

# REFLECTIONS ON OUTCOMES

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The following represents my experience and understanding of the ACPE Standards regarding Outcomes, as well as the experience and understanding provided me by other ACPE colleagues. It is intended to provide information and generate discussion potentially valuable to us all.

- OBJECTIVES refer to the goals and content of the ACPE program.
- OUTCOMES define the competencies to be addressed by the ACPE students during their participation in the ACPE program.
  - Outcomes refer to the results, effects, or product of their participation.
- Currently, there are only two programs of CPE: (1) CPE (which includes Level I and Level II Outcomes); and (2) Supervisory CPE (includes supervisory outcomes). A Center accredited to provide CPE, Supervisory CPE, or both, and have a curriculum to support the program or programs it provides.
- An Accredited ACPE Center provides a curriculum that addresses and supports the program Objectives, and Level I and Level II Outcomes, whether that Center provides a single unit of CPE or a Residency of multiple units.
- Outcomes are a way of measuring the results or competencies that are “satisfactorily addressed” by the student in a unit of CPE. Currently, Outcomes are divided into two types: Level I or basic results and competencies; and Level II or more advanced results or competencies.
  - Experience indicates that
    - A student may be working on both Level I and Level II Outcomes/Competencies during the same unit of CPE.
    - An individual student may find a Level II Outcome easier to address than some of the Level I Outcomes.
    - Similarly, a student may require several units of CPE to satisfactorily address a Level I Outcome/Competency.
    - Like CPE itself, satisfactorily addressing the Outcomes is a process that varies with individuals.
- Addressing CPE program Objectives and Level I and Level II Outcomes does not supersede or replace an individual’s Learning Contract.
- A student may “satisfactorily complete” a unit and/or program of CPE without “satisfactorily addressing” all the Outcomes.

- Students and supervisors will need to explore, discuss and define what is meant by “satisfactorily addressed,” or “completed,” or “achieved,” or “attained,” mean in the context of CPE. To say, for example, that someone is “competent” does not imply perfection, or a state where further growth and development is no longer needed or desired. Developing our ongoing professional and personal awareness and skills is always a part of our process.
- Like other aspects of CPE, a student needs to be able to claim and document that she or he has addressed/achieved/attained a given Outcome/competency/or result.
- Addressing and evaluating Outcomes by the student, peers, and supervisor need not, and probably should not eliminate a narrative evaluation by the student and supervisor.
- Just as a supervisor “certifies” that a student has “satisfactorily completed” a unit of CPE, so must a supervisor certify that a student has satisfactorily addressed, achieved, or attained, specific or all Outcomes in a given Level.