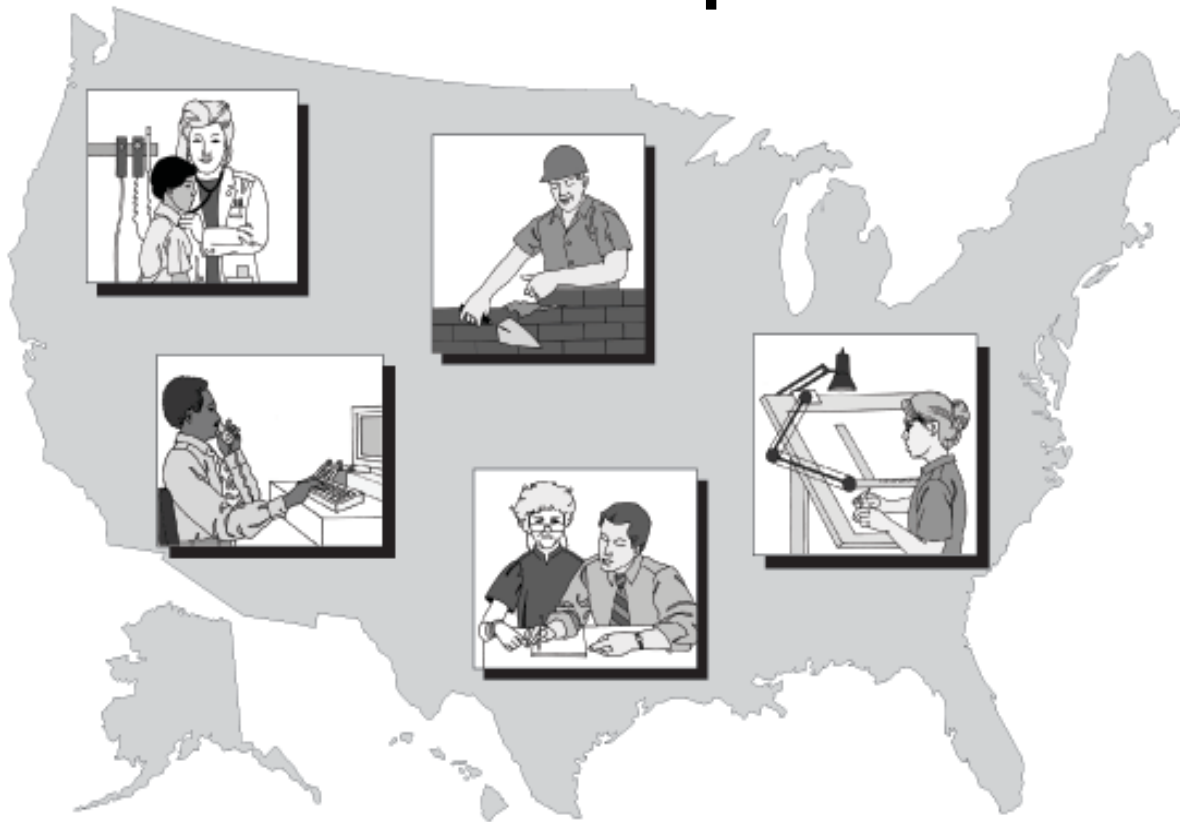


Form B
OMB#1205-0421
Expires: 9/30/2002
Ver.: 4/01

O=84118 C=12153 B=4331
Psychiatric Aides, Line 1
Web site username: 100121530016B
Web site password: ankle403

Some Important Questions About The *Work Activities* Of Your Occupation



Please return your completed questionnaire in the enclosed envelope to:

Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 27709-2194

Sponsored by: The U.S. Department of Labor and the National O*NET Consortium

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Policy and Research, Attn: O*NET Project, Frances Perkins Building, Mail Stop N5637, 200 Constitution Ave. NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute, PO Box 12194
Research Triangle Park, North Carolina, 27709-2194



A Proud Member of America's Workforce Network

Instructions for Making Work Activities Ratings

These questions are about work activities. A *work activity* is a set of similar actions that are performed together in many different jobs. You will be asked about a series of different work activities and how they relate to *your current job* - that is, the job you hold now.

Each activity in this questionnaire is named and defined.

For example:

Getting Information

Observing, receiving, and otherwise obtaining information from relevant sources.

You are then asked to answer two questions about that activity:

A How important is the activity to your current job?

For example:

How important is GETTING INFORMATION to the performance of *your current job*?

Not Important* Somewhat Important Important Very Important Extremely Important

① ————— ② ————— ③ ————— ④ ~~X~~ ————— ⑤

Mark your answer by putting an X through the number that represents your answer.
Do not mark on the line between the numbers.

***If you rate the activity as Not Important to the performance of your job, mark the one [~~X~~] then skip over question B and proceed to the next activity.**

B What level of the activity is needed to perform your current job?

To help you understand what we mean by **level**, we provide you with examples of job-related activities at different levels. For example:

What level of GETTING INFORMATION is needed to perform *your current job*?

Follow a standard blueprint Review a budget Study international tax laws

↓ ↓ ↓

① ————— ② ————— ③ ————— ④ ————— ⑤ ~~X~~ ————— ⑥ ————— ⑦

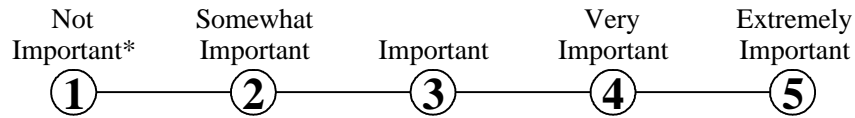
Highest Level

Mark your answer by putting an X through the number that represents your answer.
Do not mark on the line between the numbers.

1. Getting Information

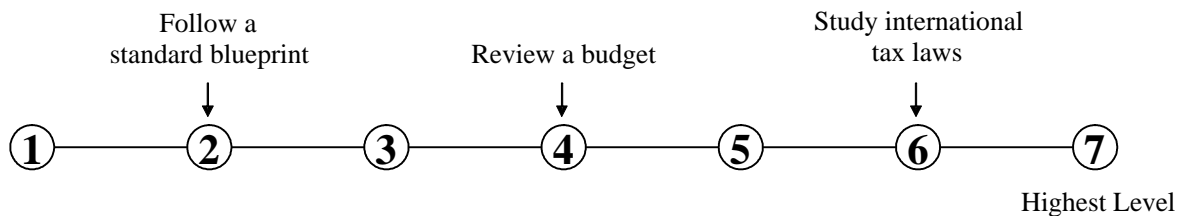
Observing, receiving, and otherwise obtaining information from all relevant sources.

A. How important is GETTING INFORMATION to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

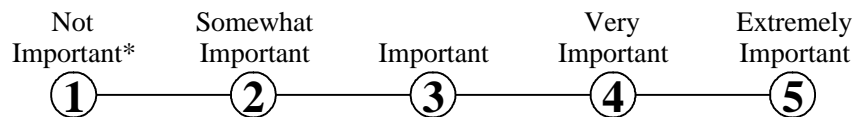
B. What level of GETTING INFORMATION is needed to perform *your current job*?



2. Identifying Objects, Actions, and Events

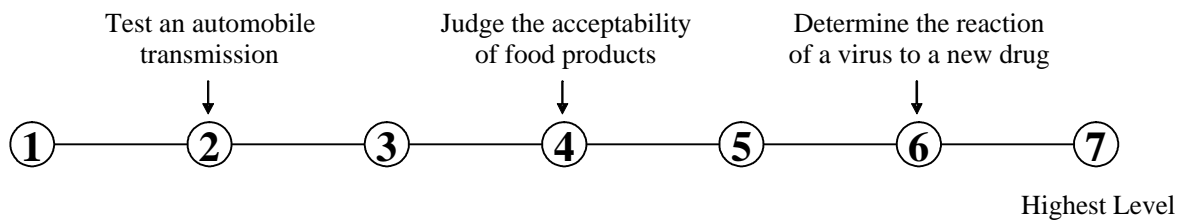
Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

A. How important is IDENTIFYING OBJECTS, ACTIONS, AND EVENTS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

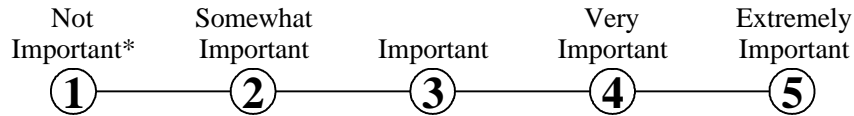
B. What level of IDENTIFYING OBJECTS, ACTIONS, AND EVENTS is needed to perform *your current job*?



3. Monitoring Processes, Materials, or Surroundings

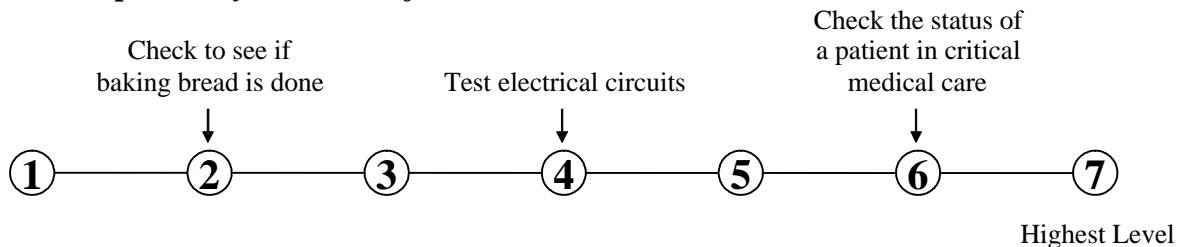
Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

A. How important is MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

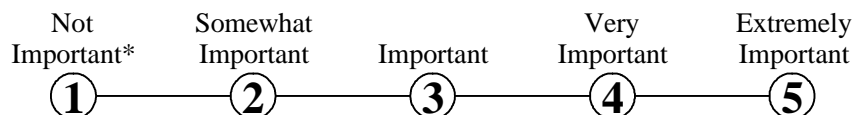
B. What level of MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS is needed to perform *your current job*?



4. Inspecting Equipment, Structures, or Materials

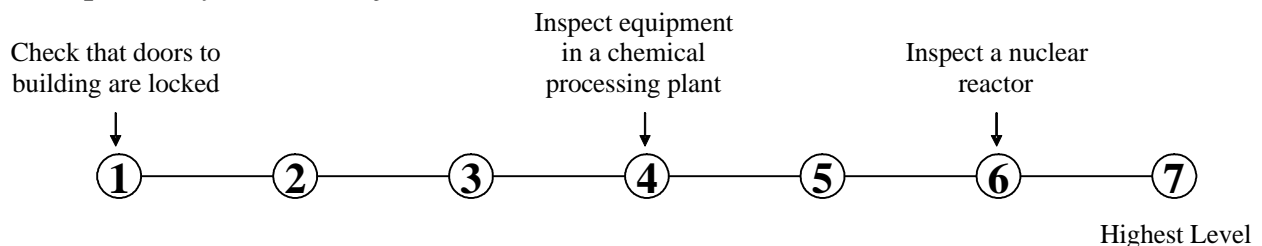
Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

A. How important is INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

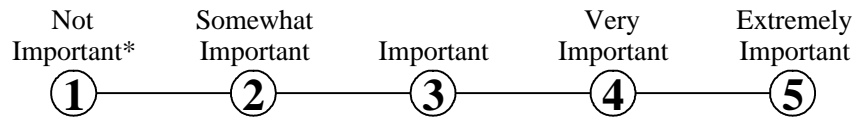
B. What level of INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS is needed to perform *your current job*?



5. Estimating the Quantifiable Characteristics of Products, Events, or Information

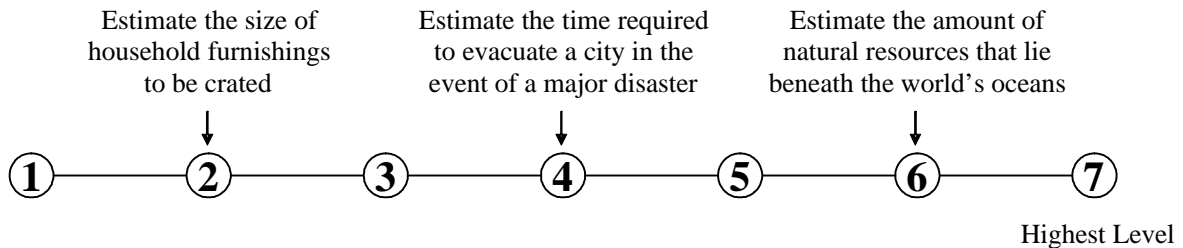
Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

A. How important is ESTIMATING THE QUANTIFIABLE CHARACTERISTICS OF PRODUCTS, EVENTS, OR INFORMATION to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

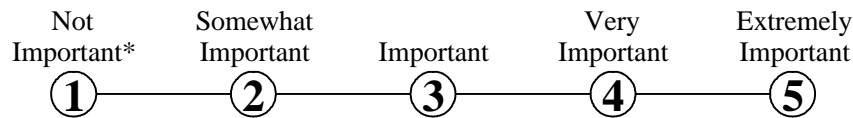
B. What level of ESTIMATING THE QUANTIFIABLE CHARACTERISTICS OF PRODUCTS, EVENTS, OR INFORMATION is needed to perform *your current job*?



6. Judging the Qualities of Objects, Services, or People

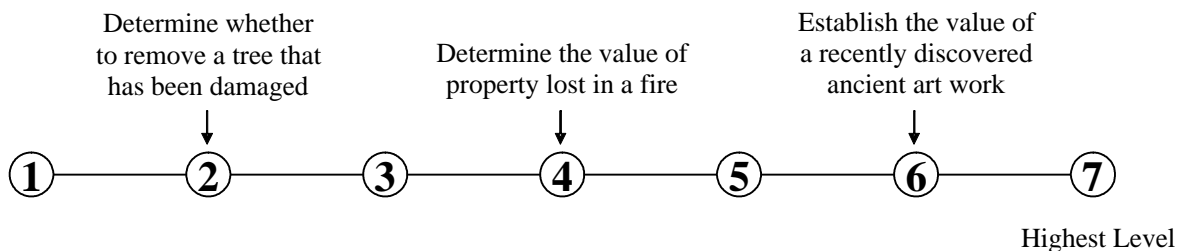
Assessing the value, importance, or quality of things or people.

A. How important is JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

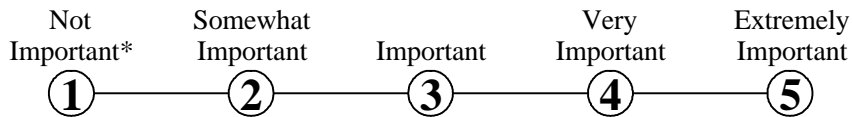
B. What level of JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE is needed to perform *your current job*?



7. Evaluating Information to Determine Compliance with Standards

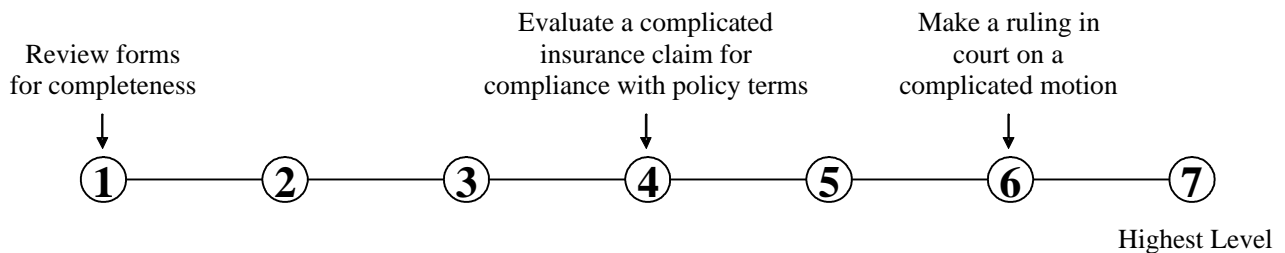
Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

A. How important is EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

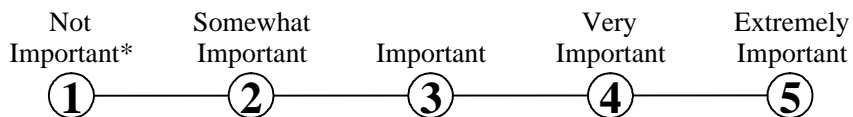
B. What level of EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS is needed to perform *your current job*?



8. Processing Information

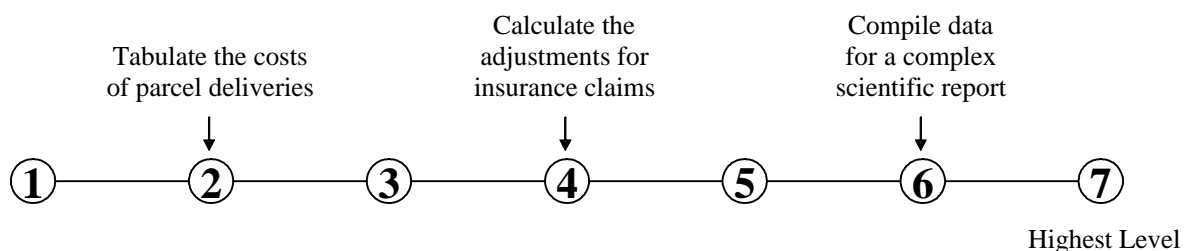
Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

A. How important is PROCESSING INFORMATION to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

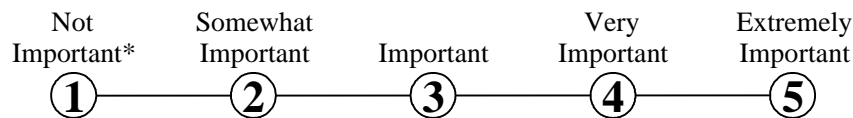
B. What level of PROCESSING INFORMATION is needed to perform *your current job*?



9. Analyzing Data or Information

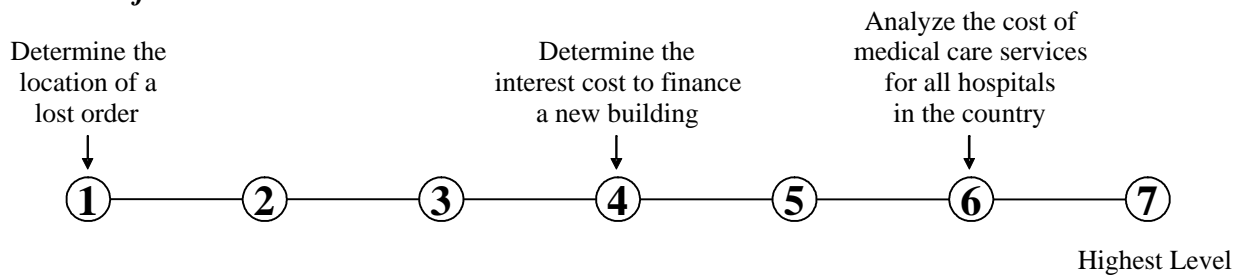
Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

A. How important is ANALYZING DATA OR INFORMATION to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

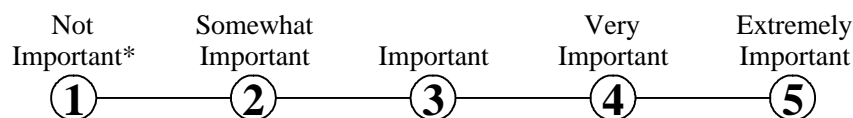
B. What level of ANALYZING DATA OR INFORMATION is needed to perform *your current job*?



10. Making Decisions and Solving Problems

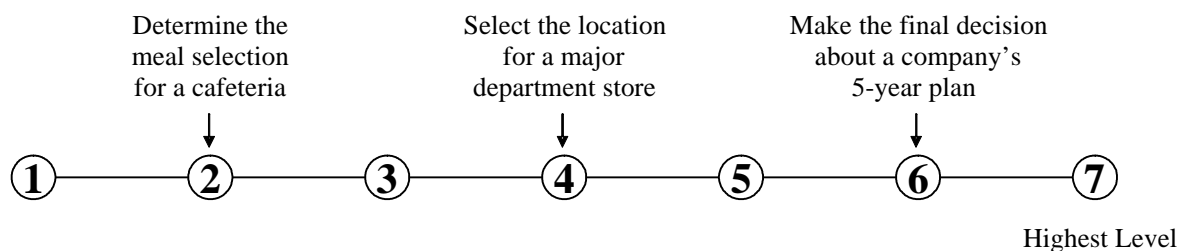
Analyzing information and evaluating results to choose the best solution and solve problems.

A. How important is MAKING DECISIONS AND SOLVING PROBLEMS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

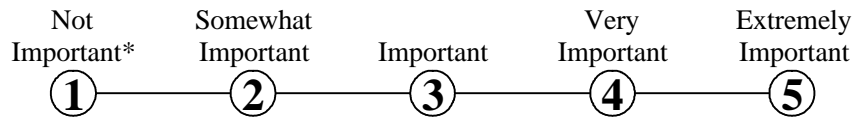
B. What level of MAKING DECISIONS AND SOLVING PROBLEMS is needed to perform *your current job*?



11. Thinking Creatively

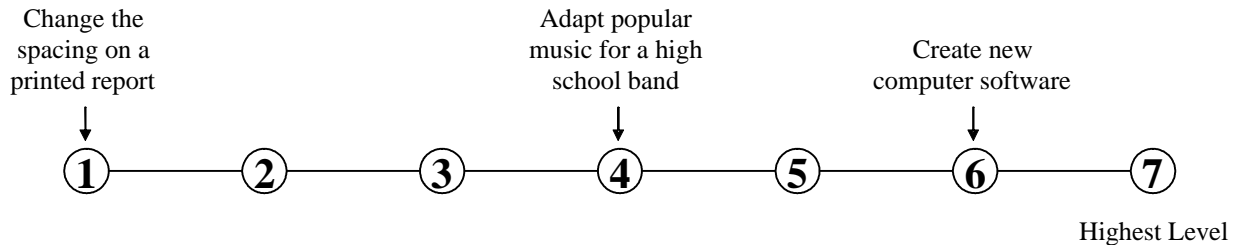
Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

A. How important is THINKING CREATIVELY to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

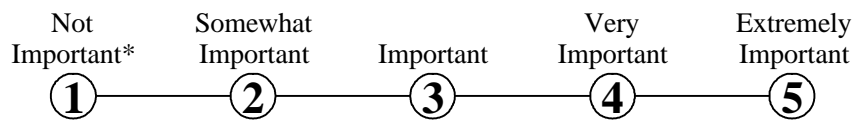
B. What level of THINKING CREATIVELY is needed to perform *your current job*?



12. Updating and Using Relevant Knowledge

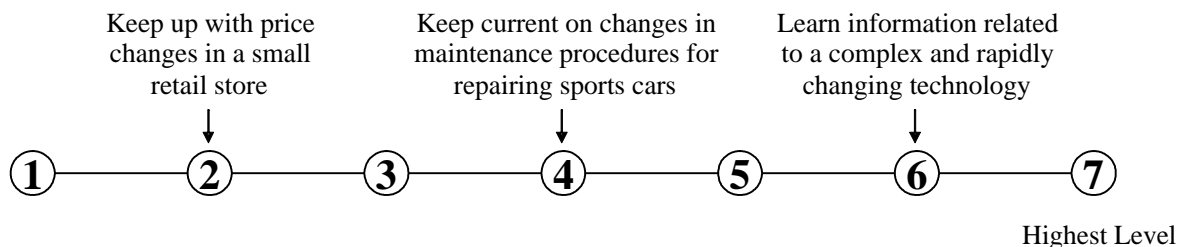
Keeping up-to-date technically and applying new knowledge to your job.

A. How important is UPDATING AND USING RELEVANT KNOWLEDGE to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

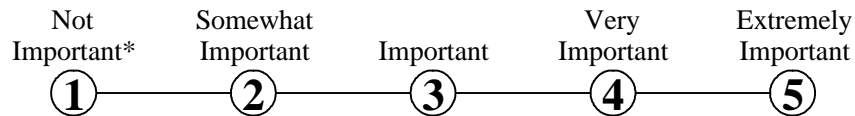
B. What level of UPDATING AND USING RELEVANT KNOWLEDGE is needed to perform *your current job*?



13. Developing Objectives and Strategies

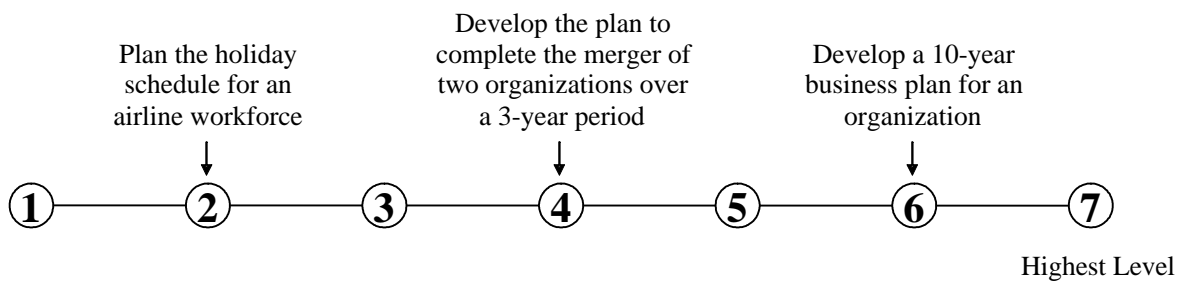
Establishing long-range objectives and specifying the strategies and actions to achieve them.

A. How important is DEVELOPING OBJECTIVES AND STRATEGIES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

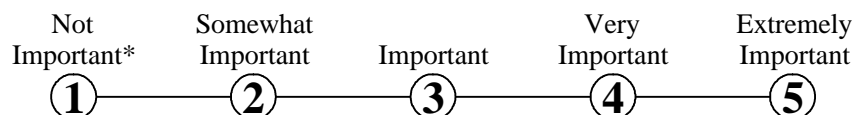
B. What level of DEVELOPING OBJECTIVES AND STRATEGIES is needed to perform *your current job*?



14. Scheduling Work and Activities

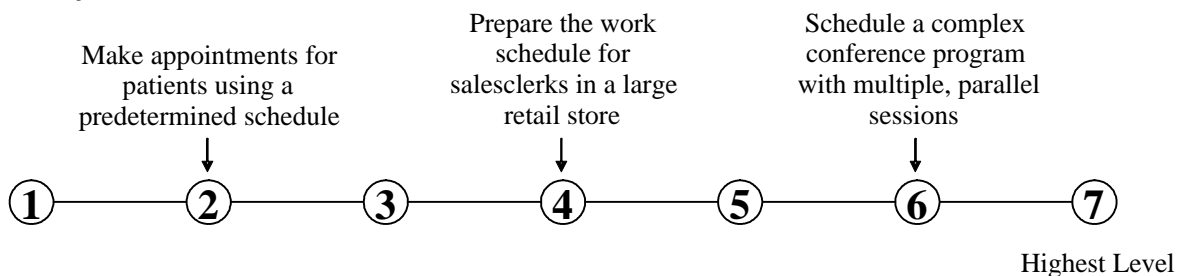
Scheduling events, programs, and activities, as well as the work of others.

A. How important is SCHEDULING WORK AND ACTIVITIES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

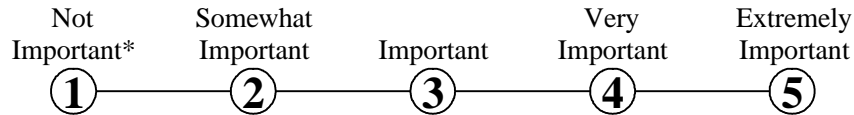
B. What level of SCHEDULING WORK AND ACTIVITIES is needed to perform *your current job*?



15. Organizing, Planning, and Prioritizing Work

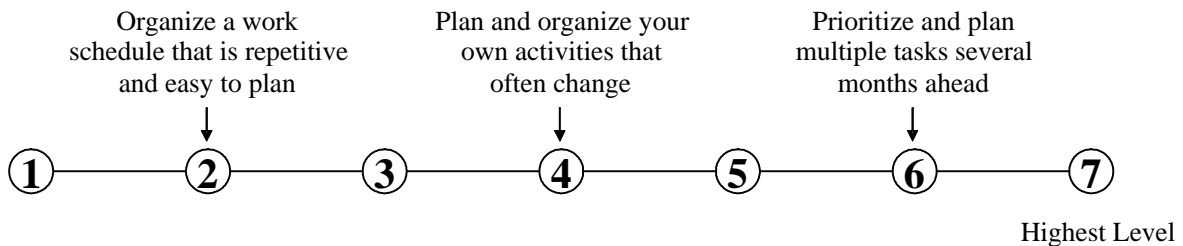
Developing specific goals and plans to prioritize, organize, and accomplish your work.

A. How important is ORGANIZING, PLANNING, AND PRIORITIZING WORK to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

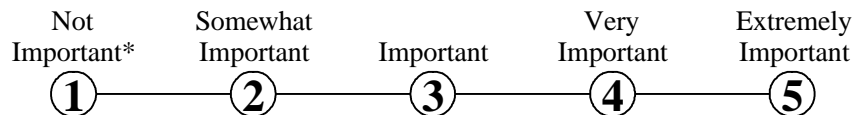
B. What level of ORGANIZING, PLANNING, AND PRIORITIZING WORK is needed to perform *your current job*?



16. Performing General Physical Activities

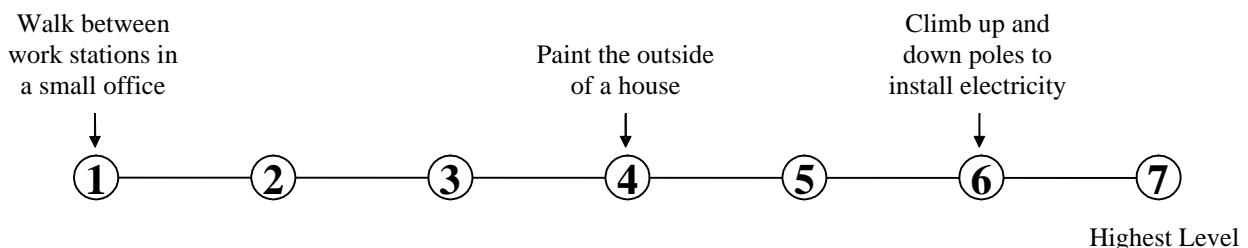
Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.

A. How important is PERFORMING GENERAL PHYSICAL ACTIVITIES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

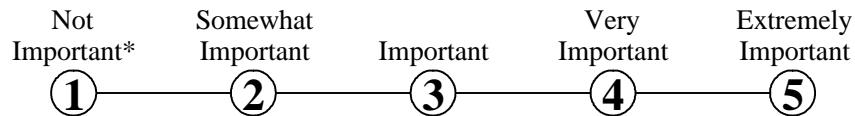
B. What level of PERFORMING GENERAL PHYSICAL ACTIVITIES is needed to perform *your current job*?



17. Handling and Moving Objects

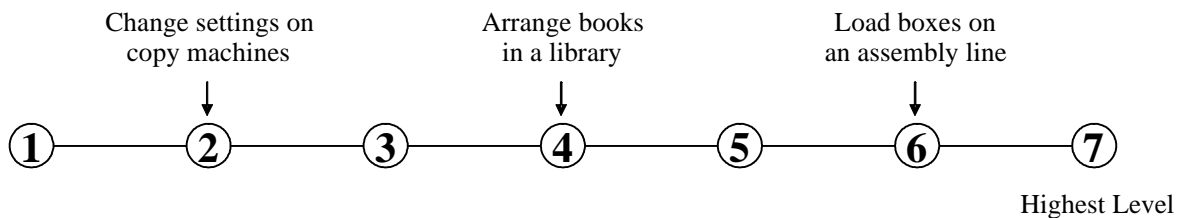
Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

A. How important is HANDLING AND MOVING OBJECTS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

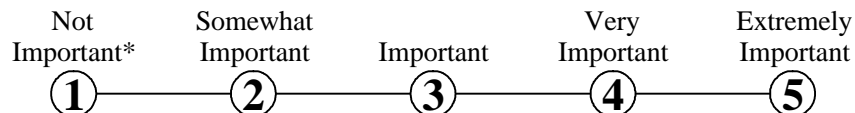
B. What level of HANDLING AND MOVING OBJECTS is needed to perform *your current job*?



18. Controlling Machines and Processes

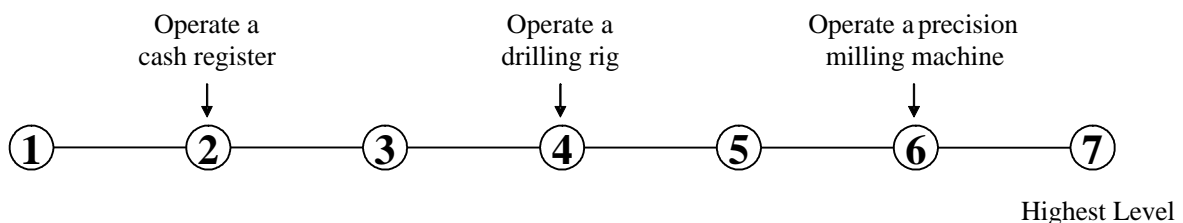
Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).

A. How important is CONTROLLING MACHINES AND PROCESSES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

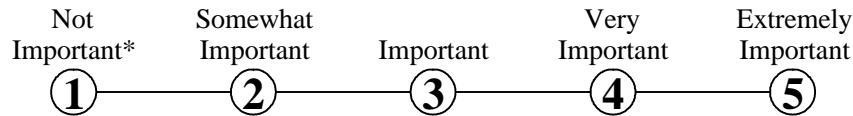
B. What level of CONTROLLING MACHINES AND PROCESSES is needed to perform *your current job*?



19. Working with Computers

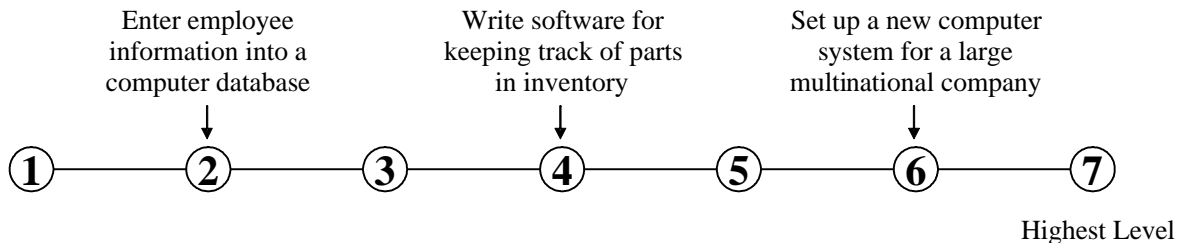
Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

A. How important is WORKING WITH COMPUTERS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

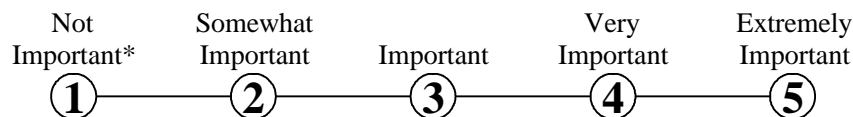
B. What level of WORKING WITH COMPUTERS is needed to perform *your current job*?



20. Operating Vehicles, Mechanized Devices, or Equipment

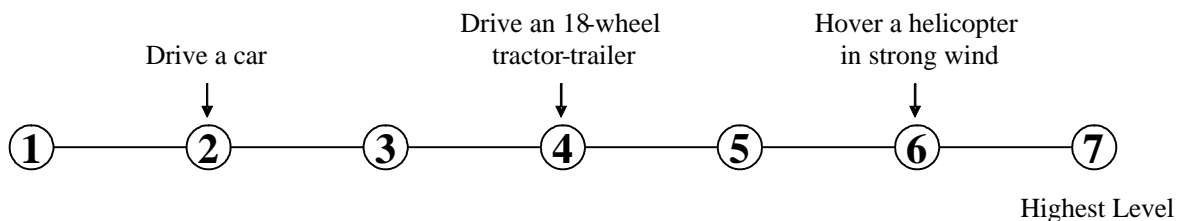
Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or water craft.

A. How important is OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

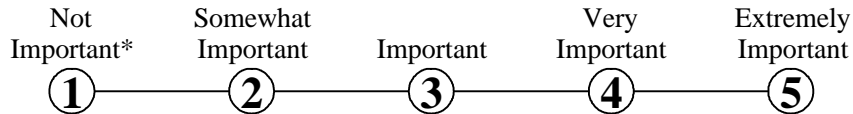
B. What level of OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT is needed to perform *your current job*?



23. Repairing and Maintaining Electronic Equipment

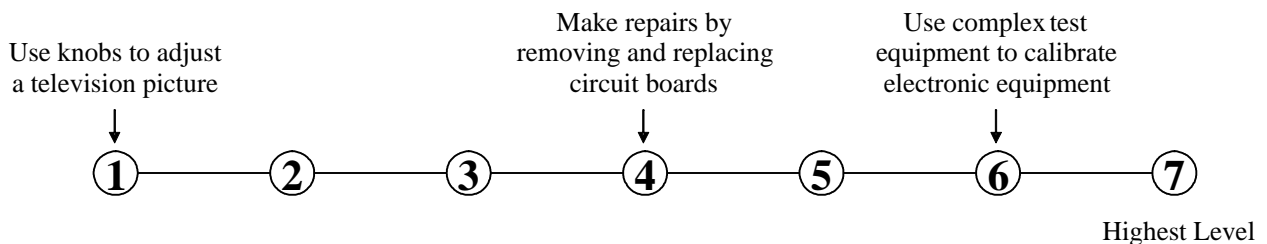
Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

A. How important is REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

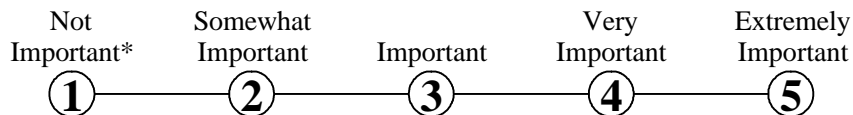
B. What level of REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT is needed to perform *your current job*?



24. Documenting/Recording Information

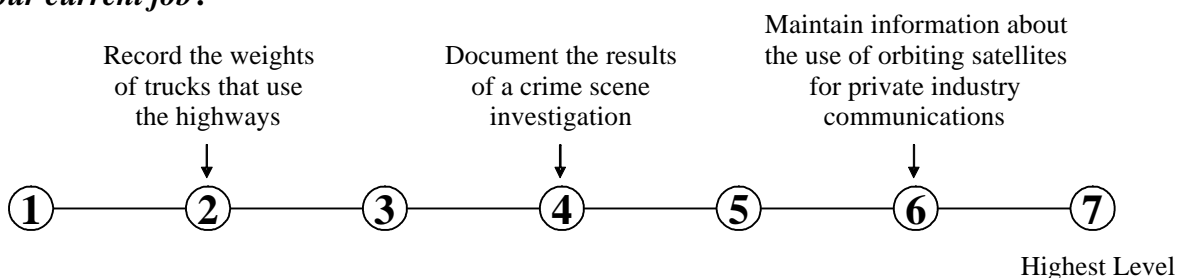
Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

A. How important is DOCUMENTING/RECORDING INFORMATION to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

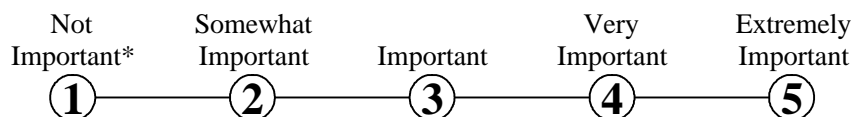
B. What level of DOCUMENTING/RECORDING INFORMATION is needed to perform *your current job*?



25. Interpreting the Meaning of Information for Others

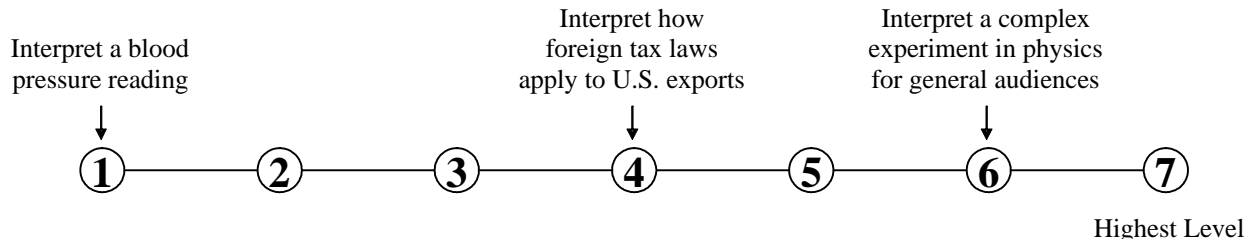
Translating or explaining what information means and how it can be used.

- A. How important is INTERPRETING THE MEANING OF INFORMATION FOR OTHERS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

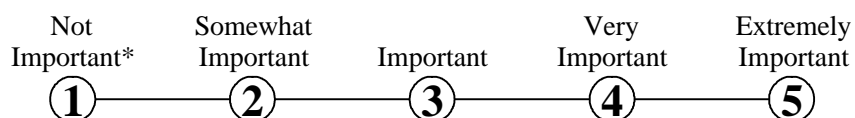
- B. What level of INTERPRETING THE MEANING OF INFORMATION FOR OTHERS is needed to perform *your current job*?



26. Communicating with Supervisors, Peers, or Subordinates

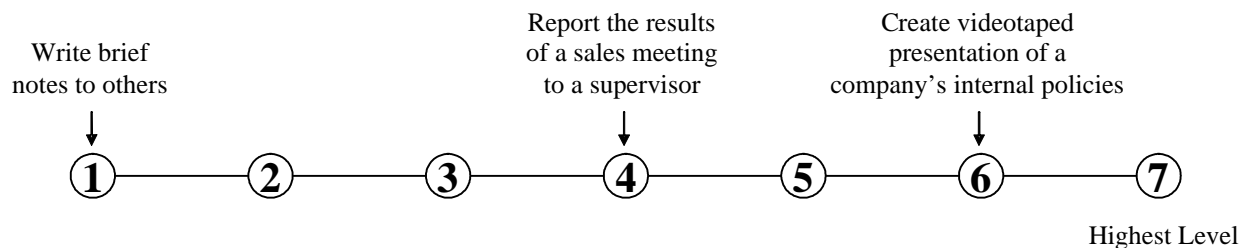
Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.

- A. How important is COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

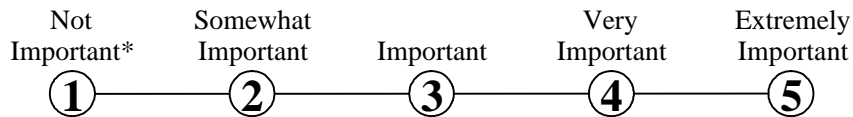
- B. What level of COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES is needed to perform *your current job*?



29. Assisting and Caring for Others

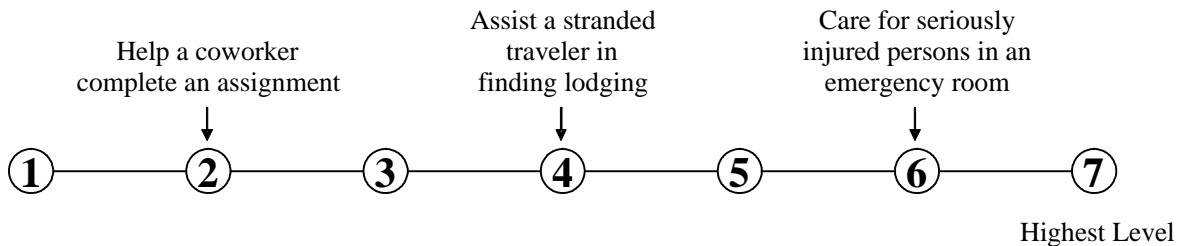
Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

A. How **important** is ASSISTING AND CARING FOR OTHERS to the performance of your current job?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

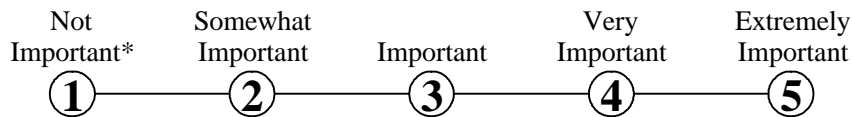
B. What **level** of ASSISTING AND CARING FOR OTHERS is needed to perform your current job?



30. Selling or Influencing Others

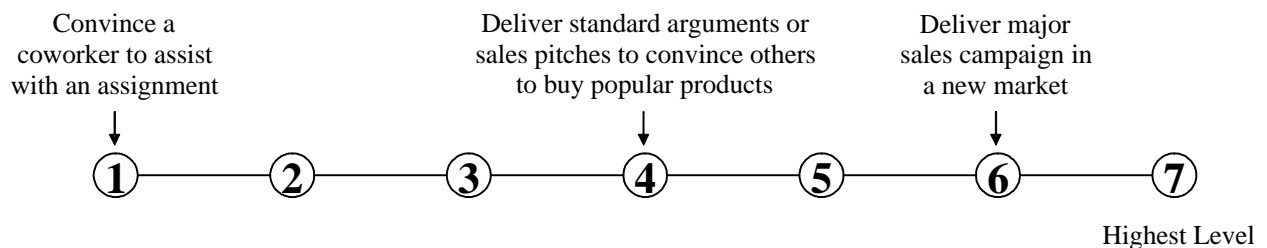
Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

A. How **important** is SELLING OR INFLUENCING OTHERS to the performance of your current job?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

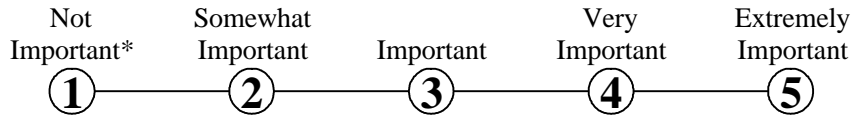
B. What **level** of SELLING OR INFLUENCING OTHERS is needed to perform your current job?



33. Coordinating the Work and Activities of Others

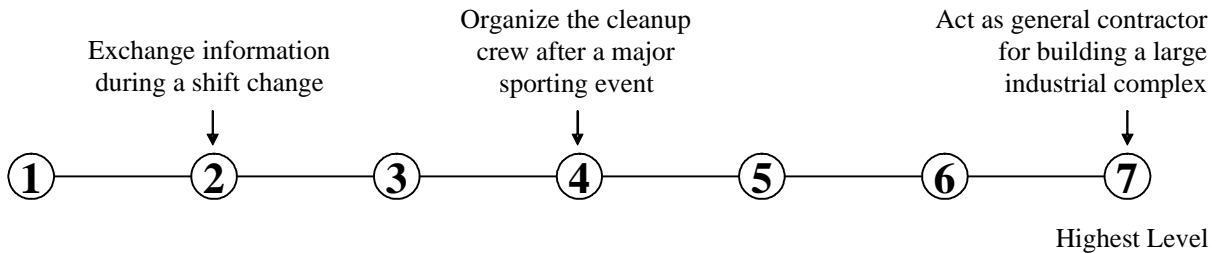
Getting members of a group to work together to accomplish tasks.

A. How important is COORDINATING THE WORK AND ACTIVITIES OF OTHERS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

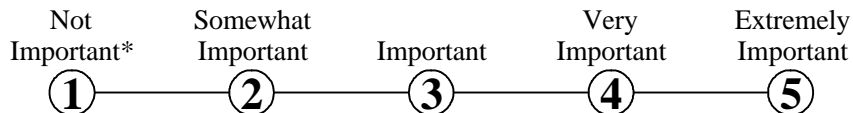
B. What level of COORDINATING THE WORK AND ACTIVITIES OF OTHERS is needed to perform *your current job*?



34. Developing and Building Teams

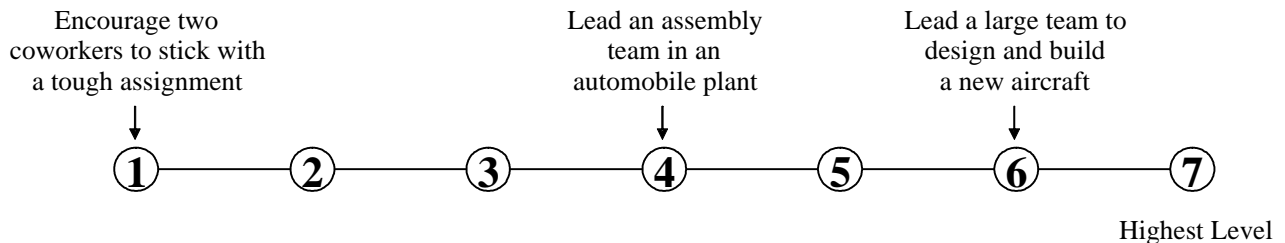
Encouraging and building mutual trust, respect, and cooperation among team members.

A. How important is DEVELOPING AND BUILDING TEAMS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

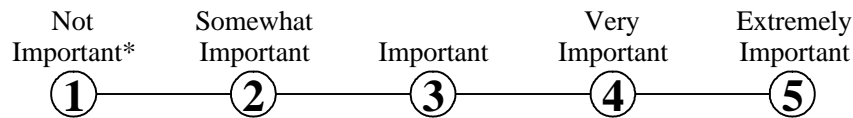
B. What level of DEVELOPING AND BUILDING TEAMS is needed to perform *your current job*?



35. Training and Teaching Others

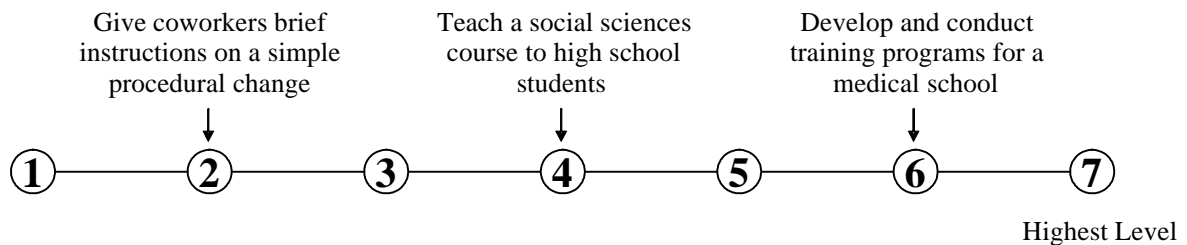
Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

A. How important is TRAINING AND TEACHING OTHERS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

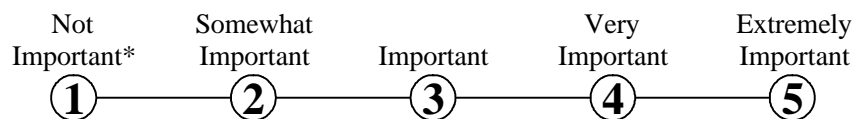
B. What level of TRAINING AND TEACHING OTHERS is needed to perform *your current job*?



36. Guiding, Directing, and Motivating Subordinates

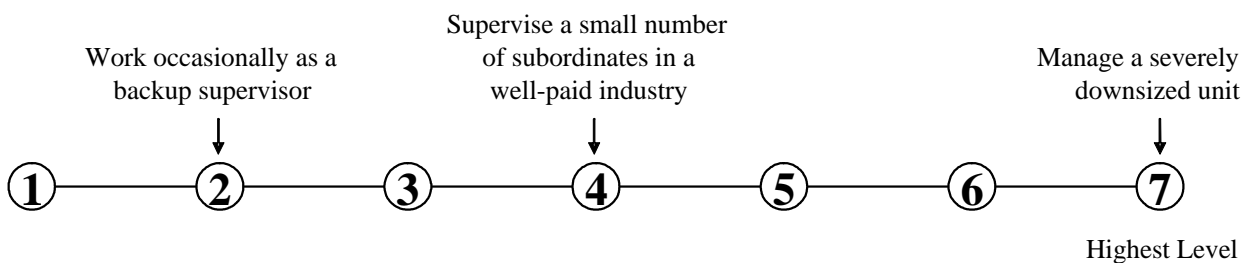
Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

A. How important is GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

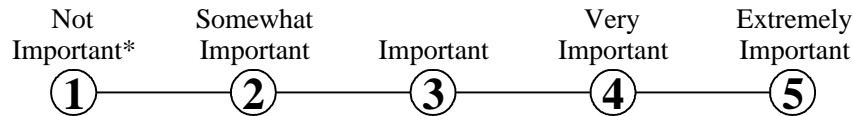
B. What level of GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES is needed to perform *your current job*?



37. Coaching and Developing Others

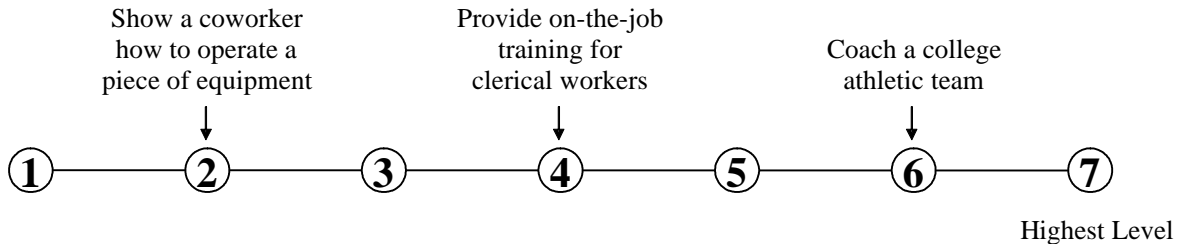
Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

A. How important is COACHING AND DEVELOPING OTHERS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

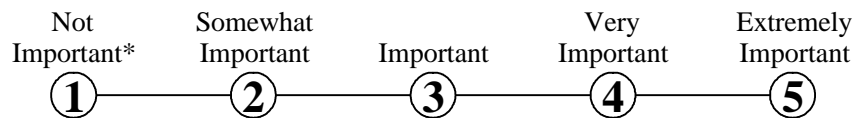
B. What level of COACHING AND DEVELOPING OTHERS is needed to perform *your current job*?



38. Providing Consultation and Advice to Others

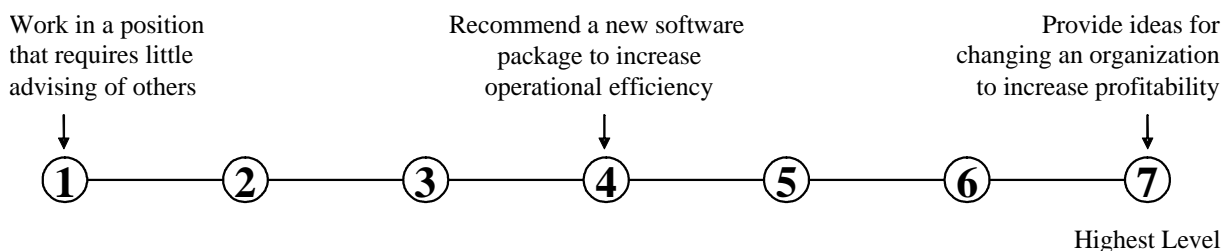
Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

A. How important is PROVIDING CONSULTATION AND ADVICE TO OTHERS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

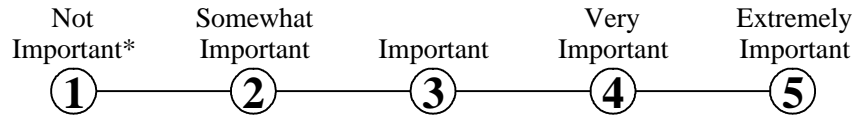
B. What level of PROVIDING CONSULTATION AND ADVICE TO OTHERS is needed to perform *your current job*?



39. Performing Administrative Activities

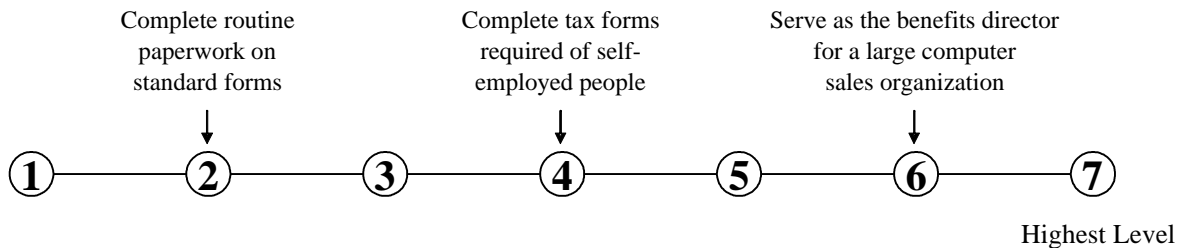
Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

A. How important is PERFORMING ADMINISTRATIVE ACTIVITIES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

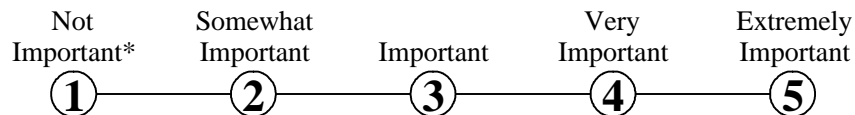
B. What level of PERFORMING ADMINISTRATIVE ACTIVITIES is needed to perform *your current job*?



40. Staffing Organizational Units

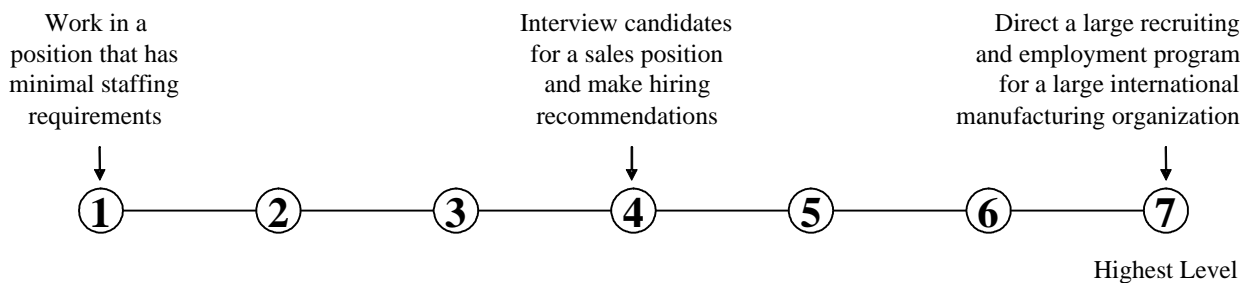
Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.

A. How important is STAFFING ORGANIZATIONAL UNITS to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

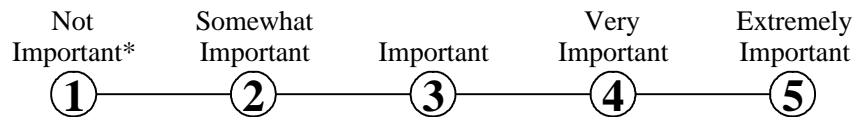
B. What level of STAFFING ORGANIZATIONAL UNITS is needed to perform *your current job*?



41. Monitoring and Controlling Resources

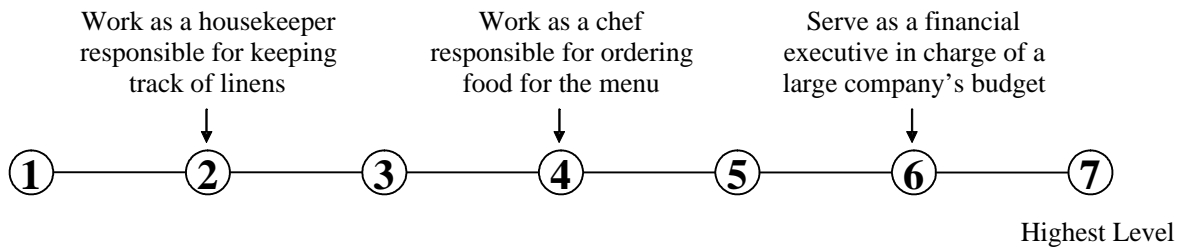
Monitoring and controlling resources and overseeing the spending of money.

A. How important is MONITORING AND CONTROLLING RESOURCES to the performance of *your current job*?



* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of MONITORING AND CONTROLLING RESOURCES is needed to perform *your current job*?



Specific Tasks Performed on Your Job

Instructions: Please read the following position description and then answer the question that follows it by marking an X in the appropriate box below.

Psychiatric Aides

Assist mentally impaired or emotionally disturbed patients, working under direction of nursing and medical staff.

Which of the following best describes how closely this description matches the duties and responsibilities of your current job?

- It describes almost exactly what I do.
- Most of it matches, but there are a few things that don't match what I do.
- Some things match, but most of it does not match what I do.
- It does not at all describe what I do.

Please proceed to the next page.

Specific Tasks Performed on Your Job (continued)

Instructions: The next section presents a list of tasks. A task is an action or set of actions performed together to accomplish an objective. This list is specific to the job you are describing.

For each task, please make the following three ratings: **Relevance, Frequency, and Importance.** These ratings are described as follows:

RELEVANCE. If the task is NOT RELEVANT at all to performance on the job, mark through the "0" in the NOT RELEVANT column. Carefully read the task before deciding whether it is RELEVANT or NOT RELEVANT to this job. If you select the "0" in the NOT RELEVANT column, however, there is no need to complete the IMPORTANCE and FREQUENCY ratings described below. If the task is part of this job, rate IMPORTANCE and FREQUENCY.

FREQUENCY. (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How often is this task performed on this job?" For example, "Interact with potential customers" is a task that an employee in one job might perform only "once per week or less," but an employee in another job might perform "hourly or more often."

Rate the FREQUENCY with which a task is performed by marking through the appropriate number, from 1 (indicating that the task is performed once per year or less often) to 7 (indicating that the task is performed hourly or more often) on the FREQUENCY scale.

IMPORTANCE. (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How important is this task to performance on this job?" For example, "Develop objectives and strategies to guide the organization" might be very important for an employee in one job, but less important for another job. For the second job, however, "Provide performance feedback to subordinates" might be very important.

Rate importance of the task for performance on the job by marking through the appropriate number, from 1 (indicating that the task is of no importance) to 5 (indicating that the task is extremely important) on the IMPORTANCE scale.

Please proceed to the next page.

	Not Relevant	Frequency							Importance				
		Once per year or less	More than once per year	More than once per month	More than once per week	Daily	Several times per day	Hourly or more often	Not Important	Somewhat Important	Important	Very Important	Extremely Important
1. Accompany patients to and from wards for medical and dental treatments, shopping trips, and religious and recreational events.	0	1	2	3	4	5	6	7	1	2	3	4	5
2. Aid patients in becoming accustomed to hospital routine.	0	1	2	3	4	5	6	7	1	2	3	4	5
3. Maintain patients' restrictions to assigned areas.	0	1	2	3	4	5	6	7	1	2	3	4	5
4. Monitor patients in order to detect unusual behavior, and report observations to professional staff.	0	1	2	3	4	5	6	7	1	2	3	4	5
5. Organize, supervise, and encourage patient participation in social, educational, and recreational activities.	0	1	2	3	4	5	6	7	1	2	3	4	5
6. Participate in recreational activities with patients, including card games, sports, or television viewing.	0	1	2	3	4	5	6	7	1	2	3	4	5
7. Perform nursing duties such as administering medications, measuring vital signs, collecting specimens and drawing blood samples.	0	1	2	3	4	5	6	7	1	2	3	4	5

	Not Relevant	Frequency							Importance				
		Once per year or less	More than once per year	More than once per month	More than once per week	Daily	Several times per day	Hourly or more often	Not Important	Somewhat Important	Important	Very Important	Extremely Important
8. Provide mentally impaired or emotionally disturbed patients with routine physical, emotional, psychological or rehabilitation care under the direction of nursing and medical staff.	0	1	2	3	4	5	6	7	1	2	3	4	5
9. Provide patients with assistance in bathing, dressing, and grooming, demonstrating these skills as necessary.	0	1	2	3	4	5	6	7	1	2	3	4	5
10. Restrain or aid patients as necessary to prevent injury.	0	1	2	3	4	5	6	7	1	2	3	4	5
11. Serve meals, and feed patients needing assistance or persuasion.	0	1	2	3	4	5	6	7	1	2	3	4	5
12. Clean and disinfect rooms and furnishings to maintain a safe and orderly environment.	0	1	2	3	4	5	6	7	1	2	3	4	5
13. Interview patients upon admission and record information.	0	1	2	3	4	5	6	7	1	2	3	4	5
14. Record and maintain records of patient condition and activity, including vital signs, eating habits, and behavior.	0	1	2	3	4	5	6	7	1	2	3	4	5

Frequency

Importance

	Not Relevant	Once per year or less	More than once per year	More than once per month	More than once per week	Daily	Several times per day	Hourly or more often	Not Important	Somewhat Important	Important	Very Important	Extremely Important
15. Work as part of a team that may include psychiatrists, psychologists, psychiatric nurses and social workers.	0	1	2	3	4	5	6	7	1	2	3	4	5
Additional Relevant Tasks Please write in additional relevant tasks and provide a rating.													
1. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
2. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
3. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
4. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
5. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5

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Please proceed to the next page.*

Information About You

Many workers are being asked to complete this survey. Your answers to these questions will help us know that workers with differing amounts of experience and different backgrounds are included.

Please read each question carefully and mark your answer by putting an **X** in the box beside your answer, or by writing an answer on the line provided.

1. **What is the title of your current job?** (PLEASE PRINT)

2. **For how long have you worked at this job?** (Mark one box)

- Ten years or more
- At least 6 years, but less than 10 years
- At least 3 years, but less than 6 years
- At least 1 year, but less than 3 years
- At least 3 months, but less than 12 months
- At least 1 month, but less than 3 months
- Less than 1 month

3. **In your current job, are you employed by**

- Government
- Private for profit company
- Nonprofit organization including tax exempt and charitable organizations
- Self Employed
- Working in the family business?

4. **If you are working in the family business, is this business incorporated?**

Yes

No

Not working in a family business

5. **In what year were you born?** 1 9

6. **Are you male or female?** (Mark one box)

Male

Female

7. **Are you Hispanic or Latino?** (Mark one box)

Yes

No

8. **What is your race?** (Mark one or more boxes)

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

9. Do you have any of the following long-lasting conditions?

Yes No

- a. Blindness, deafness, or a severe vision or hearing impairment?.....

- b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?.....

10. Because of a physical, mental, or emotional condition lasting 6 months or more, do you have any difficulty doing any of the following activities?

Yes No

- a. Learning, remembering or concentrating?

- b. Dressing, bathing, or getting around inside the home?

- c. Going outside the home alone to shop or visit a doctor's office?

- d. Working at a job or business?

11. Indicate the highest level of education that you have completed
(please check only one box):

- Less than a High School Diploma**
- High School Diploma** (or GED or High School Equivalence Certificate)
- Post-Secondary Certificate** - awarded for training completed after high school (for example, in Personnel Services, Engineering-related Technologies, Vocational Home Economics, Construction Trades, Mechanics and Repairers, Precision Production Trades)
- Some College Courses**
- Associate's Degree** (or other 2-year degree)
- Bachelor's Degree**
- Post-Baccalaureate Certificate** - awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree, but do not meet the requirements of academic degrees carrying the title of Master.
- Master's Degree**
- Post-Master's Certificate** - awarded for completion of an organized program of study; designed for people who have completed a Master's degree, but do not meet the requirements of academic degrees at the doctoral level.
- First Professional Degree** - awarded for completion of a program that
 - requires at least 2 years of college work before entrance into the program,
 - includes a total of at least 6 academic years of work to complete, and
 - provides all remaining academic requirements to begin practice in a profession
- Doctoral Degree**
- Post-Doctoral Training**

Your Association Memberships

Finally, we would like to know about the professional associations to which you belong.

- 1. Are you currently a member of one or more professional associations?**
(Check all that apply.)

American Psychiatric Association

Yes No (14003)

- 2. Please write in the names of any associations to which you belong that are not listed above:**

a. _____

b. _____

c. _____