

Survey Template

This document is intended to serve as a resource for programs conducting outcome assessments (e.g., the program evaluation component of the MPAC application). It contains a pool of potential items that may be helpful in constructing an outcome assessment tool. For example, the items in Part I may be used to construct a survey of graduates' perceptions of the adequacy of their training across a range of content areas. Items in Part II may be helpful in assessing the degree to which a program is preparing its students for the activities they are actually being asked to perform in the field. Feel free to use any or all of these items as you see fit.

I. Training/Preparation

Indicate the adequacy of the course work/formal training you received in each of the following areas.

Academic Core Areas

- a. Biological bases of behavior (e.g., physiological psychology)
- b. Acquired or learned bases of behavior (e.g., learning theory)
- c. Social/cultural/systematic bases of behavior (e.g., social psychology)
- d. Individual bases of behavior (e.g., personality theory)
- e. Statistics/research methods

Applied/Generic

- a. Applications of psychological principles and theories to professional practice
- b. Consultation with other agencies/organizations
- c. Professional and ethical standards
- d. Sensitivity to cultural and social diversity in professional
- e. Grant writing
- f. Program evaluation/applied research
- g. Program management/administration
- h. Working with professionals in other disciplines as part of a team
- i. Using research literature to inform professional practice
- j. Testifying in court or other legal proceedings

Applied/Specific to Discipline

Clinical/Counseling:

- a. Therapy with children/Adolescents
- b. Therapy with adults
- c. Group therapy

- d. Marital therapy
- e. Family therapy
- f. Therapy with persons with the following disorders/concerns

- Serious and persistent mental illness
- Substance abuse
- Anxiety disorders
- Personality disorders
- Developmental disabilities
- Disruptive behavior disorders (e.g., ODD, CD, ADHD)
- Suicide risk
- Danger to others
- Domestic violence perpetrators
- Domestic Violence Victims

- g. The following types of assessments with children or adolescents:

- Personality (objective)
- Personality (projective)
- Intellectual
- Achievement
- Adaptive functioning
- Behavioral
- Vocational
- Diagnostic/Clinical interview

- h. The following types of assessments with adults:

- Personality (objective)
- Personality (projective)
- Intellectual
- Achievement
- Adaptive functioning
- Behavioral
- Vocational
- Diagnostic/Clinical interview

- i. Child custody evaluations
- j. Guardianship/competency evaluations
- k. Other forensic evaluations (e.g., criminal responsibility)
- l. Psychological report writing
- m. Treatment planning/case formulation/case conceptualization
- n. Documentation
- o. Pharmacological interventions

Industrial /Organizational:

- a. Measurement of individual differences

- b. Criterion theory and development
- c. Job and task analysis
- d. Employee selection, placement, and classification
- e. Performance appraisal and feedback
- f. Training, theory, program design, and evaluation
- g. Work motivation
- h. Attitude theory
- i. Small group theory and process
- j. Organization theory
- k. Organizational development

II. Activities

Indicate how often you engage in each of the following activities in your current professional position.

Generic

- a. Consult with other agencies/organizations
- b. Write grants
- c. Program evaluation/applied research
- d. Program management/administration
- e. Work with professionals in other disciplines as part of a team
- f. Use research literature to inform professional practice
- g. Testify in court or other legal procedures

Discipline Specific

Clinical/Counseling:

- a. Therapy with children/adolescents
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g. The following types of assessments with children or adolescents:

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h. The following types of assessments with adults:

- Personality (objective)
- Personality (projective)
- Intellectual
- Achievement
- Adaptive functioning
- Behavioral
- Vocational
- Diagnostic/Clinical interview

- i. Child custody evaluations
- j. Guardianship/competency evaluation
- k. Other forensic evaluations (e.g., criminal responsibility)
- l. Psychological report writing
- m. Treatment planning/case formulation/case conceptualization
- n. Documentation (e.g., writing case notes, writing in medical records)
- o. Making recommendations or consulting with physicians about pharmacological interventions for your clients.

Industrial/Organizational:

- a. Measurement of individual differences
- b. Criterion theory and development
- c. Job and task analysis
- d. Employee selection, placement, and classification
- e. Performance appraisal and feedback
- f. Training, theory, program design, and evaluation
- g. Work motivation
- h. Attitude theory
- i. Small group theory and process
- j. Organization theory
- k. Organizational development