

Appendix B

Sources and Qualifications of Data—Chapter 2

American Psychiatric Association Annual Census of Residents

Scope of the Survey.—Each year the American Psychiatric Association's Office of Membership and the American Association of Directors of Psychiatric Residency Training (AADPRT) conduct a census of all psychiatric residents. A questionnaire is sent to the director of residency training in each ACGME-accredited U.S. program. The census collects demographic data as well as information about previous medical education and specific aspects of residency training.

Response Rates.—Through repeated follow-ups with department chairs and residency training directors, the Annual Census of Residents consistently obtains responses from 100 percent of U.S. psychiatric residency programs.

Psychology

Sources of Data.—Several sources of information were used to compile the numbers reported in tables 2.1-2.3:

- *Graduate student enrollments.* The data on full- and part-time enrollments in doctoral clinical, counseling, and school psychology programs were assembled, using data reported in *Graduate Study in Psychology and Associated Fields* published by the American Psychological Association (APA). This volume is produced annually by staff in the APA's Education in Psychology Office who survey department chairs on a variety of program and student characteristics (e.g., number of faculty, number of student openings, and focus of the program). Beginning in 1983-84, information was provided on the numbers of full- and part-time students enrolled in doctoral departments¹ and reported by subfield of program (e.g., clinical psychology vs. experimental psychology) and by type of doctoral degree (e.g., Ph.D. or Psy.D.). As such, they provide the best data available on graduate enrollments in the health service provider specialties.² Although the exact response rate is unknown, the participation of department chairs in providing information is high due to the widespread use of the volume as a reference source on graduate psychology education.

Information on full- and part-time enrollments for each department with doctoral programs in clinical, counseling, or school psychology was compiled for the years 1984-85 and 1989-90. For those programs not reporting updated information, figures from either the prior or subsequent year were used; wherever possible, these two were averaged to derive an estimate for the respective program.

Although trend data were not available, an estimate of first-year, full-time enrollments in professional psychology training programs was developed for 1989-90, based on figures collected in the Survey of Graduate Departments of Psychology. This survey is conducted annually by APA's Office of Demographic, Employment, and Educational Research and canvases the same population of chairs covered by *Graduate Study in Psychology and Associated Fields*. Each chair is mailed a questionnaire that requests additional information (e.g., faculty salaries and graduate student support). In 1989-90, chairs were asked to provide data on the number of first-year enrollments by subfield of psychology. These data were used to calculate percentages of total first-year enrollments for each subfield, and those relevant to mental health training were applied to the total full-time enrollments obtained from *Graduate Study in Psychology and Associated Fields*. The response rate for departments offering the doctoral degree was 68 percent in 1989-90.

- *Sex and race-ethnicity of graduate students.* Once again, the Survey of Graduate Departments of Psychology provided the source of these data. In the 1984-85 and 1987-88 efforts, chairs were asked to report information on the sex and race/ethnicity of their currently enrolled graduate students by type of program (masters vs. doctoral) and broad field of psychology (health service provider vs. research/other), and the response rates were 70 percent and 68 percent, respectively. The percentages obtained in the 1984-85 survey were applied to the total enrollments compiled from *Graduate Study in Psychology and Associated Fields* for that year. With regard to the characteristics of 1989-1990 students, the percentages derived from the 1987-88 survey were used, given that this was the most recent information available.
- *Number of doctorates.* Two sources of data were used to obtain the total of Ph.D.'s, Ed.D.'s, and Psy.D.'s

awarded in clinical, counseling, and school psychology. First, the Survey of Earned Doctorates conducted by the National Research Council (Syverson 1981, 1986; Thurgood and Weinman 1991) provided information on the number of Ph.D.'s and Ed.D.'s awarded during the years of interest. To obtain the number of Psy.D.'s, the appropriate volumes of *Graduate Study in Psychology and Associated Fields* (1981, 1986, 1991) were used to tabulate the information reported by chairs on the number of degrees awarded.

Limitations of the Data.—As in most data collection efforts on graduate education and training, surveys are used to gather the information, and the quality of the resulting data depends on the adequacy of population coverage, the questionnaire items, the response rates achieved, and the estimation procedures (if applicable). In addition, the degree to which the information is accurate depends on the accuracy of the self-report data provided. The two annual APA surveys described above are censuses of doctoral programs in psychology and achieve reasonably high response rates; however, no precise figures are available on the consistency and accuracy of the information reported by chairs (e.g., as compared to information compiled by graduate dean's offices or other relevant institutional sources responding to similar surveys). While there is no reason to suspect biased reporting, it is likely that some loss of precision results from differences such as those in record-keeping strategies and different definitions of "full-time" status across institutions.

Social Work

Source and Scope of the Data.—The Council on Social Work Education conducts annual surveys of CSWE-accredited social work programs. The surveys they conducted in 1980, 1985, and 1990 are the sources of data used in this report. These data include information about numbers of students enrolled, their sex, ethnicity, age, and the geographic distribution of the schools.

In 1990, 311 (85.2 percent) of the 365 CSWE-accredited baccalaureate programs, 96 (97 percent) of the 99 CSWE-accredited master's programs, and 46 (90 percent) of the 48 social work doctoral programs in the United States provided information.

In 1985, the data were provided by 293 (83.5 percent) of the 351 CSWE-accredited baccalaureate programs, by 86 (96.6 percent) of 89 CSWE-accredited master's programs, and by 40 (85.1 percent) of the 47 social work doctoral programs in the United States.

In 1980, the data were provided by (83.9 percent) of the 261 CSWE-accredited baccalaureate social work education programs, 100 percent of the 87 CSWE-accredited masters programs, and 100 percent of the 37 doctoral programs in the United States.

Special Features.—The data for the social work student population reflect the fact that the field recognizes three different levels of competence: BSW, MSW and DSW, and that there are a significant number of part-time as well as full-time students.

Limitations.—No data are available for part-time BSW students. In addition BSW counts include only junior and senior college students because many universities do not have students declare a major until they reach their junior year.

Generalizability.—There is a lower response rate from baccalaureate programs. Although the response rate remains similar over the years, allowing for comparison, nevertheless, the lower rate means greater caution must be taken in generalizing from these data.

An additional concern is the low graduate level response rate in 1985. Since the response rates are lower than usual, particularly for the doctoral programs, the Council suggests that caution should be taken when comparing them to other years.

Psychiatric Nursing

Scope of Survey.—Data in the tables comes from Annual Surveys conducted by the Division of Research at the National League for Nursing (Rosenfeld 1990; NLN 1991a; NLN 1991b). The NLN surveys all basic and graduate programs in nursing annually. The NLN defines an academic year from August 1 through July 31. The surveys are sent out in September and are due in October. Enrollment data is collected as of October 15. Graduation data reflects the August to July time period. A second and third mailing, followed by an individual phone contact result in a 100 percent response rate on major variables including graduations and enrollments (Hodge, J. Personal communication, May 1992).

Sample Design.—The population of known master's programs in nursing are surveyed by the NLN. NLN continuously updates its files to maintain a current list of graduate programs in nursing (Hodge, J. Personal communication, May 1992).

Data Collection and Instrument.—The NLN distributes a survey tool to all known programs, and conscientiously follows up on non-responders. This results in a near 100 percent response rate on essential items.

Estimation Procedures.—NLN uses extrapolation procedures to account for missing values. The total number of enrollments for a program is assumed to be the most accurate data point. Extrapolation procedures are used to ensure that sub-categories within a program total the overall enrollment figures (Hodge, J. Personal communication, December 1991).

American Association for Marriage and Family Therapy

The American Association for Marriage and Family Therapy (AAMFT) has engaged in limited collection of data regarding human resources issues pertinent to the community of marriage and family therapists in the United States. Data that have been collected and reviewed in connection with the preparation of this chapter include:

- A survey of AAMFT members conducted in 1987 by the American Association for Marriage and Family Therapy. The survey included both a brief survey of the entire association membership and a more comprehensive survey of a random sample of a smaller group of AAMFT members.
- Information available from State regulatory boards and other related State regulatory agencies that regulate marriage and family therapists. Summary information also was available from the Association of Marriage and Family Therapy Regulatory Boards, a national consortium of State regulatory boards and related State agencies that regulate marriage and family therapists.
- Data available from annual reports filed by training programs accredited by the Commission on Accreditation for Marriage and Family Therapy Education.

Given the relative paucity of accessible information regarding human resources in the marriage and family therapy profession, information from the resource files of the American Association for Marriage and Family Therapy also were reviewed in the preparation for this chapter.

Psychosocial Rehabilitation

The data on the psychosocial workforce was generated from a survey in 1992 of psychosocial agencies across the nation. The agencies contacted were those listed in the 1990 National Directory of Organizations Providing Psychosocial Rehabilitation and Related Community Support Services in the United States. A total of 532 of the 2,000 agencies contacted responded. The low response rate can be attributed to the fact that many of the questionnaires were not received by the appropriate person in the agency. The agencies that did respond were representative of the size, geographical location and funding source characteristics of those listed in the Directory. The completed responses were filled out by the agency head, agency personnel person, or a designated representative with access to personnel data and thus have a high degree of validity.

Footnotes

¹ For ease of reading, the term "department" has been used to refer to all academic units housing doctoral programs in clinical, counseling, and school psychology (e.g., university academic departments of psychology, divisions within university departments, and professional schools of psychology).

² Data gathered by the National Science Foundation in its annual Survey of Science Graduate Students and Postdoctorates is not reported separately for each subfield of psychology and for doctoral programs that award degrees other than the Ph.D. As such, its utility for describing the mental health services component of the discipline is somewhat limited.

References

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