

PROGRAM OUTCOME SURVEY RESULTS: ALUMNI (FALL 2012) AND STUDENTS (SPRING 2013)
Summary of Survey Data: Current Graduate Students and Clinical Alumni (Past 7 years)

Table 1: Overall Response Rates

Response Rate			
	Current students (in Spring 2013)	Current students in the 2nd year or above*	Alumni (2006 to 2012)
Number of respondents (N)	51	43	65
Total number of students/alumni	67	54	86
Response rate	76%	80%	76%

* The majority of questions were only asked of students in the second year of the program or above as first year students had only completed one semester of graduate training.

Table 2: Student and Alumni Ratings of UM Clinical Program Strengths and Weaknesses

	Current students (N = 43)		Alumni (N = 65)	
	Mean (SD)	% of students with ratings of 4 or higher	Mean (SD)	% of students with ratings of 4 or higher
Program Flexibility	4.65 (1.19)	86.0%	5.38 (1.18)	92.3%
Ethics Training	4.70 (1.19)	86.0%	5.15 (1.30)	86.2%
Learning about Diversity Issues	5.09 (1.25)	86.0%	5.58 (1.31)	92.3%
Research Training	6.26 (0.82)	100%	6.31 (0.86)	98.5%
Research Opportunities	6.30 (0.83)	100%	6.45 (0.81)	100%
Training in data analysis/statistics	6.05 (1.05)	97.7%	6.28 (0.96)	98.5%
Coursework in intervention strategies	4.98 (1.07)	90.7%	Not asked	Not asked
Coursework in assessment	4.95 (1.07)	93.0%	Not asked	Not asked
Overall training at the PSC	5.12 (0.82)	95.3%	5.62 (1.19)	93.8%
Practicum opportunities	5.81 (1.07)	100%	5.97 (1.02)	96.9%
Intervention training at the PSC	4.70 (1.28)	79.1%	Not asked	Not asked
Overall supervision in intervention techniques	5.28 (0.93)	93.0%	Not asked	Not asked
Overall intervention training	5.28 (0.93)	97.7%	4.88 (1.41)	84.6%
Assessment training at the PSC	5.81 (1.20)	97.7%	Not asked	Not asked
Overall supervision in assessment	5.91 (0.95)	97.7%	Not asked	Not asked
Overall assessment training	5.74 (1.29)	95.3%	Not asked	Not asked
Teaching experience	5.98 (0.94)	97.7%	Not asked	Not asked
Obtaining a broad foundation in psychology	5.44 (0.98)	95.3%	5.48 (1.24)	92.3%
Preparation for a career in your "specialty" area (e.g. adult, child, pediatric, health)	5.93 (0.86)	97.7%	6.15 (1.06)	96.9%
Faculty openness	5.00 (1.48)	81.4%	5.75 (1.15)	96.9%
Student-faculty relations	5.12 (1.31)	88.4%	5.74 (1.23)	95.4%
Financial support (e.g. availability of stipends, travel funds, etc)	6.09 (0.95)	100%	6.49 (0.79)	98.5%
Computer support services	5.79 (1.30)	95.3%	6.43 (0.85)	100%

Note: Respondents rated each item on their perception of whether it is/was a program strength or weakness: (1 = Definitely a weakness, 7 = Definitely a strength)

Table 3: Ratings of How Well the UM Clinical Program Prepares Students in Key Areas

	Current Students (N = 43)		Alumni (N = 65)	
	Mean (SD)	% of students with ratings of 4 or higher	Mean (SD)	% of students with ratings of 4 or higher
Conducting independent research	5.86 (1.15)	97.7%	6.03 (1.03)	96.9%
Presenting work at conferences	6.35(0.92)	100%	6.29 (0.93)	98.5%
Publishing research findings	5.77 (1.19)	95.3%	5.75 (1.21)	95.4%
Critically evaluate assessments	5.70 (1.01)	97.7%	5.88 (0.96)	98.5%
Critically evaluate research	6.16 (0.90)	100%	6.32 (0.83)	100%
Understanding diversity in clinical practice	5.33 (1.30)	86.0%	5.88 (1.14)	95.4%
Understanding diversity in research	5.26 (1.42)	90.7%	5.75 (1.20)	95.4%
Training in evidence-based assessment	5.70 (1.21)	90.7%	5.78 (1.02)	95.4%
Training in evidence-based interventions	5.51 (1.05)	97.7%	5.12 (1.39)	87.7%
Training in your “track specific” area of focus (e.g. clinical child, health, pediatric)	5.88 (0.85)	100%	6.14 (0.93)	98.5%

Note: Respondents rated their perceptions of how well the program is preparing/has prepared them, with 1 = not well prepared, 7 = very well prepared

Table 4: Ratings of the Goals and Competencies of the UM Clinical Program

Respondents rated how well the program prepares them/has prepared them

1 = Not well prepared, 7 = Very well prepared

	Current Students (N = 43)		Alumni (N = 65)	
	Mean (SD)	% of students with ratings ≥ 4	Mean (SD)	% of students with ratings ≥ 4
Goal 1: Research Competence				
Ability to conduct a scientifically sound research project in your track specific area of focus	6.05 (1.07)	97.7%	6.28 (0.91)	98.5%
Ability to present research findings at a scientific meeting	6.42 (0.91)	97.7%	6.32 (0.90)	98.5%
Ability to publish findings in peer-reviewed journals	5.81 (1.05)	97.7%	5.71 (1.13)	96.9%
Ability to design research studies and to understand and implement data analyses relevant to clinical research	5.93 (1.16)	97.7%	6.11 (1.02)	98.5%
Ability to evaluate assessment instruments relevant to the field of clinical psychology and to your track-specific focus of research	5.81 (1.03)	95.3%	5.83 (1.13)	93.8%
Ability to critically evaluate research	6.19 (0.82)	100%	6.32 (0.90)	98.5%
Knowledge in clinical psychology as well as in your "track specific" area of focus	5.86 (0.74)	100%	6.02 (0.96)	98.5%
Knowledge of individual differences and diversity, as it applies to research in clinical psychology	5.35 (1.11)	88.4%	5.77 (1.18)	95.4%
Knowledge (both general principles and practical application) on the protection of human subjects and on ethical conduct of research (maintaining confidentiality, detecting and reporting adverse events, assuring the quality of data collection and entry, and monitoring integrity in data reporting) and competence in preparing and submitting research projects for approval by an IRB	5.60 (1.09)	95.3%	6.06 (0.98)	98.5%
Goal 2: Clinical Practice Competence				
Proficiency in the psychometric bases of assessment and selecting adequate assessment instruments for specific uses	5.56 (0.96)	97.7%	5.75 (1.05)	95.4%
Proficiency in administering and interpreting widely used assessment instruments that assess psychopathology, symptomatology, personality, and cognitive and intellectual functioning	5.60 (1.03)	95.3%	5.75 (1.05)	93.8%
Proficiency in administering and interpreting widely used assessment instruments that are pertinent to your track-specific area of focus	5.84 (1.04)	97.7%	5.91 (1.01)	98.5%
Proficiency in the use of the DSM-IV-TR and the	5.84 (0.92)	97.7%	5.95 (1.01)	98.5%

	Current Students (N = 43)		Alumni (N = 65)	
	Mean (SD)	% of students with ratings ≥ 4	Mean (SD)	% of students with ratings ≥ 4
ability to understand and adapt to changes in the diagnostic manuals that may be used in the future				
Understanding of the empirical literature on psychosocial interventions, particularly cognitive and behavioral treatments, including research on how and for whom these treatments work	5.95 (0.82)	100%	6.05 (0.82)	100%
Understanding of the evidence-based literature on psychosocial interventions relevant to your track-specific area of focus	5.93 (0.88)	97.7%	5.98 (0.96)	98.5%
Ability to think critically about psychosocial theories of intervention	5.79 (1.01)	97.7%	5.78 (1.15)	93.8%
Ability to evaluate evidence for and against new and existing therapeutic strategies, to identify gaps in existing knowledge, and to select treatment strategies accordingly	5.70 (0.91)	97.7%	5.82 (1.10)	95.4%
Proficiency in entry-level intervention skills, including attending and active listening	5.98 (0.89)	100%	6.29 (0.80)	100%
Proficiency in advanced intervention skills such as effective case conceptualization and presentation, and developing a treatment plan	5.63 (0.85)	100%	5.46 (1.42)	90.8%
Awareness of individual differences that may influence assessment outcome, including issues of language, ethnicity/culture, age or sexual orientation	5.56 (1.03)	95.3%	5.97 (1.00)	98.5%
Ability to maintain rapport with a wide range of others, and to select and apply interventions in a sensitive and appropriate manner	5.98 (0.83)	100%	6.09 (1.06)	96.9%
Knowledge of the APA Ethical Principles of Psychologists and Code of Conduct	5.67(0.84)	100%	5.89 (1.05)	98.5%
Awareness of legal and quality assurance issues as they pertain to clinical practice, such as mandatory reporting laws for abuse	5.74 (0.98)	100%	5.62 (1.25)	93.8%

Table 5: Overall Program Satisfaction and Overall Training Emphasis of the Clinical Program

	Current Students (N = 51)		Alumni (N = 65)	
	Mean (SD)	% of students with ratings of 4 or higher	Mean (SD)	% of students with ratings of 4 or higher
Overall, how satisfied are you with the graduate education at UM? (1 = Not satisfied, 7 = Very satisfied)	5.86 (0.66)	100%	6.14 (0.77)	100%
Please rate the UM clinical program on the following scale: (1 = Practitioner focused, 4 = balanced training, 7 = Scientist focused)	5.59 (0.64)	100%	5.20 (0.81)	98.5%

Summary Data for Graduate Professional Activities – From Alumni Survey of Fall 2012 (N = 65)
 UM Clinical Students Who Graduated between 2006-2012 (7 year period)

	Yes	No
After your Ph.D., did you complete a formal post-doctoral training program?	55 (84.6%)	10 (15.4%)
Was the post-doctoral training program APA accredited?	21 (32.3%)	34 (52.3%)

What was your first job following receipt of your Ph.D.?

	All Alumni N = 65	Alumni Past 1 st Postdoc
Assistant Professor/Adjunct Professor/ Faculty at University or Med Center	16 (24.6%)	16 (36.7%)
Research scientist/project manager/ Clinical research interviewer	6 (9.2%)	6 (13.6%)
Clinical Psychologist/ Staff psychologist	21 (32.3%)	21 (47.7%)
Second post-doc	1 (1.5%)	1 (2.3%)
Still on post-doc	21 (32.3%)	-

	Full time	Part time
Was this a full-time or part-time position	58 (89.2%)	7 (10.8%)

What was the setting of this position? Choose all that apply

	Only Those who Completed their Post-doc (N = 44)
Medical center (including VA and military)	17 (38.6%)
Academic	15 (34.1%)
Hospital	10 (22.7%)
Independent Practice	7 (15.9%)
Other	6 (13.6%)

Please check any job activities/duties completed at this position.

	Completed Post- doc (N = 44)
Administration	13 (29.5%)
Assessment	26 (59.1%)
Consultation	25 (56.8%)
Psychotherapy	27 (61.4%)
Research	33 (75.0%)
Supervision	32 (72.7%)
Teaching	20 (45.5%)
Program development	3 (4.5%)

Which of the following roles have you filled since graduation? (N = 65)

	Yes, a major part of my activity	Yes, a minor part of my activity	No
Clinical services/treatment	42 (64.6%)	14 (21.5%)	9 (13.8%)
Clinical services/assessment	30 (46.2%)	24 (36.9%)	11 (16.9%)
Teaching	13 (20%)	26 (40%)	26 (40%)
Research	36 (55.4%)	21 (32.3%)	8 (12.3%)
Administration	4 (6.2%)	32 (49.2%)	29 (44.6%)
Supervision	10 (15.4%)	41 (63.1%)	14 (21.5%)
Consultation	19 (29.2%)	29 (44.6%)	17 (26.2%)

Which of the following roles have you filled since graduation? (Those not on post-doc, N = 44)

	Yes, a major part of my activity	Yes, a minor part of my activity	No
Clinical services/treatment	30 (68.2%)	8 (18.2%)	6 (13.6%)
Clinical services/assessment	22 (50.0%)	14 (31.8%)	8 (18.2%)
Teaching	12 (27.3%)	18 (40.9%)	14 (31.8%)
Research	23 (52.3%)	14 (31.8%)	7 (15.9%)
Administration	3 (6.8%)	23 (52.3%)	18 (40.9%)
Supervision	8 (18.2%)	28 (63.6%)	8 (18.2%)
Consultation	16 (36.4%)	19 (43.2%)	9 (20.5%)

All Alumni (N=65)

	Yes, APA only	Yes, other national organization only	Yes, both	No
Are you a member of APA? Are you a member of another national scientific/psychological organization (e.g. APS, ABCT, SBM, SRCD?)	17 (26.2%)	8 (12.3%)	33 (50.8%)	7 (10.8%)

All Alumni (N = 65)

Are You....	Yes	No
A member of your state psychological association?	22 (33.8%)	43 (66.2%)
Listed in the National Register of Health Service Providers?	15 (23.1%)	50 (76.9%)
Serving on your state's licensing board?	1 (1.5%)	64 (98.5%)
Holding an office in a mental health organization or committee?	2 (3.1%)	63 (96.9%)
Holding an office in a professional organization (e.g. APA or division)?	4 (6.2%)	61 (93.8%)

Since receiving your Ph.D. have you... Published (as author or co-author)? All Alumni (N = 65)

Yes, peer-reviewed paper only	Yes, book or book chapter only	Yes, both	No
25 (38.5%)	2 (3.1%)	15 (23.1%)	23 (35.4%)

Since receiving your Ph.D., have you... (N = 65)

	Yes	No
Attended a psychological convention?	55 (84.6%)	10 (15.4%)
Attended workshops for continuing education?	53 (81.5%)	12 (18.5%)
Conducted a workshop to train other professionals?	29 (44.6%)	36 (55.4%)
Presented at a national or international convention or meeting?	46 (70.8%)	19 (29.2%)
Presented at a local convention or meeting?	35 (53.8%)	30 (46.2%)
Written a grant?	31 (47.7%)	34 (52.3%)
Received a grant?	18 (27.7%)	47 (72.3%)

How have you used your research training since graduation? Check all that apply (N = 65)

Conducted research intended to be publishable (i.e. generalizable knowledge)	53 (81.5%)
Conducted research for local purposes (e.g. to inform agency practice, local norms)	18 (27.7%)
Conducted program evaluations	11 (16.9%)
Supervised the research of students	30 (46.2%)
<i>Any of the above</i>	57 (87.7%)
Taught undergraduate students	12 (18.5%)
Taught graduate or medical students	27 (41.5%)
As a research consumer; having the background to understand the foundations and support for new tests, interventions or clinical methods	48 (73.8%)