



**NATIONAL COUNCIL OF SCHOOLS AND
PROGRAMS
IN PROFESSIONAL PSYCHOLOGY**

2012 Mid-Winter Conference
January 16-21, 2012

**Excellence in Outcome Assessment:
Ideas, Tools, and Practices**

Royal Sonesta Hotel in the French Quarter
New Orleans, LA



The goals of the NCSPP 2012 Excellence in Outcome Assessment: Ideas, Tools, and Practices include:

1. Provide members with a toolkit for assessing outcomes within their local programs.
2. Provide strategies and techniques for assessing the following areas: student competencies, program goals and objectives, student performance on practicum/internship, quality of practicum/internship sites, program review, faculty evaluation, and utilizing outcome data to direct program decisions.

Continuing Education credits will be available for NCSPP's 2012 Mid-Winter Conference attendees. Credits will be awarded by event. Participants must attend the entire session to receive that event's credits. This Conference is designed for doctoral level psychologists. NCSPP is approved by the American Psychological Association to sponsor continuing education for psychologists. NCSPP maintains responsibility for this program and its content.

Conference Planning Committee: Wendy B. Paszkiewicz (NCSPP President), Crystal Collier (Chair), Kathi Borden, Bob DiTomasso, and Heather Sheets.



Monday, January 16, 2012

We will once again honor Dr. Martin Luther King by having a “Day of Service” as a part of our conference. It is an opportunity to give service to the local community and to acknowledge and support the vision of Martin Luther King Jr. and to remain consistent with the holiday honoring his life's work. The 2nd annual Ethnic and Racial Diversity Committee Community Service Day/Project will take place at the Intercultural Charter School in the eastern region of New Orleans. The eastern region of the city was devastated by hurricane Katrina and continues to work towards a complete recovery. *The Intercultural Charter School* serves a diverse student body of K-6th graders. Last year we provided mentorship to graduate students in Puerto Rico. Many delegates had asked about providing a hands-on experience in the community. Following through on this request, we are planning a “get your hands dirty” experience. The plan includes:

- Painting picnic tables*
- Planting trees/plants in the playground area*
- Constructing a shelter in the playground area*
- Putting up Volleyball & Basketball nets*

Tuesday, January 17, 2012

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| 8:00 – 12:00 | Executive Committee Meeting |
| 12:00 –1:00 | EC Lunch with Committee Chairs |
| 1:00 – 3:00 | EC and Committee Chairs Meeting |
| 9:00 – 3:30 | COA How to write a Self-Study Workshop |
| 9:00 – 12:00 | APA Task Force Report on Appropriate Therapeutic Response to Sexual Orientation
Kathleen Ritter (3 hour CE Program) |
| 1:00 – 5:00 | DCT Consultation and Training |

Wednesday, January 18, 2012, 8:00 am – 5:00 pm

The sessions below are colored coded according to the following rubric to help identify tracks that members may select:

Red = Track Recommended for Training Directors

Green = Track Recommended for Academic Administrators

Blue = Track Recommended for technology buffs

Black = Recommended for all members

8:00 – 9:00

Breakfast

9:00 – 10:30

Welcome and Introduction to Conference

Keynote Speaker: Marilee J. Bresciani, Ph.D.

Pushing the Envelope in Assessment of Student Learning and Development

Learning Goals:

1. Explain the importance of assessing student learning and development
2. Identify one's role in the process of assessing student learning and development
3. Identify strategies for collaboration in the assessment process

10:30 – 10:45

Break

10:45 – 12:00

Overview Panel

Cube Rooted: A "Tree Model" Adaptation of the Cube Competency Model

Ken Fogel

An Assessment Matrix: Aligning University, NCSPP Competencies, and Program Goals and Objectives

Rick Holigrocki and David Downing

Learning Goals:

1. Identify strengths and limitations of the current NCSPP competency models.
2. Describe strengths and limitations of the proposed "tree model" adaptation.
3. Apply the tree model to your own program(s).
4. Describe how to develop program goals that are aligned with multiple missions and models
5. Explain how to modify goals to ensure that they can be operationalized using multiple proximal and distal methods

12:00 – 1:00

Lunch

1:00 – 2:15

Small Group: Assessment of the Competencies

Assessment
Relationship
Consultation/Education
Diversity
Intervention
Management/Supervision
Research/Evaluation

2:15 – 2:30

Break

2:30 – 3:45

Breakout Session (Please rank order from 1 to 5):

Putting the pieces together: Connecting mission, goals, objectives, competencies, and curriculum

E. John McIlvried and Kathi A. Borden

Learning Goals:

1. Participants will gain an integrated, conceptual understanding of the components of program assessment
2. Participants will be able to examine their own programs from this integrated conceptual perspective

Competence assessment integrating reflective practice in a professional psychology program

Deborah Lewis, Tom Virden, Philinda Smith Hutchings, and Ruchi Bhargava

Learning Goals:

1. Ascertain three best practices in psychology higher education and training
2. Identify a helpful resource in higher education
3. Recognize a component of assessment or competence or interest that could be implemented at one's institution

Online assessment of student learning

Michael A. Barr, Noelle K. Newhouse, and Alexander Aguilar

Learning Goals:

1. Utilize a step-by-step process for student learning assessment that is integrated with a technology solution
2. Explain the iterative and dynamic relationship between program/curriculum development and student learning assessment
3. Describe the do's and don'ts of program/curriculum development and student learning assessment

Panel

Assessing practicum site performance using "real time" feedback

Sheryn T. Scott and Ian Lowe

Methods for evaluating practicum sites

Nataka Moore and Eunice Kim

Learning Goals:

1. To encourage the accumulation of data on what students are actually receiving at their training sites through designing instruments to assess the “real time” experiences they are having
2. To describe one program’s process so that comparisons can be made to processes other programs are using
3. Increase knowledge about various methods to evaluate training sites that are not new partnerships to the school
4. Increase knowledge about follow up steps to take in working with problematic sites to maintain partnerships and excellent training for the students

Practical and Purposeful Assessment: How the Adler School conducts a student learning outcomes program.

Victoria Priola-Surowiec, David Katz, and Don Huffman

Learning Goals:

1. Distinguish program-level assessments of learning outcomes from the evaluations of individual students
2. Locate online the reference materials about the NCSPP training model and NCSPS competencies
3. Explain estimation of student learning outcomes from the in-program and end-of-program summary statistics
4. Identify the kinds of questions that can be answered with a model of outcomes assessment like Student Learning Outcome Assessment Program (SLOAP)

4:00 – 5:00

Keynote Wrap Up and Q&A: this session will offer members an opportunity to get answers to their submitted questions from our Keynote Speaker, Marilee J. Bresciani, Ph.D. (Questions must be submitted via conference registration or via email prior to the session.)

5:30 – 7:00

Poster Reception





Thursday, January 19, 2012, 8:00 am – 3:30 pm

- 8:00 – 9:00** **Breakfast**
- 9:00 – 10:00** **Student Panel on Assessing Student Readiness for Internship**
- 10:00 – 10:15** **Break**
- 10:15 – 11:30** **Breakout Groups (Please rank order from 1 to 4):**
Using electronic portfolios to capture competent performances in training professional psychologists
Patricia L. Linn and Jane Harmon Jacobs
Learning Goals:
1. Compare electronic portfolio data to your program’s data collection approach
2. Use example portfolio data to assess an individual student and a program’s objective
3. Design a plan to add portfolio data to your program’s assessment projects
- Strategic Evaluation of Functioning: System of Program Review**
Dalia Ducker
Learning Goals:
1. Identify at least three goals of a program review
2. Compare the strengths and weakness of the types of data that can be used in a program review
3. Describe three ways the results of a program review can be used to improve program quality
4. Discuss two possible barriers to use of the results of a program review and ways to overcome them
- Gathering Distal Outcome Data: Employer survey of graduates**
Leah Horvath and Annemarie Slobig
Learning Goals:
1. Critique the strengths and weaknesses of various methods for collecting distal program outcome data
2. Design employer surveys for use within your own programs
3. Predict potential challenges for instituting employer survey data and plan contingencies to overcome these obstacles

Panel: “Training Students in Psychotherapy Outcome Evaluation”.

Training students in psychotherapy outcome evaluation: Why do it? How do we do it?

David B. Sacks

Demonstrating compliance with c24

Rick Holigrocki, David Downing, and Joseph Hansel

Learning Goals:

1. Create and implement programs to train students, faculty, and supervisors in psychotherapy outcome evaluation.
2. Articulate why psychotherapy outcome evaluation is a useful tool, not just something we are mandated to do.
3. Explain the content and implications of IR C-24
4. Describe how to adapt a program’s curriculum to foster compliance with C-24
5. Articulate a model of how to measure outcomes to demonstrate compliance with C-24.

Implementing training of clinical outcomes in psychology practicum related courses

Randall C. Wyatt, Tai Chang, and Annie Du

Learning Goals:

1. Describe the key ingredients that programs can use to facilitate implementation of practicum training in clinical outcomes.
2. Integrate clinical outcomes into course readings, resources, assignments and evaluations.
3. Apply evaluation and assessment tools to student learning in clinical outcomes at practicum, training and supervision, and classroom learning.

11:30 – 12:30

Awards Lunch

12:45 – 2:00

Breakout Groups (Please rank order from 1 to 4):

Models and methods of faculty evaluation

Lynn Horne-Moyer and Sigrid Frandsen-Pechenik

Learning Goals:

1. Participants will compare and critique methods for faculty evaluation as means to mentor faculty and improve teaching effectiveness
2. Participants will be able to revise or develop methods for use in their programs

Outcome assessments for student performance on practicum: Developing forms graded in complexity based on academic year

Juliet Rohde-Brown

Learning Goals:

1. Summarize basic premises of conceptual models of assessment measurements for student performance on Practicum

2. Recognize the importance of developing assessments based on the Competency Benchmarks
3. Develop examples of sequentially and complexity-based assessments based on the student's academic year
4. Learn how to incorporate the Competency Benchmarks into year-by-year practicum evaluation forms

Discussion: Technology as a tool in Assessing Student Competency

Facilitator: William Lax

This will be an open forum for participants to discuss their uses and needs for technology tools to assess student and program outcomes. Current and emerging technologies helpful in gathering and evaluating data will be discussed.

Panel

Assessing statistical and methods training using preliminary examinations

Shannon Casey, Paul Werner, Michael Loewy, and Dalia Ducker

Toward a method for assessing educationally significant change

Kenneth B. Solberg, Carl Isenhardt, Phyllis Solon, and Larry Luttmers

Learning Goals:

1. To expose participants to a complete program of teaching and assessing students' statistical and methods competence
2. To share training materials, including sample exams and policy
3. To provide both training tools and strategies for assessing implementation and evaluation effectiveness of statistical training for one's own program
4. Understand the model for mapping clinically significant change developed by Jacobson and Truax
5. Learn how to apply this method to an educational setting
6. Understand limitations and difficulties in implementing this approach

2:00 – 2:15

Break

2:15 – 3:30

Best Practices in Outcome Assessment Moderated Discussion

3:30 – 4:30

Meeting Accreditation Demands for Licensure Pass Rates: Innovative Practices in Professional Psychology

Gerardo Rodriguez-Menendez, PhD, MS CI Pharm, Kjell Rudestam, PhD,

Graham Taylor, PsyD

Learning Goals:

1. Attendees will enhance their knowledge regarding critiques leveled against scholar-practitioner programs in professional psychology exemplified in peer reviewed journal articles.
2. Attendees will be provided with strategies to reduce the gap between scholar-practitioner programs and traditional scientist-practitioner programs, as measured by the EPPP.
3. Attendees will learn how their academic institution can effectively prepare its

graduate students for their future licensing exam (EPPP), while assisting their institution with meeting an important distal outcome measure for accreditation (post-graduate licensure).

6:00 Dinner/Dance

Friday, January 20, 2012, 8:00 a.m. – 4:45 p.m.

8:00 – 9:00 Breakfast

**9:00 – 10:30 Training Committee
Gay, Lesbian, Bisexual, Transgender Committee**

10:30 – 10:45 Break

**10:45 – 12:15 Ethnic, Racial, Diversity Committee
Research and Evaluation Committee
Advocacy Committee**

12:15 – 1:30 Lunch

**1:30 – 3:00 Women’s Issues Committee
Education and Pedagogy Committee
Membership Committee**

3:00 – 3:15 Break

3:30 – 4:45 Accreditation Committee

Saturday, January 21, 2012, 8:00 a.m. – 12:00 noon



8:00 – 9:00 Breakfast

9:00 – 12:00 NCSPP Business Meeting