CCPPP Preconvention Workshop,
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A Deeper Look into Programme Evaluation and Quality Improvement:

Why Programme Evaluation and Quality Improvement Matter to the Vitality and Success of your Programs and Internships

Outline

Brief history of Accreditation Standards and Application to Programme Evaluation and Quality Improvement (PE & QI)

PE & QI in Academic programmes

Balanced Scorecard

Programme Logic Model

Group Discussions

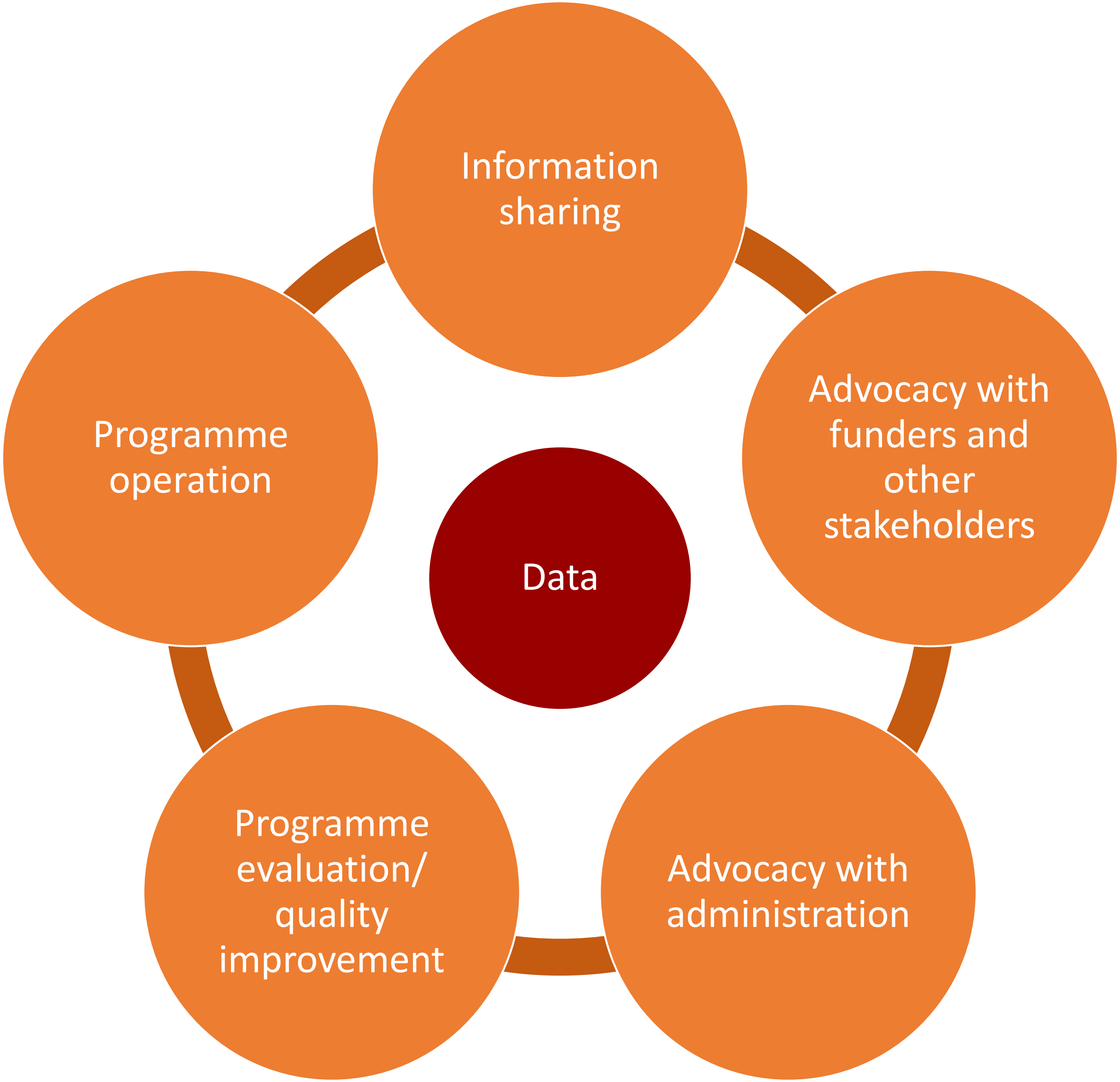
Closing remarks and practical strategies

Goals of this workshop

To provide a summary of the Accreditation Standards relevant to PE & QI

To present different contexts, approaches, and tools for PE & QI and to learn how to apply them in your programmes

To discuss and develop practical strategies for PE & QI within your programmes and organizations


Information sharing
Advocacy with funders and other stakeholders
Advocacy with administration
Programme evaluation/ quality improvement
Programme operation
Data

Before we begin

Brainstorming session:

- What data that your programme collects is the most useful to you?
- What data is the least useful?
- What do you do with these data after they are collected?

A Brief History of Accreditation

1948
- APA Accredits first doctoral programme

1970
- APA Accredits first Canadian doctoral programme

1984
- CPA launches accreditation programme

2002
- 4th Revision of CPA Standards

2011
- 5th Revision of CPA Standards

2012
- CPA and APA sign First Street Accord

2015
- APA stops accrediting programmes in Canada

The Importance of Accreditation

Professional Competencies (defined by provincial/territorial regulators; ACPRO/ASPPB; informed by science and research)

MRA Competencies (defined by CPA *Mutual Recognition Agreement* and Agreements on Internal Trade)

Accreditation Standards (defined by CPA *Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology*)

The Accreditation Standards

Three* main "types" of Standards:

- Eligibility
  - Standard I
- Processes and Resources
  - Doctoral Standards II-VIII or
  - Internship Standards II-VII
- Evaluative
  - Doctoral Standards IX-X or
  - Internship Standards VIII-IX
- *"Less control"
  - time to completion, work-life balance

PE & QI in the Accreditation Standards

The *Accreditation Standards and Procedures for Doctoral Programmes and Internships in Professional Psychology, 5th Revision (2011)* 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


Goals
Competencies?
Organizational?
Outcomes
Measurement
Relevant training activities?
Assessment?

Academic Programmes

Academic Programmes

Data for Evaluation are collected in Four Areas:

- Students
- Faculty
- Program/Department
- Graduates

Student Evaluation

TYPES OF EVALUATION

Grades

Milestones/Student Progress

Annual Reports

Clinical Evaluation
- Supervision

Research Evaluation
- Comps
- Proposal
- Thesis/Project Defense

STRENGTHS AND LIMITATION

Strengths
- Provides a sense of how individual students are doing
- Allows for on-going assessment of student progress

Limitations
- Individualistic
- No, overall information about the program
- Deficit Model
- Remediation Oriented

Faculty

Type	Strengths/Limitations
Teaching Evaluations	Accountability Used for multiple (sometimes disparate) purposes Gender (and other) bias Teach to the evaluations Content not necessarily evaluated Personality assessment
Annual Reports	Accountability Used for multiple (sometimes disparate) purposes Emphasis on quantity (e.g. pubs, grants) Apply same metrics to diverse data One a year – not on-going Linear

Program/Department

Types	Strengths/Limitations
Program Committee	Meets Regularly Opportunity for program development Assesses students progress Deficit/ Remediation Model
Annual Reports	Compilation of faculty reports Emphasis on quantity (e.g. FTEs) Linear Not linked to mission/values of program
Cyclical Review/Benchmarking	Emphasis on similarities vs uniqueness Not on-going Outcome oriented vs process oriented
Survey Graduates	Nature of current work Numbers may be low to aggregate data Retrospective in nature

Barriers to QI and PE

Paucity of scholarship

Professional Training Programs have Unique Needs

- Funding models do not take these into consideration
- Combination of Clinical and Research training
- Administrators often do not understand these needs

Data Collection Methods

- Linear
- Quantitative
- Outcome focused

Advocacy and Outreach Overlooked

Balanced Scorecard

The Importance of Matching Goals

Balanced Scorecard

Published in 1992 by Robert Kaplan and David Norton

Based on the model of "What you measure is what you get"

Balanced Scorecard

Managers want a balanced perspective of both financial and operational measures

Effective measurement must be an integral part of the management process

Developed the Balanced Scorecard to translate strategic objectives into a coherent set of performance measures

Balanced Scorecard

Kaplan and Norton included 4 perspectives in their Scorecard:

1) Customer Perspective
   - "How do customers see us?“

2) Internal Business Perspective
   - "What do we excel at?“

3) Innovation and Learning Perspective
   - "Can we continue to improve and create value?“

4) Financial
   - "How do we look to shareholders?"

Balanced Scorecard

Each Perspective has both Goals and then Measures of that Goal

- For example, Customer Perspective

Goal: Increase customer satisfaction in new users of our computer system

Measure: Random telephone interviews of IT Managers 3 months after purchase

Balanced Scorecard

You could add more and more measures

"Kill another tree program"

Using the Balanced Scorecard forces you to focus on the handful that are the most critical

Balances vision for the future and traditional command and control functions

Balanced Scorecard

Why do I mention this model?

Balanced Scorecard

The needs of our organizations often differ from our training needs.

In order to ensure the viability of a training program, we must demonstrate its value to the organization that decides to use some of their limited resources to support our training.

With a Balanced Scorecard you can demonstrate how your needs meet the needs of the organization.

Balanced Scorecard

Suggested Alternative

1) Customer Perspective
   - “How do students see us?“
2) Internal Business Perspective
   - “How does the agency see us?“
3) Innovation and Learning Perspective
   - “How do the accreditors see us?“
4) Financial Perspective
   - “How does finance see us?”

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

The Logic of Developing a Program Logic Model

What is a Program Logic Model?

The <u>BEST</u> tool for describing a program!

It provides a description of what a program does, who it serves, how it does its work, what it takes to run the Unit and the value the service provides (as measured by outcomes)

It guides the monitoring and measurement of a service/unit contribution's to patient care and best service practices

It is also a wonderful advocacy tool to keep all administrators and other stakeholders aware of the program!

Logic Model: If-Then Links

Resources	Activities	Outputs	Outcomes
You need certain resources to be able to run your program.	**IF** you have access to those resources, **THEN** you can accomplish your activities.	**IF** you can accomplish these activities, **THEN** you will have delivered the services you planned.	**IF** you have delivered the services as planned, **THEN** there will be benefits for the clients, communities, systems, or organizations your program serves.

Why Develop a Program Logic Model?

Good opportunity for all staff to be involved in examining what a service/program does and have the chance to profile it for others – can create additional involvement of supervisors and others

Provides a road map for the evaluation of the program and related monitoring

Builds consensus on aspects of the service/program (activities, outputs, outcomes) if developed in a collaborative fashion – checks that everyone shares an understanding about the program they are part of!

Advocacy, Advocacy, Advocacy!

Components of a Program Logic Model

Needs and Identified Stakeholders

Inputs

- Vision, Mission
- Client Demographics
- Staff Resources
- Equipment, Supplies
- Budget

Activities

- Range done by all staff

Outputs

- Frequency count of service activities completed

Short-term Outcomes

Long-term Outcomes

Steps (used to date) to Collaboratively Develop a Program Logic Model

- Introduction of activity & importance to all relevant stakeholders
- Development of a Task Group (to meet 1-3 times) to:
  - Develop the content for the Program Logic Model
  - Liaise with discipline and other colleagues between meetings to solicit their ideas and feedback

Steps (continued)…

- Meeting mid-process to review content and elicit feedback
- Review of PLM draft by core leadership
- Presentation to all involved stakeholders
- Opportunities to revisit and re-evaluate relevance of PLM to current work and CPA reporting requirements

Group Discussion

Next Steps

Notes from Group Discussion

-Use of additional stakeholders and vantage points – creates group cohesion which was even seen at the CCPPP workshop tables!

-Use of hospital policies in understanding outputs in program logic model

-There is an important place for qualitative data in evaluation processes

-Importance of clarity and simplicity in program logic model

-Balanced scorecard gives good context of host organizations (especially finances)

-Can use these tools both for advocacy and to protect current program

-Valuable to try these tools and consult with presenters and CCPPP colleagues for support

Thank you all for your participation!

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