I'm Sooo Meta: An Evaluation of the Leadership Project Experience

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Introduction

- Psychologists engage in numerous roles in large systems

- To help prepare trainees for multiple roles, some internships offer opportunities for interns to engage in a variety of activities beyond traditional clinical and research training.

- Little is known about the effectiveness of training programs in expanding the knowledge and skills of trainees outside of clinical roles.

- Clinical Psychology Internship Leadership Projects are developed by surveying program faculty at the University of Rochester Medical Center. The faculty mentors then provide interns with a brief description of the projects that are used by interns to rank their preferred project.

- The current study aims to evaluate the Leadership Project experience. Leadership projects are designed to expand psychology interns' appreciation for, knowledge of, and skills in program evaluation and development.

- Specifically, the researchers wanted to better understand:

  - Interns' self-efficacy of program evaluation and development skills following their leadership projects

  - The relationship between the interns' engagement with development of the leadership project and self-efficacy, clarification of psychologist's roles in the area of focus for their leadership project, and interns' perceived quality of efforts throughout the year

  - Interns' satisfaction with the quantity and quality of supervision/collaboration

  - Interns' satisfaction with logistics of the project (e.g., presentations of results)

Methods

Procedure:

The university IRB approved the study methods. All participants were provided with an information sheet about the study's aims and procedures. The current study was a cross-sectional online survey distributed to former psychology interns (2014-2018) from the University of Rochester Medical Center.

Participants:
- N = 26 (60.4% response rate); Mean Age= 33.0 (SD = 4.1)
- Gender: 84.6% Women
- Race/Ethnicity: 84% White
- Track: 61.5% Child & Adolescent
- Licensure: 65.4% licensed; 26.9% working toward licensure; 7.7% unlicensed
- Current Employment Setting: 52.2% Academic Medical Center; 17.4% College or University; 30.4% Other
- Services Provided: 53.8% engage in at least some program evaluation and/or development in their current roles

Survey items included:

- Demographics

- Previous and Current Research and Program Evaluation Experiences

- Mentorship and Collaboration

- Professional identity Development

- Logistics of Leadership Project

- Poster Development/Dissemination

Table 1. Correlations between Discrepancy of Engagement and self-efficacy, role clarification, and perceived quality of efforts

	1. Engagement (ideal vs. actual)	2. Self-efficacy (program evaluation)	3. Self-efficacy (program development)	4. Role Clarification	5. Quality of effort (1st half)	6. Quality of effort (2nd half)
1	0.12 (.95)	-.325	-.489*	-.106	-.224	-.257
2		2.96 (1.14)	.336	-.026	.002	.025
3			3.15 (1.16)	.585**	.262	.210
4				3.32 (1.07)	.327	.401*
5					4.04 (.77)	.622**
6.						4.20 (.58)

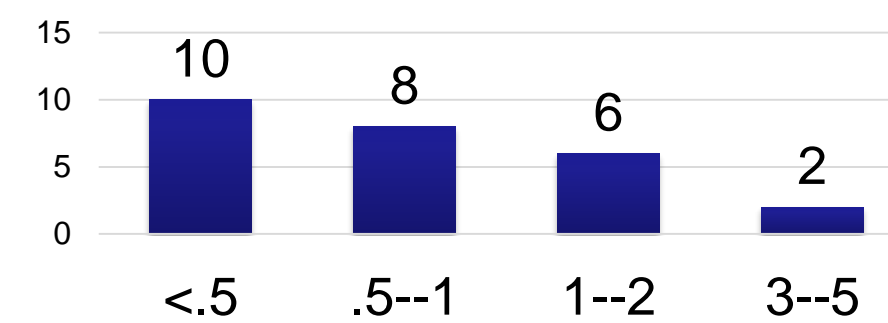Figure 1. Hours spent per week-1st half internship

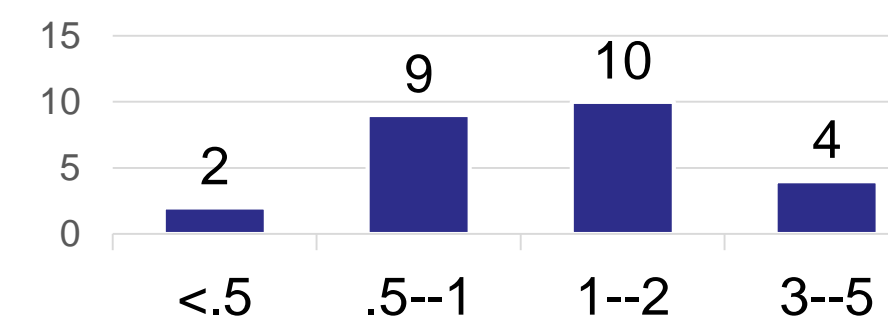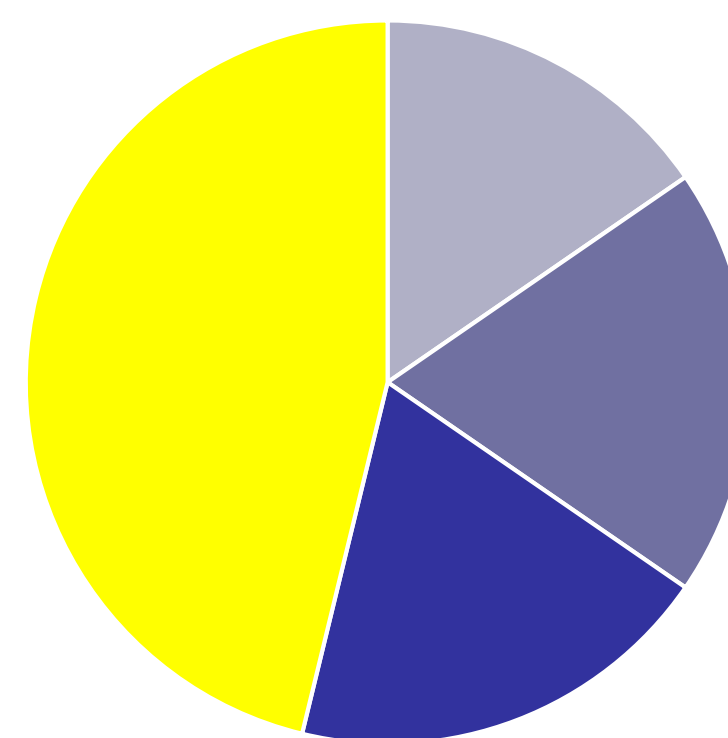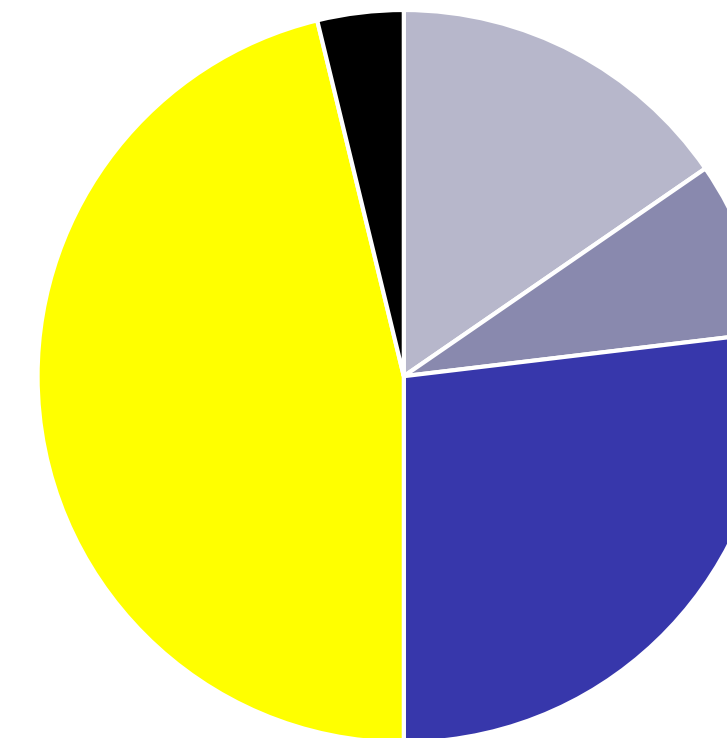Figure 2. Hours spent per week-2nd half internship

Figure 3. Enhanced Self Efficacy of Program Evaluation

Legend: Not at all, A little, Somewhat, A lot

Figure 4. Enhanced Self Efficacy of Program Development

Legend: Not at all, A little, Somewhat, A lot, Greatly

Results

A series of descriptive and correlational analyses were completed. Table 1 provides correlations between the discrepancy of ideal vs. actual engagement in the development of the participants' own projects and a number of variables. There were a few significant findings:

- a moderate, negative relationship between discrepancy of ideal vs. actual engagement and self-efficacy for program development

- a relationship between self-efficacy of program development and the clarification of the role of a psychologist in their project

- Figures 1-4 suggest most interns spent the majority of time on their projects during the second half of the year, and the majority of interns enhanced their self-efficacy for program evaluation and development at least somewhat

- There was a significant, positive relationship ($r = .485$; $p < .01$) between satisfaction with the quantity of mentor/mentee meetings and the quality of mentor/mentee meetings

- The majority of interns somewhat or strongly agreed that the poster presentation was an accurate presentation of their leadership project (96.2% strongly agree), was helpful in disseminating information about their project (96.1%), was an optimal format for disseminating information (88.5%) and enhanced their appreciation for the differing roles of a psychologist (87.0%)

Conclusions

- A novel program aimed at enhancing the self-efficacy, knowledge of, appreciation for, and skills in program evaluation and development was evaluated.

- Overall, it was found that intern's perceived self-efficacy for program evaluation and development was enhanced.

- Leadership projects helped interns clarify roles that psychologists may have in academic medical centers

- Level of interest in contributing to the development of leadership projects at the outset may impact interns' self-efficacy of program development following the project, suggesting the need for pre-project evaluations of intern's interest in program evaluation and development.

- Increasing the quantity of mentor/mentee meetings helps to enhance interns' perceptions of the quality of mentorship suggesting the need for increasing the quantity of mentee meetings.

- The current study had sample limitations. Given the sample size, the reported relationships were under-powered.

Acknowledgments