

## Integrating New Developments in Professional Psychology into Program Enhancement and Evaluation

Roger Peterson  
Richard Seime  
Celiane Rey-Casserly

(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

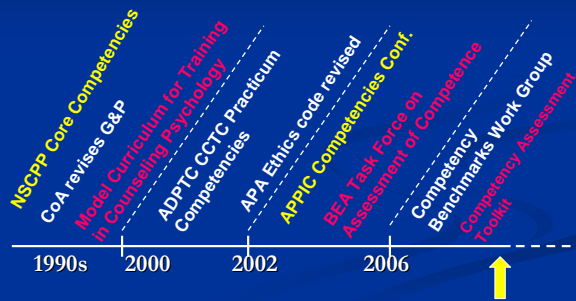
- Medical knowledge
  - Patient care
  - Practice-based learning and improvement
  - Interpersonal and communication skills
  - Professionalism
  - Systems-based practice
- graduates must demonstrate competence, not merely exposure to process  
graduate needs to have a much broader understanding of the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

What is competence in professional psychology?

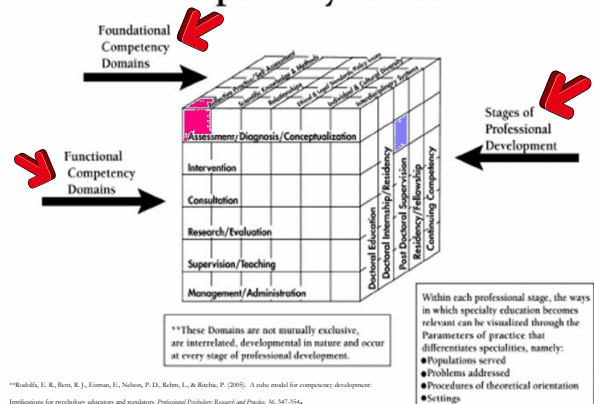
What does it look like?

How is it best assessed?

## Key Competency Initiatives in Professional Psychology



## Competency Cube\*\*



## 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