

**Johns Hopkins University
School of Education**

Savvy Surveys: A Questionnaire Design Process for Social Scientists

ED.855.853 (1D)

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Credit Hours: 3

Class Times: *Mondays 9:00 – 12:00; room SOE 114*

Official Course Description: Many courses on questionnaire design focus on sampling techniques to achieve a random sample or statistical approaches to analyzing surveys after data are collected. In contrast, this course prioritizes a “front-end” survey design process that enables researchers to collect high quality data in the first place. Through this experiential learning course, students will enact seven steps en route to designing a survey scale on a research topic of interest to them that will have strong evidence of validity and minimize common sources of measurement error. The course is oriented with the assumption that the surveys will be used to produce quantitative data. However, the principles generalize to all types of survey questions and there are no statistical pre-requisites (though an understanding of descriptive statistics and correlations does help).

Off-the-record Course Description: Behavioral scientists have noted that—despite their similarities—several pairs of European countries (e.g., Denmark and Sweden, Germany and Austria) differ by over 80 percentage points in the number of individuals willing to donate their organs after death. In countries like Austria and Sweden (which have over 85% participation) people getting their drivers licenses are asked to “Please check this box if you do not want to participate in the organ donation program.” In countries such as Denmark and Germany (with less than 15% participation) prospective drivers are asked to “Please check this box if you want to participate in the organ donation program.”

Although choices about the design and formatting of questionnaires don’t always have the life and death implications described above, they are among the most common data collection methods that social science researchers employ. Thus, surveys wield tremendous impact on the data-based decision-making that increasingly permeates our educational system, environmental policies, and across society more broadly. Unfortunately, far too few scholars are fluent in the basic processes needed to produce high quality survey measures. If asked about any of the following, most will grin nervously and change the topic of conversation quickly:

- how they chose between open-ended, ranking, or rating items;

- how they decided between asking questions or posing statements for respondents to agree/disagree with;
- why they decided on 4 vs. 5 vs. 6 vs. 7 response options; or
- what the organizational logic underlying their survey is

Yet, empirical studies provide guidance on these choices and many more. This course familiarizes students with the steps and procedures that are essential to developing surveys with high levels of reliability and strong evidence of validity.

As detailed in the next pages, participants in the course will learn a survey design process that includes the following steps: performing a literature review, conducting interviews/focus groups, synthesizing a master list of indicators, writing items according to best practices, conducting an expert review, cognitive pre-testing items, and administering a small-scale pilot test. Other important topics include: defining constructs; item wording; response scales; organizing, ordering, and formatting surveys; and bolstering response rates. Finally, students will learn a modest number of theories to inform survey design in the (numerous) areas in which the extant research provides little guidance. The course does not cover sampling procedures (much), interviewing, item-response or theory/Rasch modeling.

Course goals/objectives

A wise academic at my former institution once counseled:

You can't fix by analysis what you have bungled by design.

The overarching aim of this course is to help students to minimize the frequency and severity of the design-related bungling that might otherwise occur in constructing questionnaires.

Course Objectives:	Assessments
At the end of this course participants will be able to...	
Describe what the empirical work states about the best way to design questionnaires	In class sample problems, Week 13 review
Invoke relevant theories that can guide their questionnaire design judgment in those instances where empirical evidence is scant, conflicting, or dubious.	Major Assignment 1; Major Assignment 2
Describe a basic template for a high-quality survey design process and be knowledgeable about the tradeoffs of adapting it in different ways	Final Assignment
Apply this empirical and theoretical knowledge towards designing and developing their own scale (or adapting an existing scale) and embedding it within a broader questionnaire	Major Assignment 1; Major Assignment 2; Final Assignment

Additional course considerations: Students should be aware that there is a substantial, ongoing applied component to the class. Students’ major task for the course is to develop a survey scale; the default mode for accomplishing this task is to do so with a partner¹. Thus, students may accomplish this task in one of two ways:

- 1) Producing their own original survey scale and ultimately embedding it in a longer questionnaire during the course, or

¹ There are a range of looser and tighter collaborations that can work so think flexibly and coordinate with the teaching team to figure out a partnership that works for you.

- 2) Collaborating with a fellow student to develop a survey scale that the partner is interested in and creating a questionnaire with that colleague.

In terms of the pedagogy for the course, students should be prepared for an experience that falls at the intersection of a typical lecture/discussion class, a workshop, a field experience, and a “cognitive” apprenticeship. Class sessions will blend lecture-based discussions with activities that will feel more like a workshop.

The course is quantitative in orientation, although only minor quantitative background is needed (i.e., knowledge of descriptive statistics and correlations).

Required Text:

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed. ed.). Hoboken, NJ: John Wiley & Sons.

Please note that The Sheridan Library has the textbook available fully online for free ☺! Please go to:

<https://catalyst.library.jhu.edu>

...and type the name of the text in the Catalyst search box and click on online access.

Recommended Texts:

Bradburn, N. M., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design – for market research, political polls, and social and health questionnaires* (Rev. 1st ed.). San Francisco: Jossey-Bass.

Converse, J. M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Beverly Hills: Sage Publications.

DeVellis, R. F. (2003). *Scale development: Theory and applications* (2nd ed.). Newbury Park, CA: Sage.

Fowler, F. J. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991). *Measures of personality and social psychological attitudes*. San Diego, CA, US: Academic Press.

Tourangeau, R., Rips, L. J., & Rasinski, K. A. (2000). *The psychology of survey response*. New York: Cambridge University Press.

Assignment Overview:

A series of “mini-assignments” are due regularly as noted on the weekly schedule below. These are required to help you maximize the feedback you can get from your classmates. Three major assignments (where you will receive feedback from the teaching team) will be turned in throughout the semester as follows:

Due Date	Major Assignment	Scope
2/5/24	Major Assignment 1: Definition of your construct and 15 item scale	2 pages, single-spaced maximum

3/10/24	Major Assignment 2: Pre-testing report and scale items	2 page single-spaced maximum for the report; 1 page for the scale items
4/21/22	Final Assignment: Conference style proposal in which you 'show off' some aspect of your scale	2000 word maximum for proposal.

All assignments, great and small, are all described in detail on the course web-page. All assignments, great and small, are to be submitted to Canvas; **however, you will also be asked to bring certain assignments to class.**

Evaluation and Grading: Your grade will consist of a possible total of 100 points.

Assignments will be weighted as follows:

Minor Assignments	= 20 points (based on adequate completion)
Major Assignment 1	= 10 points
Major Assignment 2	= 20 points
Final Assignment	= 35 points
Citizenship*	= 15 points

	= 100 points

*Please see 'the fine print' section at the end.

Grading Scale

A	= 93 -100%
A-	= 90 - 92%
B+	= 87 - 89%
B	= 83 - 86%
B-	= 80 - 82%
C+	= 77 - 79%
C	= 73 - 76%
C-	= 70 - 72%
F	= 69% and below

Please note: The grades of D+, D, and D- are not awarded at the graduate level.

COURSE OUTLINE²:

WEEK	CONTENT
WEEK 1	Overview
1/22 Themes	The big picture Surveys in context Bounding the course
Required Reading	<p>Please familiarize yourselves with the Baltimore Area Survey by reading these two websites: https://21cc.jhu.edu/baltimore-area-survey/ https://21cc.jhu.edu/a-portrait-of-baltimore-results-of-the-2023-baltimore-area-survey/</p> <p>Vazire, S., Schiavone, S. R., & Bottesini, J. G. (2022). Credibility beyond replicability: Improving the four validities in psychological science. <i>Current Directions in Psychological Science</i>, 31(2), 162-168. https://doi.org/10.1177/09637214211067779</p> <p>Simms, L. J. (2008). Classical and modern methods of psychological scale construction. <i>Social and Personality Psychology Compass</i>, 2(1), 414-433. https://doi.org/10.1111/j.1751-9004.2007.00044.x</p> <p>Gehlbach, H., & Brinkworth, M. E. (2011). Measure twice, cut down error: A process for enhancing the validity of survey scales. <i>Review of General Psychology</i>, 15(4), 380-387. doi: 10.1037/a0025704. (http://www.apa.org/pubs/journals/gpr/sample.aspx)</p>
Due by 11:59pm on 1/21	Minor Assignment – Week 1: Complete the pre-class survey before coming to class.
UNIT 1	Survey items
WEEK 2	Overarching theories & definitions
1/29 Themes	Motivation: social exchange theory Ability: Respondent processes Context: maximizers, satisficers, & response bias Surveys as conversations Defining constructs & scales, items & indicators
Required Reading	<p>Krosnick, J. A. (1999). Survey research. <i>Annual Review of Psychology</i>, 50, 537-567.</p> <p>Dillman – Chpt. 1 & 2</p>
Due by 11:59pm on 1/26	Minor Assignment – Week 2: Walk in the park assignment.
Due before class on 1/29	Check Canvas again to see other’s postings for this assignment.

² Articles are available online unless otherwise noted.

WEEK	CONTENT
WEEK 3	
Types of items	
2/5 Themes	Open-ended vs. close-ended Ratings vs. rankings Behaviors vs. opinions/attitudes Numbers of items Item distribution
Required Reading	Dillman – Chpt. 3, 4 (p. 94 - 113; i.e., the beginning thru “Guidelines for choosing words and forming questions” only) & 5 (p. 127 – 134; i.e., the beginning thru “Close-ended questions” only). Whatever additional content-relevant reading you need to do in preparation for presenting your construct to your peers during class.
Due by 11:59 pm on 2/4	Major Assignment #1: Pick your construct, define it, and submit 15 potential items that will comprise a scale to assess this construct. Note: you need to do this assignment prior to class, you will get feedback during class and then you need to submit the final version by the end of the day on 2/5.
WEEK 4	
Item wording	
Class will be held in room 220	
2/12 Themes	Language & terminology Bias Double-barreled questions Negatives Sensitive information
	Dillman Chpt. 4 (p. 113 – 126; i.e., “Guidelines for choosing words and forming questions” thru the end of the chapter)
Due by 11:59 pm on 2/11...	1) In preparation for Minor Assignment – Week 5: Bring a draft interview protocol to class to interview 1-2 classmates (see “Details #2” on the Week 5 assignment sheet). 2) Minor Assignment – Week 4: Human subjects assignment <i>as needed</i> . 3) Keep your excel spreadsheet up to date!
WEEK 5	
Response options	
2/19 Themes	Number of scale points Words vs. numbers No opinion/Don’t know options The strongly disagreeable case of “agree-disagree” response scales
Required Reading	Dillman Chpt. 5 (p. 134 - 167; i.e., “Close-ended questions” thru the end of the chapter) Simms, L. J., Zelazny, K., Williams, T. F., & Bernstein, L. (2019). Does the number of response options matter? Psychometric perspectives using personality questionnaire data. <i>Psychological Assessment</i> , 31(4), 557-566. https://doi.org/10.1037/pas0000648 Dykema, J., Schaeffer, N. C., Garbarski, D., Assad, N., & Blixt, S. (2022). Towards a reconsideration of the use of agree-disagree questions in measuring subjective

WEEK	CONTENT
	evaluations. <i>Research in Social & Administrative Pharmacy</i> , 18(2), 2335-2344. https://doi.org/10.1016/j.sapharm.2021.06.014
Due by 11:59 pm on 2/18	1) Minor Assignment – Week 5: Interview and Lit. Review synthesis. 2) Bring in a revised copy of the items on your scale (e.g., your excel spreadsheet) for in-class editing.
WEEK 6	Cognitive pre-testing and pilot testing items
2/26 Themes	Goals of pilot testing Open-ended questions Think aloud procedures Follow-up probes
Required Reading	McKenzie, J. F., Wood, M. L., Kotecki, J. E., Clark, J. K., & Brey, R. A. (1999). Establishing content validity: Using qualitative and quantitative steps. <i>American Journal of Health Behavior</i> , 23(4), 311-318. Rubio, D. M., Berg-Weger, M., Tebb, S. S., Lee, E. S., & Rauch, S. (2003). Objectifying content validity: Conducting a content validity study in social work research. <i>Social Work Research</i> , 27(2), 94-104.
Due by 11:59 on 2/25 and bring to class on 2/26	Minor Assignment – Week 6: Design your own expert evaluation form for your survey and bring at least two copies to class. Keep your excel spreadsheet up to date!

UNIT 2 Survey organization	
WEEK 7	Ordering and formatting surveys
3/4 Themes	Bias summary: acquiescence, social desirability, primacy/recency, response order Respondent engagement Context Effects Serial Position Spacing & formatting Anchoring & adjusting
Required Reading	Dillman Chpt. 6
Due by class on 3/4	1) Complete your final expert pretesting (from last week) and revise your scale. 2) Minor Assignment – Week 7: In class, work on your cognitive pre-testing assignment. 3) Keep your excel spreadsheet up to date!
WEEK 8	Other components of the questionnaire
3/11 Themes	Introductions Instructions

	Transitions Review of validity & error issues
Required Reading	A “scale validation” article or two of your choice – see the assignment sheet for the week. Vriesema, C. C., & Gehlbach, H. (2021). Assessing survey satisficing: The impact of unmotivated questionnaire responding on data quality. <i>Educational Researcher</i> , 50(9), 618-627. https://doi.org/10.3102/0013189x211040054
Due by 11:59 on 3/10	Major Assignment #2: Complete pre-testing report & a copy of the revised scale. Keep your excel spreadsheet up to date!
Spring Break!!!	
WEEK 9 Response rates	
3/25 Themes	Cover letters Framing the purpose of your research Reciprocity Personalization Dillman’s five step plan
Required Reading	Dillman – Chpt. 7
Due in class on 3/25	Minor Assignment – Week 9: Figure out the other scales you wish to use in your questionnaire and bring copies of the relevant materials to class.
WEEK 10 Pilot Testing	
4/1 Themes	Survey in the context of the larger study Survey length & breakoff Sampling Qualtrics demo
Required Reading	Dillman – Chpt. 9
Due by 11:59 on 3/31 and bring to class on 4/1	Minor Assignment – Week 10: Bring a cover letter, cover page, script for introducing the survey for face-to-face administrations, or some other form of communication to potential respondents. You will get peer feedback in class. Keep your excel spreadsheet up to date!

WEEK 11 Validity 2.0	
4/8 Themes	Mixing survey modes Web surveys
Required Reading	Dillman – Chpt. 11 Borsboom, D., Mellenbergh, G. J., & Van Heerden, J. (2004). The concept of validity. <i>Psychological review</i> , 111(4), 1061-1071. https://doi.org/10.1037/0033-295X.111.4.1061 Flake, J. K. (2021). Strengthening the foundation of educational psychology by integrating construct validation into open science reform. <i>Educational Psychologist</i> , 56(2), 132-141. https://doi.org/10.1080/00461520.2021.1898962
Due in class on 4/8	Minor Assignment – Week 11: Bring full questionnaires to class to conduct a small scale pilot testing on colleagues. Keep your excel spreadsheet up to date!
WEEK 12 Data analysis	
4/15 Themes	Tools Specific techniques Data interpretation
Required Reading	Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. (2004). Should we trust web-based studies? A comparative analysis of six preconceptions about internet questionnaires. <i>American Psychologist</i> , 59(2), 93-104.
Due	Pilot testing (ongoing). Keep your excel spreadsheet up to date!
WEEK 13 Tailoring the survey design process & semester review/future of survey design	
4/22 Themes	Shortcuts Working within real world parameters When to borrow scales Review Final questions Defense against skeptics Survey technology Survey interventions and experiments
Required Reading	Gehlbach, H., & Artino, A. R. J. (2018). The Survey Checklist (Manifesto). <i>Academic medicine</i> , 93(3), 360-366. doi:10.1097/acm.0000000000002083 Slater, M. (2004). How colorful was your day? Why questionnaires cannot assess presence in virtual environments. <i>Presence: Teleoperators & Virtual Environments</i> , 13(4), 484-493. doi:10.1162/1054746041944849

Dillman – Chpt. 12

Simone, M. (2019). How to battle the bots wrecking your online study. Retrieved from <https://behavioralscientist.org/how-to-battle-the-bots-wrecking-your-online-study/>.

Due 11:59pm
on 4/21

Final Assignment: Final report to be submitted

Policy Statements

The Fine Print

Grading. This course requires punctual submission of work. If this is something you have struggled with historically, you will have to figure out some strategy to mend your procrastinating ways. Because there is a substantial level of mutual interdependence (e.g., reviewing survey scales for one another), getting your work done in a timely fashion is likely to impact others.

Going solo. It is assumed that you will find a partner to work with to develop your scale. The 2 person team will submit one document and will receive the same grade for all assignments. Separate grades will be given in the “Citizenship” category. In those instances where it is personally important for a student to work on a particular scale and they cannot generate enough interest in the topic to lure a partner, it is permissible to work only loosely with a partner (who primarily provides feedback). Please get permission from a member of the teaching staff if you are considering this option.

Auditing. Auditing the course is fine. Auditors will not be getting feedback from peers or the teaching staff unless they are teaming up with a classmate who is taking the course for credit. Bear in mind that you will not get nearly as much out of the course if you decide to attend lectures but not do the work.

Attendance/Participation

SOE Attendance/Participation Policy Statement:

Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss a class should inform me of the reasons for absences at least 36 hours ahead of time as it may influence certain activities we have planned. Students who expect to miss several class sessions for personal, professional, religious or other reasons should speak with the instructor before enrolling.

Class will start on time. If you are late, please do not ask questions regarding what we have already covered. If you have to miss class, I expect you to catch up on what you missed with a classmate or two first, then if you have additional questions, please see the teaching team.

Academic Continuity

Please note that in the event of serious consequences arising from extreme weather conditions, communicable health problems, or other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. (For example, a class session may be delivered online via Blackboard in the event that the regularly scheduled face-to-face class session is cancelled.) In the event such changes become necessary, information will be posted on the School of Education website and communicated to you via email and/or Blackboard.

Citizenship. In a class where students depend upon each other to a significant extent for advice, critique, and inspiration, the effort and attitude of everybody matters critically—we are all on the same team. I expect everybody to participate, to listen, and to build off of each other’s ideas. Thus, this component of your grade allows me to make sure that you follow through on the little things that are key to a productive learning experience for all.

Late Assignments. I deduct 5% of the total possible points per day that an assignment is late.

Academic Conduct

The School of Education places the highest value on intellectual integrity and personal trust within our community. All SOE students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University’s mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Refer to the school’s website for more information regarding the academic misconduct policy.

Please note that student work may be submitted to an online plagiarism detection tool at the discretion of the course instructor. If student work is deemed plagiarized, the course instructor shall follow the policy and procedures governing academic misconduct as laid out in the School of Education's Academic Catalog.

Diversity

The Johns Hopkins School of Education (SOE) defines diversity as follows:

The United States is rich in diversity and its influence is global. Mindful of this, the SOE defines diversity in a myriad of ways: by ethnicity, religion, race, gender identity, age, national origin, exceptionalities, ideology, sexual orientation and socioeconomic status. The education of our candidates involves a respect for diversity, meaning that each individual should be recognized for his or her own abilities, interests, ideas and cultural identity.

General Academic Support & Writing. Students are encouraged to take advantage of various writing resources at the SOE and across campus more broadly. For example, the SOE offers some [Writing Support Resources](#) that you may find helpful. These [How To Guides](#) from the library and this [Library Services](#) page may also be helpful.

Students with Disabilities - Accommodations and Accessibility

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

For further information please contact Student Disability Services at soe.disabilityservices@jhu.edu.

Managing Stress. Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with the ability of students to succeed and thrive. For helpful resources, please reach out to Teri Murray (410) 516-5430 or [Johns Hopkins Student Assistance Program](#) (JHSAP), at 443-287-7000.

Course Evaluation

Please remember to complete an online course evaluation survey for this course. These evaluations are an important tool in the School of Education's ongoing efforts to improve instructional quality and strengthen its programs. The results of the course evaluations are kept anonymous – your instructor will only receive aggregated data and comments for the entire class. An email with a link to the online course evaluation form will be sent to your JHU email address towards the end of the course. Thereafter, you will be sent periodic email reminders until you complete the evaluation. There is also a module on the My Institution page where you can access the evaluation and prompts to complete the evaluation when you log into Blackboard. Please remember to activate your JHU email account and to check it regularly. (Please note that it is the School of Education's policy to send all faculty, staff, and student email communications to a JHU email address, rather than to personal or work email addresses.) If you are having difficulty accessing the course evaluation, you haven't received an email notification about the course evaluation, or if you have any questions in general about the course evaluation process, please contact SOEEvalKit@jhu.edu. (Please note that if a course has fewer than three enrolled students, SOE will not conduct an online course evaluation survey for the course.)

Above all, please come see me – we'll work something out!

APPENDIX A

Dispositions of the School of Education

The goal of these dispositions is to illustrate our continued commitment, as a member of Johns Hopkins University, to produce candidates who are aware and ethical in pursuing their chosen practice.

All candidates who complete a certificate, master's degree, and/or doctorate in the School of Education will be:

1. Research Centered

1.1 Committed to Inquiry and Innovation

Candidates will a) be prepared to foster in others and engage in themselves the pursuit of life-long learning, continuous self-reflection, and research within their own practice or beyond; b) maintain fluency in scholarship in their field, professional knowledge, as well as in effective and ethical practices; c) evaluate and effectively implement appropriate new methods and tools; and d) incorporate appropriate knowledge-building technologies in their practice.

1.2 Committed to Being a Reflective Practitioner

Candidates will a) actively engage in critical, creative, and metacognitive thinking to support conceptual understanding; and b) engage in independent and interdependent problem solving and experiential approaches to learning.

1.3 Committed to Practice-Centered Research

Candidates will a) seek links between research in the field and application in professional practice; b) define their professional identity not only as scholars, but also as producers of research as a method of improving professional practice; and c) seek to understand the context of professional practice to deepen the understanding and application of their research.

2. Collaborative

2.1 Committed to Creating Positive Climates

Candidates will a) promote a climate in which learning is valued and on-going; b) provide choices to enable all to share in and contribute to social and intellectual life; and c) uphold fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every member of the community.

2.2 Committed to Active Engagement

Candidates will a) actively engage in a community of learners that develop relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional; and b) contribute professionally to the field at local, regional, state, and national levels.

3. Socially and Culturally Conscious

3.1 Committed to Fostering Social Justice

Candidates will a) seek to understand their own privileges and/or prejudices, the stereotypes embedded in educational materials, rules/laws, policies and the cultural bias that exist in schools and other education-related or societal institutions; b) work toward a global society where equality is recognized as a basic human right; c) promote social and environmental responsibility; and d) empower self and others to identify opportunities for growth toward excellence and equity.

3.2 Committed to Developing Cross-Cultural Competence

Candidates will a) promote respect for self, students, families, and cultures; b) demonstrate a belief that everyone can learn and values human diversity and equity in the learning environment; and c) examine own biases and prejudices and develop necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

4. Ethical

4.1 Committed to Acting Responsibly

Candidates will a) act with integrity, are considerate, respectful, punctual, appropriate in appearance, conduct, and in all interactions with students, families, mentors, and colleagues; and b) be creative and self-reliant in finding appropriate solutions to problems and managing dilemmas.

4.2 Committed to Acting with Integrity

Candidates will a) conduct themselves in a professional manner; b) be honest, open to constructive feedback from others, manage situations of conflict and their own stress appropriately, and take responsibility for own actions; and c) conduct research and practice efforts intended to discover what is rather than to prove what may be anticipated.