Appendix D:

Supplementary Questions

|  |  |
| --- | --- |
|  |  |

Please answer all of the following questions.

1. When assigning in-between session assignments (homework) do you use a manual?

Yes

No

I do not assign in-between session assignments

1. Please indicate the degree to which you assign in-between session assignments when doing therapeutic work involving clients with the following presenting problems/disorders:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Never | Rarely | Sometimes | Often |
| Attention-Deficit Hyperactive Disorder |  |  |  |  |
| Anxiety Disorder |  |  |  |  |
| Anorexia/Bulimia |  |  |  |  |
| Autism Spectrum Disorders |  |  |  |  |
| Body Image |  |  |  |  |
| Conduct Disorders |  |  |  |  |
| Depressive Disorders |  |  |  |  |
| Gender Dysphoria |  |  |  |  |
| Learning Disability |  |  |  |  |
| Obsessive-Compulsive Disorders |  |  |  |  |
| Oppositional Defiant Disorders |  |  |  |  |
| School Refusal Behavior |  |  |  |  |
| Sleep Problems |  |  |  |  |
| Substance Use/Abuse |  |  |  |  |
| Traumatic Brain Injury |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |
| Other: |  |  |  |  |

1. Please indicate the degree to which you agree with each statement.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Somewhat Disagree | Neutral | Agree | Strongly Agree |
| Between-session homework is appropriate for my clinical setting. |  |  |  |  |  |  |
| Between-session activities enhance therapy by facilitating the acquisition of clients’/students’ adaptive skills in everyday situations. |  |  |  |  |  |  |
| Using between-session activities makes therapists more like school teachers than mental health care providers. |  |  |  |  |  |  |
| Regardless of their utility, between-session activities place unrealistic expectations on clients/students. |  |  |  |  |  |  |
| Aside from posttreatment outcomes, between-session activities are helpful in promoting sustained long-term benefits from psychotherapy/counseling. |  |  |  |  |  |  |
| While they may be helpful in promoting skill learning, between-session activities do not enhance psychotherapy/counseling outcomes. |  |  |  |  |  |  |
| Between-session activities help clients/students benefit from interventions that have demonstrated efficacy. |  |  |  |  |  |  |
| Between-session activities enhance therapeutic outcomes by facilitating increased client/student awareness and insight into presenting problem(s). |  |  |  |  |  |  |
| Using between-session activities undermines the natural learning process for clients/students. |  |  |  |  |  |  |
| When matched with a client’s/student’s ability and presenting problem(s), between-session activities can enhance a client’s/student’s sense of mastery, self-control, or self-efficacy. |  |  |  |  |  |  |
| Even when between-session activities are completed by clients/students, they make no difference to the number of sessions required for therapy. |  |  |  |  |  |  |
| Between-session activities reinforce the notion that clients/students are responsible for their own progress in psychotherapy/counseling. |  |  |  |  |  |  |
| Between-session activities are only appropriate for clients/students receiving cognitive and behavioral psychotherapies/counseling. |  |  |  |  |  |  |
| Using predetermined between-session activities (e.g., published practice planners) forces therapists to use interventions that are not tailored to the individual client’s/student’s needs. |  |  |  |  |  |  |