



Tomorrow's Doctors, Tomorrow's Cures

Learn

Serve

Lead

Beyond the GQ:

Evaluating Your Careers in Medicine[®] Program

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November 3, 2007



Association of
American Medical Colleges

Session Objectives

- Discuss how to:
 - explore critical ingredients of successful career counseling programs
 - incorporate those ingredients into your CiM program
 - evaluate your efforts

Effective Career Interventions

- Individual counseling (overall effect size: $d = .75$)
- Group counseling ($d = .57$)
- Computer interventions ($d = .41$)
- Career workshops ($d = .22$)
- Class interventions ($d = .15$)
- Self-directed interventions ($d = .11$)

Meta-analysis conducted by Whiston et al., 1998

Effective Career Interventions

- Individual counseling was most effective and efficient – but most expensive
- Group interventions can be more efficient, less costly, and still effective
- Combining individual or group counseling with computer interventions more effective and efficient than individual or group intervention alone
 - Careers in Medicine follows this model

Critical Ingredients

- Written exercises – e.g., workbooks, logs and career plans
- Individualized interpretations and feedback – e.g., one-on-one counseling
- Accurate, up-to-date information about the world of work – i.e., earnings, work activities, training requirements
- Modeling or vicarious learning experiences
- Building support networks

Brown and Ryan Krane, 2000

CiM and the Critical Ingredients

CiM has been created to incorporate all of these ingredients

- Written exercises – Personal Influences, Summer Reflections
- Individualized interpretations & feedback – heavy emphasis on advising and self-assessment
- Accurate, up-to-date information about the world of work – Specialty pages, alternative careers
- Modeling or vicarious learning experiences – peer groups, panels, informational interviewing, clerkship, and preceptorship experiences
- Building support – encourage students to seek advising; extensive advisor and liaison training to provide good support to students; group activities

Your Critical Ingredients

- What activities do you provide to your students that exemplify these critical ingredients?
 - A dash of specialty panels?
 - A smidge of a shadowing program?
 - A hint of peer advising?
 - A pinch of journaling or written goal-setting?
 - Others?

Questions To Ask

- Does your program incorporate these critical ingredients?
- Beyond what CiM provides, what are you missing and how, given resource limitations, can you include them in your CiM program?
- How effective are the interventions you are providing?

Evaluating Your Efforts

- Evaluation of your Careers in Medicine Program can...
 - Help identify areas in need of improvement
 - Confirm that the program improves student specialty choice
 - Underscore the importance of the program to institutional leadership
 - Others?

Four Major Outcomes in Program Evaluation

- Reaction – Were users satisfied with the program?
- Learning – What knowledge skills or attitudes were understood and absorbed?
- Behavior – Did the program change behavior that improves performance?
- Results – Did the program produce the results desired?

Measuring Reaction

- Satisfaction
 - Graduation Questionnaire (GQ)
 - CiM Student Survey
- Confidence
 - Occupational Alternatives Questionnaire (OAQ)
 - New GQ Question in 2008: How confident are you in your choice of specialty?
- New GQ Question in 2008:
 - Usefulness of 7 resources or services in helping you choose your specialty

Measuring Learning

- Decision making self-efficacy
- Knowledge of interests, values, personality, and skills
- Understanding of career planning process

Measuring Behavior

- Reduced career indecision
 - Specialty Indecision Scale (SIS)
- Congruence
 - MSPI results and eventual specialty choice
- Web usage statistics
 - Registrations
 - Logins
 - Assessment activity

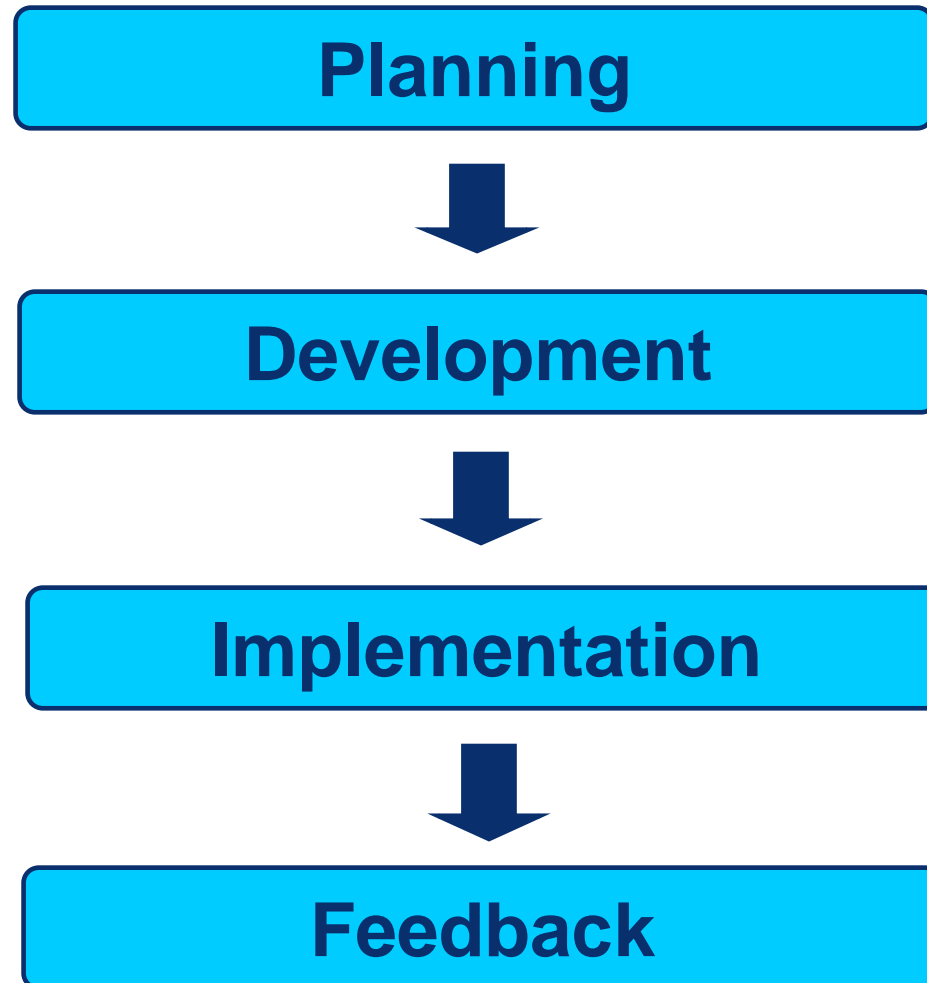
Measuring Results

- Choice Stability
- Growth
 - CiM workshop/course attendance
 - Hours spent advising
 - Advising visits
- Rank outcomes
 - # who scramble

School-Based Evaluation Activities

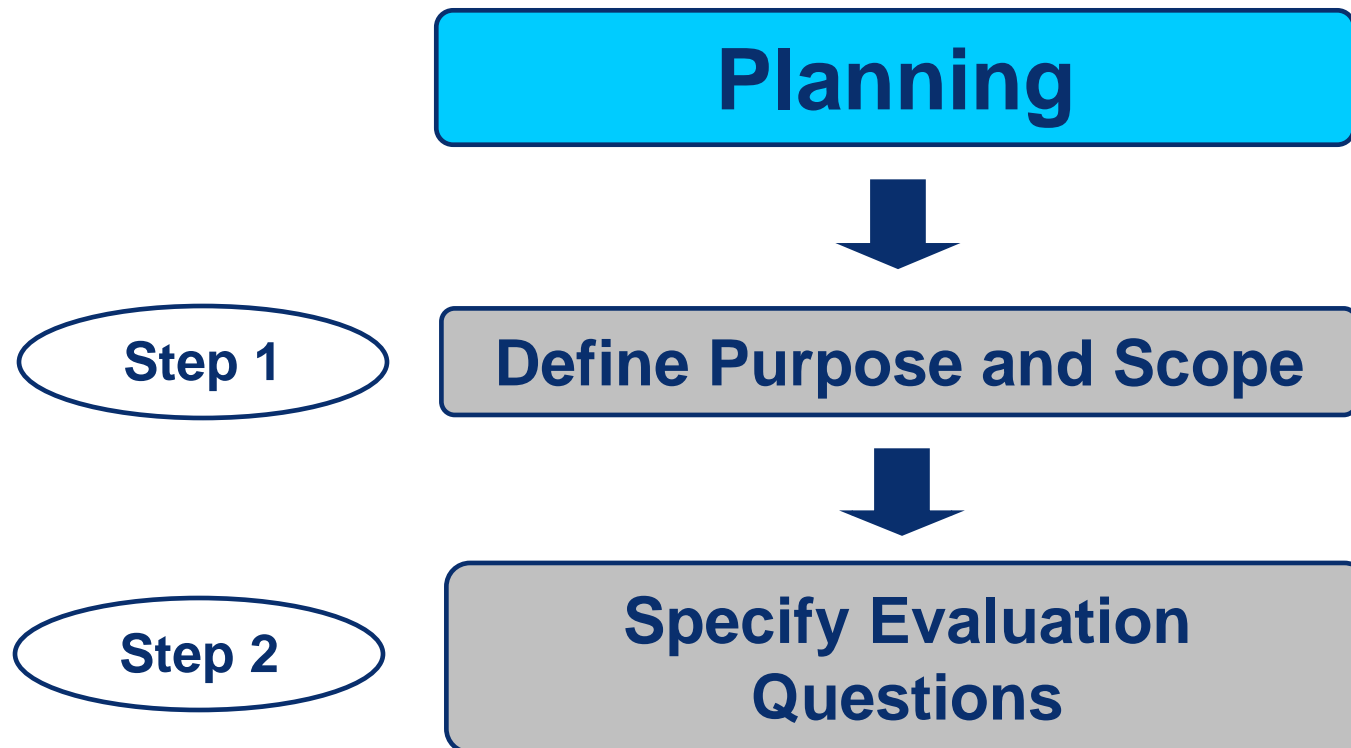
- Evaluation in schools is limited; much of it focuses on student reaction to coursework that incorporates CiM components
- What else are you doing for program evaluation?
- What other resources could you use to evaluate your program's outcomes?

Stages in Evaluating Your Program



Source: America's Career Resource Network (ACRN)

Stage 1



Stage 2

Development



Step 3

Specify Evaluation Design



Step 4

**Create Data Collection
Action Plan**



Stage 3

Implementation



Step 5

Collect Data



Step 6

Analyze Data

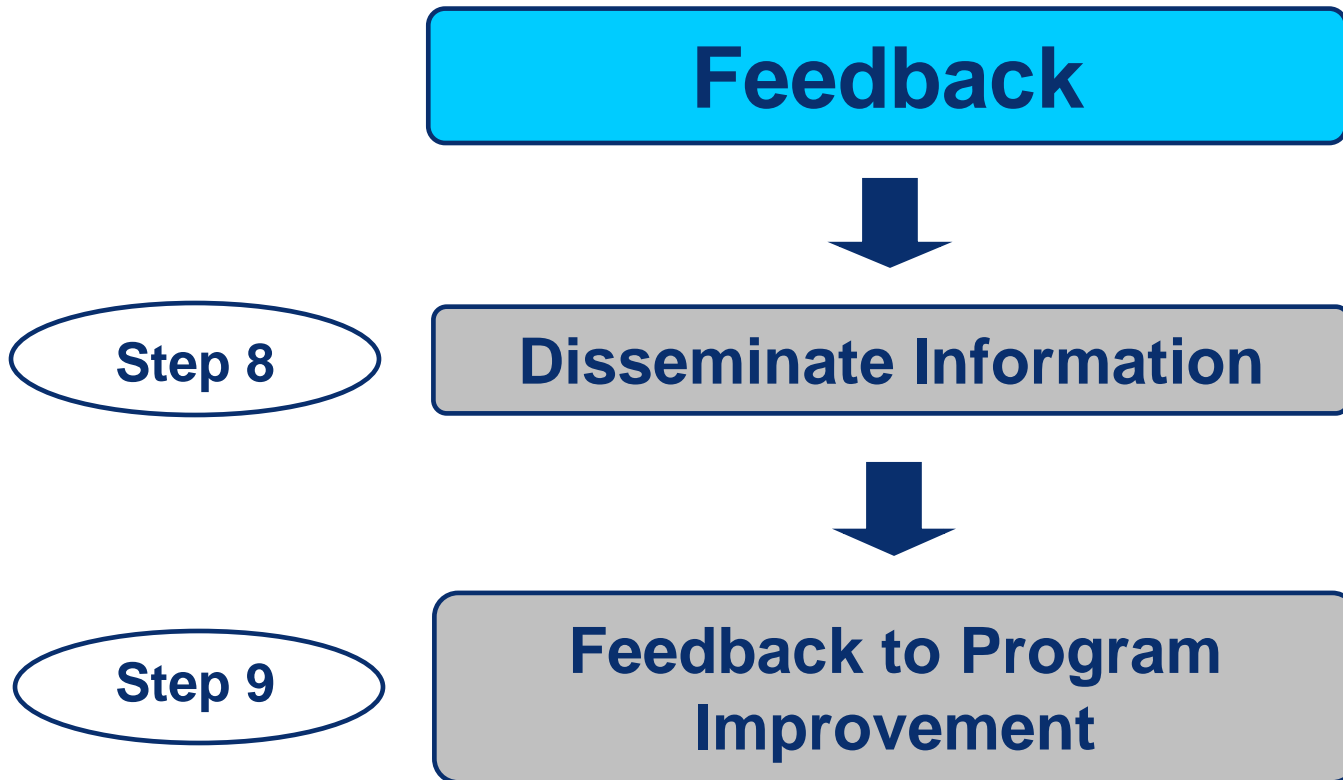


Step 7

Document Findings



Stage 4



Resources

- Program evaluation resources, including the 4 stages discussed here, available at the ACRN website:

<http://www.acrnetwork.org/evaluation.htm>

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