RCT Measures scoring guidelines

Measure	Scoring	Reference
Life events 57 items	**For weightings, use Spurgeon, p288 table:** present study - ALL Participants receive (i) a 'severity rating', based on the sum of the weights attached to each of those events confirmed and (ii) an event frequency rating, based on the number of events that occurred in the previous 6 months. The total weighting score is then divided by the number of events to provide an aggregate distress score	Spurgeon, A., Jackson, C. A., & Beach, J. R. (2001). The Life Events Inventory: Rescaling based on an occupational sample. *Occupational Medicine, 51*(4), 287-293.
Job control 6 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give Total Job control score	Haynes, C. E., Wall, T. D., Bolden, R. I., Stride, C., & Rick, J. E. (1999). Measures of perceived work characteristics for health services research: Test of a measurement model and normative data. *British Journal of Health Psychology, 4*, 257-275.
Job demands 6 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give Total Job Demands score	Haynes et al (1999)
Role conflict 4 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give Total Role Conflict score	Haynes et al (1999)
Role clarity 5 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give Total Role Clarity score	Haynes et al (1999)
Organisational climate – (pressure to perform) 4 items	1= never, 5=all of the time. Sum to give Total organisational climate pressure score	Parker, S. K. and M. A. Griffin: 2002, What's so Bad About a Little Name-Calling? Negative Consequences of Gender Harassment for over-Performance Demands and Psychological Distress, *Journal of Occupational Health Psychology* 7, 195–210
Employee engagement (learning opportunities) 4 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give Total learning opportunities score	Robinson, S., Perryman, D. & Hayday, S. (2004). The Drivers of Employee Engagement. IES Report 408, Institute for Employment Studies. Robinson, D., Hooker, H. & Hayday, S. (2007). Engagement: The Continuing Story. IES Report 447, Institute for Employment Studies.

Measure	Scoring	Reference
Professional compromise 4 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give Total Professional compromise Score	Haynes et al (1999)
Feedback 4 items	Each item scale: 1=strongly agree, 5 = strongly disagree. Sum to give Total feedback Score	Haynes et al (1999)
Leader support 6 items	Each item scale: 1-4 1= to a very little extent, 5 = to a very great extent 5-6 1=not at all, 5 = completely Sum to give Total leader support Score	Haynes et al (1999)
Influence over decisions at work 4 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give Total influence score	Haynes et al (1999)
Team commitment 6 items	Each item scale: 1=strongly agree, 5 = strongly disagree. See reference for reverse scoring details. Sum to give Total team commitment Score	Vandenberghe, C., Bentein, K., & Stinglhamber, F. (2004). Affective commitment to the organization, supervisor, and work group: Antecedents and outcomes. *Journal of Vocational Behavior, 64*(1), 47-71.
Peer support 4 items	Each item scale: 1=not at all, 5 = Completely. Sum to give Total peer support score	Haynes et al (1999)
Job satisfaction 18 items	Each item scale: 1=Extremely dissatisfied 7 = Extremely satisfied. Sum to give Total job satisfaction score See reference for details on intrinsic and extrinsic satisfaction domains	Warr, P. B., Cook, J. D., & Wall, T. D. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of Occupational Psychology, 52*, 129-148.

Measure	Scoring	Reference
Work-life conflict 4 items	Each item scale: 1=strongly agree, 5 = strongly disagree. Sum of first 2 items = work to home conflict Sum of last two items = home to work conflict)	Adapted from Frone, M. R., Yardley, J. K., & Markel, K. S. (1997). Developing and Testing an Integrative Model of the Work-Family Interface. *Journal of Vocational Behavior, 50*(2), 145-167.

Personality
20 items
	Each item scale: 1= very inaccurate, 5= very accurate
	
	See reference for details on reverse scoring.
	
	Five domain totals - sum:
	Openness
	    5. Have a vivid imagination
	    10. Am not interested in abstract ideas
	    15. Have difficulty understanding abstract ideas
	    20. Do not have a good imagination
	
	Conscientiousness
	    3. Get chores done right away
	    8. Often forget to put things back in their proper place
	    13. Like order
	    18. Make a mess of things
	
	Extraversion
	    1. Am the life of the party
	    6. Don't talk a lot
	    11. Talk to a lot of different people at parties
	    16 Keep in the background
	
	Agreeableness
	    2. Sympathize with others' feelings
	    7. Am not interested in other people's problems
	    12. Feel others' emotions
	    17. Am not really interested in others
	
	Neuroticism
	    4. Have frequent mood swings
	    9. Am relaxed most of the time
	    14. Get upset easily
	    19. Seldom feel blue
		Cooper, A. J., Smillie, L. D., & Corr, P. J. (2010). A confirmatory factor analysis of the Mini-IPIP five-factor model personality scale. *Personality and Individual Differences, 48*, 688-691.

Measure	Scoring	Reference
Trait Emotional Intelligence (TEIQueSF) 30 items	Each item scale: 1= Completely disagree, 7= Completely agree Sum items to create total Trait EI score 4 domain scores: Well being, Self Control, Emotionality, Sociability For reverse scoring and syntax visit: http://www.psychometriclab.com/	Petrides, K. V. & Furnham, A. (2006). The role of trait emotional intelligence in a gender-specific model of organizational variables. *Journal of Applied Social Psychology*, *36*, 552-569.
Ability Emotional Intelligence (MSCEIT v2)	Four domains and overall score Perceiving emotions Using emotions Understanding emotions Managing emotions Available from: Multi-Health Systems http://www.mhs.com	Mayer, J. D., Salovey, P., & Caruso, D. R. (2002). *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): User's Manual*. Toronto: Multi-Health Systems Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT v2.0. *Emotion, 3*, 97-105
Physiological strain 7 items	Each item scale: 1=not at all, 5 = Completely. Sum to give Total Physiological strain score	Derogatis, L. (1993), Brief Symptom Inventory, Pearson: USA
Positive and negative affect (PANAS) 20 items	Each item scale: 1=not at all, 5 = Completely. Positive affect score Negative affect score See reference for further details.	Watson, D., & Clark, L. A. (1994). *THE PANAS-X Manual for the Positive and Negative Affect Schedule - Expanded Form*. Iowa: University of Iowa.
Psychological strain (GHQ12) 12 items	4 item scale – reverse scoring within the wording of each scale. There are four possible methods of scoring the questionnaire: In questionnaire - Likert scoring (0-1-2-3) Recoded into SPSS - GHQ scoring (0-0-1-1). (This method is advocated by the test author.) Sum to give total psychological strain score	Goldberg, D. P. (1978). *Manual of the General Health Questionnaire.* Windsor, England: NFER Publishing.

Measure	Scoring	Reference
Burnout 22 items	Each item scale: Scale should be: 0=never, 6 = every day. Qualtrics from 1-7 RECODED: 1=0, 2=1, 3=2, 4=3, 5=4, 6=5, 7=6 Three domain scores: Emotional exhaustion (9 items) Depersonalisation (5 items) Personal accomplishment (8 items)	Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burnout Inventory Manual* (3rd edn ed.). Palo Alto, California: Consulting Psychologists Press:.
Job title		
Job role	❍ Student social worker (1) ❍ Social worker (3) ❍ Advanced practitioner (4) ❍ Assistant team manager (5) ❍ Team manager (6) ❍ Independent reviewing officer (7) ❍ Service manager (8) Other (9)	
Team name		
Area of practice	❍ Early intervention/children in need (1) ❍ Safeguarding (2) ❍ Looked after children (3) ❍ Fostering and/or adoption (4) ❍ Children with disabilities (5) ❍ Youth offending (6) ❍ CAMHS (7) Other (8)	
Length of time in current post	Years and months	
Length of time as an employee in this team	Years and months	
Do you supervise other child and family social workers	❍ Yes (1) ❍ No (2)	
Length of time as an employee in this local authority	Years and months	
Social work qualifications	❑ CSS (5) ❑ CQSW (4) ❑ DipSW (2) ❑ BA/BSc Social Work (1) ❑ MA/MSc Social Work (3) Other (6)	
First qualify as a social worker	Year	

Measure	Scoring	Reference
Where qualified as social worker	○ UK (1) ○ Europe (not UK) (2) ○ Australasia (3) ○ Africa (5) ○ Asia (6) ○ North America (4) ○ South America (7) ○ Middle East (8)	
English first language?	○ Yes (1) ○ No (2)	
Since you qualified, how long have you been working in child and family social work?	Years, months	
Since you qualified, has all your child and family social work experience been in the UK?	○ Yes (1) ○ No (2)	
Generally, when you work over and above your fixed hours of work are you	○ Paid extra (1) ○ Given time off in lieu (2) ○ Neither (3)	
If you get time off in lieu, do you usually take it?	○ Yes (1) ○ No (2) ○ Not applicable	
In your last full working week, how many hours were you contracted to work?	Hours	
What was the total number of extra hours worked in your last full working week?	Hours	
Were you able to choose whether or not you worked those extra hours?	○ Yes (1) No (2) ○ Not applicable, did not work extra hours (4)	
What type of contract are you on?	○ Permanent (1) ○ Fixed term (2) ○ Agency (3) ○ Other (please describe) (4)	
Do you work	○ Full-time (1) ○ Part-time (2) ○ In a job share (3)	
Ability to work flexible hours 3 items	Each item scale: 1=not at all, 5 = A great deal. Sum to give total able to work flexible hours score	
Shift work	○ Days (1) ○ Shifts (days only) (2) ○ Shifts (including nights) (3)	

Measure	Scoring	Reference
Caseload	Number of cases	
Annual appraisal in last 12 months	❍ Yes (1) ❍ No (2)	
How many supervision sessions have you had in the last month?	Number of sessions	
How many informal supervision opportunities have you had in the last month?	Number of sessions	
Out of these supervisions, how many sessions have included reflective supervision?	Number of sessions	
What is your salary per annum?	Salary in pounds	
In the last 12 months, how many days off work have you had through illness?	Number of days	
In the last 12 months, have you been to your GP about any time off related to sickness?	❍ Yes (1) ❍ No (2)	
Thinking about the colleagues you need to work with to do your job, what is the ratio of men to women?	❍ All men (1) ❍ Nearly all men (2) ❍ More men (3) ❍ About the same (4) ❍ More women (5) ❍ Nearly all women (6) ❍ All women (7)	
Have you received any training in the last 12 months via your local authority?	❍ Yes (1) ❍ No (2)	
Please list the training you have received in the last 12 months, including the length of time on the training (e.g. 1 day, 2 hours)	Training 1 title: (1) Training 1 length (e.g. 1 day, 2 hours): (2) Training 2 title: (3) Training 2 length: (4) Training 3 title: (5) Training 3 length: (6) Training 4 title: (7) Training 4 length: (8) Training 5 title: (9) Training 5 length: (10) Training 6 title: (11) Training 6 length: (12) Training 7 title: (13) Training 7 length: (14) Training 8 title: (15) Training 8 length: (16) Training 9 title: (17) Training 9 length: (18) Training 10 title: (19) Training 10 length: (20) Any other training: (21)	

Measure	Scoring	Reference
These questions concern your thoughts about leaving: 2 items	Each item scale: 1=Disagree, 5 = Agree Sum to give total Thoughts about leaving score	
Social desirability 13 items	True = 1, False = 2 For reverse scoring, see reference. Sum 1's Sum 2's Divide by 13 Scores closer to 1=HIGH SD Scores closer to 2 = LOW SD	Reynolds, W. M. (1982). Development of reliable and valid short forms of the marlowe-crowne social desirability scale. *Journal of Clinical Psychology, 38*(1), 119-125.