

**THE EVALUATION OF CLINICAL PSYCHOLOGY  
INTERNSHIP TRAINING PROGRAM**



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Thesis  
entitled  
**THE EVALUATION OF CLINICAL PSYCHOLOGY  
INTERNSHIP TRAINING PROGRAM**

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**THE EVALUATION OF CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM**

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**ABSTRACT**

This study evaluated a clinical psychology internship training program by using the CIPP evaluation model (CIPP Model), developed by Stufflebeam, which requires the evaluation of context, input, process and product. The study population included the training program consultants, the committee on the operation of the training program, and the training attendees who passed the training program: a total of 208 persons. Two different questionnaire surveys were used in this study: (1) questionnaires on the evaluation of the clinical psychology internship training program (for the consultants and the committee), and; (2) questionnaires on the evaluation of the clinical psychology internship training program (for training attendees). Data were analyzed, and results were expressed as percentage, mean, and standard deviation.

The results revealed that: (1) the overall evaluation of the context, namely, the objectives of the training program and curriculum contents, according to the opinions of the consultants, the committee and training attendees, found that the level of the context was high; (2) the evaluation of the input, in terms of the lecturers, advisors, materials equipment, training venue, and duration of training, according to the opinions of the training attendees, found that the level of the input was high; (3) the overall evaluation of the process, namely, organization and coordination of the training program, according to the opinions of the training attendees, found that the level of the process was high, and; (4) the overall evaluation of the product, namely, knowledge obtained from the training program, and application of obtained knowledge in practice, according to the opinions of the training attendees, found that the level of the product was high.

**KEY WORDS: CIPP EVALUATION MODEL / CLINICAL PSYCHOLOGY  
INTERNSHIP TRAINING PROGRAM**

94 pages

การประเมินโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก

THE EVALUATION OF CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

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#### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อประเมินโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก โดยใช้รูปแบบการประเมินแบบจำลองชิป (CIPP Model) ของสตัฟเฟิลบีม (Stufflebeam) ประเมินใน 4 ด้าน คือ ด้านบริบท ด้านปัจจัยนำเข้า ด้านกระบวนการ และด้านผลผลิต ประชากรที่ใช้ในการวิจัย ได้แก่ ที่ปรึกษาโครงการฝึกอบรม คณะกรรมการดำเนินการฝึกอบรม และผู้ผ่านการฝึกอบรม รวมทั้งสิ้น 208 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ มีทั้งหมด 2 ฉบับ ได้แก่ ฉบับที่ 1 แบบสอบถามความคิดเห็น เรื่อง การประเมินโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก (สำหรับที่ปรึกษาโครงการฝึกอบรมและคณะกรรมการดำเนินการฝึกอบรม) ฉบับที่ 2 แบบสอบถามความคิดเห็น เรื่อง การประเมินโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก (สำหรับผู้ผ่านการฝึกอบรม) สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า

1. การประเมินด้านบริบท ได้แก่ วัตถุประสงค์ของโครงการฝึกอบรม และเนื้อหาของหลักสูตร โดยภาพรวมความเห็นของที่ปรึกษาโครงการฝึกอบรม คณะกรรมการดำเนินการฝึกอบรม และผู้ผ่านการฝึกอบรม พบว่า มีความเหมาะสมอยู่ในระดับมาก
2. การประเมินด้านปัจจัยนำเข้า ได้แก่ วิทยากร อาจารย์ที่ปรึกษา ระยะเวลา วัสดุอุปกรณ์ และสถานที่จัดอบรม โดยภาพรวมตามความเห็นของผู้ผ่านการฝึกอบรม พบว่า มีความเหมาะสมอยู่ในระดับมาก
3. การประเมินด้านกระบวนการ ได้แก่ การจัดกิจกรรมอบรม และการประสานงาน โดยภาพรวมตามความเห็นของผู้ผ่านการฝึกอบรม พบว่า มีความเหมาะสมอยู่ในระดับมาก
4. การประเมินด้านผลผลิต ได้แก่ ความรู้ที่ได้รับจากฝึกการอบรม และการนำความรู้ที่ได้รับไปใช้ประโยชน์ โดยภาพรวมตามความเห็นของผู้ผ่านการฝึกอบรม พบว่า มีความเหมาะสมอยู่ในระดับมาก

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and the Statement of the Problem**

Clinical psychology is a profession subject that plays an important role in human well-being and mental health. It is a branch of psychology concerned with the assessment and treatment of mental illness, abnormal behavior, and psychiatric problems, personality, intelligence, emotion, adaptive behavior or brain pathology including research studies, promoting and evaluating mental health. Consequently, it requires circumspection, professional ethics, and standards for professional practice to be consistent with quality improvement plans in hospitals where all practices need to be with systematic performance to ensure optimum efficiency that can be examined and evaluated (Bureau of Sanatorium and Healing Arts, Department of Health Service Support. 2014: 5). The nature of clinical psychology is a branch of psychology as per Section 33(5) of the Healing Arts Practice Act, B.E. 2542(1999) dated on 15 July 2003 which came into force on 21 October 2003 that determined clinical psychology as a branch of the healing arts practice so as to develop capabilities of clinical psychologists to be able to perform their tasks according to standard of professional practices in terms of technical and operational matters. In the meantime, they can apply to be registered and obtain a license to be a healing arts practitioner of clinical psychology branch. The law enacted that a person completes a graduate degree in the field of clinical psychology or process of clinical psychology as their main subject and shall apply to be registered and obtain a license to be a healing arts practitioner of clinical psychology must pass clinical psychology internship training program in hospitals or any organizations certified by the Committee on Clinical Psychology Profession not less than 6 months before being registered and licensed as a healing arts practitioner of clinical psychology . Therefore, the Committee on Clinical Psychology Profession, Bureau of Sanatorium and Healing Arts, Department of Mental Health, Ministry of Public Health, and The Thai Clinical Psychologist Association realize the

importance of developing personnel in clinical psychology by collaborating to determine criteria and develop curriculum in clinical psychology internship training program to standardize a training program for those who complete a college graduate degree in clinical psychology field to obtain knowledge, ability and skill that are in line with the standard for professional practice. In the meantime, to allow an institute who hold a training program can apply it as a guideline for organizing a training program that will be consistent with the standard determined by the Committee on Professions (The Committee on Operation of the Curriculum in Clinical Psychology Program. 2014: 1).

The curriculum in clinical psychology is the close integration of theory and practice. Emphasis is placed on knowledge and ability in clinical psychodiagnostic assessment, psychological treatment, mental health rehabilitation, and application of clinical psychology for community mental health service so as to ensure trainees to obtain knowledge and strengthen ability as well as skills in perform their operation in clinical psychology from firsthand experience with patients, have good attitude in working with clinical psychology profession subject, have work ethics and guidelines to perform their works according to the Professional Standard for the Art of the Healing in Clinical Psychology (The Committee on Operation of the Curriculum in Clinical Psychology Program. 2014: 4).

The clinical psychology internship training program is organized with the collaboration of the Committee on Clinical Psychology Profession, Bureau of Sanatorium and Healing Arts- Department of Mental Health-Ministry of Public Health, and The Thai Clinical Psychologist Association. The training program has been implemented for 8 classes. The data used in this study was collected from a group of population who were the training attendees who passed the training program from class 6 and class 7 since the curriculum used in class 1-5 was greatly improved that much and resulted in high difference of each class in various aspects. The training attendees from class 6 and 7 had similar factors in many aspects in terms of curriculum structure, curriculum contents, resources, and operational process.

Based on studying documents related to evaluation of clinical psychology internship training program of each class in the past, it was found that satisfaction survey forms for training attendees were used after the trainings were complete to

inquire points of view of the training attendees who passed the training program with regards to training program implementation, application of the obtained knowledge in practice, problems and obstacles including suggestion so as to conclude as a report of the clinical psychology internship training program report only. Besides, it was found that the obtained information was not adequate to reveal that the training program in each class could meet objectives of the program or not or what kinds of good and bad points. It can be said that since the current curriculum was recently used for training, there were small amount of information used for evaluation. Therefore, systematical evaluation is a good method in order to obtain complete information in every procedure of training program and will be an important procedure to ensure that how much the implementing training program will be successful. As training programs in each class requires a lot of resources, budget, time, and personnel from different divisions, evaluation can allow people to learn about facts in terms of training program process, application of obtained knowledge and skills for development of administrative management and operation. All of the mentioned information will be useful for curriculum improvement. As a result, the researcher is interested in and realizes the importance of the evaluation of clinical psychology internship training program in a systematic manner. The researcher chooses CIPP evaluation model (CIPP Model) developed by Stufflebeam to evaluate the training program. The evaluation model requires 4 evaluation aspects namely, context (Context Evaluation), input (Input Evaluation), process (Process Evaluation), and product (Product Evaluation) in order to bring evaluation results to improve and develop the process of organizing clinical psychology internship training program in a more efficient manner.

## **1.2 Research Objective**

To evaluate the clinical psychology internship training program with CIPP Model that requires the evaluation of 4 aspects; context, input, process, and product.

### **1.3 Research Questions**

What is efficient level of the clinical psychology internship training program? What are the strength and weakness of the clinical psychology internship training program? How the clinical psychology internship training program would be improved or developed?

### **1.4 Scope of Research**

#### **1.4.1 Scope of population**

Data source used in this research study was personnel involved in the clinical psychology internship training program according to the following details:

1.4.1.1 The clinical psychology internship training program consultants: 2 persons.

1.4.1.2 The committee on operation of the clinical psychology internship training program: 28 persons.

1.4.1.3 The training attendees who passed the clinical psychology internship training program from class 6/ 2014: 81 persons and from class 7/ 2015: 97 persons.

#### **1.4.2 Scope of contents**

This research study was about the evaluation of clinical psychology internship training program by using CIPP model developed by Stufflebeam. The model requires the evaluation of 4 aspects as follows:

1.4.2.1 The evaluation of context such as objectives of the training program and curriculum contents.

1.4.2.2 The evaluation of input such as lecturers, advisors, duration, materials and equipment, and training venue.

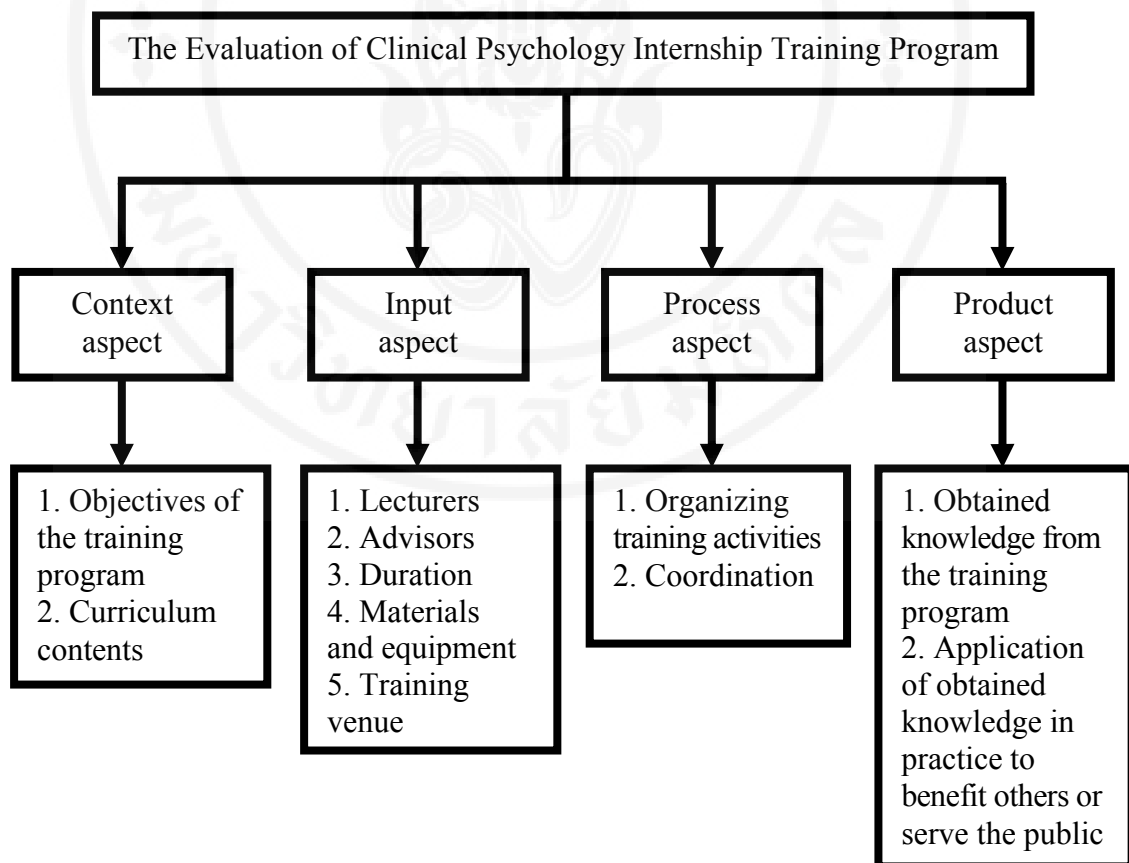
1.4.2.3 The evaluation of process such as organizing training activities and coordination.

1.4.2.4 The evaluation of product such as knowledge obtained from the training program and application of obtained knowledge in practice.

### 1.5 Expected Benefits

This research study allows people to know about the operating status of the clinical psychology internship training program which will be useful for those involved in the program operation and will be used to support the consideration for improving and developing the operation with regards to context, input, process, and product aspects including problems and obstacles, suggestion so as to improve and develop the curriculum in a quality and up-to-date manners.

### 1.6 Conceptual Framework



**Figure 1.1** Conceptual framework of the evaluation of clinical psychology internship training program

## 1.7 Definition of Terms

1.7.1 The clinical psychology internship training program means a project under the responsibility of the Committee on Clinical Psychology Profession, Bureau of Sanatorium and Healing Arts, Department of Mental Health, Ministry of Public Health, and The Thai Clinical Psychologist Association. It is organized to develop knowledge and ability in operation of clinical psychologists and allow them to be able to perform clinical psychodiagnostic assessment, psychological treatment and mental health rehabilitation, community mental health including skills in clinical psychology operation from hands-on experience with patients, to ensure that they have good attitude towards clinical psychology professional practice, to have work ethics and guidelines to perform their works in a quality manner according to Professional Standards for the Art of Healing in Clinical Psychology.

1.7.2 Evaluation of the training program means a systematical process for collecting and analyzing data and presenting data analysis results for decision-making including bringing data to judge the value of the training program whether it can achieve the determined objectives or not. The evaluation model includes 4 aspects as follows:

1.7.2.1 The evaluation of context means evaluation of basic information and status that result in the training program operation such as objectives of the training program and contents of the curriculum.

1.7.2.2 The evaluation of input means evaluation of appropriateness and sufficiency of resources used in the training program operation such as lecturers, advisors, duration, materials and equipment, and training venues.

1.7.2.3 The evaluation of process means evaluation of processes related to the training program operation such as organizing training activities and coordination.

1.7.2.4 The evaluation of product means evaluation of products occurred by the training program operation such as obtained knowledge from the training program and application of obtained knowledge in practice to benefit others or serve the public.

1.7.3 Training program consultants means those who hold knowledge and experience in administrative management about clinical psychology professional

practice, understand the clinical psychology internship training program, and can give useful advice for the curriculum improvement and development.

1.7.4 The committee on operation of the training program means personnel in the field of clinical psychology professional practice or the working group who take responsibilities of the concerned duties and assigned tasks as being the committee on operation of clinical psychology internship training program including developing and improving the curriculum in all aspects.

1.7.5 Training attendees means persons who passed the criteria of the clinical psychology internship training program as required by the committee on operation of the training program and are qualified as being those who complete a graduate degree in the field of clinical psychology from academic institutes that are certified by the committee on clinical psychology profession or those who complete a graduate degree in psychology with a major in clinical psychology course from academic institutes certified by the committee on clinical psychology profession.

## **CHAPTER II**

### **LITERATURE REVIEW**

With regards to the evaluation research of the clinical psychology internship training program, the researcher studied related documents and related research studies according to the following topics:

#### 2.1 The Evaluation of the Training Program

2.1.1 The Meaning of the Training Program Evaluation

2.1.2 Types of the Training Program Evaluation

2.1.3 Objectives of the Training Program Evaluation

2.1.4 Importance and Benefits of the Training Program Evaluation

2.1.5 Patterns and Methods of the Training Program Evaluation

2.1.6 Theories and Models of the Training Program Evaluation

#### 2.2 The Evaluation of the Training Results

2.2.1 The Meaning of the Training Result Evaluation

2.2.2 Objectives of the Training Result Evaluation

2.2.3 Importance and Benefits of the Training Result Evaluation

2.2.4 Process of the Training Result Evaluation

#### 2.3 The Clinical Psychology Internship Training Program

2.3.1 Principles and Rationale

2.3.2 General Objectives

2.3.3 Specific Objectives

2.3.4 Qualifications of Trainees

2.3.5 Contents of the Curriculum

2.3.6 Core Lectures on Clinical Psychology

2.3.7 An Internship (on-the-job training)

2.3.8 Evaluation of the Internship Results

2.3.9 Criteria for Passing a Clinical Psychology Internship Program

#### 2.4 Related Research Studies

## **2.1 The Evaluation of Training Program**

### **2.1.1 The Meaning of the Training Program Evaluation**

Stufflebeam & Shinkfield (2007: 159) stated that evaluation of training program was a process of describing, collecting data about goals, planning operational process and effect so as to use as guidelines for decision-making for building credibility and enhancing understanding in a training program status.

Suchart Praserttrattasin (1998: 1) gave a definition of evaluation of training program as an evaluation on value or activities organized based on certain objectives. The program organizer expected that when activities were organized according to the determined criteria and procedures, they would achieve some or many of the certain objectives. The same activities that were organized based on different criteria, procedures or operational processes would give different results.

Nisa Chuto (1999: 9) stated that evaluation of training program was collecting data, analysis, meaning of facts about requirements, searching for guidelines, improving methods, management methods concerning a training program and finding a certain result that caused by the training program so as to add more value and greater efficiency to the training program.

Prachoom Rodprasert (1999: 73) mentioned that evaluation of training program means process of collecting and analyzing data for training program operation and identifying outstanding and weak points of that training program in a systematic manner and making decision whether the training program should be further implemented or terminated.

Suwimol Tirakanant (2005: 2-3) gave a meaning of training program evaluation as a process that could happen in every single procedure of operation so as to have information useful for making consideration to support an operation immediately. In contrast, evaluation results would not be useful as they should be if the results were not used in a right time.

Based on the definitions of the training program evaluation, it can be concluded that training program evaluation is the process of collecting data that involved with the program and were analyzed to obtain information and conclusion of

the assigned tasks if they could achieve the goals and expectation according to the determined objectives or not.

### **2.1.2 Types of the Training Program Evaluation**

Based on training program cycle, training program evaluation can be classified in 3 major types as follow (Sombat Suwanpitak 1988: 45-47):

1. Evaluation before starting operation. It is an evaluation with a purpose of making decision on determining and choosing the right training program. The consideration is based on:

1.1 Appropriateness of building a training program is comprised of studying, analyzing problems and necessity of implementing a training program and studying possibility. Consideration is made on possibility of academic techniques, readiness of administrative management for a training program, readiness of supportive budget, etc.

1.2 Analysis of a training program benefit is consisted of analysis of expenditure and profit, analysis of expenditure and effectiveness. Consideration is made to figure out if building a training program will be worth investing or not which concerned with economic aspect.

2. Evaluation during operation. It is an evaluation occurred during training program is conducted with a purpose of checking whether the operation is run as planned or not, seeing what kinds of problems and obstacles arise so that solution can be made at the right time. The evaluation during operation is a duty of those who take responsibility for the training program to find information to improve the program operation. This evaluation is called evaluation for improvement or minor evaluation.

3. Evaluation after operation. It is an evaluation implemented after a training program is finished. This evaluation will respond to the following questions

3.1 How much the training program operation can achieve the determined goal and expectation. It is a consideration on the training program output.

3.2 It is an examination of by-product rather than what determined in objectives. It is a study about impact of the training program; both positive and negative such as an impact on society, economy, politic, belief, value, and improvement in quality of life.

3.3 It is a summary of a training program operation in terms of the program objectives, resources, success and failure of the program, problems and obstacles. In case further operation is required, which parts of the program need to be improved. All evaluated information from the beginning until the end of the program is gathered. This kind of evaluation is called conclusive evaluation. Evaluators can be those who operate the training program or people outside the program.

Rattana Buason (2007: 40-42) divided evaluation of training program into 5 criteria as follows:

1. By Objectives of evaluation and period of a training program. It can be divided into 3 types as

1.1 An evaluation plan is established before a program begins or before the program is applied in practice (Pre-evaluation program). The objective of this evaluation is to help make decision on applying the program in practice.

1.2 An evaluation plan is established during the program is implemented (Monitoring evaluation program). The evaluation is carried out during the program has not completely finished so as to consider about process of the program operation or to monitor the program operation to meet with expectation. This type of evaluation is an evaluation for helping decision making on improvement and development the program.

1.3 An evaluation is established after the program is completely finished (Post or summative evaluation program). The evaluation takes place when the program is carried out to meet its target date. It aims to consider accomplishment of the program.

2. By target goals which can be divided into 2 types; a method used to determine the actual outcome of a program when compared to the goals of the original plan. It is known as goal-based evaluation. The other one is an evaluation conducted without particular knowledge of or reference stated or predetermined goals and objectives. It is called goal-free evaluation which conducted based on what occurred from the program though the outcome follows or does not follow the goals.

3. By philosophy or fundamental beliefs based on philosophy basis or beliefs about fact of value and methods to access fact of value in evaluation. The

evaluation is divided into 2 types; a systematic approach evaluation (objectivism) and a naturalistic approach evaluation (subjectivism).

4. By evaluators or organizations who take responsibility for evaluation. It can be divided into 2 types; internal evaluation and external evaluation.

5. By methods and information characteristics that are evaluated. It can be divided into 3 types;

5.1 Qualitative evaluation

5.2 Quantitative evaluation

5.3 Mixed evaluation

### **2.1.3 Objectives of the Training Program Evaluation**

Yaowadee Rangchaikul Wiboonsri (1985: 75-76) stated that any evaluation need to have significant targets. Generally, there are 2 targets;

1. A target of the program; it is a specific target of the program to ensure what the program is for and what consequence is.

2. A research target; it is used to examine the process of program operation and product obtained from the program whether they follow the program objectives or not and how.

Sombat Suwanpitak (1988: 15) mentioned about 4 objectives of a program evaluation as:

1. To find information for a program planning.
2. To find information for improving a program operation.
3. To find information indicating success and failure of a program.
4. To find information indicating efficiency of a program.

### **2.1.4 Importance and Benefits of the Training Program Evaluation**

Sombat Suwanpitak (1988:15) mentioned about a program evaluation that it was a tool for program administrative management that was useful for people who get involved with program operation in each level. It was not limited only for those who organized a program, but also policy makers, planners of program operation, program director and organization or representatives who provide supportive budget. Program evaluation is an important activity that should not be missed from a program

cycle because it was useful for program administrative management which could be concluded as follows:

1. It could help provide information to be used in making decision about program determination for examination readiness of resources needed in program operation and feasibility of organizing a program.

2. It could help find information about progress, problems and obstacles of a program to be used in making decision about improvement or change or modification of a program to meet with a preferred direction.

3. It could help find information about success and failure of a program to be used in making consideration and making final decision whether the program should be further conducted, cancelled or expanded its operation or not.

4. It could help provide information indicating efficiency of a program whether it would be worth investing or not.

Somkid Promjui (2007: 37) stated that evaluation was an important activity in a cycle of program planning and management as it was greatly beneficial as follows:

1. It could provide various kinds of information to be used in making decision about planning and examining program for readiness of necessary resources in program operation including examining possibility in organizing activities.

2. It could help determine more comprehensible program objectives.

3. It could help provide information about progress, problems and obstacles in a program operation.

4. It could help provide information about success and failure of a program to be used in making consideration and final decision whether the program should be further conducted, cancelled or expanded its operation or not.

5. It could help provide information indicating efficiency of a program whether it would be worth investing or not.

6. It could motivate program operators because evaluation the program by themselves would allow them to realize operative performance, strength, weakness, and be able to bring the information to improve and develop the program to be more efficient.

Yaowadee Rangchaikul Wiboonsri (2008: 93) mentioned about the importance of a program evaluation as follows:

1. Evaluation was a tool for certifying quality of services. Though it could not guarantee the optimum achievement of the program, it would be able to certify quality of services at least to some extent.
2. Evaluation helped budget supporter learn about problems or obstacles in operating a program based on empirical evidence from a real situation.
3. Evaluation helped provide valuable information for related organizations.
4. Evaluation indicated the importance of each program in terms of time order. People could see which program should be prioritized so that a problem about program selection could be solved as well as reducing pressure from political power when there were a lot of programs to organize.
5. Evaluation provided feedback from service receivers. It allowed people to know restricted information and problems in operation so as to improve the program and build good relationship between service providers and service receivers.
6. Evaluation revealed program products in favorable and unfavorable aspects at the same time.

### **2.1.5 Patterns and Methods of the Training Program Evaluation**

Evaluators have to consider how evaluation would be in order to obtain correct evaluation results that are true to a real situation and can cover and respond to requirement. Evaluation results for supporting decision making must be obtained in time. With regards to program evaluation analysis, it can be divided into 3 models as follows (Somwang Pitiyanuwat. 2001: 34-38).

1. Survey evaluation. It is an evaluation to survey things. Document analysis method is used to evaluate a personal view of involving people. The disadvantage of survey evaluation is evaluation results seem to have a low level of objectivism and the results are doubtful.
2. Experimental evaluation. It is an evaluation based on a research experiment. The most common experimental model is a one group experiment and a study is conducted to see arising results. Comparison is made to see obtained results, before and after measurement. The experiment is conducted with only one group with

only one chance within a certain period. Disadvantage is high, especially when an experiment is concerned with people that their behaviors cannot be controlled at all times.

3. Model-based evaluation. It is an evaluation that evaluators develop a model for evaluation. The model used in evaluation acts as a navigator; what evaluation is all about, what evaluators have to do- before and after. Choosing models for evaluation, academic scholars have suggested many models in a form of conceptual framework. Most of them are quite similar. Great effort has been put to make evaluation to be conducted in a systematic manner by using characteristics of a system that includes input, process, and product as a core in offering a model.

Regarding a model of a training program evaluation based on progress evaluation that can indicate strength and weakness of the training which its results can be used to improve training activities immediately and there is a summative evaluation after the training program is finished in order to indicate achievement of the training program, the appropriate model that can be used as a conceptual framework for evaluation is CIPP evaluation model developed by Stufflebeam and colleagues. This evaluation model defines the definition of evaluation as a process of extracting, collecting, and analyzing data so as to offer data analysis results to support decision-making of management executives (Somwang Pitiyanuwat. 2001: 66).

### **2.1.6 Theories and Models of the Training Program Evaluation**

Patchanee Sompong (2012: 18-19) stated that numerous theories were available and each theory had a specific objective for different evaluation. Each theory had different strength, weakness, and restriction to be used for evaluation. Therefore, a program evaluation should not be attached with an evaluation model only but context and objectives of a program evaluation should be considered as well as other factors supporting the use of a certain model including anticipated benefits obtained from that model. Besides, a program evaluation based on an evaluation theory or an application of evaluation theory should rely on methodology to

Stufflebeam (1971) presented CIPP evaluation model (Context-Input-Process-Product Model) as a continuous evaluation. Its evaluation does not only to figure out if a program can achieve objectives or not, but also providing details for supporting decision-making about target/purpose selection, operation, strategy and

plan determination and modification for better appropriateness, decision-making about adjustment, and maintain-expand/terminate-end a program. The evaluation requires the following aspects:

1. Context Evaluation. It supports decision-making about to determine objective planning. Emphasis is placed on relationship with environment, requirement and necessity, social and political trends, economic status, and community problems including policies of higher and related organizations. It helps diagnose problems in order to obtain fundamental data that will be useful for decision-making, lectures and environmental analysis. Moreover, it helps realize related and important variables for goal achievement which results in changing of objectives by using problems diagnosis and problems prioritizing to meet with requirement. Context evaluation includes 2 methods as:

1.1 Contingency Mode; it is an environmental evaluation to find opportunity and pressure from external system so as to obtain information for developing a better program. A survey is conducted to find problems within a determined scope which helps predict future that will be useful for planning of next programs. Questions used in the evaluation is “if...then”. It validates correctness of objectives.

1.2 Congruence Mode; it is an evaluation by making a comparison between actual practice and determined objectives. It allows people to learn which objectives cannot be achieved. It helps serve improvement.

2. Input Evaluation. It validates readiness of input factors of a program. It means an evaluation of necessary resources used to operate a program so as to analyze the most appropriate choice for existing resources and a choice giving the highest opportunity to achieve the program objectives. Aspects to be evaluated are:

2.1 Ability of organization or representatives who organize the program

2.2 Strategies used to achieve objectives of the program.

3) Process Evaluation. When an operational plan is approved and can be implemented, the process evaluation is needed for a preparation of giving feedback to those who take responsibility for and operators of the program in each level so as to be able to make improvement and timely adjustment. There are 3 objectives as

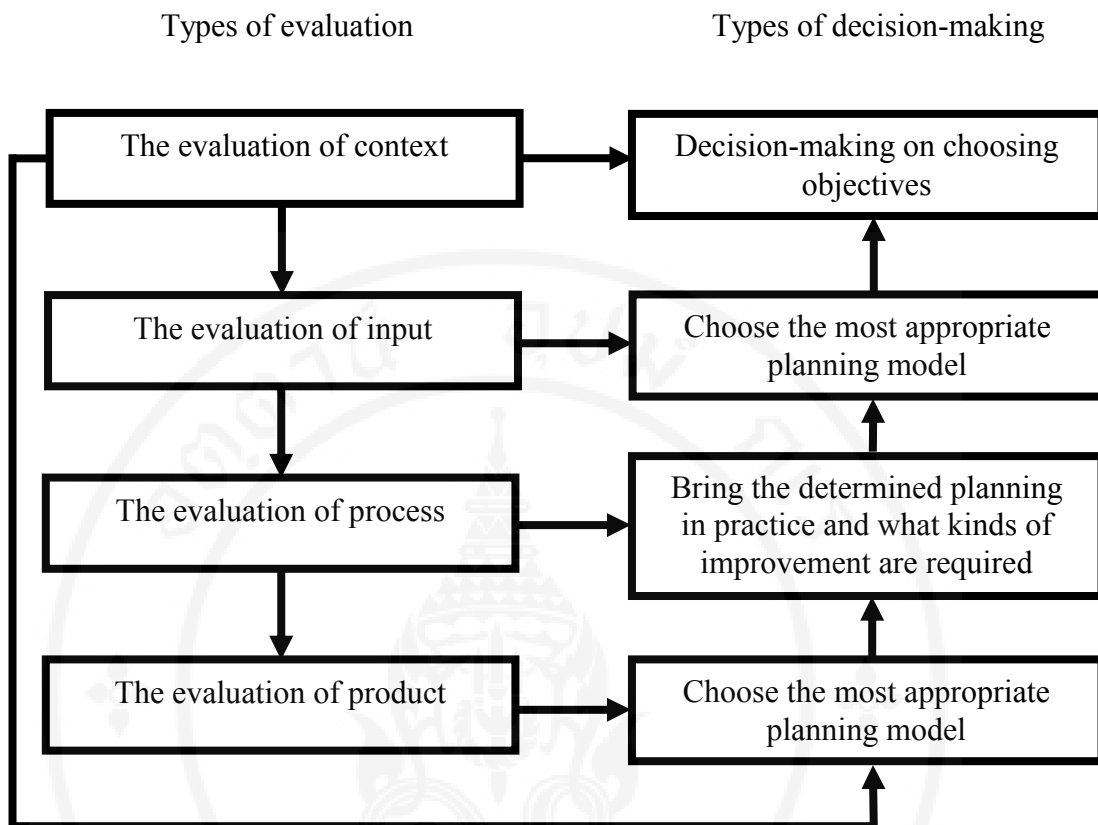
3.1 To find and predict errors of the process and procedures as planned, to evaluate methods of organizing program activities, appropriateness of input factors and their sequence, whether organized activities support objectives achievement or if there are any obstacles or not.

3.2 To gather information for those who make decision in planning in order to bring all evaluation results to improve operational process to be more concise and efficient.

3.3 To be a report accumulating all arising practices.

4. Product Evaluation. It aims to measure and interpret success. It is an evaluation of how success of all obtained results from operation would be, whether the results reach the determined objectives or not. The measured results are compared to the expected standard and interpret the cause of what happen by using reports from the evaluation of context, input, and process so as to make a decision to improve, expand, continually use, and terminate the program.

Somwang Pitayanuwat (1981: 67) stated that the full CIPP model provided the collection of accumulated information. Namely, decision-making after the evaluation of context would be a guideline for the evaluation of input, process, and product. In the meantime, decision making after the evaluation of input would be a guideline for the evaluation of process and product. While the evaluation of process and product would reverse into decision-making about choosing objectives and how to organize a program to reach the objectives. Therefore, CIPP model used to evaluate a training program can help develop the training program at the same time. In order to see the relationship and procedures of evaluation based on CIPP model and types of decision-making, a chart as shown in a figure is concluded to describe the relationship between evaluation and decision-making based on CIPP model.



**Figure 2.1** Relationship between evaluation and decision-making based on CIPP model (Somwang Pitiyanuwat. 1981: 67)

With reference to the evaluation of clinical psychology internship training program, the researcher used the CIPP model as a guideline to form a program evaluation model. Generally, it will be laid out to be in line with objectives and operation of a certain program. In case an evaluation of a training program is concerned with measurement and evaluation of the operation to figure out if it can reach the program objectives and should be continually operated or not or how to improve and adjust the program for more efficient so as to completely achieve the determined objectives as much as possible, factors of evaluation for developing curriculum based on CIPP model can be operated systematically and continuously so as to obtain profound information for committee on operation of a training program to use for decision-making. The researcher views that a conceptual framework for evaluation using CIPP model is appropriate. Then, it is applied to evaluate the clinical psychology internship training program.

## **2.2 The Evaluation of the Training Results**

### **2.2.1 The Meaning of the Training Result Evaluation**

Roenglak Rojanabhan (1986: 93) gave a definition of training results evaluation as a process of comparison between measured training results and training objectives to indicate how effective and efficient the training would be. To make it more clearly, training results evaluation was a comparison between feeling or reaction of training attendees and a training program, methods used for training and each instructor, to see whether they are in accordance with training attendees' requirement or not. It is a comparison of learning behavior between during and after training, if there is any change according to expected guidelines or not, and a comparison between performed tasks from training attendees after training is finished, to see if they meet with purposes of organization or not.

Wijit Awakul (1997: 250) gave a definition that training results evaluation included 3 essential contents as follows:

1. Training results evaluation was a behavioral observation process of training attendees in order to see how different they are before and after attending a training program.
2. To make a comparison to objectives of the training that aims to change behavior to meet with a required level.
3. To make a consideration and decision on training results if they turn out satisfactory or unsatisfactory so as to make an improvement and correction for serving the future training.

Yanee Amaritruedee (2003: 25-26) said that training results evaluation referred to an evaluation of results obtained from the training to see if they meet requirement and objectives of the program or not. Successful training should provide benefits and values that consistent with the determined objectives. If the obtained results did not correspond to or were lower than expectation of organizations, trainers had to bring all information obtained from the evaluation to use for analyzing and planning a training program in the future. Evaluation results were considered as feedback that could adjust and change investment for a training program (Input) to be more proper.

In relation to the training results evaluation as mentioned above, it can be concluded that training results evaluation is a process of gathering information related to a training program. The results from the training will be compared to the training objectives so as to learn how efficient and effective the training is, how much the training is useful if some modification of training curriculum should be made or not and the curriculum is in line with the training objectives or not

### **2.2.2 Objectives of Training Results Evaluation**

Generally, a training program has to be developed from requirement or interest of people or organizations in operating evaluation of a training program for people or organizations so as to have right decision-making on a training program. Moreover, there should be specific objectives for evaluation of a training program which can be concluded as mentioned below (Somwang Pitiyanuwat. 2001: 60-64):

1. To evaluate consistency between goals and objectives of a training program with principles and rationale, requirement including philosophy that should be a source of the goals and objectives of a training program.
2. To evaluate appropriateness of resources or existing inputs such as related organizations, budget, personnel, buildings and places or curriculum with a work plan of a training program to see how they can reach the determined goals.
3. To evaluate appropriateness of applying a work plan of a training program in practice. A study is focused on strength and weakness of an operation of the training program such as methods of conducting a meeting and training activities.
4. To evaluate accomplishment of a meeting program which is an evaluation of a training program product that indicates whether the training program can reach the determined goals or not.

Determining objectives of a training program has to start with identifying who or any organizations that have importance to a training program. Next, it should be indicated on which aspects of a training program that the important person or organizations have to make decision and what kind of information from evaluation results that the decision-making requires. Based on these answers, goals of a training program evaluation are processed and set appropriately.

### **2.2.3 Importance and Benefits of Training Results Evaluation**

Wijit Awakul (1997: 238-239) stated 9 importance and benefits of training results evaluation as follows:

1. To consider value and worthiness of a training program including impact and other situations.
2. To consider anticipated benefits in order to figure out how to further operate or expand a training program.
3. To allow a training program management team to use information for correctly making decision on operation and approve a training program.
4. To be information for managing a training program as well as considering plans, policies, and operational objectives of organizations and leaning about status and progress of a training program if they follow a right direction.
5. To examine weakness and strength of a program so that improvement of a training program operation and correction can be implemented in timely manner.
6. To learn about good and bad points of a training program such as curriculum, operation, places, materials and equipments, instructors, training rooms, training staff, etc. so that correction, improvement and sequence of order can be done in the next training operation.
7. To examine a training operation if development or error as well as confidence from training objectives are available so as to learn about necessity of having them or terminating some parts of them or cancelling all.
8. To examine an administrative management in academic aspects and curriculum if they follow the determined guideline or not such as principles, purposes, academic contents, activities in learning and teaching as well as other factors such as instructional media, measurement of results that will be consistent or correspond to necessity of training or serve any improvement.
9. Evaluation is not watching attentively for fault but an explore of weakness of a training so as to improve and develop teaching and learning in a training program to be able to respond to training objectives and requirement of training attendees at the maximum.

Marada Vongpetsri (2001: 13) concluded the importance and benefits of training results evaluation as follows:

1. To check if a training can reach an accomplishment as required or not. The accomplishment could be compared as training objectives.
2. To better improve a training program regardless of current or future training.
3. To figure out worthiness of a training. Evaluation could help judge the value of things because when starting an operation, people invest time, money, and effort. Therefore, it should return something and should be worth what were paid more or less.
4. To assist training instructors and training attendees for the next training session. Namely, training instructors or lecturers could learn about good points or errors in transmitting knowledge to training attendees so that improvement could be done. Regarding training attendees, they would learn how to prepare themselves ready in advance so that they will gain benefits as much as they could.
5. To help management team or approvers make decision on whether to further organize a training program or not. If so, how often it should be organized.

#### **2.2.4 Process of the Training Result Evaluation**

Systematic evaluation of a training program requires an operational process step by step. Somwang Pitiyanuwat (1981: 65-66) mentioned that evaluation process of a training program had important procedures as follows:

1. Study and analyze a training program that is going to be evaluated. The more a training program is known, the greater chance to set an evaluation to meet its goals becomes. A study conducted on a training program has the following details:
  - 1.1 Principles and rationale as well as philosophy of a training program.
  - 1.2 Nature of a training program is an experimental or regular program that passed on from generation to generation.
  - 1.3 What is the goal of a training program?
  - 1.4 What are the objectives or purposes of a training program?
  - 1.5 How many personnel are there?
  - 1.6 What kinds of contents are provided in a training program?

1.7 What methods will be used in a training program and what procedures are provided?

1.8 What kinds of materials and equipments are available?

1.9 Is there any determination of standards to judge the value of a training program available? If so, what is the determined standard? Furthermore, an analysis to find a causal relationship between each topic such as relationship between training objectives and training activities should be implemented.

2. Determine objectives of training program evaluation which have the following sequence:

2.1 Identify personnel or organizations involved with a training program.

2.2 Identify stories or information that personnel or organizations require from evaluation to support decision-making on a training program.

2.3 Conclude as objectives a training program. Generally, objectives would indicate the nature of evaluation. Some cases only accomplishment of training program evaluation is focused and called summative evaluation. Regularly, a training evaluation is conducted both formative and summative evaluation.

3) Designing training program evaluation is determination of models or methods used to evaluate a program. It must be considered how to evaluate in order to obtain correct results according to real situations, up-to-date, comprehensive and responsive as much as possible.

### **2.3 The Clinical Psychology Internship Training Program**

The committee on clinical psychology profession developed a curriculum in clinical psychology internship so as to be a standard in organizing training for people who graduate from universities in the field of clinical psychology to have knowledge, ability and skills consistent with the professional standard for clinical psychology practice. In addition, to enable institutes to have a guideline for organizing a training program consistent with the standard required by the committee on clinical psychology profession.

### **2.3.1 Principles and Rationale**

According to the statement in Section 33(5) under the Healing Arts Practices Act, B.E.2542 (1999) amended by the Healing Arts Practices Act (No.4), B.E.2556 (2013) enacted that the clinical psychology is a branch of the healing arts practices which comes into force on 21 October 2003. The law enacted that a person who completes a graduate degree in the clinical psychology branch or clinical psychology process as main subject and applies to be registered and obtain a license to be a healing arts practitioner of clinical psychology branch must pass an internship in a hospital or organization certified by the Committee on the Clinical Psychology Profession not less than six months so as to serve capability development of a clinical psychology practitioner to be able to have pre-professional learning experience according to academic and internship standards and to apply to be registered and obtain a license to be a healing arts practitioner of clinical psychology branch.

### **2.3.2 General Objectives**

- 1.) To develop knowledge and ability in clinical psychology practice:
  - 1.1 Clinical Psychodiagnostic Assessment.
  - 1.2 Psychological Treatment and Rehabilitation.
  - 1.3 Application of Clinical Psychology for Community Mental Health Services and Related Fields.
- 2.) To enable clinical psychology practitioners to have working practice with the same quality and standard.

### **2.3.3 Specific Objectives**

- 1.) To enable interns to have a guideline for professional and practical work practice according to the Professional Standards for the Art of Healing in Clinical Psychology.
- 2.) To allow interns to have knowledge, ability and skills in professional and practical work practice related to clinical psychology from firsthand experience with patients and other related works.
- 3.) To allow interns to have good attitude towards clinical psychology professional practice and work ethic.

### **2.3.4 Qualifications of Trainees**

Interns have to hold the qualifications according to the Section 33(5) under the Healing Arts Practices Act, B.E.2542(1999) amended by the Healing Arts Practices Act (No.4), B.E.2556 (2013) as

1. A person who completes a graduate degree in clinical psychology branch from educational institutes certified by the Committee on Clinical Psychology Profession or
2. A person who completes a graduate degree Psychology branch with clinical psychology process as the main subject from educational institutes certified by the Committee on Clinical Psychology Profession.

### **2.3.5 Contents of the Curriculum**

Curriculum in clinical psychology internship lasts for 6 months and is comprised of;

1. Lectures on clinical psychology knowledge (Core lectures) that lasts for 1 month
2. Clinical psychology internship that lasts for 5 months.

### **2.3.6 Core Lectures on Clinical Psychology**

Interns have to attend the core lectures in healing arts practice of clinical psychology branch according to the following topics:

1. Law for Clinical Psychologists
2. Role and Ethics for Clinical Psychologists
3. Mental Status Examination, The Icd-10 Classification of Mental and Behavioral Disorders, Diagnostic Statistical Manual of Mental Disorders 5th Edition
4. Clinical Psychodiagnostic Assessment for Children and Early Stimulation
  - Bayley Scales of Infant Development
  - Denver Developmental Screening Test (DDST)
  - Gesell Developmental Schedules
  - Griffit Developmental Test
  - Vineland Social Maturity Scales
5. Clinical Psychodiagnostic Assessment

## 5.1. Intelligence Tests

### 5.1.1 Verbal Test

- Wechsler Adult Intelligent Scales - Revised (WAIS-R)
- Wechsler Intelligence Scale for Children - Third Edition (WISC III)
- Stanford Binet Intelligence Scale

### 5.1.2 Nonverbal Test

- Raven's Standard Progressive Matrices (SPM)
- Raven's Advanced Progressive Matrices (APM)
- Raven's Colored Progressive Matrices (CPM)
- Test of Nonverbal Intelligence - Third Edition (TONI-3)

## 5.2 Personality Tests

### 5.2.1 Projective Tests

- Rorschach Inkblot Test
- Thematic Apperception Test (TAT)
- Children Apperception Test (CAT)
- Sacks Sentence Completion Test (SSCT)
- House Tree Person Test (HTP)
- Draw-a-Person Test (DAP)
- Bender Visual Motor Gestalt Test (Copy/Elaboration/Association)

### 5.2.2 Objective Tests

- The Minnesota Multiphasic Personality Inventory (MMPI)
- The Sixteen Personality Factors (16 PF)

## 5.3 Neuropsychological Tests

- Bender Visual Motor Gestalt Test
- Trail Making Test
- Wechsler Memory Scale (WMS)
- Wisconsin Card Sorting Test (WCST)
- Stroop Color and Word Test
- Seashore Rhythm Test
- Speed-Sound Perception Test

6. Clinical Psychodiagnostic Assessment in Schools
7. Group Psychological Intervention
8. Rational Emotive Behavior Therapy: REBT
9. Cognitive Behavior Therapy
10. Satir Transformational Systemic Therapy
11. Research Methodology in Psychology
12. Psychological Assessment in Forensic Psychology
13. Clinical Psychodiagnostic Assessment: Case Formulation and Report

#### Writing

14. Prevention and Promotion in Mental Health
15. Diagnosis and Treatment Planning in Child and Adolescent Mental Health Problems
16. Diagnosis and Treatment Planning in Adult and Elderly Mental Health Problems
17. Role of the Clinical Psychologists in Ministry of Defense and Royal Thai Police
18. Role of the Clinical Psychologists in Thanyarak Institute, Child and Adolescent Mental Health Rajanagarindra Institute and Juvenile Observation and Protection Centre

#### **2.3.7 An Internship (on-the-job training)**

1.) To have professional and practical work practice with clinical psychodiagnostic assessment tools.

##### 1.1 Principle:

- To allow interns to practice how to use standard tools.

##### 1.2 Contents:

- Intelligence test; to help diagnose disease and consider appropriateness in attending a study, psychological treatment, mental health rehabilitation and physical treatment.

- Developmental screening test, to diagnose children having problems with poor development and give assistance to them from an early stage.

- Learning disorder test, to diagnose children having learning disorder in specific aspects but with normal intelligence so as to provide a guideline to assist them appropriately and to reach learning accomplishment.

- Personality test, to diagnose personality traits, mechanism or causes of psychiatric and mental health problems, concept, self-adjustment methods, capability, deficiency, emotional and mental pathology, and indicators of psychiatric disorders.

- Neuropsychological test, to diagnose behavioral disorder caused by brain pathology.

2.) To have professional and practical work practice in psychological treatment and rehabilitation.

2.1 Principle:

- To allow interns to learn and experience about psychological treatment and rehabilitation.

2.2 Contents:

- Individual and Group Psychological Treatment.

- Behavior Therapy and Modification.

- Psychological Rehabilitation.

- Psychological Counseling.

- Psychological treatment in other aspects.

3.) Case Conference. Interns must participate in the following case conferences:

- Internal conference in psychological section.

- Internal conference in working units/hospitals/department.

4.) Case Supervision. Interns must request for counseling session in all cases as assigned.

5.) Case Study, conduct a study that focuses on an individual patient for 1 case. The process starts from clinical psychodiagnostic assessment with clinical psychodiagnostic assessment tools for 3 aspects; projective tests, objective tests, neuropsychological tests, which analysis, results interpretation, psychodynamic analysis, and planning for assistance are available.

6.) Journal Club, interns have to present an academic article with 1 topic in a conference of clinical psychologist.

7.) Academic Report, interns have to conduct an academic report with 1 topic concerning clinical psychology subject.

Furthermore, interns must have professional and practical work practice in an educational institute providing an internship for 5 months. The details of activities are

1. Clinical psychodiagnostic assessment: 8 persons
2. Psychological treatment
  - Individual: 3 persons
  - Group: 8 times
3. Case conference: 2 persons
4. Case supervision: 8 persons
5. Journal club: 1 topic
6. Case study: 1 person
7. Academic report: 1 topic.

### **2.3.8 Evaluation of the Internship Results**

- 1.) Evaluation conducted after core lectures are finished
- 2.) Evaluation conducted by a clinical psychologist who is a supervisor with the following methods:
  - Practicing with clinical psychodiagnostic assessment tools, clinical psychology treatment.
  - Conducting a report such as case study, journal club, and academic report.

### **2.3.9 Criteria for Passing a Clinical Psychology Internship Program**

- 1.) Interns have to meet the following evaluation criteria:
  - 1.1 Evaluation on duration of attending core lectures, the number of hours that interns attend the core lectures must not less than 80 percent of the total hours of core lectures.
  - 1.2 Evaluation on internship. Interns have to receive scores of evaluation on internship in different aspects totally not less than 70 percent with details of internship activities as follows:

- 2.) Section Kor: clinical psychology internship includes

2.1 clinical psychodiagnostic assessment with tools and report on clinical psychodiagnostic assessment, not fewer than 8 persons. Test forms are completely used with 3 aspects, not fewer than 3 persons with the following tools:

- Intelligence Tests
- Personality Tests
- Neuropsychological Tests

2.2 Psychological treatment and rehabilitation, both groups and individuals

- For group; practicing group working not less than 8 times by performing as a group leader not less than 3 times
- For individuals; practicing patients treatment not fewer than 3 persons, and each person note less than 3 times.

3.) Section Khor, specific requirements for clinical psychology professional practice include:

3.1 Specific requirements for clinical psychology professional practice

- Attitude towards professional practice
- Professional practice ethics
- Characteristics, personality, and emotional maturity,
- Responsibility for assigned tasks
- Decision-making on unexpected problems
- Working with others.

## 2.4 Related Research Studies

Kanchana Chanthai et al., (2005: 61-63) conducted an evaluation on Program of Nursing Specialty in Nurse Practitioner (Primary Medical Care) of Phrachomklao Phetchaburi College, Phetchaburi province by using CIPP evaluation model (CIPP Model). The research results revealed that with regards to the evaluation of context; the curriculum structure, divided by subject, training instructors and professors who took responsibility for each subject found that it was appropriate in an excellent level. Regarding the evaluation of input, it was found that professors and

most of the instructors were general practitioners from general hospitals and community hospitals, and interns from training sources. In relation to resources supporting learning, the most score was given to audio visual equipments. Evaluation on training sources was in a good to excellent levels. There were adequate people coming to receive service from an internship program and good collaboration was available for the internship program in a good to excellent level. With regards to the evaluation of process, namely evaluation on instructors' teaching, most likely it was in a good to excellent level. With regards to the evaluation on teaching and learning management according to training attendees, appropriate level was good to excellent. The list that found being the most appropriate was training attendees had an opportunity to evaluate professors' teaching. According to the opinion of professors who took charge of each subject, the teaching and learning management was found appropriate. Regarding the evaluation of product, it was found that it was consistent with the program objectives. Overall the evaluation results in each item according to the training attendees' views were found appropriate in a high level. Based on the opinions of interns in the training source, appropriate level of the evaluation results was moderate to high.

Patchanee Sompong (2012: 77-81) conducted an evaluation on Program of Nursing Specialty in Nurse Practitioner (Primary Medical Care), Faculty of Nursing, Srinakharinwirot University by using CIPP evaluation model (CIPP Model). The research results revealed that in terms of the evaluation of context, namely objectives of organizing the training program, it was consistent with public health policies, requirements of those who attended the training program, and problems and current social status. These led to necessity of operating the training program and appropriate level was high. With regards to the evaluation of input such as qualification of special instructors, qualifications of interns from training source, qualification of those who attended the training program, duration, materials and equipments, and training venue, appropriate level was high. With reference to the evaluation of process such as organizing training activities and coordination, appropriate level was the highest. In relation to the evaluation of product such as knowledge obtained from the training program and application of knowledge to practice, appropriate level was the highest.

## **CHAPTER III**

### **METHODOLOGY**

This research study is the evaluation of clinical psychology internship training program by using CIPP evaluation model (CIPP Model) developed by Stufflebeam to evaluate 4 aspects, namely the evaluation of context, input, process, and product. Research methods were planned and designed as follows:

#### **3.1 Population**

Population in this research study were people who get involved with the clinical psychology internship training program which details are as follows:

3.1.1 The clinical psychology training program consultants 2 persons

3.1.2 The committee on operation of the clinical psychology internship training program; 28 persons

3.1.3 Training attendees who passed the clinical psychology internship training program from class 6/2014; 81 persons and from class of 7/2015; 97 persons.

#### **3.2 Research Instruments**

2 issues of questionnaires were used to collect data as shown in the details below:

3.2.1 Issue 1: questionnaires about the evaluation of clinical psychology internship training program. The form of question items was a rating scale according to Likert's concept. In scoring the Likert scale questionnaire, a five-response was assigned to each level of opinion: highest, high, moderate, low, and lowest so as to question about appropriateness of context. Open-ended questions were used to encourage answers about context of the training program. Questionnaires for the consultants and the committee on operation of the training program included 3 parts as:

Part 1 Appropriateness of context

Part 2 Opinion about context

Part 3 Suggestions.

3.2.2 Issue 2: questionnaires about the evaluation of clinical psychology internship training program. The form of question items was a rating scale according to Likert's concept. In scoring the Likert scale questionnaire, a five-response was assigned to each level of opinion: highest, high, moderate, low, and lowest so as to question about appropriateness of context/ readiness of input/process, and product. Questionnaires for training attendees included 5 parts as:

Part 1 Basic data of respondents

Part 2 Appropriateness of context/readiness of input, and process

Part 3 Knowledge level obtained from the training program

Part 4 Application of the obtained knowledge in practice

Part 5 Suggestion.

### **3.3 Developing Research Instruments**

2 issues of questionnaires about the evaluation of clinical psychology internship training program had developing procedures as follows:

3.3.1 Studied data from academic documents, theories, concepts and research studies that were related to evaluation of a training program so as to use as a guideline to develop a research instrument to meet the research definition and cover the research objectives.

3.3.2 Created a questionnaire and survey form of exploring document data to meet the definition of the evaluation point and present to thesis committee to validate appropriateness of questions and language used in questionnaires, comprehension and consistency to the definition.

3.3.3 Presented the created questionnaires to 3 experts on clinical psychology to examine content validity and clarification. Question items that had scores of the index of item-objective congruence (IOC) higher than or equal to 0.5 were reserved in questionnaires.

3.3.4 Measured the validity and reliability of the research instrument and present to the thesis committee and organize questionnaires for collecting data accordingly.

### **3.4 Data Collection**

The researcher studied data from documents and implemented the following procedures:

3.4.1 Requested books from the Faculty of Graduate Studies, Mahidol University and asked for permission from chairman on operation of the training program to allow the researcher to collect data from the consultants of the training program, committee on operation of the training program, training attendees from class of 6/2014 and class of 7/2015.

3.4.2 Made contact through email with the training program consultants, committee on operation of the training program, and training attendees from class of 6/2014 and class of 7/2015 to inform research objectives and anticipated benefit from the research study, research procedures, and information to assure the protection of the rights and welfare of research participants by asking acceptance letter to be sent through email within 15 days after the information was sent. If they were willing to participate in the research study, the researcher would send questionnaires through email/ a link of questionnaires on Google Form to them. Participants had to send questionnaires back to the researcher within 30 days after the questionnaires were sent.

3.4.3 Examined the accuracy of information in responding to questionnaires and analyzed with statistical data.

### **3.5 Data Analysis**

With regards to scrutinizing data, the researcher had guidelines to perform data analysis as follows:

3.5.1 Used content analysis technique for qualitative data obtained from exploring documents from the evaluation of clinical psychology internship training program and questionnaires.

3.5.2 Calculated frequency, percentage, Mean and standard deviation.

### **3.6 Developing Scoring Criteria**

The criteria for scoring and data interpretation were as follows:

#### **3.6.1 The criteria for scoring and data interpretation**

Readiness, appropriateness and obtained knowledge the highest level was equal to the score of 5,

Readiness, appropriateness and obtained knowledge the high level was equal to the score of 4,

Readiness, appropriateness and obtained knowledge the moderate level was equal to the score of 3,

Readiness, appropriateness and obtained knowledge the low level was equal to the score of 2,

Readiness, appropriateness and obtained knowledge the lowest level was equal to the score of 1.

3.6.2 Data analysis interpretation was considered from the Mean and interpretation criteria as follows:

4.51 – 5.00 referred to readiness, appropriateness, and obtained knowledge were in the highest level,

3.51 – 4.50 referred to readiness, appropriateness, and obtained knowledge were in the high level,

2.51 – 3.50 referred to readiness, appropriateness, and obtained knowledge were in the moderate level,

1.51 – 2.50 referred to readiness, appropriateness, and obtained knowledge were at the low level,

1.00 – 1.50 referred to readiness, appropriateness, and obtained knowledge were at the lowest level.

### **3.7 Statistics in Data Analysis**

#### **3.7.1 Statistics used in measuring instrument quality**

3.7.1.1 Measure content validity of an instrument by considering the index of item-objective congruence (IOC) according to the method of Rovinelli & Hambleton (1977: 49-60)

$$\text{IOC} = \frac{\sum R}{N}$$

IOC was the index of item-objective congruence between question items and evaluated items.

$\sum R$  was the total scores from all experts.

N was the total number of experts.

### 3.7.2 Basic statistics in data analysis:

3.7.2.1 Frequency

3.7.2.2 Percentage

3.7.2.3 Mean

3.7.2.4 Standard deviation.

## CHAPTER IV

### RESULTS

#### **Symbols Used in Data Analysis**

With reference to data analysis and interpretation of data analysis, in order to have the same understanding symbols that were defined in analyzing data as follows:

- N was the number of population
- $\mu$  referred to the Mean, and
- $\sigma$  was standard deviation.

#### **Data Analysis Results**

This research study aimed to conduct an evaluation of the clinical psychology internship training program. Statistical data were analyzed and presented in 6 parts according to the following details:

- Part 1: Personal Data of Training Attendees
- Part 2: The Evaluation of Context
- Part 3: The Evaluation of Input
- Part 4: The Evaluation of Process
- Part 5: The Evaluation of Product
- Part 6: Qualitative Data Analysis from Open-Ended Questionnaires.

#### **Part 1: Personal Data of Training Attendees**

The personal data included gender, class of training attendees, the highest level of education, current position, as shown in Table 1.

**Table 4.1** The amount and percentage of personal data of the training attendees.

<b>Lists</b>	<b>N = 178</b>	<b>Percentage</b>
<b>Gender</b>		
Male	27	15.17
Female	151	84.83
<b>Training Batch</b>		
Batch 6/2014	97	54.49
Batch 7/2015	81	45.51
<b>Education Level</b>		
Bachelor's degree	151	84.83
Master's degree	25	14.05
Doctoral degree	2	1.12
<b>Current Position</b>		
Unemployed	20	11.23
Psychologist/Clinical psychologist	132	74.16
Instructor	5	2.81
Other	21	11.80

From the Table 1, the personal data of 178 training attendees revealed that most of the training attendees were female estimated to 84.83 percent and male estimated 15.17. The majority of training attendees were from class of 6/2014 estimated to 54.49 percent and class of 7/2015 estimated to 45.51 percent. Most of them completed a bachelor degree estimated to 84.83 percent, followed by those who completed a master degree estimated to 14.05 percent. The smallest number was those who completed a doctorate degree estimated to 1.12 percent. They were most likely psychologist/clinical psychologist estimated to 74.16 percent, followed by those who were unemployed estimated to 11.80 percent. Those who worked in other fields estimated to 11.23 percent. The smallest number was professor estimated to 2.81 percent.

## Part 2: The Evaluation of Context

The response to questionnaires from the training program consultants, the committee on operation of the training program, and training attendees for the evaluation of readiness and appropriateness of 2 aspects of context, namely objectives of the training program and the curriculum content with the Mean, standard deviation, and opinion level were concluded in Table 2-4.

**Table 4.2** Mean, standard deviation, and opinions of the consultants of the training program, the committee on operation of the training program, and training attendees with regards to the overall context aspect.

Lists	The training program consultants/the committee on operation of the training program			Training attendees		
	$\mu$	$\sigma$	Agreement Level	$\mu$	$\sigma$	Agreement Level
	1. Objectives of the training program	4.33	0.56	High	4.22	0.65
2. Curriculum content	4.20	0.64	High	4.03	0.62	High
Total	4.24	0.58	High	4.09	0.57	High

The Table 2 revealed that the points of view of the training program consultants and the committee on operation of the training program towards the context were in a high level with the Mean equal to 4.24. Considered from a topic, it was found that the topic having the highest Mean was the objectives of the training program; 4.33, and the topic having the lowest Mean was the curriculum content of the training program; 4.20. Generally, the point of view of the training attendees towards the context was in a high level with the Mean equal to 4.09. Considered from a topic, it was found that the topic having the highest Mean was the objectives of the training program; 4.22 while the topic having the lowest Mean was the curriculum content of the training program; 4.03.

**Table 4.3** Mean, standard deviation, and opinions of the training program consultants and the committee on operation of the training program as well as the training attendees with regards to the context and objectives of the training program.

Lists	The training program					
	consultants/the committee on operation of the training program			Training attendees		
	$\mu$	$\sigma$	Agreement Level	$\mu$	$\sigma$	Agreement Level
1. Objectives of the training program were consistent/ appropriate with the current social status.	4.40	0.56	High	4.22	0.71	High
2. Objectives of the training program responded to learners' requirements.	4.27	0.74	High	4.22	0.76	High
Total	4.33	0.56	High	4.22	0.65	High

The Table 3 revealed that the training program consultants and the committee on operation of the training program had opinions towards the context; objectives of the training program overall in a high level, with the Mean was equal to 4.33. Considered from an item, it was found that the item having the highest Mean was the objectives of the training program were consistent/ appropriate with the current social status; 4.40. The item having the lowest Mean was the objectives of the training program responded to the training attendees' requirements; 4.27. The training attendees had opinions towards the context; objectives of the training program overall in a high level, with the Mean was equal to 4.22. Considered from an item, it was found that the 2 items had the same Mean; 4.22, in terms of objectives of the training program were consistent/ appropriate with the current social status and objectives of the training program responded to learners' requirements.

**Table 4.4** Mean, standard deviation, and levels of opinions from the training program consultants, the committee on operation of the training program, and training attendees with regards to the context regarding the curriculum contents.

Lists	The training program					
	consultants/the committee on operation of the training program			Training attendees		
	$\mu$	$\sigma$	Agreement Level	$\mu$	$\sigma$	Agreement Level
1. Core lectures about clinical psychology were consistent with the objectives of the training program.	4.27	0.69	High	4.08	0.75	High
2. Duration in the training based on the curriculum was consistent with the objectives of the training program.	4.13	0.86	High	3.88	0.86	High
3. Details of activities provided for the training attendees to practice to meet with the determined criteria were consistent with the objectives of the training program.	4.17	0.75	High	4.14	0.73	High
4. The curriculum content responded to learners' requirement.	4.13	0.78	High	3.89	0.83	High
5. Curriculum content could be applied in practice.	4.30	0.65	High	4.16	0.84	High
Total	4.20	0.64	High	4.03	0.62	High

The Table 4 revealed that the training program consultants and the committee on operation of the training program had opinions towards the context;

curriculum content, overall in a high level with the Mean equal to 4.20. Considered from each item, it was found that the item having the highest Mean was core lectures about clinical psychology that were consistent with the objectives of the training program with the Mean equal to 4.27. The 2 items having the lowest Mean were duration in the training based on the curriculum was consistent with the objectives of the training program and the curriculum content responded to learners' requirement with the Mean equal to 4.13. The training attendees had opinions towards the context; curriculum content, overall in a high level with the Mean equal to 4.03. Considered from each item, it was found that the item having the highest Mean was curriculum content could be applied in practice with the Mean equal to 4.16. The item having the lowest Mean was duration in training based on the curriculum was consistent with the objectives of the training program with the Mean equal to 3.88.

### Part 3: The Evaluation of Input

The response to questionnaires from the training attendees for the evaluation on readiness and appropriateness of 5 aspects of input: lecturers, advisors, duration, materials and equipment, and training venue with the Mean, standard deviation, levels of opinion were concluded in Table 5-10.

**Table 4.5** The Mean, standard deviation, and levels of opinions of the training attendees with regards to the overall input aspect.

Lists	$\mu$	$\sigma$	Agreement Level
1. Lecturers	4.25	0.47	High
2. Advisors	4.50	0.58	High
3. Duration	3.69	0.80	High
4. Materials and equipment	4.15	0.57	High
5. Training venue	4.28	0.52	High
Total	4.25	0.41	High

The Table 5 revealed that the training attendees had opinions towards the overall input aspect in a high level with the Mean equal to 4.25. Considered from each item, it was found that the item having the highest Mean was advisory professors with the Mean equal to 4.50. The item having the lowest Mean was duration with the Mean equal to 3.69.

**Table 4.6** Mean, standard deviation, and levels of opinions of the training attendees with regards to input; lecturer.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
1. Lecturers had knowledge and understanding in training topics.	4.40	0.60	High
2. Lecturers could transmit knowledge in clarifying and easily understandable manner.	4.04	0.64	High
3. Lecturers could answer questions right to the point in a clarifying manner.	4.11	0.69	High
4. Lecturers gave opportunities for attendees to ask questions and exchange their opinions.	4.44	0.66	High
5. Lecturers could give information in line with objectives of each subject.	4.31	0.63	High
6. Lecturers could arrange lecture's content in order and systematically.	4.05	0.70	High
7. Lecturers could present in a clear word and tone of voice.	4.16	0.70	High
8. Lecturers had good personality and appropriate gestures in giving a lecture.	4.42	0.65	High
9. Lecturers were punctual and appropriately spent time giving a lecture.	4.30	0.61	High
<b>Total</b>	<b>4.25</b>	<b>0.47</b>	<b>High</b>

The Table 6 revealed that the training attendees had opinions towards input aspect; lecturer, overall in a high level with the Mean equal to 4.25. Considered from each item, it was found that the item having the highest Mean was lecturers gave opportunities for attendees to ask questions and exchange their opinions with the Mean equal to 4.44. The item having the lowest Mean was lecturers had ability to transmit knowledge in clarifying and understandable manner with the Mean equal to 4.04.

**Table 4.7** Mean, standard deviation, and levels of opinions of the training attendees with regards to input aspect; advisors.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
1. Advisors had knowledge and understanding in theories and practice.	4.56	0.65	Highest
2. Advisors had ability to transmit knowledge for theory and practice.	4.51	0.66	Highest
3. Advisors could answer questions right to the point in a clarifying manner.	4.43	0.73	High
4. Advisors gave attendees opportunities to question and exchange their opinions.	4.58	0.65	Highest
5. Advisors could provide knowledge in line with objectives of the training program.	4.45	0.73	High
6. Advisors had good personality and reliability.	4.57	0.67	Highest
7. Advisors could provide adequate time for giving advices.	4.30	0.84	High
8. Advisors were ready to provide help, support and encouragement.	4.57	0.71	Highest
9. Advisors were a good example of professional practice.	4.58	0.65	Highest
10. Advisors gave importance to all attendees and treated them equally without bias.	4.47	0.82	High
<b>Total</b>	<b>4.50</b>	<b>0.58</b>	<b>High</b>

The Table 7 revealed that the training attendees had opinions towards input aspect; advisors overall in a high level, with the Mean equal to 4.50. Considered from each item, it was found that there were 6 items with the highest appropriate level and 4 items were with a high appropriate level. There were 2 items having the highest Mean; advisors gave attendees opportunities to question and exchange their opinions and advisors were a good example of professional practice with the Mean equal to 4.58. The item having the lowest Mean was advisors could provide adequate time for giving advices with the Mean equal to 4.30.

**Table 4.8** Mean, standard deviation, and levels of opinions of the training attendees with regards to input aspect; duration.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
1. Duration for giving each lecture topic concerning clinical psychology (Core Course) was appropriate.	3.59	0.92	High
2. Duration for giving lecture topic concerning clinical psychology (Core Course) for 1 month was appropriate.	3.35	1.05	Moderate
3. Duration for internship period for 5 months was appropriate.	3.97	0.90	High
4. Duration for attending the training curriculum for 6 months was appropriate	3.83	0.94	High
<b>Total</b>	<b>3.69</b>	<b>0.80</b>	<b>High</b>

The Table 8 revealed that the training attendees had opinions towards input aspect; duration in a high level with the Mean equal to 3.69. Considered from each item, it was found that there were 3 items with the highest appropriate level, and 1 item found with a moderate appropriate level. The item having the highest Mean was duration for internship period for 5 months with the Mean equal to 3.97. The item having the lowest Mean was duration for giving lecture topic concerning clinical psychology (Core Course) for 1 month with the Mean equal to 3.35.

**Table 4.9** Mean, standard deviation, and levels of opinions of the training attendees with regards to input aspect; materials and equipment.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
1. Preparation of supporting documents for lectures.	4.21	0.76	High
2. Accuracy of supporting documents for lectures.	4.13	0.67	High
3. Supporting documents were complete according to lecture topics.	4.15	0.72	High
4. Instructional media for supporting lectures were proper with lecture topics.	4.12	0.73	High
5. Instructional media for supporting lectures were attractive, with good quality, and up-to-date.	3.91	0.80	High
6. Readiness preparation for materials, equipments and audio visual equipments.	4.30	0.66	High
7. Audio visual equipments were efficient and up-to-date.	4.24	0.65	High
Total	4.15	0.57	High

The Table 9 revealed that the training attendees had opinions towards the input aspect; materials and equipment overall in a high level with the Mean equal to 4.15. Considered from each item, it was found that the item having the highest Mean was readiness preparation for materials, equipments, and audio visual equipments with the Mean equal to 4.30. The item having the lowest Mean was instructional media for supporting lectures were attractive, with good quality, and up-to-date with the Mean equal to 3.91.

**Table 4.10** Mean, standard deviation, and levels of opinions of the training attendees with regards to input aspect; training venue.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
1. The size of training room and number of the training attendees were appropriate.	4.30	0.71	High
2. Sound system in the training room.	4.34	0.65	High
3. Lighting in the training room.	4.17	0.88	High
4. Temperature and ventilation in the training room.	4.08	0.83	High
5. Cleanliness of the training room.	4.35	0.65	High
6. Convenience and cleanliness of rest rooms.	3.90	0.91	High
7. Quality and taste of food.	4.56	0.63	Highest
8. The amount of food to be served.	4.56	0.65	Highest
Total	4.28	0.52	High

The Table 10 revealed that the training attendees had opinions towards the input aspect; training venue overall in a high level with the Mean equal to 4.28. Considered from each item, it was found that there were 2 items with the highest appropriate level and 6 items with a high appropriate level. The 2 items having the highest Mean were quality and taste of food and the amount of food to be served with the Mean equal to 4.56. The item having the lowest Mean was convenience and cleanliness of rest rooms with the Mean equal to 4.30.

#### **Part 4: The Evaluation of Process**

The response to questionnaires from the training attendees for the evaluation on readiness and appropriateness of 2 aspects of process; organizing training activities and coordination with the Mean, standard deviation, and levels of opinion were concluded in Table 11-13.

**Table 4.11** Mean, standard deviation, and levels of opinions of the training attendees with regards to the overall process aspect.

Lists	$\mu$	$\sigma$	Agreement Level
1. Organizing training activities.	4.27	0.54	High
2. Coordination.	4.56	0.50	Highest
Total	4.50	0.47	High

The Table 11 revealed that the training attendees had opinions towards the overall process aspect in a high level with the Mean was equal to 4.50. Considered from each topic, it was found that there was 1 item with the highest appropriate level and 1 item with a high appropriate level. The item having the highest Mean was coordination with the Mean was equal to 4.56 and the item having the lowest Mean was organizing training activities with the Mean was equal to 4.27.

**Table 4.12** Mean, standard deviation, and levels of opinions of the training attendees with regards to the process aspect; organizing training activities.

Lists	$\mu$	$\sigma$	Agreement Level
1. Operation of the training followed the expected duration.	4.36	0.67	High
2. Contents of lecture topics were properly arranged in order.	4.06	0.69	High
3. Opportunities were provided for the training attendees to participate and share their opinion towards the training activities during the training was conducted.	4.40	0.62	High
Total	4.27	0.54	High

The Table 12 revealed that the training attendees had opinion towards the process aspect; organizing training activities overall in a high level with the Mean was equal to 4.27. Considered from each item, it was found that the item having the highest

Mean was opportunities were provided for the training attendees to participate and share their opinion towards the training activities during the training was conducted with the Mean equal to 4.40. The item having the lowest Mean was contents of lecture topics were properly arranged in order with the Mean equal to 4.06.

**Table 4.13** Mean, standard deviation, and levels of opinions of the training attendees with regards to the process aspect; coordination.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
1. Operational team had an orientation program to inform details of the training program.	4.50	0.59	High
2. Operational team provided useful advices and services for training attendees throughout the training period.	4.50	0.63	High
3. Operational team made a contact and coordinated with the training attendees so as to inform useful information.	4.52	0.61	Highest
4. Operational team had good relationship.	4.71	0.57	Highest
5. Operational team was enthusiastic about helping and giving advices.	4.70	0.60	Highest
6. Operational team was punctual.	4.64	0.59	Highest
7. Operational team provided advices related to practices.	4.60	0.60	Highest
8. Operational team was attentive and very helpful in problems and obstacles solving during the training program was conducted.	4.58	0.68	Highest
9. Operational team treated the training attendees equally.	4.49	0.72	High
10. Operational team had good management process.	4.38	0.66	High
Total	4.56	0.50	Highest

The Table 13 revealed that the training attendees had opinion towards the process aspect; coordination overall in the highest level with the Mean equal to 4.56. Considered from each item, it was found that there were 6 items with the highest appropriate level and 4 items with a high appropriate level. The item having the highest Mean was operational team had good relationship with the Mean equal to 4.71. The item having the lowest Mean was operational team had good management process with the Mean equal to 4.38.

### Part 5: The Evaluation of Product

The response to questionnaires from the training attendees for the evaluation on readiness and appropriateness of the evaluation of 2 aspects of products; knowledge obtained from the training program and application of knowledge in practice with the Mean, standard deviation, and levels of opinion / levels of obtained knowledge were concluded in Table 14-16.

**Table 4.14** Mean, standard deviation, and levels of opinions/levels of obtained knowledge of the training attendees with regards to the overall product aspect.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level / Level of knowledge obtained</b>
1. Knowledge obtained from the training program.	4.05	0.53	High
2. Application of obtained knowledge in practice.	4.00	0.60	High
Total	4.03	0.52	High

The Table 14 revealed that the training attendees had knowledge in product aspect overall in a high level with the Mean equal to 4.03. Considered from each item, it was found that the item having the highest Mean was obtained knowledge from the training program with the Mean equal to 4.05. The item having the lowest Mean was application of obtained knowledge in practice with the Mean equal to 4.00.

**Table 4.15** Mean, standard deviation, and levels of obtained knowledge of the training attendees with regards to the product aspect under the topic knowledge obtained from the training program.

<b>Lists</b>	$\mu$	$\sigma$	<b>Level of knowledge obtained</b>
Core lectures on clinical psychology (Core Course)	4.42	0.67	High
1. Law for Clinical Psychologists			
2. Role and Ethics for Clinical Psychologists	4.24	0.70	High
3. Mental Status Examination ,The Icd-10 Classification of Mental and Behavioral Disorders, Diagnostic Statistical Manual of Mental Disorders 5th Edition	4.03	0.81	High
4. Clinical Psychodiagnostic Assessment for Children and Early stimulation	3.97	0.77	High
5. Intelligence Tests : Stanford Binet Intelligence Scale, WISC III, SPM, APM, CPM, TONI-3	4.06	0.79	High
6. Rorschach Inkblot Test	4.26	0.74	High
7. Thematic Apperception Test (TAT), Children Apperception Test (CAT), Sacks Sentence Completion Test (SSCT)	3.91	0.81	High
8. House Tree Person Test (HTP), Draw-a-Person Test (DAP)	4.01	0.86	High
9. The Minnesota Multiphasic Personality Inventory (MMPI)	3.75	0.91	High
10. The Sixteen Personality Factors (16 PF)	3.81	0.89	High
11. Neuropsychological Tests : Bender Visual Motor Gestalt Test, Wechsler Memory Scale, Wisconsin Sorting Card	3.84	0.86	High
12. Neuropsychological Tests : Trail Making, Stroop Color and Word Test, Seashore Rhythm Test, Speech-Sound Perception Test	3.86	0.79	High
13. Research Methodology in Psychology	3.87	0.84	High
14. Prevention and Promotion in Mental Health	3.98	0.86	High

**Table 4.15** Mean, standard deviation, and levels of obtained knowledge of the training attendees with regards to the product aspect under the topic knowledge obtained from the training program. (cont.)

<b>Lists</b>	$\mu$	$\sigma$	<b>Level of knowledge obtained</b>
15. Clinical Psychodiagnostic Assessment in Schools	3.74	0.90	High
16. Group Psychological Intervention	3.85	0.91	High
17. Rational Emotive Behavior Therapy (REBT)	3.93	0.84	High
18. Cognitive Behavior Therapy	4.19	0.68	High
19. Satir Transformational Systemic Therapy	3.93	0.80	High
20. Role of the Clinical Psychologists in Ministry of Defense and Royal Thai Police	3.92	0.81	High
21. Role of the Clinical Psychologists in Thanyarak Institute, Child and Adolescent Mental Health Rajanagarindra Institute, Juvenile Observation and Protection Centre	4.01	0.78	High
22. Clinical Psychodiagnostic Assessment: Case Formulation and Report Writing	4.03	0.87	High
23. Diagnosis and Treatment Planning in Child and Adolescent Mental Health Problems	3.89	0.85	High
24. Diagnosis and Treatment Planning in Adult and Elderly Mental Health Problems	3.91	0.85	High
An internship (on-the-job training)	4.40	0.64	High
25. Clinical Psychodiagnostic Assessment	4.40	0.64	High
26. Psychological Treatment	4.30	0.73	High
27. Case Conference	4.34	0.77	High
28. Case Supervision	4.37	0.71	High
29. Case Study	4.35	0.67	High
30. Journal Club	4.21	0.75	High
31. Academic Report	4.22	0.73	High
<b>Total</b>	<b>4.05</b>	<b>0.53</b>	<b>High</b>

The Table 15 revealed that the training attendees had opinion towards the product aspect; knowledge obtained from the training program overall in a high level with the Mean equal to 4.05. Considered from each item, it was found that with regards to the knowledge obtained from the training under the topic concerning core lectures on clinical psychology (Core Course), the item having the highest Mean was the subject about law for clinical psychologists with the Mean equal to 4.42. The item having the lowest Mean was the subject about clinical psychodiagnostic assessment in schools with the Mean equal to 3.74.

With regards to knowledge obtained from the training under the topic concerning internship, the item having the highest Mean was clinical psychodiagnostic assessment with the Mean equal to 4.40. The item having the lowest mean was Journal Club with the Mean equal to 4.21.

**Table 4.16** Mean, standard deviation, and levels of opinions of the training attendees with regards to the product aspect under the topic application of obtained knowledge in practice.

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
1. Intelligence Tests	4.53	0.71	Highest
2. Personality Tests	4.42	0.77	High
3. Neuropsychological Tests	4.13	0.87	High
4. Developmental Assessment and Evaluation for Early Childhood	3.75	1.11	High
5. Learning Disability Tests	4.10	0.98	High
6. Individual Therapy	4.21	0.74	High
7. Group Therapy	4.12	0.87	High
8. Behavior Therapy, Behavior Modification and Cognitive Behavior Therapy	4.08	0.78	High
9. Psychological Counseling	4.28	0.68	High
10. Psychological Rehabilitation	4.06	0.80	High
11. Clinical Psychological Research	3.78	1.03	High

**Table 4.16** Mean, standard deviation, and levels of opinions of the training attendees with regards to the product aspect under the topic application of obtained knowledge in practice. (cont.)

<b>Lists</b>	$\mu$	$\sigma$	<b>Agreement Level</b>
12. Prevention and Promotion in Mental Health before The Problem Occurred	3.93	0.90	High
13. Mental Health Information Retrieval in Early Phase of Community Risks	3.70	0.92	High
14. Knowledge Transfer in Mental Health and Community Behavioral Health	3.71	0.94	High
15. Recruitment and Personality Development for Study or Work	3.62	1.02	High
16. Production and Development of Multimedia for Mental Health Promotion Campaign	3.50	1.01	Moderate
17. Working with Medical Personnels and Others	4.15	0.85	High
Total	4.00	0.60	High

The Table 16 revealed that the training attendees had opinion towards the product aspect under the topic application of obtained knowledge in practice overall in a high level with the Mean equal to 4.00. Considered from each item, 1 item was found with the highest appropriate level, 15 items were found with a high appropriate level, and 1 item was found with a moderate appropriate level. The item having the highest Mean was intelligence tests with the Mean equal to 4.53. The item having the lowest Mean was production and development of multimedia for mental health promotion campaign with the Mean equal to 3.50.

## **Part 6: Qualitative Data Analysis from Open-Ended Questionnaires**

The results of qualitative data analysis from open-ended questionnaires were presented in attribute data which could be concluded as details below:

## 1. Objectives of the training program.

1.1 Objectives of the training program were appropriate and in line with Professional Standards of Clinical Psychology and responded to learners' requirement. Improvement was available from time to time to be consistent with current social status and important points about roles and duties of clinical psychologist were comprehensively determined.

## 2. Curriculum contents

2.1 The contents of lecture on clinical psychology (Core Lectures) were appropriate and consistent with the objectives of the training program and Professional Standards of Clinical Psychology. They could help prepare for foundation studies so that all learners could have the same level of knowledge and get ready for theoretical studies before actual practice. Generally, the contents for studying in the period of core course could respond to learners' requirement but may need some improvement in terms of giving more time in some subjects as they were essential in an internship.

2.2 Duration of the training program in the curriculum was appropriate and consistent with the objectives of the training program. Overall, duration of the training could prepare readiness for learners in terms of theories and practice. However, if possible, more time should be provided for the core course studying such as one and a half month or two months since many subjects contained a great deal of contents and essential for an internship. In addition, more time should be provided for an internship program so that learners could gain more professional and practical work experience.

2.3 Details of internship activities to enable interns to practice to meet with the criteria were appropriate and consistent with the objectives of the training program and in line with Professional Standards of Clinical Psychology with a proper difficulty level. They could completely cover roles and duties of clinical psychologists who could perform their duties and responsibility in their field.

## 3. Advisors

3.1 Some advisors could not transmit body of knowledge in clinical psychology as much as they could since they had a load of work they have to take responsibility for. So, they did not have enough time to give advice to learners.

3.2 A course for training advisors should be available so that they can increase their knowledge and exchange their opinion about academic points and realize their roles as advisors and understand a guideline of advisors' approach on the same standard.

#### 4. Training venue

4.1 The training venue for studying core course did not have enough lighting. Temperature was set quite cool.

4.2 A place for religious activity practices for those who possess Islam should be provided.

#### 5. Training activities

5.1 The process of choosing training institutes should be done through drawing lots after the recruitment was finished. The applicants should draw lots by themselves to choose a training institute rather than having advisors do for them.

#### 6. Other aspects

6.1 Training funds or supportive budget for training attendees should be available so as to reduce personal expenditure in attending a training program.

6.2 Competency assessment test for basic knowledge in clinical psychology of learners should be provided. Those who passed the criteria score of 50 percent were allowed to attend the training program.

6.3 More qualifications of interns should be added such as a person should have good mental health and had not been diagnosed with a personality disorder. A person must receive mental health screening and assessment before attending a training program.

6.4 Internship should be available in training institutes more than 1 place and it should be rotated within training institutes nearby so that learners would have diversified body of knowledge and experience in clinical psychology.

6.5 The clinical psychology internship training program should be a part of teaching and learning curriculum in higher education so as to reduce opportunity cost by not having to wait for attending the training and reduce expenditure of learners.

## **CHAPTER V**

### **CONCLUSION, DISCUSSION AND RECOMMENDATIONS**

This research study is about the evaluation of clinical psychology internship training program using CIPP evaluation model (CIPP Model) developed by Stufflebeam. The evaluation requires 4 aspects: context, input, process, and product. Study process and research results are concluded as follows:

#### **5.1 Research Methodology**

5.1.1 Target population in this research study were people who get involved with the clinical psychology internship training program which details are as follows: Consultants of the clinical psychology training program; 2 persons, The committee on operation of the clinical psychology internship training program; 28 persons, training attendees from class 6/2014; 81 persons and from class of 7/2015; 97 persons. There were totally 208 persons.

5.1.2 Instruments used for collecting data were 2 issues of questionnaires:

Issue 1: questionnaires about the evaluation of clinical psychology internship training program. The questionnaires are designed for the training program consultants and the committee on operation of the training program.

Issue 2: questionnaires about the evaluation of clinical psychology internship training program. The questionnaires are designed for the training program attendees.

5.1.3 With regards to data collection, the researcher made a contact with the Faculty of Graduate Studies, Mahidol University and asked for permission from chairman on operation of the training program to allow the researcher to collect data from the consultants of the training program, committee on operation of the training program, training attendees from class of 6/2014 and class of 7/2015. The data were collected during December 2016 to May 2017 from the target population and the

researcher received all data from everyone which estimated to 100 percent. Therefore, the data were reliable. Examined data accuracy, it was found that the data could be used to analyze all questionnaire issues.

## 5.2 Research Results

CIPP evaluation model (CIPP Model) developed by Stufflebeam is used to evaluate the clinical psychology internship training program in 4 aspects: context, input, process, and product which can be concluded as follows:

5.2.1 The evaluation of context: 2 aspects of context were evaluated; the objectives of the training program and curriculum contents. Overall, the training program consultants, committee on operation of the training program, and training attendees found that appropriate level of the 2 aspects of context was high which can be concluded as follows:

- The objectives of the training program

5.2.1.1 According to the opinion of the training program consultants and committee on operation of the training program, they found that appropriate level of the objectives was high. The item having the highest Mean was the objectives of the training program were consistent/ appropriate with the current social status. The item having the lowest Mean was the objectives of the training program responded to learners' requirement.

5.2.1.2 According to the opinion of the training attendees, they found that appropriate level of the objectives was high. Both items had the same highest Mean. They were the objectives of the training program were consistent/ appropriate with the current social status, and the objectives of the training program responded to learners' requirement.

- The curriculum contents

5.2.1.3 According to the opinion of the training program consultants and committee on operation of the training program, they found that appropriate level of the curriculum contents was high. The item having the highest Mean was lectures about clinical psychology knowledge (Core Lectures) were consistent with the objectives of the training program. There were 2 items having the

lowest Mean; duration of the training was consistent with the objectives of the training program, and the curriculum contents responded to learners' requirement.

5.2.1.4 According to the opinion of the training attendees, they found that appropriate level of the curriculum contents was high. The item having the highest Mean was the curriculum contents could be applied in practice. The item having the lowest Mean was duration of the training was consistent with the objectives of the training program.

5.2.2 The evaluation of input: the evaluation of input requires 5 aspects: lecturers, advisors, duration, materials and equipments, and training venue. Overall, according the opinion of the training attendees, they found that appropriate level of the input was high which can be concluded as follows:

5.2.2.1 With regards to lecturers, it was found that appropriateness was in the high level. The item having the highest Mean was lecturers gave the training attendees opportunities to ask questions and exchange their opinion. The item having the lowest Mean was lecturers had ability in transmitting knowledge clearly and in understandable manner.

5.2.2.2 Regarding advisors, they found appropriate level was high. The 2 items having the highest Mean were advisors gave the training attendees opportunities to ask questions and exchange their opinion, and advisors were good example of professional practice. The item having the lowest Mean was advisors were able to provide adequate time for giving advice.

5.2.2.3 With reference to duration, they found appropriate level was high. The item having the highest Mean was duration for the internship was 5 months. The item having the lowest Mean was duration for lectures about clinical psychology knowledge (Core Course) was 1 month.

5.2.2.4 With regards to materials and equipment, they found appropriate level was high. The item having the highest Mean was readiness preparation for materials, equipments and audio-visual equipments. The item having the lowest Mean was instructional media supporting lectures was attractive, with good quality and up-to-date.

5.2.2.5 In terms of training venue, they found appropriate level was high. The 2 items having the highest Mean were quality and taste of food and the

amount of food to be served. The item having the lowest Mean was convenience and cleanliness of rest rooms.

5.2.3 The evaluation of process: the evaluation of process requires 2 aspects: organizing training activities and coordination. According to the opinion of the training attendees, overall they found appropriate level was high which can be concluded as follows:

5.2.3.1 With regards to organizing training activities, they found appropriate level was high. The item having the highest Mean was allowing opportunities for the training attendees to participate in and give their opinion towards organizing training activities during the training was conducted. The item having the lowest Mean was contents of subjects in lectures were arranged in order appropriately.

5.2.3.2 With reference to coordination, they found appropriate level was the highest. The item having the highest Mean was operational team had good relationship. The item having the lowest Mean was operational team had good management process.

5.2.4 The evaluation of product: the evaluation of product requires 2 aspects: knowledge obtained from the training and application of obtained knowledge in practice to benefit others or serve the public. According to the opinion of the training attendees, they found appropriate level was high which can be concluded as follows:

5.2.4.1 With regards to knowledge obtained from the training, they found appropriate level was high. Based on the lecture topic about clinical psychology knowledge (Core Course), the item having the highest Mean was applicable laws for professional practice of clinical psychology. The item having the lowest Mean was clinical psychodiagnostic assessment in school. Based on the topic about internship, the item having the highest Mean was clinical psychodiagnostic assessment. The item having the lowest Mean was Journal Club.

5.2.4.2 Regarding application of obtained knowledge in practice to benefit others or serve the public, they found appropriate level was high. The item having the highest Mean was intelligence test and the item having the lowest Mean was developing and producing media for raising a campaign and promoting mental health.

## 5.3 Discussion

Data analysis results about the evaluation of clinical psychology internship training program using CIPP evaluation model (CIPP Model) developed by Stufflebeam to evaluate 4 aspects: the evaluation of context, input, process, and product had important points for results discussion as follows:

### 5.3.1 Context

Overall, the evaluation results of 2 aspects of context in the clinical psychology internship training program: the objectives and curriculum contents revealed that appropriate level was high. Based on the data analysis from questionnaires for the training program consultants, committee on operation of the training program, and the training attendees as well as the analysis of the open-ended questionnaires and examining related documents about evaluation of clinical psychology internship training program, the conclusion can be shown as follows:

5.3.1.1 It was found that the objectives of the training program were consistent/ appropriate with the current social status and responded to learners' requirement. Appropriate level was high. Nowadays situations have changed rapidly in terms of economic, social aspects and technological advance that affect self-adjustment of individuals and lead to mental health problems. Therefore, as being clinical psychologists, one of professional practice teams, who play an important role in psychodiagnostic assessment and providing treatment for those who suffer from psychological problems and psychiatric disorder, it is very necessary for them to have knowledge and ability for professional and practical practices in clinical psychology according to Professional Standard for the Art of Healing in Clinical Psychology which emphasis is placed on developing knowledge and ability for clinical psychology practices; clinical psychodiagnostic assessment, psychological treatment and rehabilitation, application of clinical psychology in community mental health, holding skill in clinical psychology practice in different aspects from hands-on experience with patients and other related works, having good attitude towards clinical psychology practice, and holding work ethics. The findings were consistent with Sa-ngad Uttaranant (1984) who said that good objectives should be in line with what society required. This was also consistent with Thamrong Buasri (1999) who said that an

important principle to determine objectives was they should respond to what society required and could solve social problems.

5.3.1.2 It was found that the curriculum contents were consistent with the objectives of the training program. They could respond to what learners required and the contents could be applied in practice. The findings were consistent with Sa-ngad Uttranant (1984) who said that good curriculum contents should be in line with objectives of the curriculum with flexibility and could be changed by situations. In the meantime, they should be accurate and up-to-date and useful for professional practice. With regards to data analysis and examining related documents about the context under the topic curriculum contents can be concluded as follows:

- Lecture contents about clinical psychology knowledge (Core Lectures) were consistent with the objectives of the training program. Appropriate level was high and in the meantime they could respond to what learners required. Based on the data analysis from questionnaires for the training program consultants and committee on operation of the training program, the opinion revealed that learning time in some subjects should be more expanded as they were important for an internship such as Intelligence Test, Personality Test, Neuropsychological Test, Psychological Treatment, Mental status examination, Test result processing, Clinical psychology report writing, to name a few.

- The duration of the training was consistent with the objectives of the training program. Appropriate level was high. Based on the data analysis from questionnaires for the training program consultants, committee on operation of the training program, and the training attendees, the opinion revealed that learning time for Core Course should be extended as many subjects had a large amount of contents and were important to an internship. If possible, learning time should be extended to one and a half months or two months. In the meantime, the internship period should be extended so that learners could gain more professional and practical work experience. So, if an extension of the clinical psychology internship curriculum could be set for 9-12 months, it would help learners have opportunities to enhance their skills and readiness for actual practice more and more.

- The details of activities that the interns had to participate to meet with the criteria were consistent with the objectives of the training program.

Appropriate level was high. Based on the data analysis from questionnaires for the training program consultants and committee on operation of the training program, the opinion revealed that the criteria of activity details had good quality with appropriate difficulty and could comprehensively cover the roles and duties of real clinical psychologist. If the duration of the clinical psychology practice curriculum could be extended, the criteria of activity details should be extended accordingly.

### 5.3.2 Input

Overall, the evaluation results of 5 aspects of input in the clinical psychology internship training program: lecturers, advisors, duration, materials and equipments, and training venue revealed that appropriate level was high. Based on the data analysis from questionnaires for the training attendees and the analysis of the open-ended questionnaires and examining related documents about evaluation of clinical psychology internship training program, the conclusion can be shown as follows:

5.3.2.1 It was found that appropriate level of lecturers was high as lecturers had knowledge and skills in lecture topics and lectures were performed to meet with objectives of each subject. The lecture contents were arranged in systematic order. Lecturers could transmit knowledge in a clear and easily understandable manner and allowed the training attendees opportunities to ask questions and exchange their opinion. Lecturers could answer questions right to the point and in a clear manner. This information was consistent with Danai Tienput (1982:63) who said that lecturers should be selected from those who were keen on what to teach and had ability in knowledge transmission, had good personality and techniques to encourage training attendees to have interest. In the meantime, this information was consistent with Wiboon Boonyatharokul (2002: 176) who said that lecturers should have a high level of knowledge and ability in theories and hands-on experience in what they teach.

5.3.2.2 It was found that appropriate level of advisors was high since advisors had knowledge and understanding in theories and practice. They had ability to transmit knowledge to meet with the objectives of the training program. They had enough time for giving advice and gave the training attendees opportunities to ask questions and exchange their opinion. They could answer questions right to the point in a clear manner. They were ready to help, support, encourage, and give good and useful advices for real practice and to live a daily life. They were a good example

for clinical psychology profession. This information was consistent with the committee on operation of the curriculum in clinical psychology (2015) who said that advisors who taught knowledge and how to behave in a polite or correct way was a good example of being a clinical psychologist in the future. They were sincerely attentive, gave good advices and encouragement.

5.3.2.3 It was found that appropriate level of duration was high. As duration for lecturing clinical psychology knowledge for 1 month and duration for an internship for 5 months were appropriate with contents in each lecture topic and training activities. Learners were able to have knowledge and understanding in each topic clearly and obtain hands-on experience from real practices. This information was consistent with Patchanee Sompong (2012:79) who said that to organize training activities, duration of activities should be realized to meet with lecture topics so that attendees could have knowledge and understanding about those contents profoundly.

5.3.2.4 It was found that appropriate level of materials and equipment was high as all equipments were efficient and up-to-date. Instructional media supporting lecturing were attractive with good quality. Supplementary documents were conveniently submitted to learners. This information was consistent with Somchart Kijyanyong (2003:186) who said that supplementary documents in a training program could help strengthen learning and transmission of communication more efficiently. They could help make the training more interesting and training attendees could obtain knowledge and understanding far better as the documents would help them review what they learned and save more time for transmission. This information was consistent with Somkid Bangmo (2006:107) who said that provision of modern materials and equipments was very essential in training programs.

5.3.2.5 It was found that appropriate level of the training venue was high as it was easily accessible. It was located in Ministry of Public Health which could be commuted by car, bus, and purple line electric train. The training room was suitable to accommodate the number of learners. The training room was arranged to meet with a pattern of lecture. Sound system in the training room was clear. This information was consistent with Yongyuth Katesakorn (2001: 110) who said that training venue was a factor that had an impact on efficiency of training implementation.

It should be clean both outside and inside. The size of a training room should be suitable to accommodate the number of training participants. The location of a training venue should be considered from how easy it could be accessible. This information was also consistent with Wiboon Boonyatharokul (2002: 123-124) who said that selection of a training venue should be overall realized about interior decoration and the size of a training room when compared to the number of training participants. In the meantime, seating plan could be conveniently arranged to serve learning and teaching activities and could be divided into sub-group. Ventilation system was good, sound and lighting system were not interrupted from other sound or outsiders.

### 5.3.3 Process

Overall, the evaluation results of 2 aspects of process in the clinical psychology internship training program: organizing training activities and coordination revealed that appropriate level was high. Based on the data analysis from questionnaires for the training attendees including the analysis of open-ended questionnaires and examining related documents about evaluation of clinical psychology internship training program, the conclusion can be shown as follows:

5.3.3.1 It was found that appropriate level of organizing training activities was high as it could meet the objectives of the training program and the determined duration. Learners were allowed to participate in and share their opinion towards activities during the training was conducted. Learners were allowed to take turn in taking responsible for daily activity appropriately; for example, conclusion of daily contents and group activities to build good relationship between learners so that they could know one another better. This information was consistent with Bureau of Mental Health Promotion and Development, Department of Mental Health (2000: 10) who said that giving opportunities to learners to participate in exchanging their opinion could encourage learners to pay more attention to training.

5.3.3.2 It was found that appropriate level of coordination was the highest since the operational team had good human relationship. They were enthusiastic to help others and solve problems and obstacles during the training were conducted and gave useful advice and services for learners. This information was consistent with Saneh Juito (2001:96-97) who said that a group of person who had roles and duties in administrative management of a training program to be successful

according to the purpose should be a good service provider, good coordinator who were able to make-decision and solve problems during the training was conducted, and be the one who create good atmosphere in training embarrassed with a very intimate atmosphere, friendliness and companion.

#### 5.3.4 Product

Overall, the evaluation results of 2 aspects of product in the clinical psychology internship training program: knowledge obtained from the training and application of obtained knowledge in practice to benefit others or serve the public revealed that appropriate level was high. Based on the data analysis from questionnaires for the training attendees including the analysis of the open-ended questionnaires and examining related documents about evaluation of clinical psychology internship training program, the conclusion can be shown as follows:

5.3.4.1 It was found that the level of knowledge obtained from the training program was high in all subjects such as the lecture topic about clinical psychology (Core Course) and the topic about internship. Each lecture topic was a review of body of knowledge that learners had experience. Emphasis was placed on important points and learners could learn more in some topics that were not taught in higher educational level so as to prepare readiness for theoretical knowledge that were necessary for real practices. Moreover, the internship was different from what they had in higher education since criteria of activities that learners had to do were set so that learners could obtain practical knowledge completely related to the field of study and had skills from hands-on experience. This information was consistent with the committee on operation of the curriculum in clinical psychology (2016) who said that studying Core Course enabled learners to make a revision of the body of knowledge they had in a bachelor degree program and had opportunities to learn other knowledge they could not find in a university in a comprehensive view for readiness preparation before starting their internship.

5.3.4.2 It was found that application of obtained knowledge in practice was in a high level since the training curriculum could cover comprehensively in theories and practices. It was in line with Professional Standards for the Art of Healing in Clinical Psychology and could meet learners' requirement and the current social status. It helped promote and develop learners' capability in order to have good

attitude towards clinical psychology professional practice, had strong work ethics and knowledge and ability to apply the obtained knowledge in practice in a quality manner. This information was consistent with the committee on operation of the curriculum in clinical psychology (2016) who said that training could enhance learners to have both theoretical and practical knowledge that could be applied in real situations.

Furthermore, based on the analysis of the open-ended questionnaires and examining related documents about evaluation of clinical psychology internship training program, strength and weakness can be concluded as follows:

#### 5.3.5 Strength

- With regards to the context, the committee on operation of the curriculum in clinical psychology implements a revision of clinical psychology internship curriculum continuously. A planning has been made to determine objectives to be in line with requirement and context of current social status and future trend as well as the principle of clinical psychology internship training program. As a result, objectives of the curriculum have been improved to be appropriate with a training program each time. Based on the analysis of qualitative data from the open-ended questionnaires, the training program consultants and the committee on operation of the training program agreed that the objectives of the training program were consistent with Professional Standards for the Art of Healing in Clinical Psychology and responded well to learners' requirement.

- Regarding the process which having the highest Mean compared to others, since the committee on operation of the curriculum in clinical psychology has a meeting to follow up the implementation from time to time and continuously with an evaluation on process of organizing activities for the program to find deficiency of the process or implementation as scheduled, then it allows them to learn whether the activities can reach objectives of each program or not, or if there are some obstacles. Therefore, the working group can implement the training process efficiently as planned.

#### 5.3.6 Weakness

- With reference to the input especially in terms of duration, though appropriate level is high and when compared to other aspects, the Mean level is found the lowest. Therefore, the committee on operation of the training program

should make a consideration in adjusting policies about appropriateness of duration in lecture on clinical psychology knowledge (Core Course) by providing some more time.

- Bringing the clinical psychology internship training program to be a part of teaching and learning curriculum in a higher education level. Nowadays, many educational institutes open a teaching and learning course in the field of clinical psychology in a higher education level more and more. Then, there are a great number of people who are interested in applying to study in each class. The training in each class recently could not accommodate the number of all interested people. Though initially the training was opened two times to accommodate more people, it could not completely cover all of them. Then, there are people accumulated from class to class more and more. Based on the analysis of the open-ended questionnaires and examining related documents about evaluation of clinical psychology internship training program, the committee on operation of the training program and the training attendees most likely had opinion that the clinical psychology internship training program should be a part of teaching and learning curriculum in a higher education level. Therefore, the committee on operation of the clinical psychology internship training program and professors from all universities should make consideration and encourage this program to be a part of teaching and learning curriculum in a higher education level seriously so as to solve long-term problems to reduce opportunity cost in waiting for attending a training and reduce learners' expenditure at the same time.

## **5.4 Conclusion**

In summary, the research results found that the evaluation of clinical psychology internship training program using CIPP evaluation model (CIPP Model) could cover all dimensions since diversified techniques to collect data were used to be consistent with minor points to be evaluated in each dimension. Quantitative and qualitative data were used to analyze and interpret the evaluation results. The sources of data for evaluation were gathered in different ways and could cover stakeholders at all levels such as the operational team of the program, beneficiaries from the program, and the program management executives. Therefore, this evaluation was more efficient than other evaluation of clinical psychology internship training program in

the past that used satisfaction evaluation form to collect feedback of training attendees about training implementation. It was an evaluation on application of obtained knowledge in practice, problems and obstacles occurring from learning Core Course, and internship only. The evaluation did not comprehensively cover other aspects. Then, the obtained data were not adequate to tell if training implementation in each class could achieve objectives of each program or not, what the good and weak points were. The important thing was the evaluation was for training attendees only. Then the obtained data could not cover stakeholders at all levels.

### **5.5 Recommendations for Current Research**

Based on the research results, it is found that overall the evaluation of clinical psychology internship training program that requires context, input, process, and product aspects had a high level of appropriateness. It can be noticeable that the clinical psychology training program is efficient and can be implemented in different aspects to accomplish the determined objectives. In the meantime, general information of the required aspects can be known as well as strength and weakness of the program. Consequently, the committee on operation of the training program should make a consideration in bringing CIPP evaluation model (CIPP Model) to use for evaluating clinical psychology internship training program in the next class so as to obtain all sides of information and beneficial to organizing a training program in each class. In the meantime, it enables the committee to learn about guidelines to improve and develop program implementation in a more efficient manner.

### **5.6 Recommendations for Further Research**

Evaluation of clinical psychology internship training program with CIPP evaluation model (CIPP Model) should be conducted before a program starts and during the program is implemented so as to obtain further information that will be useful for making consideration about a process for program implementation and more suggestion for making-decision on implementing the program from evaluation results in each aspect.

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**APPENDIX A**  
**THE CLINICAL PSYCHOLOGY INTERNSHIP TRAINING**  
**PROGRAM APPROVAL**



ที่ สธ ๐๘๔๕ / ๙๐๙      กลุ่มที่ปรึกษากรมสุขภาพจิต กรมสุขภาพจิต  
ถนนติวานนท์ จังหวัดนนทบุรี ๑๑๐๐๐


๒ สิงหาคม ๒๕๕๙

เรื่อง    อนุญาตให้ใช้โครงการ  
เรียน    ประธานคณะกรรมการบริหารหลักสูตรปริญญาโท สาขาจิตวิทยาคลินิก  
อ้างถึง   หนังสือหลักสูตรปริญญาโท สาขาจิตวิทยาคลินิก ที่ ศธ.๐๕๑๗.๐๗๖/บพ.๐๖๕ ลงวันที่ ๒๗ มิถุนายน ๒๕๕๙  
          ตามหนังสือที่อ้างถึง หลักสูตรปริญญาโท สาขาจิตวิทยาคลินิก ขออนุญาตให้ นายพพล  
ศรีประทุมทอง นักศึกษาหลักสูตรปริญญาโท สาขาจิตวิทยาคลินิก ใช้โครงการฝึกอบรมหลักสูตรการปฏิบัติงาน  
ด้านจิตวิทยาคลินิก เพื่อใช้ในการทำวิทยานิพนธ์ เรื่อง “การประเมินโครงการฝึกอบรมหลักสูตรการปฏิบัติงาน  
ด้านจิตวิทยาคลินิก” ตามความละเอียดแจ้งแล้ว นั้น

          กลุ่มที่ปรึกษากรมสุขภาพจิต ได้พิจารณาแล้วอนุญาตให้นำโครงการฝึกอบรมหลักสูตร  
การปฏิบัติงานด้านจิตวิทยาคลินิก เพื่อใช้ในการศึกษาวิจัย

          จึงเรียนมาเพื่อโปรดทราบ

ขอแสดงความนับถือ

  
(นายยงยุทธ วงศ์ภิรมย์ศานติ์)  
หัวหน้ากลุ่มที่ปรึกษากรมสุขภาพจิต

กลุ่มที่ปรึกษากรมสุขภาพจิต  
โทร. ๐ ๒๕๕๐ ๘๐๔๖  
โทรสาร ๐ ๒๑๔๙ ๕๕๓๙

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**APPENDIX B**  
**APPROVAL FROM THE COMMITTEE ON HUMAN RIGHTS**  
**RELATED TO HUMAN EXPERIMENTATION**

2 WANGLANG Rd. BANGKOKNOI  
BANGKOK 10700



Tel. +66 2419 2667-72  
Fax. +66 2411 0162

**Siriraj Institutional Review Board**  
**Certificate of Approval**

COA no. Si 642/2016

Protocol Title : THE EVALUATION OF CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

Protocol number : 572/2559(EC2)

Principal Investigator/Affiliation : Mr.Noppol Sriprathumthong / Department of Psychiatry  
Faculty of Medicine Siriraj Hospital, Mahidol University

Research site : Faculty of Medicine Siriraj Hospital

Approval includes :

1. SIRB submission form
2. Proposal
3. Participant information sheet
4. Informed consent form
5. Questionnaire
6. Curriculum vitae

Approval date : October 7, 2016

Expired date : October 6, 2017

This is to certify that Siriraj Institutional Review Board is in full compliance with international guidelines for human research protection such as the Declaration of Helsinki, the Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

(Prof. Chairat Shayakul, M.D.)  
Chairperson

18 OCT 2016

date

(Prof. Dr. Prasit Watanapa, M.D., Ph.D.)  
Dean of Faculty of Medicine Siriraj Hospital

18 OCT 2016

date

**APPENDIX C**  
**LIST OF THE SPECIALISTS TO ASSESS**  
**A RESEARCH INSTRUMENT**

1. Assoc. Prof. Dr. Sucheera Phattharayuttawat  
Department of Psychiatry,  
Faculty of Medicine Siriraj Hospital, Mahidol University
2. Mrs. Supavadee Nuanmanee  
Advisor Group Department of Mental Health,  
Ministry of Public Health
3. Miss Kanchana Wanitrommanee  
Bureau of Mental Health Promotion and Development,  
Department of Mental Health, Ministry of Public Health

**APPENDIX D**  
**LIST OF THE COMMITTEE ON OPERATION OF THE**  
**CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM**

**1. Consultants**

- |                         |             |
|-------------------------|-------------|
| 1.1 Asst. Prof. Somsong | Suwannalert |
| 1.2 Mr. Wanchai         | Chaiyasit   |

**2. Committee**

- |                               |                   |
|-------------------------------|-------------------|
| 2.1 Mrs. Supavadee            | Nuanmanee         |
| 2.2 Miss Suchitra             | Usaha             |
| 2.3 Mr. Nakorn                | Srisukho          |
| 2.4 Assoc. Prof. Dr. Sucheera | Phattharayuttawat |
| 2.5 Miss Pranee               | Channarong        |
| 2.6 Mrs. Vanida               | Chaninyuthwong    |
| 2.7 Mrs. Saowaluk             | Suwanmaitree      |
| 2.8 Miss Amarakul             | Inochanon         |
| 2.9 Miss Kanchana             | Wanitrommanee     |
| 2.10 Gp.Capt. Porntip         | Intravichien      |
| 2.11 Miss Jintana             | Singhornard       |
| 2.12 Miss Somsri              | Kitipongpisa      |
| 2.13 Mrs. Kunnaree            | Na Takuatung      |
| 2.14 Dr. Metee                | Wongweerapun      |
| 2.15 Mr. Adhichati            | Rochanahastin     |
| 2.16 Mr. Worapoj              | Panapawutthikul   |
| 2.17 Dr. Somchai              | Teaukul           |
| 2.18 Mr. Piyapong             | Saetang           |
| 2.19 Maj. Dr. Panomporn       | Phoomchan         |
| 2.20 Pol.Col. Winai           | Thongchai         |

**2. Committee (cont.)**

2.21 Miss Jariya	Chantra
2.22 Mr. Chatmongkol	Chammak
2.23 Mrs. Parichat	Khamsamran
2.24 Miss Rerai	Teewatus
2.25 Mrs. Nareerat	Phongsittithaworn
2.26 Miss Amonrat	Khongchub
2.27 Mrs. Nutthira	Arunratthanadilok
2.28 Mr. Akaluck	Wong-apai



**APPENDIX E**  
**QUESTIONNAIRES ABOUT THE EVALUATION OF**  
**CLINICAL PSYCHOLOGY INTERNSHIP TRAINING PROGRAM**

1

ฉบับที่ 1

(สำหรับที่ปรึกษาโครงการฝึกอบรบฯ และคณะกรรมการดำเนินการฝึกอบรบฯ)

**แบบสอบถาม**  
**เรื่อง การประเมินโครงการฝึกอบรบหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก**

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**คำชี้แจง:**

1. แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของท่านต่อโครงการฝึกอบรบหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก และเพื่อต้องการทราบสภาพการดำเนินการจัดโครงการฝึกอบรบหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก ซึ่งเป็นประโยชน์ต่อผู้เกี่ยวข้องกับการดำเนินการจัดโครงการรวมทั้งทราบถึงปัญหาอุปสรรค ข้อเสนอแนะต่างๆ เพื่อนำไปใช้ปรับปรุงพัฒนาการจัดการหลักสูตรให้มีคุณภาพและทันสมัยมากยิ่งขึ้น จึงขอให้ท่านได้โปรดตอบคำถามทุกข้อในแบบสอบถามให้ครบถ้วน
2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 3 ตอน ดังนี้  
ตอนที่ 1 ความเหมาะสมด้านบริบท  
ตอนที่ 2 ความคิดเห็นเกี่ยวกับด้านบริบท  
ตอนที่ 3 ข้อเสนอแนะเพิ่มเติม

ขอขอบพระคุณในความกรุณาของท่านที่ให้ความร่วมมือในการตอบแบบสอบถาม

นายพนพล ศรีประทุมทอง  
นักศึกษาระดับปริญญาโท สาขาวิชาจิตวิทยาคลินิก  
คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล  
ผู้วิจัย

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**ตอนที่ 1 ความเหมาะสมด้านบริบท****คำชี้แจง**

1. ในแต่ละข้อคำถามเป็นการสอบถามความเห็นที่มีต่อความเหมาะสม ด้านบริบท ของโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก

2. โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับระดับความคิดเห็นของท่าน

- 5 หมายถึง ความคิดเห็นในระดับมากที่สุด  
 4 หมายถึง ความคิดเห็นในระดับมาก  
 3 หมายถึง ความคิดเห็นในระดับปานกลาง  
 2 หมายถึง ความคิดเห็นในระดับน้อย  
 1 หมายถึง ความคิดเห็นในระดับน้อยที่สุด

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
<b>วัตถุประสงค์ของโครงการฝึกอบรม</b>					
1. วัตถุประสงค์ของโครงการฝึกอบรมมีความสอดคล้อง/เหมาะสมกับสภาพสังคมในปัจจุบัน					
2. วัตถุประสงค์ของโครงการฝึกอบรมตอบสนองความต้องการของผู้เรียน					
<b>เนื้อหาของหลักสูตร</b>					
3. เนื้อหาการบรรยายความรู้ด้านจิตวิทยาคลินิก (Core Lectures) มีความสอดคล้องกับวัตถุประสงค์ของโครงการฝึกอบรม					
4. ระยะเวลาในการฝึกอบรมของหลักสูตร มีความสอดคล้องกับวัตถุประสงค์ของโครงการฝึกอบรม					
5. รายละเอียดของกิจกรรมการฝึกปฏิบัติงานที่ให้ผู้เข้ารับการฝึกปฏิบัติงานต้องปฏิบัติได้ตามเกณฑ์ที่กำหนด มีความสอดคล้องกับวัตถุประสงค์ของโครงการฝึกอบรม					
6. เนื้อหาของหลักสูตรตอบสนองความต้องการของผู้เรียน					
7. เนื้อหาของหลักสูตรสามารถนำไปประยุกต์ใช้ในการปฏิบัติงานจริง					







6

ฉบับที่ 2  
(สำหรับผู้ผ่านการฝึกอบรม)

**แบบสอบถามความคิดเห็น**  
**เรื่อง การประเมินโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก**

**คำชี้แจง:**

1. แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของท่านต่อโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก และเพื่อต้องการทราบสภาพการดำเนินการจัดโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก ซึ่งเป็นประโยชน์ต่อผู้เกี่ยวข้องกับการดำเนินการจัดโครงการ รวมทั้งทราบถึงปัญหาอุปสรรค ข้อเสนอแนะต่างๆ เพื่อนำไปใช้ปรับปรุงพัฒนาการจัดหลักสูตรให้มีคุณภาพ และทันสมัยมากยิ่งขึ้น จึงขอให้ท่านได้โปรดตอบคำถามทุกข้อในแบบสอบถามให้ครบถ้วน

2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

ตอนที่ 2 ความเหมาะสมด้านบริบท/ความพร้อมด้านปัจจัยเบื้องต้น และด้านกระบวนการ

ตอนที่ 3 ระดับความรู้ที่ได้รับจากฝึกการอบรม

ตอนที่ 4 การนำความรู้ที่ได้รับไปใช้ประโยชน์

ตอนที่ 5 ข้อเสนอแนะเพิ่มเติม

ขอขอบพระคุณในความกรุณาของท่านที่ให้ความร่วมมือในการตอบแบบสอบถาม

นายพนพล ศรีประทุมทอง  
นักศึกษาระดับปริญญาโท สาขาวิชาจิตวิทยาคลินิก  
คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล  
ผู้วิจัย

**ตอนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม**

คำชี้แจง : โปรดทำเครื่องหมาย ✓ ลงใน  ของแต่ละข้อตามความเป็นจริงเพียงข้อเดียวเท่านั้น

1. เพศ

- ชาย
- หญิง

2. รุ่นที่เข้ารับการฝึกอบรม

- รุ่นที่ 6/2557
- รุ่นที่ 7/2558

3. การศึกษาสูงสุด

- ปริญญาตรี
- ปริญญาโท
- ปริญญาเอก

4. ตำแหน่งงานปัจจุบัน

- ยังไม่ได้ทำงาน
- นักจิตวิทยา/นักจิตวิทยาคลินิก
- อาจารย์
- อื่นๆ โปรดระบุ.....

**ตอนที่ 2 ความเหมาะสมด้านบริบท/ความพร้อมด้านปัจจัยเบื้องต้น และด้านกระบวนการ  
คำชี้แจง**

1. ในแต่ละข้อคำถามเป็นการสอบถามความเห็นที่มีต่อความเหมาะสม/ความพร้อม ด้านปัจจัยเบื้องต้น ด้านกระบวนการ และด้านผลผลิต ของโครงการฝึกอบรมหลักสูตรการปฏิบัติงานด้านจิตวิทยาคลินิก ที่ท่านได้ผ่านการศึกษารวม

2. โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับระดับความคิดเห็นของท่าน

- 5 หมายถึง ความคิดเห็นในระดับมากที่สุด  
4 หมายถึง ความคิดเห็นในระดับมาก  
3 หมายถึง ความคิดเห็นในระดับปานกลาง  
2 หมายถึง ความคิดเห็นในระดับน้อย  
1 หมายถึง ความคิดเห็นในระดับน้อยที่สุด

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
<b>วัตถุประสงค์ของโครงการฝึกอบรม</b>					
1. วัตถุประสงค์ของโครงการฝึกอบรมมีความสอดคล้อง/ เหมาะสมกับสภาพสังคมในปัจจุบัน					
2. วัตถุประสงค์ของโครงการฝึกอบรมตอบสนองความ ต้องการของผู้เรียน					
<b>เนื้อหาของหลักสูตร</b>					
3. เนื้อหาการบรรยายความรู้ด้านจิตวิทยาคลินิก (Core Lectures) มีความสอดคล้องกับวัตถุประสงค์ของ โครงการฝึกอบรม					
4. ระยะเวลาในการฝึกอบรมของหลักสูตร มีความสอดคล้อง กับวัตถุประสงค์ของโครงการฝึกอบรม					
5. รายละเอียดของกิจกรรมการฝึกปฏิบัติงานที่ให้ผู้เข้ารับ การฝึกปฏิบัติงานต้องปฏิบัติได้ตามเกณฑ์ที่กำหนด มีความสอดคล้องกับวัตถุประสงค์ของโครงการฝึกอบรม					
6. เนื้อหาของหลักสูตรตอบสนองความต้องการของผู้เรียน					
7. เนื้อหาของหลักสูตรสามารถนำไปประยุกต์ใช้ในการ ปฏิบัติงานจริง					
<b>วิทยากร</b>					
8. วิทยากรมีความรู้และความเข้าใจในหัวข้อที่บรรยาย					
9. วิทยากรมีความสามารถในการถ่ายทอดความรู้ได้ชัดเจน และเข้าใจง่าย					
10. วิทยากรสามารถตอบข้อซักถามได้ตรงประเด็นและชัดเจน					
11. วิทยากรเปิดโอกาสให้ซักถามและแลกเปลี่ยนความ คิดเห็น					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
12. วิทยากรสามารถบรรยายได้ตรงตามวัตถุประสงค์ของรายวิชา					
13. วิทยากรสามารถจัดลำดับเนื้อหาการสอนได้อย่างเป็นระบบ					
14. วิทยากรใช้คำพูดและน้ำเสียงที่ชัดเจน					
15. วิทยากรมีบุคลิกภาพที่ดี และมีท่าทางการบรรยายที่เหมาะสม					
16. วิทยากรมีความตรงต่อเวลา และรักษาเวลาในการบรรยายได้อย่างเหมาะสม					
<b>อาจารย์ที่ปรึกษา</b>					
17. อาจารย์ที่ปรึกษามีความรู้และความเข้าใจในความรู้ภาคทฤษฎีและภาคปฏิบัติ					
18. อาจารย์ที่ปรึกษามีความสามารถในการถ่ายทอดความรู้ภาคทฤษฎีและภาคปฏิบัติ					
19. อาจารย์ที่ปรึกษาสามารถตอบข้อซักถามได้ตรงประเด็นและชัดเจน					
20. อาจารย์ที่ปรึกษาเปิดโอกาสให้ซักถามและแลกเปลี่ยนความคิดเห็น					
21. อาจารย์ที่ปรึกษาสามารถให้ความรู้ได้ตรงตามวัตถุประสงค์ของการฝึกอบรม					
22. อาจารย์ที่ปรึกษามีบุคลิกภาพที่ดี และมีความน่าเชื่อถือ					
23. อาจารย์ที่ปรึกษาสามารถให้เวลาในการเป็นที่ปรึกษาได้อย่างเพียงพอ					
24. อาจารย์ที่ปรึกษาพร้อมให้ความช่วยเหลือ สนับสนุน และให้กำลังใจ					
25. อาจารย์ที่ปรึกษาเป็นแบบอย่างที่ดีของวิชาชีพ					
26. อาจารย์ที่ปรึกษาให้ความสำคัญผู้เข้ารับการฝึกอบรมทุกคนเท่าเทียมกัน มีความเสมอภาค ไม่มีอคติ					
<b>ระยะเวลา</b>					
27. ระยะเวลาในการบรรยายเนื้อหาในแต่ละหัวข้อของวิทยากรในการบรรยายความรู้ทางด้านจิตวิทยาคลินิก (Core Course) มีความเหมาะสม					
28. ระยะเวลาในการบรรยายความรู้ทางด้านจิตวิทยาคลินิก (Core Course) 1 เดือน					
29. ระยะเวลาในการฝึกปฏิบัติงาน 5 เดือน					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
30. ระยะเวลาการฝึกอบรมตลอดหลักสูตร 6 เดือน มีความเหมาะสม					
<b>วัสดุอุปกรณ์</b>					
31. การจัดเตรียมเอกสารประกอบการบรรยาย					
32. ความถูกต้องของเอกสารประกอบการบรรยาย					
33. เอกสารประกอบการบรรยายครบถ้วนตามหัวข้อการบรรยาย					
34. สื่อประกอบการบรรยายมีความเหมาะสมกับหัวข้อการบรรยาย					
35. สื่อประกอบการบรรยายน่าสนใจ มีคุณภาพและทันสมัย					
36. การเตรียมความพร้อมของวัสดุอุปกรณ์และโสตทัศนอุปกรณ์					
37. โสตทัศนอุปกรณ์มีประสิทธิภาพและทันสมัย					
<b>สถานที่จัดอบรม</b>					
38. ขนาดของห้องจัดการฝึกอบรมกับจำนวนผู้เข้ารับการฝึกอบรมมีความเหมาะสม					
39. ระบบเสียงภายในห้องจัดการฝึกอบรม					
40. แสงสว่างภายในห้องจัดการฝึกอบรม					
41. อุณหภูมิและการถ่ายเทอากาศในห้องจัดการฝึกอบรม					
42. ความสะอาดของห้องจัดการฝึกอบรม					
43. ความสะอาดและความสะอาดของห้องน้ำ					
44. คุณภาพและรสชาติของอาหาร					
45. ปริมาณของอาหารที่จัด					
<b>การจัดกิจกรรมอบรม</b>					
46. การดำเนินการจัดฝึกอบรมเป็นไปตามระยะเวลาที่ได้กำหนดไว้					
47. มีการจัดลำดับขั้นตอนของเนื้อหาวิชาในการบรรยายได้อย่างเหมาะสม					
48. การเปิดโอกาสให้ผู้เข้ารับการฝึกอบรมมีส่วนร่วมและแสดงความคิดเห็นต่อการจัดกิจกรรมต่างๆ ในระหว่างการจัดการฝึกอบรม					
<b>การประสานงาน</b>					
49. คณะทำงานมีการปฐมนิเทศเพื่อชี้แจงรายละเอียดการฝึกอบรมของหลักสูตร					

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
50. คณะทำงานมีการให้คำแนะนำที่เป็นประโยชน์และบริการที่ดีต่อผู้เข้ารับการฝึกอบรมตลอดระหว่างการฝึกอบรม					
51. คณะทำงานมีการติดต่อประสานงานแจ้งข่าวสารต่างๆ แก่ผู้เข้ารับการฝึกอบรม					
52. คณะทำงานมีมนุษยสัมพันธ์ที่ดี					
53. คณะทำงานมีความกระตือรือร้นในการให้การช่วยเหลือและแนะนำ					
54. คณะทำงานปฏิบัติงานตรงต่อเวลา					
55. คณะทำงานมีการให้คำปรึกษาเกี่ยวกับการปฏิบัติต่างๆ					
56. คณะทำงานมีความเอาใจใส่ และช่วยแก้ไขปัญหาลุบสปรระหว่างการจัดอบรมได้เป็นอย่างดี					
57. การให้ความเสมอภาคในทางปฏิบัติต่อผู้เข้ารับการฝึกอบรม					
58. คณะทำงานมีกระบวนการในการบริหารจัดการที่ดี					

**ตอนที่ 3 ระดับความรู้ที่ได้รับจากการฝึกอบรม****คำชี้แจง**

1. ขอให้ท่านพิจารณารายการเกี่ยวกับเนื้อหาความรู้ที่ได้รับจากการที่ได้ผ่านการฝึกอบรม ท่านคิดว่าตนเองได้รับจากการฝึกอบรมครั้งนี้อยู่ในระดับใด

2. โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับระดับความคิดเห็นของท่าน

5 หมายถึง ความรู้ที่ได้รับในระดับมากที่สุด

4 หมายถึง ความรู้ที่ได้รับในระดับมาก

3 หมายถึง ความรู้ที่ได้รับในระดับปานกลาง

2 หมายถึง ความรู้ที่ได้รับในระดับน้อย

1 หมายถึง ความรู้ที่ได้รับในระดับน้อยที่สุด

ข้อความ	ระดับความรู้ที่ได้รับ				
	5	4	3	2	1
การบรรยายความรู้ทางด้านจิตวิทยาคลินิก (Core Course)					
59. วิชา กฎหมายที่เกี่ยวข้องกับวิชาชีพจิตวิทยาคลินิก					
60. วิชา บทบาทและจรรยาบรรณแห่งวิชาชีพของผู้ประกอบโรคศิลปะสาขาจิตวิทยาคลินิก					
61. วิชา การตรวจสภาพจิตและการวินิจฉัยโรคทางจิตเวชตามระบบสากลและตามระบบ 5 แกนการวินิจฉัยโรค					
62. วิชา การตรวจวินิจฉัยทางจิตวิทยาคลินิกในเด็ก และการกระตุ้นพัฒนาการเด็ก					
63. วิชา Intelligence Tests : Stanford Binet Intelligence Scale, WISC III, SPM, APM, CPM, TONI-3					
64. วิชา Rorschach Inkblot Test					
65. วิชา Thematic Apperception Test (TAT), Children Apperception Test (CAT), Sacks Sentence Completion Test (SSCT)					
66. วิชา House Tree Person Test (HTP), Draw-a-Person Test (DAP)					
67. วิชา The Minnesota Multiphasic Personality Inventory (MMPI)					
68. วิชา The Sixteen Personality Factors (16 PF)					
69. วิชา Neuropsychological Tests : Bender Visual Motor Gestalt Test, Wechsler Memory Scale, Wisconsin Sorting Card					
70. วิชา Neuropsychological Tests : Trail Making, Stroop Color and Word Test, Seashore Rhythm Test, Speech-Sound Perception Test					

ข้อความ	ระดับความรู้ที่ได้รับ				
	5	4	3	2	1
71. วิชา วิธีการวิจัยทางจิตวิทยา					
72. วิชา การป้องกันปัญหาและส่งเสริมสุขภาพจิตในชุมชน					
73. วิชา การตรวจวินิจฉัยทางจิตวิทยาคลินิกในโรงเรียน					
74. วิชา การบำบัดทางจิตวิทยาแบบกลุ่ม					
75. วิชา การบำบัดทางจิตวิทยาด้วย Rational Emotive Behavior Therapy (REBT)					
76. วิชา การบำบัดความคิดและพฤติกรรม (Cognitive Behavior Therapy)					
77. วิชา Satir Transformational Systemic Therapy					
78. วิชา บทบาทนักจิตวิทยาคลินิกในกระทรวงกลาโหมและสำนักงานตำรวจแห่งชาติ					
79. วิชา บทบาทนักจิตวิทยาคลินิกในสถาบันธัญญารักษ์ สถาบันสุขภาพจิตเด็กและวัยรุ่นราชนครินทร์ และสถานพินิจและคุ้มครองเด็กและเยาวชน					
80. วิชา การประเมินผลการทดสอบและการเขียนรายงานทางจิตวิทยาคลินิก					
81. วิชา การประชุมวินิจฉัยและการวางแผนดูแลช่วยเหลือเฉพาะกรณีเด็กและเยาวชน					
82. วิชา การประชุมวินิจฉัยและการวางแผนดูแลช่วยเหลือเฉพาะกรณีผู้ใหญ่และผู้สูงอายุ					
<b>การฝึกปฏิบัติงาน</b>					
83. การตรวจวินิจฉัยทางจิตวิทยาคลินิก					
84. การบำบัดทางจิตวิทยา					
85. การประชุมวิเคราะห์โรค (Case Conference)					
86. Case Supervision					
87. Case Study					
88. Journal Club					
89. รายงานทางวิชาการ (Academic Report)					

**ตอนที่ 4 การนำความรู้ที่ได้รับไปใช้ประโยชน์****คำชี้แจง**

1. หลังจากการศึกษาอบรมท่านได้นำความรู้ และประสบการณ์ที่ได้รับจากการฝึกอบรมไปใช้ในด้านต่างๆ ต่อไปนี้ มากน้อยเพียงใด

2. โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับระดับความคิดเห็นของท่าน

5 หมายถึง ความคิดเห็นในระดับมากที่สุด

4 หมายถึง ความคิดเห็นในระดับมาก

3 หมายถึง ความคิดเห็นในระดับปานกลาง

2 หมายถึง ความคิดเห็นในระดับน้อย

1 หมายถึง ความคิดเห็นในระดับน้อยที่สุด

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
90. การทดสอบเขาวนปัญญา					
91. การทดสอบบุคลิกภาพ					
92. การทดสอบทางประสาทจิตวิทยา					
93. การประเมินพัฒนาการ					
94. การทดสอบความบกพร่องทางการเรียน					
95. การบำบัดทางจิตวิทยาแบบรายบุคคล					
96. การบำบัดทางจิตวิทยาแบบกลุ่ม					
97. พฤติกรรมบำบัด การปรับเปลี่ยนพฤติกรรมและการบำบัดกระบวนการคิดและพฤติกรรม					
98. การให้คำปรึกษาทางจิตวิทยา					
99. การฟื้นฟูสภาพจิตใจ					
100. การวิจัยทางจิตวิทยาคลินิก					
101. การส่งเสริมสุขภาพจิตและการป้องกันก่อนเกิดปัญหา					
102. การสืบค้นปัญหาสุขภาพจิตในระยะเริ่มแรกของกลุ่มเสี่ยงต่างๆ ในชุมชน					
103. การถ่ายทอดความรู้ทางจิตวิทยาสุขภาพจิตและพฤติกรรมสุขภาพแก่ชุมชน					
104. การคัดเลือกบุคลากรและการพัฒนาบุคลิกภาพเพื่อการศึกษาหรือการทำงาน					
105. การพัฒนาและผลิตรูปแบบสื่อต่างๆ เพื่อการรณรงค์และส่งเสริมสุขภาพจิต					
106. การทำงานร่วมกับทีมสหวิชาชีพและบุคลากรอื่นที่เกี่ยวข้อง					



## BIOGRAPHY

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