Culture of the Assessment of Competence

Why Should We Measure Competence?

- Competence as the outcome of education and training is valued and increasingly addressed by healthcare professions
- Competence in healthcare providers is increasingly demanded by consumers, expected and certified by regulators, and lauded by policy makers
- The assessment of competence fosters learning, evaluates progress, assists in determining curriculum and training program effectiveness, advances the field, and protects the public

What is the History of the Competencies and Assessment of Competence Movement in Professional Psychology

- The first widely disseminated model that articulated competencies for professional psychology education and training programs was developed by the National Council of Schools and Programs of Professional Psychology (NCSPP) in 1986
- Other models for defining competence in professional psychology emerged through the work of the Council of Chairs of Training Councils (CCTC)/Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies in 2001
- The 2002 Competences Conference identified the core foundational and functional competencies within professional psychology using a cube model, addressed the education and training of these competencies, and began to outline methods of assessing these competencies
- The APA Board of Educational Affairs (BEA) Task Force on Assessment of Competence in Professional Psychology (2004) provided a seminal report and several published manuscripts that have informed thinking about methods to assess competence in professional psychology
- The cube model was further operationalized in 2006 by the Assessment of Competency Benchmarks Workgroup sponsored by the BEA and the CCTC, the product of that group serves as the basis for this TOOLKIT
- The BEA authorized the Competency Assessment Workgroup in 2007 to develop a portfolio of assessment tools to evaluate the benchmarks and the Competency Assessment Toolkit for Professional Psychology is the product of that Workgroup

Why a Competency Assessment Toolkit for Professional Psychology?

- The Competency Assessment Toolkit for Professional Psychology was constructed to meet an expressed desire by the education and training and regulatory communities to provide best practice resources for graduate, internship, and postdoctoral programs wishing to systemically develop and assess the acquisition of competence in their students and trainees

Acknowledgements and Caveats

- The Competency Assessment Workgroup would like to acknowledge Accreditation Council for Graduate Medical Education and American Board of Medical Specialties (ACGME/ABMS) Toolbox of Assessment Methods that also stimulated the development of this product
- While the information presented is offered as reflecting the current state of the art within professional psychology, it is expected that the knowledge base and available assessment armamentarium will grow and these materials will need to be updated
- There is overlap among some of the tools
- The tools presented lend themselves best to programs preparing their students for careers in health service provision and while there may be broader applications, this was the targeted audience
- The developers of the Toolkit caution that the intent is not to create a culture of assessment, but rather to refine the methods used by education and training programs to enhance the quality and effectiveness of the individuals who enter our profession

Key References

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