated in **Domain B**, there should be some aggregate data on student success with that competency

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- **F.1 (b)** How its goals and objectives are met through the program's educational and training processes
- **F.1 (c)** Its procedures to maintain current achievements or to make program changes as necessary

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OUTCOMES: CONSISTENT WITH TRENDS IN HIGHER EDUCATION

The Commission on Accreditation has been following a number of issues in higher education and as such is looking at outcomes in terms of those that are:

1. **Competency related outcomes**
2. **Accountability outcomes**

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COMPETENCY-RELATED OUTCOMES

- These outcomes are assessed both **proximally** (during graduate education) and **distally** (after graduation)
- They are linked to the program's goals and objectives and to key provisions of the G&P
- They can be assessed either using *quantitative* or *qualitative* assessment instruments

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ACCOUNTABILITY OUTCOMES

- Consistent with the recommendations of the Spellings Commissions and the US Department of Education, these outcomes allow students information needed to compare training programs

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Outcome Thresholds

D4-7. Thresholds for Student Achievement Outcomes in Doctoral Programs

(Commission on Accreditation, July 1999; revised July 2000; January 2001; February 2005; October 2008)

Thresholds for “acceptable performance”⁸ by accredited doctoral programs in professional psychology are set forth in the Commission on Accreditation’s *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)*.

The following minimum standards of performance are defined as characteristic of accredited doctoral programs regardless of program model:

- A program’s purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the education and training of professional psychologists.
- A program will have a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. A program’s education/training model and its curriculum plan will be consistent with this philosophy. The program will ensure the development of competencies as delineated for doctoral programs.
- A program will have resources (physical, financial, human) of appropriate quality and sufficiency to achieve its education and training goals and objectives.
- A program will recognize the importance of cultural and individual differences and diversity in the training of psychologists.
- A program will have education, training, and socialization experiences characterized by mutual respect and courtesy between faculty/staff and students and will operate in a manner that facilitates educational experiences.
- A program will engage in self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training, and contributes to the fulfillment of its sponsor institution’s mission.
- A program will provide written materials and other communications that appropriately represent it to the relevant publics.
- A program will fulfill its responsibilities to the CoA by abiding by its published policies and procedures; informing the CoA in a timely manner of program changes; and paying all fees associated with its accredited status

The Program Achievement Thresholds

- **Number of years to complete program:** In general, the CoA expects that most students will complete their doctoral programs in not less than 3 years nor more than 7 years. The thresholds will be based on three years of annual report data. The CoA will look at data on any program that has either a mean of more than 7.5 years to completion or a median of greater than 7.0 years to completion over the three years.
- **Percent of students leaving a program for any reason:** In general, the CoA expects that 5% or fewer of a given program’s students will leave the program in a given academic year. CoA will look at data on any program that has a mean of over 5% attrition of students based upon a three year period.
- **Percent of students accepted into an internship:** In general, the CoA expects that, in the substantive areas of Clinical and Counseling psychology, of the total number of students in a given program applying for an internship for the following year, at least 75% of those students will be placed into either an CoA/APA accredited, Canadian Psychological Association-accredited, or APFIC member internship.
- **Changes in the number of core faculty as related to the number of students:** At the time of periodic review, in Domain C the CoA examines the sufficiency of core faculty (as defined in Implementing Regulation C-18) for the students in the program. As such, the CoA will examine any changes in student and core faculty numbers that may impact the sufficiency of core faculty to ensure continued program quality. The CoA will look at data based upon the following formula:
 - $(\text{number of students at time 2}) / (\text{number of core faculty at time 2})$
 - $(\text{number of students at time 1}) / (\text{number of core faculty at time 1})$
 - The CoA will look at programs when this ratio is greater than 1.15.

Domain G: Public Disclosure

“Spirit” of Domain G

(Actual Text from Postdoctoral G & P)

Program is described accurately and completely in documents available to current residents, applicants, and the public:

Descriptions of the program should include:

- *Goals, objectives, and training model*
- *Selection procedures and requirements for completion*

Domain G: Public Disclosure

“Spirit of Domain G

(Actual Text from Postdoctoral G & P)

Descriptions of the program should include, con't:

- *Training supervisors, residents, facilities, service recipient populations, training settings, and other resources*
- *Administrative policies and procedures*
- *Total duration of the program to completion*
- *Average amount of time per week residents spend in service delivery and other training activities [internships, post-docs]*

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data

Time To Completion

- For all graduates in the past seven years.
- Mean and median years to completion.
- Percentage of students completing the program in fewer than five years, five years, six years, seven years, and more than seven years.
- Where applicable, disaggregated for those entering with the bachelors vs. those entering with advanced standing.

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data

Program Costs

- Pegged at costs for current first-year cohort.
- Full time student tuition.
- Tuition per credit hour for part time students, where applicable.
- Any fees assessed to students beyond tuition costs.

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Internships*

- Data for the last seven years of graduates, showing the number and percentage of those who obtained:
 - Internships
 - Paid internships
 - APPIC member internships
 - APA/CPA – approved internships

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Internships*

- Data for the last seven years of graduates, showing the number and percentage of those who obtained:
 - That conformed to CDSPP Guidelines (school psychology only).
 - Two-year, half-time internships.

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Attrition*

- Programs must report the number and percentage of students who have failed to complete the program once enrolled.
- Data should be calculated for each entering cohort by dividing the number of students in that cohort who have left the program for any reason by the total number of students initially enrolled in that same cohort.

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Attrition*

- Data should be provided by cohort for all students who have left the program in the last seven years or for all students who have left since the program became initially accredited, whichever time period is shorter.

Domain G: Public Disclosure

Attrition – MUST Use This Table

Year of Enrollment	# Initially Enrolled	#/% Graduated with Doctorate	#/% Still Currently Enrolled	#/% No Longer Enrolled
2002				
2003				
2004				
2005				
2006				
2007				
2008				

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Licensure*

- Reporting of program licensure data is an expectation of the US Secretary of Education's National Advisory Committee on Institutional Quality and Integrity for program accreditors, including the APA Commission on Accreditation.

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Licensure*

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Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Licensure*

- Programs must report the number and percentage of program graduates who have become licensed psychologists within the preceding decade.
 - Spanning the past 2 – 8 years, e.g., the data reported by a program for 2007 would be for the period
- Data must be updated at least every three years.

Domain G: Public Disclosure

Doctoral Programs: IR C-20 Required Public Data *Licensure*

- Programs may interpret their licensure rate in light of their training model and program goals and objectives.

Domain H: Relationship With Accrediting Body

- **3 factors:**
 - Abiding by accrediting body's policies and procedures
 - Informing accrediting body in timely manner of changes in plans, resources, and/or operating procedures
 - Maintaining good standing by fee payment