

Programme Evaluation and Quality Improvement: A Shift from How to Why

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Dr. Susan Farrell, The Royal

Dr. Ian R. Nicholson, Centre for Mental Health Research, University of Waterloo

Dr. Ada L. Sinacore, Chair, CPA Accreditation Panel

Dr. Stewart Madon, Registrar, CPA

Outline

- Current programme evaluation and quality improvement Standards
- Common approaches/challenges in PE & QI
 - Academic programmes
 - Internship programmes
- Practical strategies for establishing and maintaining a robust PE & QI programme.
- Using data to your programme's advantage
- Discussion

PE & QI in the Standards

- The *Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology* ask three main questions with respect to PE & QI:
 - How do we know whether we are meeting our goals and objectives?
 - What do we do with the information gained from examining our success in meeting our goals and objectives?
 - How does the information gained from self-assessment influence the continuous quality improvement of our training model and its goals and objectives?

PE & QI in the Standards

Goal: (i.e., broader desired outcome)	
Objective(s): (i.e., more specific associated targets)	
Competencies Expected: (i.e., skills, attitudes, knowledge)	
Relevant Training Activities:	
Means Used to Assess Outcomes & Minimum Achievements Expected:	
Page #/Appendix # within SS where Relevant Evaluation Items are found:	
Actual Outcomes Since Last SS:	
Comments on this Goal & Objectives:	

*From Table 10 (internship) & 15 (doctoral) of CPA self-study documentation

Academic Programmes

- Common approaches
 - Ongoing evaluation of students
 - Teaching evaluations
 - Annual reports
 - Departmental reports
 - Surveys of graduates
 - Benchmarking data
 - Exit interviews

Academic Programmes

- Concerns and Challenges
 - Paucity of scholarship on effectiveness of these approaches
 - Measurements are used for multiple (sometimes disparate) purposes
 - Emphasis on quantity (e.g. number of publications, research grants)
 - Typically applies a deficit model (as opposed to a strength-based model)

Internship Programmes

- Common approaches
 - Annual reports
 - Annual surveys
 - Exit interviews
 - Staff evaluations
 - Organizational requirements (for data collection)
 - Provincial requirements (for data collection)

Internship Programmes

- Concerns and Challenges
 - Disparity between programme goals and goals of institutions/funders
 - Impact of institutional goals on intern training (e.g. waitlists)
 - Lack of data support for administrative needs of programmes
 - Interns working “off-model”
 - Data collected for CPA can have limited impact in organization

Internship Programmes

- Balanced score-card approach
 - Administrators may not see value added from interns' training goals that do not align with administrative goals.
 - Can we design training programmes to cut across different areas of competence/training goals and support or advance administrative goals?

Internship Programmes

- Balanced Scorecard Model

Financial Perspective		Customer Perspective (Intern)	
Goals	Measures	Goals	Measures

Internal Business Perspective (Agency)		Innovation and Learning Perspective (Accreditation)	
Goals	Measures	Goals	Measures

Affirmative PE & QI

- Proactive and preventative approaches
- Strength-based approaches
- Continuous quality improvement

Group Discussion

- As the professional group in this country, our goal is to move beyond “how” we do PE & QI, and move toward how we can use PE & QI to benefit our programmes and professions.
- *In other words, why are we doing this?*

Group Discussion

Question 1:

Given that PE and QI are required, how do we use them to benefit our programmes and the profession as a whole?

Question 2:

How do we take the CPA Standards on PE and QI and put them in into an individual context that applies to our programmes?

Question 3:

How do we balance the needs of our funders and administrators with our programme's needs and the training needs of interns?

Question 4:

How do you integrate PE and QI in a way that minimizes the administrative impact on your programme?

Discussion Summary

Groups report back



Thank you all for your time and contributions!

Summaries of these discussions will be added to the slide notes and posted to the CPA Accreditation Website at:
<http://www.cpa.ca/accreditation/resources>