PERSONAL AND PROFESSIONAL CHARACTERISTICS OF MICHIGAN SCHOOL PSYCHOLOGISTS WERE STUDIED TO (1) DISCOVER LEVELS OF COMPETENCY, (2) OBTAIN DEMOGRAPHIC AND BASELINE DATA, (3) ASSIST IN REEVALUATING THE DIAGNOSTICIAN PROGRAM. THE POPULATION, 209 DEPARTMENT OF PUBLIC INSTRUCTION (DPI) APPROVED DIAGNOSTICIANS AND 107 MEMBERS OF THE MICHIGAN SOCIETY OF SCHOOL PSYCHOLOGISTS (MSSP), WERE SENT QUESTIONNAIRES. TABLES ARE PRESENTED OF (1) CHARACTERISTICS OF MSSP MEMBERS, (2) DPI DIAGNOSTICIANS, (3) A COMPARISON OF MSSP MEMBERS AND DIAGNOSTICIANS, AND (4) A COMPARISON OF DIAGNOSTICIANS AND NON-MSSP DIAGNOSTICIANS. A QUESTIONNAIRE WAS ALSO SENT TO MICHIGAN SCHOOL SUPERINTENDENTS IN SYSTEMS CONTAINING OVER 5,000 PUPILS TO ASSESS THEIR ATTITUDES ABOUT THE EMPLOYMENT OF SCHOOL DIAGNOSTICIANS. ONE OUT OF EVERY TWELVE SYSTEMS ELIGIBLE TO HIRE DIAGNOSTICIANS UNDER THE REIMBURSEMENT PROGRAM WAS NOT INTERESTED IN DOING SO. HOWEVER, MICHIGAN EMPLOYMENT OPPORTUNITIES FOR DIAGNOSTICIANS ARE CONSIDERED SOUND. THIS DOCUMENT APPEARED IN PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS, REPORT 1, IROPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE, ANN ARBOR, MICH., PP. 24-64 AND IS AVAILABLE IN THE JOURNAL PSYCHOLOGY IN THE SCHOOLS, VOL. II, NO. 4, OCTOBER 1965, PP. 340-344. (FS)
PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS

MIDWEST RESEARCH CENTER

INTERPROFESSIONAL RESEARCH COMMISION ON PUPIL PERSONNEL SERVICES

REPORT 1
IRCOPPS MIDWEST RESEARCH CENTER
FOR PUPIL PERSONNEL SERVICE

PROFESSIONAL CHARACTERISTICS AND FUNCTIONS
OF SELECTED
MIDWESTERN PUPIL PERSONNEL WORKERS

James Dunn
Robert Havens
Richard Knowles
Frank Maple
Edward Roeber

THE UNIVERSITY OF MICHIGAN
1967
PREFACE

This report is the first in a series of research monographs produced by the IRCOPPS Midwest Research Center, which was established in the fall of 1963 with the assistance of NIMH Research Funds.

Activities of the Center were directed toward a number of basic problems ranging from an analysis of pupil personnel workers, their characteristics, and their training; and, finally, toward studies of differential diagnosis and methods of problem prevention. The present report deals with the first of these. Subsequent reports in this series deal with other of our activities.

A comprehensive overview of all facets of Center operations, with synopses of the various technical reports in the monograph series, may be found in our 1967 Summary Status Report.

Information regarding other activities of the Interprofessional Research Commission on Pupil Personnel Services may be had by writing IRCOPPS, The University of Maryland, College Park, Maryland.

Research supported under NIMH Grant #01428.
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PART I

SCHOOL PSYCHOLOGY
MICHIGAN'S SCHOOL PSYCHOLOGISTS:
A PROFILE ANALYSIS

JAMES A. DUNN, Ph.D.

The University of Michigan
Ann Arbor, Michigan

MICHIGAN'S SCHOOL PSYCHOLOGISTS: A PROFILE ANALYSIS OF
PERSONAL AND PROFESSIONAL CHARACTERISTICS OF SCHOOL
PSYCHOLOGISTS IN THE STATE OF MICHIGAN

Early School Psychology in Michigan.

School psychology is not new to the State of Michigan. Indeed, a psychological clinic was established by the Detroit Board of Education as early as the 1920's; and Wayne State University, then Detroit Normal School, also under the Detroit Board of Education, developed a Master's degree program in clinical psychology as early as the 1930's (Dunn, 1964). It was not until the early 1950's that school psychology really began to expand in Michigan, however. That expansion was a direct result of the establishment of the State Reimbursable Program for the Education of the Mentally Handicapped; a program adopted by the State Legislature in 1948 (1949) which provided for State reimbursement of the major portion of the expenses incurred by local school systems in the establishment and operation of special

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1This study was conducted under the auspices of the IRCOPPS Midwest Research Center for Pupil Personnel Services, and was supported, in part, by the Public Health Service Grant MH1428 from the National Institute of Mental Health.
educational classes for mentally retarded children. The legislature required, however, that the placement of children in such programs be on the bases of an examination by a competent psychological diagnostician.

The School Diagnostician.

The State Department of Public Instruction (DPI) was charged with the responsibility of defining what constituted a "competent" diagnostician. The DPI responded in 1950 by defining competency in terms of a certain number of university courses in specific content areas, plus a fixed number of hours of work experience. The definition has not been changed since the inauguration of the program. Individuals hired by local school systems to serve as diagnosticians submit their qualifications to the DPI for approval at the time of initial employment. Temporary approval by DPI as a diagnostician requires seven courses plus work experience with children, some of which may be teaching experience. Fundamentally, DPI requirements for temporary approval are 16 to 21 hours of course work plus 500 clock hours of supervised internship. The nature of the internship is left to the discretion of the training institution. Only two-thirds of those 36 hours need be at the graduate level, however.

The majority of the persons who entered the field in the early 1950's were individuals who already had the necessary
credits and/or training. Most of these persons were either teachers who had taken educational psychology courses or master's level clinicians, working in clinical or diagnostic capacities. The individuals were simply endorsed by their original training institutions. More recently, however, the majority of individuals entering the diagnostician's field have been trained with the specific goal of DPI approval in mind. At the present time, four institutions, The University of Michigan, Michigan State University, Wayne State University, and Western Michigan University are the four diagnostician training institutions recognized by DPI.

**Problem**

The present paper presents the results of a study of the personal and professional characteristics of the school psychologists presently serving the State of Michigan. The study was undertaken for three basic reasons. First, to provide the profession with an up-to-date picture of the levels of competency reflected in school psychology in Michigan today. Second, to provide certain basic demographic, and base line, data desired by the IRCOPPS Midwest Research Center for Pupil Personnel Services. And thirdly, to assist the DPI in its re-evaluation of the diagnostician program.
Procedure

There were certain problems in defining the set of individuals that comprise the population "school psychologists in Michigan." First, of all, there was no specific list of all such individuals. The Annual DPI roster of approved diagnosticians was not sufficient. That roster lists only those persons who are serving school systems which have sought and have been granted approval by the DPI for State reimbursement for their special education programs. There are many psychologists, however, who are retained by local boards of education, as psychologists, who do not come under the reimbursable program. In addition, there are also individuals who consider themselves school psychologists, and who identify with school psychology, even though they are not actually employed by public school systems. Certain psychologists working in university settings, in private practice, in residential treatment centers, and the like, are cases in point. Thus, the definition of who constitutes the Michigan school psychologist population is a somewhat schizoid problem. Consequently, the population was defined in terms of two overlapping, or intersecting, subsets. One set was composed of approved DPI diagnosticians. This set has already been described. The other set was all members of the Michigan Society of School Psychologists (MSSP).
The MSSP is the professional society of the Michigan Psychological Association which has as its general objective the encouragement and improvement of school psychological services in the State of Michigan. It is the only such society in the State which is affiliated with the Michigan Psychological Association and thus indirectly with the American Psychological Association.

The two sets overlap or intersect, but neither subsumes the other. Many school diagnosticians are members of MSSP. There are, however, some diagnosticians who are not members of MSSP; at the same time there are some members of MSSP who are not school diagnosticians, i.e., not on the DPI roster of persons servicing the mentally retarded program. In addition to diagnosticians the MSSP also represents psychologists who are involved in other types of school psychology not covered by the school diagnosticians program.

This dual method of population definition permits some rather interesting analyses to be made. First, this article will present a summary description of the personal and professional characteristics of the members of the MSSP. Then a summary of the characteristics of diagnosticians will be given. Following that, the two groups will be contrasted; then, because there is overlap between the MSSP membership list and the roster of DPI approved diagnosticians, an additional contrast will be made using only MSSP diagnosticians and non-MSSP diagnosticians.
Sample and Method

In May of 1964, questionnaires were sent to the 209 diagnosticians approved by the DPI for the school year of 1963-64. Similar questionnaires were sent to all MSSP members who were not on the DPI diagnosticians list. Certain questions were omitted from the MSSP non-diagnostician questionnaire because of their irrelevance for that particular subset of individuals; otherwise the questionnaires were identical. Questions were multiple choice; answers were recorded on McBee Keysort Cards; and all data were processed mechanically. Anonymity was guaranteed.

Of the 209 diagnosticians on the DPI list, two indicated they had left their jobs. This reduced the diagnostician population to 207. The MSSP population, at the time of the survey, was 107; 55% of the MSSP membership was also reflected in the DPI diagnosticians roster.¹ Table 1 summarizes the percentage of questionnaires returned by the various subsets of individuals.

¹It is interesting to note that the MSSP presently represents more school diagnosticians than there were in the entire state three years ago.
TABLE 1

Sample Sizes and Per Cent Questionnaire Return

<table>
<thead>
<tr>
<th></th>
<th>MSSP Membership</th>
<th>Non-Diagnostician</th>
<th>MSSP Diagnostician</th>
<th>Non-MSSP Diagnostician</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>107</td>
<td>48</td>
<td>59</td>
<td>148</td>
<td>207</td>
</tr>
<tr>
<td>Number Return</td>
<td>82</td>
<td>30</td>
<td>52</td>
<td>124</td>
<td>176</td>
</tr>
<tr>
<td>% Returns</td>
<td>77</td>
<td>62</td>
<td>89</td>
<td>84</td>
<td>80</td>
</tr>
</tbody>
</table>

For the academic year 1964–65, the MSSP membership numbers 150 and the diagnosticians 214.

Results

In general, Michigan school psychologists are young men in their thirties, with one to two years of graduate training, primarily in psychology, who have had two or more years teaching experience, who have membership in educational as well as psychological associations. ¹

MSSP Membership Characteristics.

The typical MSSP member is male, reasonably mature, moderate to well-trained, professionally affiliated, reasonably well paid, and has aspiration for upward professional mobility. In particular:

(a) 65% are male
(b) 63% are over 35 years of age
(c) 63% have two or more years of graduate training

¹A complete table of percentages of responses to each answer alternative, by class of respondent, may be obtained by writing to Dr. James Dunn, Director, IRCOPPS Project, 534 UES, The University of Michigan, Ann Arbor, Michigan.
Diagnostician Characteristics.

As a group the diagnosticians are:

(a) 66% male
(b) 50% are 36 years of age or older
(c) 53% have two years or more of graduate training
(d) 7% hold the doctorate
(e) 32% are working toward the doctorate
(f) 19% are certified at the psychologist or consulting psychologist level
(g) 73% have had one or more years teaching experience
(h) 50% have had four or more years experience as a school diagnostician
(i) 44% belong to MPA
(j) 56% belong to NEA-MEA or both
(k) 91% "feel the State should make provision for a considerably expanded program of psychological service"
(l) 73% "think a two-level certification program would be of value to the State even though reimbursement for the new level might not be immediately forthcoming."

MSSP Member-Diagnostician Comparison.

When the data are arrayed side by side, several noticeable differences between MSSP members and school diagnosticians, may be seen. Table 2 summarizes some of the more noticeable differences.
Notable Differences: MSSP Members Versus Non-MSSP Diagnosticians

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>MSSP Members</th>
<th>Non-MSSP Diagnosticians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold Membership in MPA</td>
<td>75%</td>
<td>32%</td>
</tr>
<tr>
<td>Four or more years experience as a school diagnostician</td>
<td>61</td>
<td>27</td>
</tr>
<tr>
<td>Forty years old or older</td>
<td>46</td>
<td>29</td>
</tr>
<tr>
<td>Certified as psychologist or consulting psychologist</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td>Ten years or more teaching experience</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Holds Doctorate degree</td>
<td>25</td>
<td>4</td>
</tr>
</tbody>
</table>

MSSP Diagnostician—Non-MSSP Diagnostician Comparison.

In some respects, however, it is not entirely appropriate to compare the typical MSSP member with non-MSSP diagnosticians because, as was indicated earlier, MSSP has a significant number of members who are university professors, private psychologists, directors of special services, etc. Consequently, the following comparison has been made in order to partial out the effects of non-diagnostician MSSP members. While there are, in general, no differences between these groups on such variables as sex, teaching experience, undergraduate major, percentage working toward a doctorate, percentage on an academic-year pay scale, membership in educational associations, and so forth, there are rather clear-cut differences between these two groups of diagnosticians. Table
In addition, MSSP diagnosticians tend to be located more in metropolitan areas, especially in cities of 10,000 to 15,000 pupil population. Non-MSSP diagnosticians tend to be centered more in county operations and in operations split between several smaller towns. There is also some evidence that MSSP diagnosticians have taken a more active role in the definition of their job descriptions than did non-MSSP persons. Also, MSSP diagnosticians appear to have:

(a) a stronger professional affiliation

(b) significantly higher salaries

(c) received the bulk of their training at either the University of Michigan or Wayne, and

(d) higher levels of aspiration inasmuch as they see their target goal in the next six to eight years either working as psychologists on research projects or at university and college positions.

In general, then, the MSSP appears to represent a more or less broad concept of school psychology by virtue of the fact that it draws its membership from more than one area of school psychological service. Its members are reasonably well trained, mature, experienced and professionally oriented individuals who at the same time are familiar with the problems of education, and who are interested in upgrading the scope of school psychological services. The non-affiliated school diagnosticians, by way of contrast, are younger, less experienced, and less well
<table>
<thead>
<tr>
<th>Notable Differences: MSSP Diagnosticians Versus Non-MSSP Diagnosticians</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MSSP Diagnostician</strong></td>
</tr>
<tr>
<td>Age: less than 30</td>
</tr>
<tr>
<td>45 or more</td>
</tr>
<tr>
<td>Use title &quot;psychologist&quot;</td>
</tr>
<tr>
<td>Holds Doctorate degree</td>
</tr>
<tr>
<td>Graduate major in psychology or educational psychology</td>
</tr>
<tr>
<td>Certified psychologist or consulting psychologist</td>
</tr>
<tr>
<td>Four or more years experience as psychologist prior to becoming diagnostician</td>
</tr>
<tr>
<td>Experience as diagnostician</td>
</tr>
<tr>
<td>0-1 years</td>
</tr>
<tr>
<td>4 or more years</td>
</tr>
<tr>
<td>Serve school system of 7,500 pupils or more</td>
</tr>
<tr>
<td>Attend regular meetings of diagnosticians in your area</td>
</tr>
<tr>
<td>Hold APA membership</td>
</tr>
<tr>
<td>Hold MPA membership</td>
</tr>
<tr>
<td>Salary</td>
</tr>
<tr>
<td>$7,500 or less</td>
</tr>
<tr>
<td>$9,500 or more(^a)</td>
</tr>
</tbody>
</table>

\(^a\)This difference not due to difference in terms of contract. There is no difference in the ratio of 10 month to 12 month employment between the two groups.
trained. Nevertheless, they also are very much concerned with improving the nature of school psychological services in Michigan. Finally, there is evidence to suggest that after a year or two of exposure to professional school psychology the younger diagnosticians tend to seek affiliation with the MSSP.
REFERENCES

Department of Public Instruction. Regulations for evaluation of credentials of persons employed for psychological services in the program for the education of the mentally handicapped. Lansing, Michigan: Department of Public Instruction, 1950.


APPENDIX A - INSTRUMENTATION

MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE

SCHOOL PSYCHOLOGY SURVEY

Directions: Please read the following questions and their possible answers. When you have selected your answer, record your answer by writing the letter of your answer, i.e., a, b, c, d, etc., on the appropriate line in the center of the Answer Card. Two questions require written answers; space is provided on the Answer Card also. We have asked only questions which we feel are absolutely necessary for our better understanding of School Psychology in Michigan; therefore, please answer every question. If, however, you find it impossible to do so, please write "no answer" behind the question number of the Answer Card.

Please DO NOT PUT YOUR NAME on any materials. The materials are numbered to allow future follow-up if it should be necessary.

All data will be processed mechanically on punched cards. Names of individuals will not be used at any time. You have my assurance that absolute confidentiality will be maintained at all time. References to cards will always be by number, names will never be used.

Thank you,

James A. Dunn, Ph. D.
1. Your sex?
   a) Male
   b) Female

2. Your age?
   a) 20-25
   b) 26-30
   c) 31-35
   d) 36-40
   e) 41-45
   f) 46-50
   g) 51-55
   h) 56-60
   i) over 60

3. Your school title?
   a) Diagnostician
   b) Psychologist or School Psychologist
   c) Other

4. Undergraduate major?
   a) Psychology
   b) Education
   c) Other

5. If you did not have psychology as an undergraduate major did you have it as an undergraduate minor?
   a) Yes
   b) No

6. Highest Degree held?
   a) B.A.
   b) M.A.
   c) Specialist or M.A. plus 30 additional graduate semester hours
   d) Ph.D.
   e) Ed.D.

7. Graduate major?
   a) Psychology
   b) Educ. Psychology
   c) Guidance
   d) Other

* This form used for Non MSSP Diagnosticians
8. Toward what degree are you currently working?
   a) None               d) Specialist
   b) B.A.               e) Ph.D.
c) M.A.               f) Ed.D.

9. If you are working toward a graduate degree, what is your major?
   a) Psychology c) Guidance
   b) Educ. Psychology d) Other

10. What certification, if any, do you hold under the Psychologist Registration Act?
    a) None               c) Psychologist
    b) Examiner           d) Consulting Psychologist

11. Do you have a teaching certificate?
    a) Yes
    b) No

12. Number of years teaching experience?
    a) 0
    b) 1
    c) 2
    d) 3
    e) 4
    f) 5
    g) 6-10
    h) 11-20
    i) over 20

13. Number years full-time experience as a psychologist prior becoming a diagnostician?
    a) 0
    b) 1
    c) 2
    d) 3
    e) 4
    f) 5
    g) 6-10
    h) 11-20
    i) over 20

14. Number years experience as a school diagnostician or school psychologist?
    a) 0
    b) 1
    c) 2
    d) 3
    e) 4
    f) 5
    g) 6
    h) 7-10
    i) over 10
15. Size of school system (systems) you serve:

   a) County Board
   b) 2 or more cooperating districts
   c) 1 system, under 5,000 school population
   d) 5000-7499
   e) 7500-9999
   f) 10,000-12,499
   g) 12,000-15,000
   h) over 15,000
   i) Detroit

16. Number diagnosticians (Psychologists) working with you in same system (county).

   a) 0
   b) 1
   c) 2
   d) 3
   e) 4
   f) 5
   g) 6 or more

17. Do you have a supervising psychologist in your system to whom you may go for professional consultations?

   a) Yes
   b) No

18. Do you have and attend regular (bi-monthly or more frequent) meetings of the diagnosticians in your local area?

   a) Yes
   b) No

19. Did you: (a) take an active part in defining your role in your system; or was your role (b) fairly well defined — by the superintendent, previous diagnosticians, etc. — before you got there.

   (a or b)

20. Professional Memberships:

   a) APA member
   b) APA associate
   c) APA Division 12
   d) APA Division 16
   e) Mich P.A.
   f) N.E.A.
   g) M.E.A.
   h) Ortho

21. Present salary? (School salary only)

   a) less than $6000.
   b) $6000. - $6999.
   c) $7000. - $7499.
   d) $7500. - $7999.
   e) $8000. - $8499.
   f) $8500. - $8999.
   g) $9000. - $9499.
   h) $9500. - $10,000
   i) over $10,000
22. Employment period?
   a) 9 or 10 months
   b) 11 or 12 months

23. I received the bulk of my psychological training at
   a) U of M
   b) MSU
   c) Wayne
   d) Western
   e) Other

24. The university that recommended me for certification was
   a) U of M
   b) MSU
   c) Wayne
   d) Western
   e) Other

25. How satisfied were you with your training leading to certification?
   a) very well satisfied
   b) it was adequate
   c) it was weak
   d) it was very poor

26. How well did your training prepare you for the job?
   a) very well, indeed
   b) quite well
   c) it was good as far as it went
   d) it was skimpy at best
   e) it was totally unrealistic

27. Some people decide to be diagnosticians before they have had any training, others make that decision after they have had rather extensive graduate training. Roughly speaking, about how much additional training was it necessary for you to take after you decided to become a diagnostician?
   a) nothing, I already had sufficient training
   b) a few courses
   c) several (3 or 4) courses
   d) 6 or 7 courses
   e) I had to undertake a rather extensive training program because I had no graduate psychology and/or Educational Psychology training.
   f) I had to undertake an extensive training program (8 or more courses) even though I had what I thought was an adequate background already.
28. In what areas do you consider diagnosticians to be least adequately prepared when they first come onto the job? (Essay question. Please answer on back of answer card)

29. Do you think the State needs to make provisions for a considerably expanded program of psychological services?
   a) Yes
   b) No

30. As you probably know, many states certify personnel for school psychology at two levels. Do you think a two level certification program would be of value to the State of Michigan even though reimbursement for the new level might not be immediately forthcoming?
   a) Yes
   b) No

31. If certification at the school psychologist level should be forthcoming, do you think you would seek such certification?
   a) Yes
   b) Probably
   c) It's doubtful
   d) No

32. Check the kind of job you expect to be doing 6 or 8 years from now.
   a) Basically the same job
   b) Administrative position such as Director of Special Education; Coordinator of Psychological Services; etc.
   c) Psychologist at university or college
   d) Psychologist in research or research institution
   e) School Psychologist with part-time private practice
   f) Psychologist with full-time or almost full-time private clinical practice
   g) Psychologist in state or private hospital

33. According to a survey by Kelly and Fiske, about 50% of the clinical psychologists surveyed had some regret regarding their choice of professional careers. If you had it to do all over again, what would you have done differently? (Essay question)
MSSP - MEMBERSHIP SURVEY *

Please disregard the apparent distortions in the question numbering system. The questions were numbered in such a way as to facilitate data processing.

1. Your sex?
   1) Male
   2) Female

2. Your age?
   1) 20-25
   2) 26-30
   3) 31-35
   4) 36-40
   5) 41-45
   6) 46-50
   7) 51-55
   8) 56-60
   9) over 60

3. Your title? (Please answer on back of card)

4. Undergraduate major?
   1) Psychology
   2) Education
   3) Other

5. If you did not have psychology as an undergraduate major did you have it as an undergraduate minor?
   1) Yes
   2) No

6. Highest Degree held?
   1) B.A.
   2) M.A.
   3) Specialist or M.A. plus 30 additional graduate semester hours
   4) Ph.D.
   5) Ed. D.

7. Graduate major?
   1) Psychology
   2) Educ. Psychology
   3) Guidance
   4) Other

* This form used for MSSP members.
8. Toward what degree are you currently working?

1) None 4) Specialist
2) B.A. 5) Ph. D.
3) M.A. 6) Ed. D.

9. If you are working toward a graduate degree, what is your major?

1) Psychology 3) Guidance
2) Educ. Psychology 4) Other

10. What certification, if any, do you hold under the Psychologist Registration Act?

1) None 3) Psychologist
2) Examiner 4) Consulting Psychologist

11. Do you have a teaching certificate?

1) Yes
2) No

12. Number of years public school teaching experience?

1) 0 6) 5
2) 1 7) 6-10
3) 2 8) 11-20
4) 3 9) over 20
5) 4

14. Number years experience as a school diagnostician or school psychologist?

1) 0 6) 5
2) 1 7) 6
3) 2 8) 7-10
4) 3 9) over 10
5) 4

20. Professional Memberships:

1) APA member 5) Mich P.A.
2) APA associate 6) N.E.A.
3) APA Division 12 7) M.E.A.
4) APA Division 16 8) Ortho
23. I received the bulk of my psychological training at:

1) U of M  
2) MSU  
3) Wayne  
4) Western  
5) Other

25. How satisfied were you with your psychological training?

1) very well satisfied  
2) it was adequate  
3) it was weak  
4) it was very poor

28. In what areas do you consider school diagnosticians to be least adequately prepared when they first come onto the job? (Essay Question. Please answer on back of answer card)

29. Do you think the state needs to make provisions for a considerably expanded program of psychological services?

1) Yes  
2) No

30. As you probably know, many states certify personnel for school psychology at two levels. Do you think a two level certification program would be of value to the State of Michigan even though reimbursement for the new level might not be immediately forthcoming?

1) Yes  
2) No

31. If certification at the school psychologist level should be forthcoming do you think you would seek such certification?

a) Yes  
b) Probably  
c) It's doubtful  
d) No

32. Check the kind of job you expect to be doing 6 or 8 years from now.

a) Basically the same job  
b) Administrative position such as Director of Special Education; Coordinator of Psychological Services; etc.  
c) Psychologist at university or college
d) Psychologist in research or research institution

e) School psychologist with part-time private practice

f) Psychologist with full-time or almost full-time private clinical practice

g) Psychologist in state or private hospital

33. According to a survey by Kelly and Fiske, about 50% of the clinical psychologists surveyed had some regret regarding their choice of professional careers. If you had it to do all over again, what would you have done differently? (Essay question)

34. My major position is at:

1) University
2) Private school
3) County school board
4) Public school system
5) Private practice
6) Other (please specify)
## APPENDIX B

### SUMMARY OF RESULTS: BY MEMBERSHIP CATEGORY

<table>
<thead>
<tr>
<th></th>
<th>MSSP Diagnost.</th>
<th>MSSP Diagnost.</th>
<th>Non MSSP Diagnost.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=81</td>
<td>N=176</td>
<td>N=54</td>
</tr>
<tr>
<td>1. Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Male</td>
<td>65%</td>
<td>66%</td>
<td>65%</td>
</tr>
<tr>
<td>b. Female</td>
<td>35%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>2. Age</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a. 20-30</td>
<td>14</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>b. 31-40</td>
<td>40</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>c. 41-50</td>
<td>25</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>d. 51-60</td>
<td>26</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>e. over 60</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. School title</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Diagnostician</td>
<td>x</td>
<td>69</td>
<td>52</td>
</tr>
<tr>
<td>b. Psychologist</td>
<td>x</td>
<td>28</td>
<td>46</td>
</tr>
<tr>
<td>c. Other</td>
<td>x</td>
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<td>2</td>
</tr>
<tr>
<td>4. Undergraduate major</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Psychology</td>
<td>36</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>b. Education</td>
<td>42</td>
<td>37</td>
<td>39</td>
</tr>
<tr>
<td>c. Other</td>
<td>22</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>5. If did not have psych as undergrad major, as an undergrad minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Yes</td>
<td>36</td>
<td>35</td>
<td>46</td>
</tr>
<tr>
<td>b. No</td>
<td>42</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>6. Highest Degree held</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. B.A.</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>b. M.A.</td>
<td>36</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>c. Specialist or M.A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plus 30 add. hours</td>
<td>38</td>
<td>46</td>
<td>39</td>
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<tr>
<td>d. Ph. D.</td>
<td>21</td>
<td>6</td>
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</tr>
<tr>
<td>e. Ed. D.</td>
<td>4</td>
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<td>2</td>
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<td>7. Graduate major</td>
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<td>a. Psychology</td>
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<td>43</td>
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<tr>
<td>b. Educ. Psych</td>
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<td>33</td>
<td>37</td>
</tr>
<tr>
<td>c. Guidance</td>
<td>15</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>d. Other</td>
<td>9</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>
8. Degree currently working toward  
   a. B.A. 1%  1%  -  1%  
   b. M.A.  -   1   -   2  
   c. Specialist 3  6  4  7  
   d. Ph.D. 26  25  28  23  
   e. Ed.D.  7   7   7   

9. If working toward a grad degree, what major  
   a. Psychology  5  6  7  5  
   c. Guidance  7  8  6  9  
   d. Other  6  3  6  3  

10. Private certification  
    a. Examiner  11  19  13  22  
    b. Psychologist 10  8  11  7  
    c. Consult Psych 30  11  22  6  

11. Teaching certificate  
    a. Yes  70  73  68  75  
    b. No  28  26  30  25  

12. Years teaching experience  
    a. 0  32  28  30  27  
    b. 1-2  13  15  15  14  
    c. 3-4  15  9  15  21  
    d. 5-over 20 46  38  35  37  

13. Years experience as a psych. prior becoming a diagnostician  
    a. 0  x  66  59  68  
    b. 1-2  x  10  15  8  
    c. 3-5  x  11  10  12  
    d. 6-over 20 x  12  17  11  

14. Years experience as school diagnostician or school psychologist  
    a. 0   4  -   -   -  
    b. 1-2 11  33  13  42  
    c. 3-5 38  39  39  38  
    d. 6-over 10 46  28  49  20
### Size of School System

<table>
<thead>
<tr>
<th>Size of System</th>
<th>MSSP</th>
<th>Diagnost.</th>
<th>MSSP</th>
<th>Diagnost.</th>
<th>Non MSSP</th>
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</thead>
<tbody>
<tr>
<td>a. County Board</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 2 or more districts</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 1 system, under 5000</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>d. 5000-9999</td>
<td>x</td>
<td></td>
<td>x</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>e. 10,000-15,000</td>
<td>x</td>
<td>16</td>
<td>22</td>
<td></td>
<td>14</td>
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<tr>
<td>f. over 15,000</td>
<td>x</td>
<td>17</td>
<td>19</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>g. Detroit</td>
<td>x</td>
<td>7</td>
<td>9</td>
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### Number Other Diagnosists

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<th>Diagnost.</th>
<th>Non MSSP</th>
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### Is There a Supervising Psychologist in System for Professional Consultation

<table>
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<th>Diagnost.</th>
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</thead>
<tbody>
<tr>
<td>a. Yes</td>
<td>x</td>
<td></td>
<td>x</td>
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<tr>
<td>b. No</td>
<td>x</td>
<td></td>
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<td>57</td>
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### Do You Have and Attend Regular Meetings of Diagnosists in Your Area

<table>
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<th>MSSP</th>
<th>Diagnost.</th>
<th>Non MSSP</th>
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<td></td>
<td>x</td>
<td>43</td>
<td>52</td>
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<tr>
<td>b. No</td>
<td>x</td>
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<td></td>
<td>57</td>
<td>48</td>
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### Did You: (a) Take an Active Part in Defining Your Role; or Was Your Role (b) Fairly Well Defined

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<td>x</td>
<td></td>
<td>x</td>
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<td>54</td>
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<td>51</td>
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### Professional Mem.

<table>
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<th>MSSP</th>
<th>Diagnost.</th>
<th>Non MSSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. APA member</td>
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<td>36</td>
<td>48</td>
<td>31</td>
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<tr>
<td>(associate)</td>
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<td></td>
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<td>b. APA Div. 12</td>
<td>12</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>c. APA Div. 16</td>
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<td>8</td>
<td>15</td>
<td>5</td>
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<tr>
<td>d. Mich. P.A.</td>
<td>75</td>
<td>44</td>
<td>72</td>
<td>32</td>
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<tr>
<td>e. NEA - MEA</td>
<td>50</td>
<td>56</td>
<td>54</td>
<td>57</td>
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### Present Salary

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<th>Diagnost.</th>
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</thead>
<tbody>
<tr>
<td>a. Less than $6000</td>
<td>x</td>
<td></td>
<td>x</td>
<td>4</td>
<td>2</td>
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<tr>
<td>b. $6000-$6999</td>
<td>x</td>
<td>13</td>
<td>6</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>c. $7000-$7999</td>
<td>x</td>
<td>17</td>
<td>20</td>
<td>30</td>
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<tr>
<td>d. $8000-$8499.</td>
<td>x</td>
<td>17</td>
<td>15</td>
<td>17</td>
<td></td>
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<tr>
<td>e. $8500-$9499.</td>
<td>x</td>
<td>19</td>
<td>18</td>
<td>19</td>
<td></td>
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<tr>
<td>f. $9500-$10,000.</td>
<td>x</td>
<td>10</td>
<td>20</td>
<td>6</td>
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<tr>
<td>g. Over $10,000.</td>
<td>x</td>
<td>9</td>
<td>17</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
22. Employment period
   a. 9 or 10 months  x  70  68  70
   b. 11 or 12 months x  30  30  28

23. I received most of Psych training at:
   a. U of M  31  21  24  19
   b. MSU  12  26  15  30
   c. Wayne  36  25  37  20
   d. Western  3  9  4  11
   e. Other  19  20  20  20

24. University that recommended me as a diagnostician
   a. U of M x  29  31  27
   b. MSU x  30  15  36
   c. Wayne x  29  43  22
   d. Western x  9  6  10
   e. Other x  3  4  3

25. Satisfied with training leading to certification
   a. Very well satisfied  30  27  28  26
   b. It was adequate  52  40  48  54
   c. It was weak  15  22  20  16
   d. It was very poor  1  7  2  2

26. How well did training prepare you for job
   a. Very well, indeed x  15  9  17
   b. Quite well x  40  44  38
   c. It was good x  36  35  36
   d. It was skimpy x  6  9  5
   e. It was unrealistic x

27. How much additional training was necessary to become a diagnostician
   a. Nothing x  21  20  21
   b. A few courses x  19  22  18
   c. Several courses x  18  20  16
   d. 6 or 7 courses x  16  11  18
   e. Extensive training because no grad psych and/or Ed. psych training x  19  15  21
   f. Extensive training although I thought I had an adequate background x  6  9  4
28. Essay

29. Should the State make provisions for an expanded program of psych services
   a. Yes 89 91
   b. No 9 7

30. Would a two level cert. program be of value to State of Mich. even though reimbursement for the new level might not be immediately forthcoming
   a. Yes 71 70
   b. No 26 26

31. If certification at the school psych. level should be forthcoming would you seek certification
   a. Yes x 59 61
   b. Probably x 23 20
   c. It's doubtful x 9 7
   d. No x 7 6

32. Check the job you expect to be doing 6 or 8 years from now
   a. Basically the same job x 26 28
   b. Administrative position x 28 29
   c. Psych at University or College x 19 14
   d. Psych in research x 4 2
   e. School Psych with part-time private practice x 17 14
   f. Psych with almost or full-time private clinical practice x 6 4
   g. Psych. in State or private hospital

33. Essay
28. In what areas do you consider diagnosticians to be least adequately prepared when they first come onto the job?

1) Greater training in Basic Psychology
   Diagnostics 18%
   Basic theoretical and clinical 15%

2) Interpretation of results to teachers in a meaningful way; application of results to specific teaching problems 20%

3) More understanding of educational problems; i.e., problems of curriculum, administration, classroom management 12%

4) Parent counselling - interpretation of results to parents 10%

5) Analysis of results - report writing 6%

6) No comments - random answers - low frequency categories 18%

7) Feel diagnostician adequately prepared 1%

33. If you had it to do over again what would you have done differently?

1) Nothing - satisfied with choice 43%

2) Pursued doctorate earlier 14%

3) Would have entered psychology earlier 12%

4) Would have entered other field
   Psychiatry, industrial psychology, social work 10%

5) No comment 10%

6) Unique responses 12%
### APPENDIX C

**SUMMARY OF RESULTS BY ENDORSING INSTITUTION**

<table>
<thead>
<tr>
<th>Total Group</th>
<th>Recommended by University:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>

1. **Sex**
   
a. Male 66  
b. Female 34

2. **Age**
   
a. 20-30 24  
b. 31-40 43  
c. 41-50 19  
d. 51-60 11  
e. over 60 3

3. **School title**
   
a. Diagnostician 69 93 56 90 58  
b. Psychologist 28 7 42 8 36  
c. Other 3 - 2 2 6

4. **Undergraduate major**
   
a. Psychology 42 33 42 33 46  
b. Education 37 33 36 42 38  
c. Other 21 33 22 23 16

5. **Highest Degree held**
   
a. B.A. 2 7 2 2 -  
b. M.A. 46 47 46 33 56  
c. M.A. plus 30 hrs 46 47 44 60 34  
d. Ph.D. 6 - 6 6 6  
e. Ed.D. 1 - 2 - 2

6. **Graduate Major**
   
a. Psychology 39  
b. Educ. Psych. 33  
c. Guidance 17  
d. Other 11
<table>
<thead>
<tr>
<th>Total Group</th>
<th>Recommended by University:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>7. Degree currently Working Toward</td>
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</tr>
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<td>a. B.A.</td>
<td>1</td>
</tr>
<tr>
<td>b. M.A.</td>
<td>1</td>
</tr>
<tr>
<td>c. Specialist</td>
<td>6</td>
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<tr>
<td>d. Ph.D.</td>
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<tr>
<td>e. Ed. D.</td>
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<tr>
<td>8. What certification do you hold?</td>
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</tr>
<tr>
<td>a. Examiner</td>
<td>19</td>
</tr>
<tr>
<td>b. Psychologist</td>
<td>8</td>
</tr>
<tr>
<td>c. Consult Psych'st.</td>
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<tr>
<td>9. Teaching Certificate?</td>
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</tr>
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<td>a. Yes</td>
<td>73</td>
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<tr>
<td>b. No</td>
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<tr>
<td>10. Years teaching experience</td>
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<tr>
<td>a. 0</td>
<td>28</td>
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<tr>
<td>b. 1-2</td>
<td>15</td>
</tr>
<tr>
<td>c. 3-4</td>
<td>9</td>
</tr>
<tr>
<td>d. 5 or more</td>
<td>38</td>
</tr>
<tr>
<td>11. Years experience as a Psych'st prior becoming a diagnostician</td>
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<tr>
<td>a. 0</td>
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</tr>
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<td>b. 1-2</td>
<td>10</td>
</tr>
<tr>
<td>c. 3 or more</td>
<td>23</td>
</tr>
<tr>
<td>12. Years experience as school diag. or school psych'st</td>
<td></td>
</tr>
<tr>
<td>a. 1-2</td>
<td>33</td>
</tr>
<tr>
<td>b. 3-5</td>
<td>39</td>
</tr>
<tr>
<td>c. 6 or more</td>
<td>28</td>
</tr>
<tr>
<td>13. Size of School System you serve</td>
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</tr>
<tr>
<td>a. County board</td>
<td>32</td>
</tr>
<tr>
<td>b. 2 or more districts</td>
<td>9</td>
</tr>
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</table>
13. continued
   c. 1 system, under
      5000  |  3  |  7  |  8  |  0  |  00
      d. 5000-9999 | 15  | 13  | 18  |  6  | 16
      e. 10,000-15,000 | 16  | 13  |  6  |  4  |  8
      f. over 15,000  | 17  |  7  | 30  | 27  | 30
      g. Detroit    |  7  |  -  | 22  |  2  |  0

14. Number other Diag's in your system
   a. 0          | 25
   b. 1          | 21
   c. 2          | 20
   d. 3-5        | 23
   e. 6 or more  | 13

15. Is there a supervising Psych't in system for professional consultation?
   a. Yes        | 37
   b. No         | 63

16. Do you have and attend regular meetings of Diag's in your area?
   a. Yes        | 43  | 53  | 50  | 31  | 44
   b. No         | 57  | 47  | 50  | 69  | 56

17. Did you: (a) take an active part in defining your role; or was your role (b) fairly well defined?
   a. Yes        | 49  | 67  | 42  | 40  | 58
   b. No         | 51  | 33  | 58  | 58  | 42
<table>
<thead>
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<th>Total Group</th>
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<td>c. APA Div. 16</td>
<td>8</td>
</tr>
<tr>
<td>d. Mich. P.A.</td>
<td>44</td>
</tr>
<tr>
<td>e. NEA, MEA</td>
<td>56</td>
</tr>
<tr>
<td>19. Present salary</td>
<td></td>
</tr>
<tr>
<td>a. Less than $6000.</td>
<td>4</td>
</tr>
<tr>
<td>b. $6000 - $6999</td>
<td>13</td>
</tr>
<tr>
<td>c. $7000 - $7999</td>
<td>17</td>
</tr>
<tr>
<td>d. $8000 - $8499</td>
<td>17</td>
</tr>
<tr>
<td>e. $8500 - $9499</td>
<td>19</td>
</tr>
<tr>
<td>f. $9500 - $10,000</td>
<td>10</td>
</tr>
<tr>
<td>g. over $10,000</td>
<td>9</td>
</tr>
<tr>
<td>20. Employment period</td>
<td></td>
</tr>
<tr>
<td>a. 9 or 10 months</td>
<td>70</td>
</tr>
<tr>
<td>b. 11 or 12 months</td>
<td>30</td>
</tr>
<tr>
<td>21. I received most of Psych training at:</td>
<td></td>
</tr>
<tr>
<td>a. U of M</td>
<td>21</td>
</tr>
<tr>
<td>b. MSU</td>
<td>26</td>
</tr>
<tr>
<td>c. Wayne</td>
<td>25</td>
</tr>
<tr>
<td>d. Western</td>
<td>9</td>
</tr>
<tr>
<td>e. Other</td>
<td>20</td>
</tr>
<tr>
<td>22. University that recommended me as a Diagnostician</td>
<td></td>
</tr>
<tr>
<td>a. U of M</td>
<td>29</td>
</tr>
<tr>
<td>b. MSU</td>
<td>30</td>
</tr>
<tr>
<td>c. Wayne</td>
<td>29</td>
</tr>
<tr>
<td>d. Western</td>
<td>9</td>
</tr>
<tr>
<td>e. Other</td>
<td>3</td>
</tr>
<tr>
<td>23. Satisfied with training leading to certification</td>
<td></td>
</tr>
<tr>
<td>a. Very well satisfied.</td>
<td>27</td>
</tr>
</tbody>
</table>
### Total Group Recommended by University:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. It was adequate</td>
<td>40</td>
<td>60</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>c. It was weak</td>
<td>22</td>
<td>13</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>d. It was very poor</td>
<td>7</td>
<td>-</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>

24. How well did training prepare you for job?
- a. Very well          | 15| 20| 14| 13|
- b. Quite well         | 40| 47| 38| 40|
- c. It was good        | 36| 27| 42| 35|
- d. It was skimpy      | 6 | 7 | 4 | 12|
- e. It was unrealistic |   | - | 2 | - |

25. How much additional training was necessary to become a diagnostician?
- a. Nothing            | 21| 7 | 18| 13|
- b. A few courses      | 19| 13| 28| 12|
- c. Several courses    | 18| 17| 18| 27|
- d. 6 or 7 courses     | 16| 40| 10| 25|
- e. extensive training because no grad psych and/or ed psych training | 19| 27| 12| 19|
- f. extensive training although I thought had adequate background | 6 | 7 | 10| 4 |

26. Should the state make provisions for an expanded program of psych services?
- a. Yes                | 91|
- b. No                 | 7 |

27. Would a two level cert. program be of value to State of Mich. even though reimbursement for new level might not be immediately forthcoming?
### Table: Total Group Recommended by University:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes 70</td>
<td>73</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>b. No 26</td>
<td>27</td>
<td>34</td>
<td>25</td>
</tr>
</tbody>
</table>

If certification at the school psych. level should be forthcoming, would you seek certification?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Yes 59</td>
<td>33</td>
<td>68</td>
<td>50</td>
<td>64</td>
</tr>
<tr>
<td>b. Probably 23</td>
<td>47</td>
<td>10</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>c. It's doubtful 9</td>
<td>13</td>
<td>6</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>d. No 7</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

29. Job you expect to be doing 6 or 8 years from now

<p>| | | | | |</p>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Basically same 60</td>
<td>24</td>
<td>27</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>b. Administrative 13</td>
<td>32</td>
<td>36</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>c. Psych. at Univ. or college 17</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>d. Psych. in research 7</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>e. School psych. with part-time private practice -</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>f. Psych with almost or full-time private clinical practice -</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>g. Psych. in state or private hospital -</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

30. Location of employment

<p>| | | | | |</p>
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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Detroit 0</td>
<td>26</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>b. Other large cities 47</td>
<td>12</td>
<td>50</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>c. Detroit suburbs 0</td>
<td>52</td>
<td>4</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>d. Rural 53</td>
<td>10</td>
<td>42</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
ADDENDUM

THE EMPLOYMENT OF SCHOOL DIAGNOSTICIANS IN MICHIGAN

In 1949 legislation was passed in the State of Michigan which enabled Michigan school systems of 5,000 pupil population or over, to retain the services of one or more school diagnosticians to provide the psychological services necessary for the operation of the Special Education Program for the Mentally Handicapped. This program has now been in operation some 14 years.

The purpose of the present study was to investigate the current status of, and administrator attitudes toward, the employment of school diagnosticians in Michigan. To this end, in the spring of 1963, a brief questionnaire was sent to all superintendents of Michigan school systems of over 5,000 pupil population. Replies were received from all school systems but two. The superintendents, or their representatives, reported that there were 14 doctoral level and 92 masters level diagnosticians serving...

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1Report to the Michigan State Advisory Committee on the Training of School Diagnosticians.

2The State of Michigan uses the term school diagnosticians for the position of psychological examiner or psychometrician. Although some persons prefer the title school psychologist, that term is more appropriately reserved for persons with more extensive training. At present, however, there is no State certification for the upper level of school psychologist.
them. Certification records indicated that six additional persons were employed by the school systems that did not return the questionnaire. This yields a total of 112 persons who are serving as full-time employees of local school systems. This does not include the school diagnosticians employed by county boards of education or jointly employed by two or more smaller systems. There are 95 such persons.

The employment of a diagnostician by a given school system is, of course, contingent upon the availability of a certifiable person; but, in general, it is even more contingent upon that system's receiving State reimbursement for that individual's salary. Excluding the city of Detroit, which could theoretically qualify for 33 additional diagnosticians, in 1963 there were 10 Michigan school systems that were understaffed; that is, there were 10 school systems that could legitimately retain fulltime diagnosticians and still receive State reimbursement. The 10 understaffed systems had a total of 15 vacancies. Only seven of the understaffed systems, however, indicated a desire to hire additional personnel.

It is disconcerting to discover that there are a number of school systems not interested in retaining the services of a school diagnostician even though they are eligible to receive State reimbursement. Such a decision on the part of those systems apparently is not a recent one, either. They have, according to their indication, made no attempt to hire psychological staff
in over a year. In addition, one of the adequately staffed systems voluntarily indicated that they were dissatisfied with the services provided by their diagnosticians and that they would not replace them when they left.

On the other hand, 24 school systems, or approximately one-half of the school systems of over 5,000 pupil population, said they had tried to hire a diagnostician within the preceding 12 months. Seventeen systems reported success in hiring 19 persons. The seven systems not successful in hiring diagnosticians report nine full-time vacancies still unfilled. (It should be remembered that these figures deal with local school positions only.)

When asked, "What do you consider a fair salary for a young diagnostician with one year's experience?" the salary quoted by the superintendents ranged from $5,200 to $8,700. Both the median and the modal salaries were in the $5,400 to $5,500 range. Approximately 75% of the superintendents quoted $6,000 or less as a "fair salary." Ten per cent of the superintendents, however, indicated that they were not interested in hiring diagnosticians with only minimal qualifications. Instead, they were attempting to hire individuals with more extensive training for whom they felt a fair nine months salary would be in the $8,000 to $9,000 range.

To summarize, judging from the number of school systems that attempted to hire diagnosticians within the past year, the public
still appears to be generally interested in the continuation of psychological services within the schools. This seems a valid conclusion in spite of the fact that there are a number of systems that are not interested in such services, even on a reimbursed basis. This latter situation is serious, however, and ought not be ignored, for it represents the attitude of approximately 1 out of every 12 systems eligible to hire diagnosticians under the reimbursement program. Conversely, though, a comparable number of systems are interested in upgrading their present services and are actively seeking especially well-qualified personnel. Both of these attitudes may reflect a basic dissatisfaction with, or disillusionment in, the service they have received to date. In certain cases, the disillusionment may have resulted in a negative reaction with a consequent desire to terminate the unsatisfactory services, whereas, in other cases the disillusionment may have resulted in a stronger resolve to upgrade their programs through a more rigorous selection policy.

In conclusion, then, it would seem that the employment opportunities for school diagnosticians are still relatively sound. The pattern of those opportunities, however, has shifted somewhat in recent years. Although there are still a number of openings available in the larger school systems, the younger diagnostican could more reasonably look forward to employment at the country level or at the smaller school level where cooperative arrangements have been made between adjacent communities.
The more experienced person, however, and especially the person who has conscientiously pursued a program of additional professional study can begin to look forward to an increasing number of opportunities for employment at a higher level of responsibility and at a more attractive salary than has heretofore been available.