CAREERS OF PROFESSIONAL PSYCHOLOGISTS:

A COMPARISON OF THE CAREER EXPERIENCES OF THE GRADUATES OF

THE CLINICAL PSY.D. AND PH.D. PROGRAMS AT RUTGERS UNIVERSITY

A DISSERTATION

SUBMITTED TO THE FACULTY

OF

THE GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

OF

RUTGERS,

THE STATE UNIVERSITY OF NEW JERSEY

BY

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IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

DOCTOR OF PSYCHOLOGY

NEW BRUNSWICK, NEW JERSEY                          OCTOBER 2010


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ABSTRACT

Concerns have been raised about the quality of the training programs at institutions that

grant the Psy.D. degree. This study sought to compare the career experiences of graduates

from the Psy.D. and Ph.D. programs at Rutgers University.  The following dimensions

were compared: demographic information; educational history; professional activities;

work as a practicing clinician; memberships in professional organizations; theoretical

orientation and view of self as a psychologist; career satisfaction; attitudes towards

training; and acceptance of the Psy.D. degree among Psy.D. degree holders.  Participants

were graduates of the clinical Psy.D. program (n = 443) and of the clinical Ph.D. program

(n = 208).  A survey was sent to all graduates of the two programs over the 32-year

period from 1976 to 2008 who could be located.  A total of 356 Rutgers Clinical

Psychology alumni from 1976 to 2008 completed the survey, representing 54.7% of the

total sample (N = 651).  Significant group differences were found for 43 out of the 88

variables used to compare Ph.D. and Psy.D. graduates.  Most findings were consistent

with the philosophies of the different programs or prior research.  The presence of

multiple significant differences suggests that the Psy.D. and Ph.D. programs train and

produce different individuals, which lends support for continuing to offer the Psy.D.

degree program.  However, fewer Psy.D. graduates attended APA accredited internship

programs (88.2% for Psy.D. vs. 94.9% for Ph.D.), although further inquiry is needed to

determine if attendance of APA accredited internships is tied to any temporal pattern,

given that that survey pertains to alumni spanning 32 years.  Psy.D. graduates (but not

Ph.D. graduates) were asked questions about the acceptability of their degrees.  Results

indicated that 10.8% perceived that their degree was a disadvantage when applying for

internship. Additionally, 9.9% of Psy.D. graduates believe their degree is received differently from one state or country to another. Interestingly, a greater proportion of Psy.D. graduates hold New Jersey psychology licenses. Also of note, a number of survey participants commented that they felt their professional achievements were not properly captured in this survey. A greater number of Ph.D. alumni received "other honors and awards," and Psy.D. graduates did not out-perform Ph.D. alumni on the proportion of those who received other types of recognition assessed by this survey. Future research is needed to address questions raised by findings of this study, although many of the other results can immediately be used to inform the field of professional psychology.

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CHAPTER I

Introduction

*Background*

Concerns have been raised about the quality of the training programs at institutes that grant the Psy.D. degree. Initial studies comparing the Psy.D. and Ph.D. programs were descriptive in nature (Peterson, 1971, 1975; Peterson, Eaton, Levine, & Snepp, 1982).  Psy.D. and Ph.D. students at the University of Illinois had a comparable academic performance (Peterson, 1971, 1975; Peterson).  Peterson Eaton, Levine, & Snepp (1982) surveyed graduates of nine Psy.D. programs and compared their responses to results from Garfield and Kurtz's 1976 survey of a sample of Division 12 members of the American Psychological Association.  Professional activities, theoretical orientation, career satisfaction, and attitudes towards training were compared.  Additionally, those with Psy.D. degrees were asked about acceptance of the Psy.D. degree to determine if they had difficulty with employment, membership to professional associations, or licensures and certifications.  Results indicated that Psy.D. degree holders were more satisfied with their careers and training experiences than those with Ph.D.'s (Peterson, Eaton, Levine, & Snepp, 1982).  The majority of those with Psy.D. degrees (94%) reported that they did not have any problems with obtaining employment and some commented that the degree

was an asset.  Less than 2% of respondents reported difficulty with joining professional organizations; those difficulties were resolved by providing more information about the degree.  Of the Psy.D. holders who applied for licensure or certification, 91% reported they did not experience difficulties doing so; the remaining 9% were able to resolve the problem and obtain their licenses and certifications.  When asked about the perceptions of colleagues, employers, and clients towards the Psy.D. degree, only two respondents indicated the degree was viewed unfavorably by colleagues.

Later, Hershey, Kopplin, and Cornell (1991) conducted a survey of 105 Baylor Psy.D. program graduates and their data was compared to surveys conducted by Peterson, Eaton, Levine, and Snepp (1982) and Norcross et al., 1989a, 1989b).  Compared to Norcross et al.'s (1989a, 1989b) sample of predominantly Ph.D. (92%) Division 12 American Psychological Association members, Psy.D. degree holders indicated that they were slightly more satisfied with their careers and their graduate education.  Hershey, Kopplin, and Cornell (1991) compared the same cohort of Baylor graduates over time, by examining their responses from the Peterson, Eaton, Levine, and Snepp (1982) survey and the 1988 survey completed by Hershey, Kopplin, and Cornell.  They also compared two different cohorts in the 1982 and 1988 surveys.  Results indicated that there was no significant different in the ratings of career satisfaction for the within-cohort analysis. There was a small, but significant decline in career satisfaction between those who graduated before 1980 and those who graduated in 1980 or after.  There was no difference in the ratings of satisfaction with graduate education in the within or between-cohort analysis (Hershey, Kopplin, & Cornell, 1991).  Regarding the acceptability of the Psy.D. degree, the within-cohort analysis indicated a small decrease in acceptability in

the perception of colleagues' and employers' evaluation of their degree; there was no difference in the within-cohort sample for the perceptions of their clients. The within-cohort analysis showed no difference in acceptability of the Psy.D. degree between the 1982 and 1988 respondents. Regarding any difficulties in obtaining employment, 7% of the 1988 respondents indicated they had difficulties; these difficulties were related to others thinking that they lacked an interest in research, or trying to get a teaching position. There were no differences in the within or between-cohort analysis in reporting difficulties. Forty-four percent of the 1988 respondents said that there were advantages in having a Psy.D. degree when obtaining a job (Hershey, Kopplin, & Cornell, 1991). Finally, of the 95 respondents who were eligible for licensure, all but one had obtained a license in one or more states.

Other types of studies, which were more evaluative in nature, highlighted some areas of weakness for Psy.D. degree holders. Several studies have found that graduates of traditional research-oriented Ph.D. programs performance better than graduates of Psy.D. programs on the Examination for Professional Practice in Psychology (EPPP) (Kupfersmid & Fiala, 1999; McGaha & Minder, 1993; Yu et al., 1997a, 1997b). Additionally, Templer et al. (2000) found that compared to those with Ph.D.'s, those with Psy.D. degrees were less likely to be APA fellows, be on the editorial board of certain research journals in clinical psychology, have diplomate status in the American Board of Professional Psychology, be president of state psychological associations, and be APPIC internship directors.

Regarding the match rates of Psy.D. and Ph.D. students at internship placements, Neimeyer, Rice, and Keilin (2007) found that 88% of students in science-orientated and balanced science-practice programs matched.  However, students in practice-oriented programs matched at a significantly lower rate (77.5%).  On the other hand, for those who were matched, there was not a difference between students from different training programs in terms of their success at being matched at their preferred sites. Yet, Keilin et al. (2000) also found lower match rates from Psy.D. students, compared to Ph.D. students. In a sample of 67 Psy.D. students on internship, Stout and Millon (1997) reported that interns thought their clinical training and abilities was supervisor to those of their Ph.D. student counterparts.  It should be noted that of this sample, only 12% of the sites interns worked at held American Psychological Association accreditation.

To compare the performance of Psy.D. and Ph.D. students on internship, Shemberg and Leventhal's (1981) conducted a survey of internship directors.  The internship directors compared the training of Psy.D. and Ph.D. interns and thought that 25% of the Psy.D. students were less adequately trained, 25% thought Ph.D. students were less than adequately trained, and 50% of directors reported no difference (Shemberg & Leventhal, 1981).  Thus, Psy.D. and Ph.D. interns were rated comparably.  Further, Snepp and Peterson (1998) asked internship directors to compare the performance of Psy.D. and Ph.D. interns.  There were no significant differences between the two groups on all functions assessed, which were: individual psychotherapy; group therapy; family and couple therapy; diagnostic interviewing; consultation; cognitive assessment; projection assessment; neuropsychological assessment; report writing; and theoretical understanding (Snepp & Peterson, 1998).   Although results indicated that Psy.D.

students performed just as well as Ph.D. students, it is disconcerting that Psy.D. students, who typically have more clinical training prior to internship, did not outperform their Ph.D. counterparts.  Along similar lines, a study conducted by Gaddy, Charlot-Swilley, Nelson, and Reich (1995) found that students in Psy.D. and Ph.D. programs did not differ in the degree that they were involved in service activities.

Thus, there is reason to more closely examine the quality of Psy.D. training programs.  Data on the qualification of applicants and admissions rates to Psy.D. and Ph.D. programs provide useful information regarding the types of students admitted to the different programs.  Mayne, Norcross, and Sayette (1994) examined the GRE scores of Psy.D. programs, practice-oriented Ph.D. programs, equal-emphasis Ph.D. programs, and research-oriented Ph.D. programs. There was a main effect for program type, with Psy.D. programs reporting the lowest preferred GRE scores of their applicants.  Similarly, research-oriented Ph.D. programs reported their preferred undergraduate GPA for applicants to be significantly higher than Psy.D. programs.  There was also a significant difference between research-oriented Ph.D. programs and Psy.D. programs in the number of acceptances and percentage of acceptances; the mean acceptance rate of research-oriented Ph.D. programs was 6%, while the rate was 23% for Psy.D. programs (Mayne, Norcross, & Sayette, 1994).  Thus, Psy.D. programs accept about four times as many applicants as research-oriented Ph.D. programs.  Norcross et al., (1998) found similar results, with Ph.D. programs accepting students with higher GRE scores and GPA's.  The Ph.D. programs sampled accepted 6% of applicants, whereas the Psy.D. programs had a 17% acceptance rate (Norcross et al., 1998).  Finally, the American Psychological

Association Office of Research (2003) reported the acceptance rates for clinical Psy.D.

programs to be 41%, compared to 10% for clinical Ph.D. programs.

Despite some of the discouraging findings about the quality of Psy.D. programs, it

is important to recognize that there are many differences among the Psy.D. programs.

Psy.D. programs vary in terms of where they are housed; they exist in a psychology

department, in a university-affiliated psychology school, or in an independent,

freestanding psychology school.  Norcross, Castle, Sayette, and Mayne (2004) sought to

characterize the "heterogeneity in practitioner training" by examining information on a

number of factors, including admission rates among 41 Psy.D. programs.  The average

acceptance rate to Psy.D. programs was 41%.  However, freestanding programs accepted

more applicants than university-based professional schools; university-based professional

schools accepted more students than university-based department programs.  The

differences in acceptance rates, which ranged from 34-50% was not statistically

significant, but a trend was present. There were significant differences between the Psy.D.

program types in terms of enrollment rates.  The freestanding programs tend to enroll 49

students per year, whereas university professional schools enroll 35, and university

departmental programs enroll 15 (Norcross, Castle, Sayette, & Mayne, 2004).

There are also differences among Psy.D. programs in terms of their scores on the

Professional Examination for the Professional Practice of Psychology (EPPP).  Those

from university-based Psy.D. programs perform better than students from free-standing

professional Psy.D. programs (Kupfermid & Fiala, 1991).  Similarly, McGaba and

Minder (1993) found that the administrative housing of the program was a significant

predictor of EPPP score.  Low student-faculty ratio has been found to be predictive of

higher EPPP scores (Yu et al., 1997b).  Thus, it seems reasonable to conclude that

administrative housing is a factor that is important to consider, when assessing the quality

of the Psy.D. program.

Given the high acceptance rates of some Psy.D. programs, the lower incoming

GPA and GRE scores, and the poorer performance on the EPPP, the field of professional

psychology has an obligation to further investigate, and work to correct the deficiencies

in specific Psy.D. programs (Peterson, 2003).  This study sought to return to a qualitative

analysis of the Psy.D. degree by examining the career experiences of graduates from the

clinical Psy.D. program at the Graduate School of Applied and Professional Psychology

(GSAPP) at Rutgers University.  Because Rutgers University also houses a clinical Ph.D.

program, I examined the Boulder and Vail models of training side-by-side.  Since both

programs are housed in the same institution, many confounding variables were eliminated.

Through this comparison, information about the similarities and differences in

professional activities among graduates of the two programs were illuminated.

There is substantial similarity between the Rutgers Psy.D. and Ph.D. programs in

terms of number of applicants, number of applicants offered admission, size of the

incoming class, match rate for internship, and graduation outcomes (see TABLE 1). The

two programs have the same practicum placements opportunities and share many of the

same core faculty.  The programs are housed in adjoining buildings, but have two

different administrations.  The programs emphasize different goals for their students,

with Psy.D. students being prepared for professional service careers and Ph.D. students

working towards careers in research.  The programs vary in terms of which qualifications

of applicants are emphasized.  Both require dissertations, but the guidelines for

conducting and completing them differ because of the aims of the programs are different.

Table 1
Program Data

Rutgers Clinical Psy.D. Program

| Admission Data | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Number of Applicants | | 324 | 341 | 386 | 426 | 434 | 485 | 470 |
| Number Offered Admission | | 27 | 26 | 24 | 26 | 24 | 20 | 27 |
| Size of Incoming Class | | 15 | 16 | 16 | 16 | 19 | 15 | 15 |

| GRE Scores | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| GRE-Verbal | Average | 580 | 590 | 630 | 630 | 620 | 595 | 630 |
| GRE-Quantitative | Average | 650 | 650 | 670 | 680 | 680 | 682 | 690 |

| Internship Data | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Total Number of Internship Applicants | | 18 | 10 | 12 | 16 | 11 | 13 | 17 |
| Number Who Obtained Internships | | 18 (100%) | 10 (100%) | 12 (100%) | 15 (84%) | 11 (100%) | 13 (100%) | 17 (100%) |
| Number at Paid Internships | | 18 (100%) | 10 (100%) | 12 (100%) | 15 (84%) | 11 (100%) | 13 (100%) | 17 (100%) |
| Number of APA Accredited Internships | | 18 (100%) | 9 (90%) | 10 (83%) | 13 (87%) | 9 (82%) | 11 (85%) | 13 (76%) |

| Graduation Outcomes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Number of Students Completing Program | | 13 | 15 | 9 | 19 | 17 | 14 | 17 |
| Mean Years to Complete | | 6.4 | 5.4 | 7 | 6.8 | 5.4 | 7.3 | 7.2 |

Table 1 - Continued

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Number Who Completed in Less Than 5 Yrs. | | 4 | 4 | 4 | 7 | 8 | 2 | 4 |
| Number Completing in 5 Yrs. | | 1 | 6 | 1 | 4 | 5 | 3 | 4 |
| Number Completing in 6 Yrs. | | 5 | 4 | 1 | 1 | 0 | 3 | 4 |
| Number Completing in 7 Yrs. | | 0 | 0 | 0 | 1 | 2 | 3 | 0 |
| Number Taking More Than 7 Yrs. | | 3 | 1 | 3 | 6 | 2 | 3 | 5 |

Table 1 - Continued

Rutgers Clinical Ph.D. Program

| Admission Data | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Number of Applicants | | 256 | 272 | 345 | 340 | 354 | 273 | 244 |
| Number Offered Admission | | 10 | 12 | 12 | 9 | 9 | 8 | 8 |
| Size of Incoming Class | | 8 | 7 | 8 | 8 | 7 | 4 | 4 |

| GRE Scores | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| GRE-Verbal | Average | 670 | 650 | 622 | 680 | 670 | 650 | 690 |
| GRE-Quantitative | Average | 700 | 730 | 717 | 750 | 700 | 720 | 750 |

| Internship Data | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Total Number of Internship Applicants | | 8 | 6 | 6 | 3 | 6 | 6 | 11 |
| Number Who Obtained Internships | | 8 (100%) | 5 (83%) | 5 (83%) | 3 (100%) | 6 (100%) | 6 (100%) | 11 (100%) |
| Number at Paid Internships | | 8 (1005) | 5 (100%) | 5 (100%) | 3 (1005) | 6 (100%) | 6 (100%) | 11 (100%) |
| Number of APA Accredited Internships | | 8 (1005) | 5 (100%) | 5 (100%) | 3 (100%) | 6 (100%) | 6 (100%) | 11 (100%) |

| Graduation Outcomes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Number of Students Completing Program | | 6 | 0 | 9 | 5 | 8 | 3 | 5 |
| Mean Years to Complete | | 6 | | 6 | 7 | 6 | 6 | 7 |
| Number Who Completed in Less Than 5 Yrs. | | 0 | | 0 | 0 | 0 | 0 | 0 |
| Number Completing in 5 Yrs. | | 1 | | 2 | 1 | 4 | 1 | 2 |

Table 1 - Continued

| | | | | | | |
|---|---|---|---|---|---|---|
| Number Completing in 6 Yrs. | | 4 | | 3 | 2 | 2 | 1 | 0 |
| Number Completing in 7 Yrs. | | 1 | | 3 | 1 | 2 | 1 | 1 |
| Number Taking More Than 7 Yrs. | | 0 | | 1 | 1 | 0 | 0 | 2 |

*Specific Aims of the Current Study*

      This study sought to compare the career experiences of graduates from the Psy.D. and Ph.D. programs at Rutgers University.  The two programs were compared on a number of dimensions to determine the degree of difference between the two programs. The following dimensions were compared: demographic information; educational history; professional activities; work as a practicing clinician; memberships to professional organizations; theoretical orientation and view of self as a psychologist; career satisfaction; attitudes towards training; and acceptance of the Psy.D. degree among Psy.D. degree holders.

CHAPTER II

Methods

*Participants and Procedures*

Participants were graduates of the clinical Psy.D. program (n = 443) and of the

clinical Ph.D. program (n = 208).  A survey was sent to all graduates of the two programs

over the 32-year period from 1976 to 2008 that could be located.  Subjects were

contacted by mail and/or email, depending on the contact information that was available

from the Psy.D. and Ph.D. programs' directory of alumni contact information.  An effort

was made to locate those alumni when contact information was outdated or unavailable.

The American Psychological Association membership database was searched, as were

state Psychological Association membership directories.  On-line directory assistance

searches and Google-queries for alumni were conducted.   In some instances, their former

graduate school advisors were asked if they had updated contact information or

suggestions of where to search.  For subjects who received the survey through email, they

were asked to fill out the survey online.   The online survey was hosted by the Survey

Monkey company.  The data generated by completing the survey was protected by using

"Secure Sockets Layer" (SSL) to encrypt information that was being transmitted over the

Internet.  Each participant's data was assigned a code and the master list that links the

code to the participants' identity was maintained in a password protected Excel document. Only the principal investigator had access to the master list.

For those alumni who received the survey via conventional mail, a letter, explaining the purpose of the survey, (see APPENDIX A) was included. Participants who chose to complete the paper copy of the survey were asked to initial a consent form (see APPENDIX B) and were instructed to mail the consent form back. An additional copy of the consent was included in the envelope they received so they could keep it for their records. An envelope with pre-paid postage was provided for respondents to mail the survey and initialed consent form back. For those that completed the survey online, the contents of the cover letter was included in the body of the email sent to them (see APPENDIX C). The consent form was included in the online survey. Participants could opt to print out the consent form that was in the online survey, to have for their records. A notice describing the study was placed in the GSAPP Gazette, the Psy.D. program's weekly newsletter, to alert alumni of the survey and encourage them to participate (APPENDIX D). The same notice was posted on the Psy.D. alumni listserv. For alumni who did not return the survey, a follow-up letter (APPENDIX E) and/or email (APPENDIX F) was sent urging participation. This letter was sent when the number of returned surveys began to drop, which occurred around six weeks after the mailing. Those contacted by email were sent reminders on up to two occasions. All study participates were mailed and/or emailed an executive summary of the findings.

*Measures*

The survey is a questionnaire composed of items that were designed and use in previous surveys (Peterson, Eaton, Levine, & Snepp, 1982; Garfield & Kurtz, 1976; Kelly, 1961) that assessed the career experiences of Psy.D. and Ph.D. degree holders. The paper copy and the online version of the survey are nearly identical (see APPENDIX G and APPENDIX H). The following areas are inquired about in the survey: demographic information; educational history; professional activities; work as a practicing clinician; memberships to professional organizations; theoretical orientation and view of self as a psychologist; career satisfaction; attitudes towards training; and acceptance of the Psy.D. degree among Psy.D. degree holders.

*Data analysis*

Data was analyzed using a statistical analysis software package, SPSS Graduate Pack 14.0 for Windows.  Chi-square tests and t-tests were conducted to analyze the data. Open ended answers were reviewed and common themes among the responses were extracted and grouped together.

CHAPTER III

Results

A total of 356 Rutgers Clinical Psychology alumni from 1976 to 2008 completed the survey, representing 54.7% of the total sample (N = 651). Seven participants' data were dropped because of incomplete data. A total of 212 Psy.D. alumni's data were included in the analysis (47.9% of the total sample of Psy.D. alumni (n = 443)). Of the Ph.D. alumni, data was included for 137 (65.9% of the total sample of Ph.D. alumni (n = 208)). Occasionally, alumni omitted individual item responses or responded by choosing more than one answer. When this occurred, the particular item that was responded to more than once, (or not at all) was not included in analysis. However, the rest of their data was maintained in the sample, as the vast majority of their responses were viable. A summary table of group differences for Psy.D. and Ph.D. graduates can be found in TABLE 2. Not included in TABLE 2 are data from Psy.D. degree holders about the acceptance of their degree; this data can be found in TABLE 21.

Table 2
Non-Significant and Significant Variables for Ph.D. vs. Psy.D. Graduates

| Non-Significant Variables: | Ph.D. Graduates Significantly Higher on: | Psy.D. Graduates Significantly Higher on: |
|---|---|---|
| -- Gender<br>-- Current Age<br>-- Years Since Degree<br>-- Hours a Week Work as Psychologist<br>-- Annual Income<br>-- Other Activities: Private Practice Primary Affiliation<br>-- ABPP Diploma<br>-- Number of Job Changes<br>-- Hours a Week See Clients<br>-- No License<br>-- License in State Other Than NJ<br>-- License in Other Country<br>-- APA Membership<br>-- # of APA Divisions<br>-- # of APA Sections<br>-- Regional Psychological Association Membership<br>-- Elected Office<br>-- Membership on a Committee or Task Group of the Board and/or Commission<br>-- Teaching Award<br>-- Developed Program/Service<br>-- Received Public/Community Recognition for Programs/Services<br>-- Workshops - Concepts/Techniques Developed or Well Regarded For<br>-- Multimodal Orientation<br>-- Rational Emotive Orientation<br>-- Humanistic Orientation | -- Higher % Attended APA Accredited Internship<br>-- Higher % Attended Post-Doc<br>-- Greater # of Years to Complete Program<br>-- Higher % w/ APS Membership<br>-- Higher % w/ AAAPP Membership<br>-- Higher % w/ ABCT Membership<br>-- Higher % Served on Editorial Boards<br>-- Higher % Received Other Honors, Awards<br>-- Greater Number of Publications<br>-- Greater Number of Presentations<br>-- Higher % with Behavioral/CBT Orientation<br>WORK IN<br>-- Higher % Medical School<br>-- Higher % University Psych Depart<br>TYPES OF ACTIVITIES<br>-- Higher %Teaching<br>-- Higher % Research<br>-- Higher % Supervision of Research<br>-- Higher % Scholarly Writing<br>--Higher % Administration<br>-- Higher % Teaching (% of Time)<br>-- Higher % Research (% of Time)<br>-- Higher % Supervision of Research (% of Time)<br>-- Higher % Scholarly Writing (% of Time) | -- Higher % of Ethnic Minorities<br>-- Higher % Entered w/ Master's Degree<br>-- Greater Age When Entered Program<br>-- Higher % w/ Private Practice as Primary Affiliation also have Other Primary Affiliations<br>-- Higher % w/ N.J. License<br>-- Higher % w/ State Psychological Association Membership<br>-- Higher % w/ Local Psychological Association Membership<br>-- Higher % w/ Other Professional Memberships<br>--Greater Satisfaction w/ Grad School Education<br>-- Higher % w/ Psychodynamic Orientation<br>-- Higher % w/ Psychoanalytic Orientation<br>-- Higher % w/ Systems Orientation<br>-- Higher % w/ Eclectic Orientation<br>WORK IN<br>-- Higher % Community Mental Health Center<br>-- Higher % Private or Group Practice<br>TYPES OF ACTIVITIES<br>-- Higher % Individual Psychotherapy<br>-- Higher % Group, Couples, or Family Therapy<br>-- Higher % w/ Other Present Professional Activities |

Table 2 - Continued

| | | |
|---|---|---|
| -- Other Theoretical Orientation<br>-- Satisfaction with Career<br>-- Field Would Choose If Could Live Life Over<br>WORK IN<br>-- Psychiatric or Mental Hospital<br>-- General Medical Hospital<br>-- Outpatient Clinic<br>-- Public School<br>-- Private School<br>-- University Depart, Other Than Psych<br>-- Business Organization<br>-- Professional Consulting to Organizations<br>-- Other Present Primary Institutional Affiliation<br>TYPES OF ACTIVITIES<br>-- Assessment and Diagnosis<br>-- Consultation<br>-- Supervision of Practice<br>-- Individual Psychotherapy (% of Time)<br>-- Group, Couples, or Family Therapy (% of Time)<br>-- Assessment and Diagnosis (% of Time)<br>-- Consultation (% of Time)<br>-- Supervision of Practice (% of Time)<br>-- Administration (% of Time) | | -- Higher % Other Present Professional Activities (% of Time) |

**Please note there are statistically significant group differences for the variables: "Primary View of Self" and "View of Self as Psychologist." Differences are described in Table 15 and Table 16.

*Group Demographics*

Chi square analyses were performed to determine group differences in sex and race for alumni of the Ph.D. and Psy.D. programs.  There were no significant differences between the two groups for gender $\underline{X}^2$ (1, N = 349) = 0.62, $\underline{p}$ > .05.   There were significant differences for race $\underline{X}^2$ (5, N = 349) = 11.18, $\underline{p}$ < .05.  (SEE TABLE 3).

A t-test was performed to determine if group differences exist for current age at the time of the survey.  There were no significant differences between the Ph.D. and Psy.D. program graduates for current age  ($\underline{t}$ (348) = -0.79, $\underline{p}$ > .05), with Ph.D. alumni having a mean age of 47.12 years old (SD = 9.67) while Psy.D. alumni on average were 48.03 years old (SD = 11.07). (SEE TABLE 4).   There were also no significant differences between the two groups for the years since they completed their degrees ($\underline{t}$ (348) = 2.16, $\underline{p}$ > .05).  On average, Ph.D. alumni completed 16.77 years ago (SD = 9.75) and Psy.D. alumni completed 14.57 years ago (SD = 8.91).

Table 3
Alumni Demographics I

| Item | Ph.D. Alumni (n = 137) | Psy.D. Alumni (n = 212) | $X^2$ |
|---|---|---|---|
| Gender | | | 0.62 |
| Male (%) | 46 (33.6%) | 80 (37.7%) | |
| Female (%) | 91 (66.4%) | 132 (62.3%) | |
| Ethnicity | | | 11.18* |
| White (%) | 121 (88.3%) | 163 (76.9%) | |
| Black (%) | 4 (2.9%) | 23 (10.8%) | |
| Hispanic/Latino (%) | 3 (2.2%) | 12 (5.7%) | |
| Asian (%) | 4 (2.9%) | 5 (2.4%) | |
| Native American (%) | 4 (2.9%) | 1 (0.5%) | |
| Other (%) | 5 (3.6%) | 8 (3.8%) | |

** $p < .01$
*  $p < .05$

Table 4

Alumni Demographics II

| Item | Ph.D. Alumni | Psy.D. Alumni | t |
|------|:---:|:---:|:---:|
| | M (SD) | M (SD) | |
| Current Age | 47.12 (9.67) | 48.03 (11.07) | -0.79 |
| Years Since Degree | 16.77 (9.75) | 14.57 (8.91) | 2.16 |

** $\underline{p}$ < .01, two-tailed
*  $\underline{p}$ < .05, two-tailed

*Descriptive Statistics*

Chi square analyses were performed to determine group differences for alumni of the Ph.D. and Psy.D. programs across a range of areas, including additional demographic information, educational history, professional activities, work as a practicing clinician, memberships to professional organizations, theoretical orientation and view of self as a psychologist, career satisfaction, attitudes towards training, and acceptance of the Psy.D. degree among Psy.D. degree holders.

The groups differed in the number of individuals who entered their programs with master's degrees $\underline{X}^2$ (1, N = 348) = 27.93, $\underline{p}$ < .01. A little over forty percent (44.3%) of Psy.D. alumni entered with masters' degrees, compared to 16.8% of Ph.D. alumni (SEE TABLE 5 AND TABLE 6). Significant differences were found between the groups for attendance to APA Accredited Internships $\underline{X}^2$ (1, N = 349) = 4.46, $\underline{p}$ < .05. For Ph.D. alumni, 94.9% attended APA accredited internships, whereas 88.2% of Psy.D. did. Group differences also exist by program type for the number of individuals who attended post-doctoral programs $\underline{X}^2$ (1, N = 347) = 12.22, $\underline{p}$ < .01. About half of Ph.D. alumni (49.6%) completed post-doctoral programs, compared to 31.6% of Psy.D. alumni. There were no differences between groups for the number of hours a week alumni engage in work as a psychologist $\underline{X}^2$ (6, N = 348) = 8.58, $\underline{p}$ > .05 or for their annual income $\underline{X}^2$ (8, N = 348) = 8.13, $\underline{p}$ > .05. For those who identified private or group practice as their primary professional activity, they were asked if they engage in any other part-time work as a psychologist; there were no significant group differences in terms of if they participate in other professional activities $\underline{X}^2$ (2, N = 161) = 0.65, $\underline{p}$ > .05. For those for whom private or group practice is not their current primary affiliation, the groups differed significantly

in whether or not they also engaged in part-time private practice $\underline{X}^2$ (2, N = 177) = 7.61, $\underline{p}$ < .01.  Psy.D. alumni were more likely (25.0%) than Ph.D. alumni (16.1%) to engage in private or group practice in additional to their primary affiliation.  No significant group differences were present for alumni who obtained ABPP diplomas in their specialties $\underline{X}^2$ (1, N = 349) = 1.60, $\underline{p}$ > .05.

There were no significant differences between the two groups for those without a license $\underline{X}^2$ (1, N = 349) = 2.51, $\underline{p}$ > .05, for those with a license in a state other than NJ $\underline{X}^2$ (1, N = 349) = 2.26, $\underline{p}$ > .05, or individuals with licenses in another country $\underline{X}^2$ (1, N = 349) = 0.18, $\underline{p}$ > .05 (SEE TABLE 7 AND TABLE 8).  Differences exist for Ph.D. and Psy.D. alumni for the number of those with NJ licenses $\underline{X}^2$ (1, N = 349) = 11.2, $\underline{p}$ < .01. A greater number of Psy.D. alumni (38.2%) hold licenses in NJ than Ph.D. graduates (21.2%).

Groups did not differ in the number of alumni who are members of the American Psychological Association (APA) $\underline{X}^2$ (1, N = 349) = 1.34, $\underline{p}$ > .05 or regional psychological associations $\underline{X}^2$ (1, N = 349) = 0.71, $\underline{p}$ > .05 (SEE TABLE 9AND TABLE 10).  No group differences exist for alumni belonging to more than one Division $\underline{X}^2$ (2, N = 194) = 0.16, $\underline{p}$ > .05 or Section of the APA $\underline{X}^2$ (2, N = 124) = 0.54, $\underline{p}$ > .05.  There are differences between the groups for membership to state psychological associations $\underline{X}^2$ (1, N = 349) = 8.44, $\underline{p}$ < .01 and local psychological associations $\underline{X}^2$ (1, N = 349) = 6.30, $\underline{p}$ < .05.  A greater number of Psy.D. graduates are members of state psychological associates (48.6% vs. 32.8%) and local psychological associations (25% vs. 13.9%). Additional group differences were found for membership to the Association for Psychological Science (APS) $\underline{X}^2$ (1, N = 349) = 5.75, $\underline{p}$ < .05, American Association of

Applied and Preventative Psychology (AAAPP) $\underline{X}^2$ (1, N = 349) = 3.11, $\underline{p}$ < .05, and the

Association for Cognitive and Behavioral Therapies (ACBT) $\underline{X}^2$ (1, N = 349) = 46.66, $\underline{p}$

< .01. A larger proportion of Ph.D. alumni are members of the APS (5.1% vs. 0.9%),

AAAPPP (1.5% vs. 0.0%), and ACBT (39.4% vs. 9.0%). Psy.D. alumni are more likely

to be a member of other scientific or professional societies $\underline{X}^2$ (1, N = 349) = 13.33, $\underline{p}$

< .01, with 15.1% of Psy.D. graduates participating, compared to 2.9% of Ph.D. alumni.

Alumni were asked if they had been elected to any offices of the above described

organizations. Ph.D. and Psy.D. alumni did not differed in the number of individuals

who were elected to offices $\underline{X}^2$ (2, N = 324) = 1.72, $\underline{p}$ > .05. They also did not differ in

terms of who were elected or appointed to any boards, commissions, committees, or task

groups in any of the organizations $\underline{X}^2$ (2, N = 326) = 1.04, $\underline{p}$ > .05.

Alumni were asked if they edited or served on the editorial board of any journals

or book series. Group differences were found $\underline{X}^2$ (1, N = 349) = 32.27, $\underline{p}$ < .01, with

42.3% of Ph.D., compared to 15.1% of Psy.D alumni having participated (SEE TABLE

11 AND TABLE 12). There were no group differences for alumni who received teaching

awards $\underline{X}^2$ (1, N = 349) = 1.60, $\underline{p}$ > .05, developed programs or services that received

public or community recognition $\underline{X}^2$ (1, N = 349) = 0.01, $\underline{p}$ > .05, or who gave workshops

on conceptions or techniques of professional or scientific work that they developed or for

which they were well regarded $\underline{X}^2$ (1, N = 349) = 1.31, $\underline{p}$ > .05. Differences were present

between the two groups for receiving other honors, awards, or expressions of public

recognition $\underline{X}^2$ (1, N = 349) = 3.85, $\underline{p}$ < .05. A larger proportion of Ph.D. alumni (77.4%)

received this recognition, compared to Psy.D. graduates (67.9%).

Table 5
Alumni Characteristics I

| Item | Ph.D. Alumni | | Psy.D. Alumni | | $\underline{X}^2$ |
|---|---|---|---|---|---|
| | n | M (SD) | n | M (SD) | |
| Entered with Master's Degree<br>1 = Yes<br>2 = No | 136 | 1.83 (0.38) | 212 | 1.56 (0.50) | 27.93** |
| APA Accredited Internship<br>1 = Yes<br>2 = No | 137 | 1.05 (0.22) | 212 | 1.12 (0.32) | 4.46* |
| Attended Post-Doc<br>1 = Yes<br>2 = No | 135 | 1.50 (0.50) | 212 | 1.68 (0.47) | 12.22** |
| Hours a Week Work as Psych<br>1 = < 30<br>2 = 30-39<br>3 = 40-49<br>4 = 50-59<br>5 = 60-69<br>6 = > 70 | 137 | 2.98 (1.23) | 211 | 2.62 (1.27) | 8.58 |
| Annual Income<br>1 = $30,000-39,000 or less<br>2 = $40,000-49,000<br>3 = $50,000-59,999<br>4 = $60,000-69,999<br>5 = $70,000-79,999<br>6 = $80,000-89,999<br>7 = $90,000-$99,999<br>8 = $100,000-149,999<br>9 = > $150,000 | 136 | 6.18 (2.38) | 212 | 5.81 (2.63) | 8.13 |
| Other Activities: Private<br>Practice Primary Affiliation<br>1 = Yes<br>2 = No<br>3 = N/A (responses filtered out) | 49 | 1.78 (0.42) | 112 | 1.71 (0.46) | 0.85 |

Table 5 - Continued

| | | | | | |
|---|---|---|---|---|---|
| Private Practice: Other Primary Affiliation<br>1 = Yes<br>2 = No<br>3 = N/A (responses filtered out) | 73 | 1.70 (0.46) | 104 | 1.49 (0.50) | 7.61** |
| ABPP Diploma<br>1 = Yes<br>2 = No | 137 | 1.99 (0.12) | 212 | 1.96 (0.19) | 1.60 |

** $p < .01$
*   $p < .05$

Table 6
Alumni Characteristics II

| Item | Ph.D. Alumni | | Psy.D. Alumni | |
|---|---|---|---|---|
| | n | % | n | % |
| Entered with Master's Degree | | | | |
| Total | 136 | | 212 | |
| 1 = Yes | 23 | 16.8% | 94 | 44.3% |
| 2 = No | 113 | 82.5% | 118 | 55.7% |
| APA Accredited Internship | | | | |
| Total | 137 | | 212 | |
| 1 = Yes | 130 | 94.9% | 187 | 88.2% |
| 2 = No | 7 | 5.1% | 25 | 11.8% |
| Attended Post-Doc | | | | |
| Total | 135 | | 212 | |
| 1 = Yes | 68 | 49.6% | 67 | 31.6% |
| 2 = No | 67 | 48.9% | 145 | 68.4% |
| Hours a Week Work as Psych | | | | |
| Total | 137 | | 211 | |
| 1 = < 30 | 19 | 13.9% | 48 | 22.6% |
| 2 = 30-39 | 26 | 19.0% | 47 | 22.2% |
| 3 = 40-49 | 49 | 35.8% | 73 | 34.4% |
| 4 = 50-59 | 29 | 21.2% | 26 | 12.3% |
| 5 = 60-69 | 10 | 7.3% | 11 | 5.2% |
| 6 = > 70 | 4 | 2.9% | 6 | 2.8% |
| Annual Income | | | | |
| Total | 136 | | 212 | |
| 1 = $30,000-39,000 or less | 8 | 5.8% | 19 | 9.0% |
| 2 = $40,000-49,000 | 6 | 4.4% | 19 | 9.0% |
| 3 = $50,000-59,999 | 4 | 2.9% | 11 | 5.2% |
| 4 = $60,000-69,999 | 17 | 12.4% | 17 | 8.0% |
| 5 = $70,000-79,999 | 17 | 12.4% | 20 | 9.4% |
| 6 = $80,000-89,999 | 12 | 8.8% | 22 | 10.4% |
| 7 = $90,000-$99,999 | 12 | 8.8% | 22 | 10.4% |
| 8 = $100,000-149,999 | 40 | 29.2% | 51 | 24.1% |
| 9 = > $150,000 | 20 | 4.6% | 31 | 14.6% |

Table 6 - Continued

Other Activities: Private
Practice Primary Affiliation

| | | | | |
|---|---|---|---|---|
| Total | 137 | | 212 | |
| 1 = Yes | 11 | 8.0% | 33 | 15.6% |
| 2 = No | 38 | 27.0% | 79 | 37.3% |
| 3 = N/A | 88 | 64.2% | 99 | 46.7% |

Private Practice: Other
Primary Affiliation

| | | | | |
|---|---|---|---|---|
| Total | 137 | | 212 | |
| 1 = Yes | 22 | 16.1% | 53 | 25.0% |
| 2 = No | 51 | 37.2% | 51 | 24.1% |
| 3 = N/A | 137 | 46.7% | 108 | 50.9% |

ABPP Diploma

| | | | | |
|---|---|---|---|---|
| Total | 137 | | 212 | |
| 1 = Yes | 2 | 1.5% | 8 | 3.8% |
| 2 = No | 135 | 98.5% | 204 | 96.2% |

Table 7
Alumni Licenses I

| Item | Ph.D. Alumni | Psy.D. Alumni | $X^2$ |
|---|---|---|---|
| | M (SD) | M (SD) | |
| No License<br>0 = No<br>1 = Yes | 0.19 (0.39) | 0.13 (0.33) | 2.51 |
| NJ License<br>0 = No<br>1 = Yes | 0.21 (0.41) | 0.38 (0.49) | 11.2** |
| License in State Other Than NJ<br>0 = No<br>1 = Yes | 0.64 (0.48) | 0.56 (0.50) | 2.26 |
| License in Other Country<br>0 = No<br>1 = Yes | 0.03 (0.17) | 0.04 (0.19) | 0.18 |

Ph.D n = 137; Psy.D. n = 212

** $p < .01$
*  $p < .05$

Table 8
Alumni Licenses II

| Item | Ph.D. Alumni | | Psy.D. Alumni | |
| --- | --- | --- | --- | --- |
| | n | % | n | % |
| No License | | | | |
| 0 = No | 111 | 81.0% | 185 | 87.3% |
| 1 = Yes | 26 | 19.0% | 27 | 12.7% |
| | | | | |
| NJ License | | | | |
| 0 = No | 108 | 78.8% | 131 | 61.8% |
| 1 = Yes | 29 | 21.2% | 81 | 38.2% |
| | | | | |
| License in State Other Than NJ | | | | |
| 0 = No | 49 | 35.8% | 93 | 43.9% |
| 1 = Yes | 88 | 64.2% | 119 | 56.1% |
| | | | | |
| License in Other Country | | | | |
| 0 = No | 133 | 97.1% | 204 | 96.2% |
| 1 = Yes | 4 | 2.9% | 8 | 3.8% |

Ph.D n = 137; Psy.D. n = 212

Table 9
Alumni Memberships I

| Item | Ph.D. Alumni | | Psy.D. Alumni | | $\underline{X}^2$ |
|---|---|---|---|---|---|
| | n | M (SD) | n | M (SD) | |
| APA Membership<br>0 = No<br>1 = Yes | 137 | 0.74 (0.44) | 212 | 0.68 (0.47) | 1.34 |
| # of APA Divisions<br>1 = N/A (responses filtered out)<br>2 = 1 Division<br>3 = > 1 Division | 84 | 2.31 (0.47) | 110 | 2.34 (0.48) | 0.16 |
| # of APA Sections<br>1 = N/A (responses filtered out)<br>2 = 1 Section<br>3 = > 1 Section | 50 | 2.20 (0.40) | 74 | 2.26 (0.44) | 0.54 |
| Regional PA Membership<br>0 = No<br>1 = Yes | 137 | 0.05 (0.22) | 212 | 0.03 (0.18) | 0.71 |
| State PA Membership<br>0 = No<br>1 = Yes | 137 | 0.33 (0.47) | 212 | 0.49 (0.50) | 8.44** |
| Local PA Membership<br>0 = No<br>1 = Yes | 137 | 0.14 (0.35) | 212 | 0.25 (0.43) | 6.30* |
| APS Membership<br>0 = No<br>1 = Yes | 137 | 0.05 (0.22) | 212 | 0.01 (0.10) | 5.75* |
| AAAPP Membership<br>0 = No<br>1 = Yes | 137 | 0.01 (0.12) | 212 | 0.00 (0.00) | 3.11* |
| ACBT Membership<br>0 = No<br>1 = Yes | 137 | 0.39 (0.49) | 212 | 0.09 (0.29) | 46.66** |

Table 9 - Continued

| | | | | | |
|---|---|---|---|---|---|
| <u>Other Membership</u><br>0 = No<br>1 = Yes | 137 | 0.03 (0.17) | 212 | 0.15 (0.36) | 13.33** |
| <u>Elected Office</u><br>1 = N/A (responses filtered out)<br>2 = Yes<br>3 = No | 134 | 2.79 (0.41) | 190 | 2.85 (0.36) | 1.72 |
| <u>Elected Board/Commission/</u><br><u>Committee/Task Groups</u><br>1 = N/A (responses filtered out)<br>2 = Yes<br>3 = No | 135 | 2.64 (0.48) | 191 | 2.69 (0.46) | 1.04 |

** $p < .01$
\* $p < .05$

Table 10
Alumni Memberships II

_____

| Item | Ph.D. Alumni | | Psy.D. Alumni | |
|---|---|---|---|---|
| | n | % | n | % |

_____

APA Membership
| 0 = No | 36 | 26.3% | 68 | 32.1% |
| 1 = Yes | 101 | 73.7% | 144 | 67.9% |

# of APA Divisions
| 1 = N/A | 53 | 38.7% | 103 | 48.1% |
| 2 = 1 Division | 58 | 42.3% | 73 | 34.4% |
| 3 = > 1 Division | 26 | 19.0% | 37 | 17.5% |

# of APA Sections
| 1 = N/A | 87 | 63.5% | 138 | 65.1% |
| 2 = 1 Section | 40 | 29.2% | 55 | 25.9% |
| 3 = > 1 Section | 10 | 7.3% | 19 | 9.0% |

Regional PA Membership
| 0 = No | 130 | 94.9% | 205 | 96.7% |
| 1 = Yes | 7 | 5.1% | 7 | 3.3% |

State PA Membership
| 0 = No | 92 | 67.2% | 109 | 51.4% |
| 1 = Yes | 45 | 32.8% | 103 | 48.6% |

Local PA Membership
| 0 = No | 118 | 86.1% | 159 | 75.0% |
| 1 = Yes | 19 | 13.9% | 53 | 25.0% |

APS Membership
| 0 = No | 130 | 94.9% | 210 | 99.1% |
| 1 = Yes | 7 | 5.1% | 2 | 0.9% |

AAAPP Membership
| 0 = No | 135 | 98.5% | 212 | 100% |
| 1 = Yes | 2 | 1.5% | 0 | 0.0% |

ACBT Membership
| 0 = No | 83 | 60.6% | 193 | 91.0% |
| 1 = Yes | 54 | 39.4% | 19 | 9.0% |

Table 10 - Continued

Other Membership
| | | | | |
|---|---|---|---|---|
| 0 = No | 133 | 97.1% | 180 | 84.9% |
| 1 = Yes | 4 | 2.9% | 32 | 15.1% |

Elected Office
| | | | | |
|---|---|---|---|---|
| 1 = N/A | 3 | 2.2% | 22 | 10.4% |
| 2 = Yes | 28 | 20.4% | 29 | 13.7% |
| 3 = No | 106 | 77.4% | 161 | 75.9% |

Elected Board/Commission
Committee/Task Groups
| | | | | |
|---|---|---|---|---|
| 1 = N/A | 2 | 1.5% | 21 | 9.9% |
| 2 = Yes | 49 | 35.8% | 59 | 27.8% |
| 3 = No | 86 | 62.8% | 132 | 62.3% |

Ph.D n = 137; Psy.D. n = 212

Table 11
Alumni Awards/Recognition I

| Item | Ph.D. Alumni | Psy.D. Alumni | $X^2$ |
|---|---|---|---|
| | M (SD) | M (SD) | |
| Served on Editorial Board<br>1 = Yes<br>2 = No | 1.58 (0.50) | 1.85 (0.36) | 32.27** |
| Teaching Award<br>1 = Yes<br>2 = No | 1.89 (0.31) | 1.93 (0.26) | 1.60 |
| Developed Program/Service &<br>Received Recognition<br>1 = Yes<br>2 = No | 1.80 (0.41) | 1.79 (0.41) | 0.01 |
| Workshops - Concepts/Techniques<br>Developed or Well Regarded For<br>1 = Yes<br>2 = No | 1.50 (0.50) | 1.57 (0.50) | 1.31 |
| Other Honors, Awards<br>1 = Yes<br>2 = No | 1.68 (0.47) | 1.77 (0.42) | 3.85* |

Ph.D n = 137; Psy.D. n = 212

** $p < .01$
* $p < .05$

Table 12
Alumni Awards/Recognition II

| Item | Ph.D. Alumni | | Psy.D. Alumni | |
|---|---|---|---|---|
| | n | % | n | % |
| Served on Editorial Board | | | | |
| 1 = Yes | 58 | 42.3% | 32 | 15.1% |
| 2 = No | 79 | 57.7% | 180 | 84.9% |
| Teaching Award | | | | |
| 1 = Yes | 15 | 10.9% | 15 | 7.1% |
| 2 = No | 122 | 89.1% | 197 | 92.9% |
| Developed Program/Service & Received Recognition | | | | |
| 1 = Yes | 28 | 20.4% | 44 | 20.8% |
| 2 = No | 109 | 79.6% | 168 | 79.2% |
| Workshops - Concepts/Techniques Developed or Well Regarded For | | | | |
| 1 = Yes | 68 | 49.6% | 92 | 43.4% |
| 2 = No | 69 | 50.4% | 120 | 56.6% |
| Other Honors, Awards | | | | |
| 1 = Yes | 44 | 32.1% | 48 | 22.6% |
| 2 = No | 93 | 67.9% | 164 | 77.4% |

Ph.D n = 137; Psy.D. n = 212

Ph.D. and Psy.D. graduates were asked to select which of the theoretical orientations listed on the survey best fits their approach to professional work, selecting all that apply. Options given were: psychodynamic, psychoanalyatic, behavioral or cognitive behavioral, multimodal, rational-emotive, systems theory, humanistic, eclectic, and other. Significant group differences were found for those who identify with psychodynamic $\underline{X}^2$ (1, N = 349) = 61.30, $\underline{p}$ < .01 and psychoanalytic orientations $\underline{X}^2$ (1, N = 349) = 18.34, $\underline{p}$ < .01. (SEE TABLE 13 AND 14). Of the Psy.D. alumni, 47.2% identified with psychodynamic therapy, compared to 7.3% of Ph.D. alumni. Similarly, 17.0% of Psy.D. alumni work psychoanalytically, whereas only 2.2% of Ph.D. alumni do. Group differences were present for those with behavioral or cognitive behavioral orientations $\underline{X}^2$ (1, N = 349) = 46.51, $\underline{p}$ < .01. The majority of Ph.D. alumni identify with the behavioral/CBT perspective (90.5%), while 56.1% of Psy.D. alumni do. Differences were not found for the multimodal $\underline{X}^2$ (1, N = 349) = 0.24, $\underline{p}$ > .05 or rational emotive orientations. $\underline{X}^2$ (1, N = 349) = 1.03, $\underline{p}$ > .05. Groups differed in their identification with the systems orientation $\underline{X}^2$ (1, N = 349) = 8.50, $\underline{p}$ < .01. A third of Psy.D. graduates incorporate the systems approach in their work, compared to 16.8% of Ph.D. alumni. No significant group differences were found for alumni with a humanistic orientation $\underline{X}^2$ (1, N = 349) = 1.94, $\underline{p}$ > .05. Alumni differed by group for those with an eclectic orientation $\underline{X}^2$ (1, N = 349) = 13.50, $\underline{p}$ < .01, with a greater number of Psy.D. alumni choosing this approach (28.3% vs. 11.7%). No significant group differences exist for individuals with other theoretical orientations not described above $\underline{X}^2$ (1, N = 349) = 1.10, $\underline{p}$ > .05.

Table 13
Theoretical Orientations of Ph.D. and Psy.D. Alumni I

| Orientation | Ph.D. Alumni (n = 137) M (SD) | Psy.D. Alumni (n = 212) M (SD) | $X^2$ |
|---|---|---|---|
| Psychodynamic | 0.07 (0.26) | 0.47 (0.50) | 61.30** |
| Psychoanalytic | 0.02 (0.15) | 0.17 (0.38) | 18.34** |
| Behavioral/CBT | 0.91 (0.30) | 0.56 (0.50) | 46.51** |
| Multimodal | 0.16 (0.37) | 0.14 (0.35) | 0.24 |
| Rational Emotive | 0.07 (0.26) | 0.05 (0.21) | 1.03 |
| Systems | 0.17 (0.38) | 0.31 (0.46) | 8.50** |
| Humanistic | 0.09 (0.28) | 0.14 (0.34) | 1.94 |
| Eclectic | 0.12 (0.32) | 0.28 (0.45) | 13.50** |
| Other | 0.12 (0.33) | 0.17 (0.37) | 1.10 |

** $p < .01$
*  $p < .05$

Table 14
Theoretical Orientations of Ph.D. and Psy.D. Alumni II

| Orientation | Ph.D. Alumni (n = 137) | | Psy.D. Alumni (n =212) | |
|---|---|---|---|---|
| | n | % | n | % |
| Psychodynamic | | | | |
| 0 = No | 127 | 92.7% | 112 | 52.8% |
| 1 = Yes | 10 | 7.3% | 100 | 47.2% |
| Psychoanalytic | | | | |
| 0 = No | 134 | 97.8% | 176 | 83.0% |
| 1 = Yes | 3 | 2.2% | 36 | 17.0% |
| Behavioral/CBT | | | | |
| 0 = No | 13 | 9.5% | 93 | 43.9% |
| 1 = Yes | 124 | 90.5% | 119 | 56.1% |
| Multimodal | | | | |
| 0 = No | 115 | 83.9% | 182 | 85.8% |
| 1 = Yes | 22 | 16.1% | 30 | 14.2% |
| Rational Emotive | | | | |
| 0 = No | 127 | 92.7% | 202 | 95.3% |
| 1 = Yes | 10 | 7.3% | 10 | 4.7% |
| Systems | | | | |
| 0 = No | 114 | 83.2% | 147 | 69.3% |
| 1 = Yes | 23 | 16.8% | 65 | 30.7% |
| Humanistic | | | | |
| 0 = No | 125 | 91.2% | 183 | 86.3% |
| 1 = Yes | 12 | 8.8% | 29 | 13.7% |
| Eclectic | | | | |
| 0 = No | 121 | 88.3% | 152 | 71.7% |
| 1 = Yes | 16 | 11.7% | 60 | 28.3% |
| Other | | | | |
| 0 = No | 120 | 87.6% | 177 | 83.5% |
| 1 = Yes | 17 | 12.4% | 35 | 16.5% |

Ph.D. and Psy.D. alumni were asked how they view themselves primarily and were given the following options to choose from: practitioner, researcher, educator, consultant, supervisor, administrator, or other. The two groups differed significantly in terms of how they view themselves primarily $\underline{X}^2$ (6, N = 348) = 54.39, $\underline{p}$ < .01. (SEE TABLE 15 AND 16). Both groups were most likely to select "practitioner" (73.6% of Psy.D. graduates and 45.3% of Ph.D. graduates), but there was also considerable variability within the groups. They were also asked to select the term that best summarizes their view of themselves as psychologists, choosing from the following: scientist, practitioner, scientist-practitioner, scholar-practitioner, or other. The groups again differed in how they describe themselves as psychologists $\underline{X}^2$ (4, N = 349) = 87.80, $\underline{p}$ < .01. About half of Psy.D. alumni selected "practitioner," (51.4%) whereas 50.4% of Ph.D. graduates chose "scientist-practitioner." Again, a range of responses were selected within each group. Selecting from six choices on a likert scale, ranging from "very satisfied" to "very dissatisfied," alumni indicated how satisfied they are with their choice of psychology as a career. There were no significant group differences for their level of career satisfaction $\underline{X}^2$ (5, N = 349) = 10.26, $\underline{p}$ > .05. Next, alumni were asked if they had to live their lives over again (knowing what they know now), which field they would try to end up in, selecting from the following options: psychology (doing about what I'm doing now), some other field of psychology, medicine, law, business, or some other science or profession. Ph.D. and Psy.D. alumni did not differ significantly in which profession they chose $\underline{X}^2$ (5, N = 345) = 1.78, $\underline{p}$ > .05. Finally, they were asked how satisfied they are with the quality of the graduate education they received as preparation for their careers, choosing from six options on a likert scale, ranging from "very

satisfied" to "very dissatisfied."  The groups differed in the degree in which they are

satisfied with their graduate school education $\underline{X}^2$ (4, N = 349) = 9.67, $\underline{p}$ < .05.  Over two-

thirds of Psy.D. alumni (68.4%) selected "very satisfied," compared to 55.5% of Ph.D.

alumni.

Table 15

Ph.D. and Psy.D. Alumni Satisfaction with Training and Work as a Psychologist I

_____

| Item | Ph.D. Alumni | | Psy.D. Alumni | | $\underline{X}^2$ |
|------|------|------|------|------|------|
| | n | M (SD) | n | M (SD) | |

_____

| Primary View of Self | 136 | 2.40 (1.91) | 212 | 2.05 (1.97) | 54.39** |

1 = Practitioner
2 = Researcher
3 = Educator
4 = Consultant
5 = Supervisor
6 = Administrator
7 = Other

| View of Self as Psych | 137 | 2.70 (0.98) | 212 | 2.84 (0.96) | 87.80** |

1 = Scientist
2 = Practitioner
3 = Scientist-practitioner
4 = Scholar-practitioner
5 = Other

| Satisfaction with Career | 137 | 1.53 (0.71) | 212 | 1.60 (0.89) | 10.26 |

1 = Very satisfied
2 = Quite satisfied
3 = Slightly satisfied
4 = Slightly dissatisfied
5 = Quite dissatisfied
6 = Very dissatisfied

| Field Would Choose If | 136 | 1.74 (1.52) | 209 | 1.67 (1.45) | 1.78 |

Could Live Life Over
1 = Psychology
(doing what I'm doing now)
2 = Other field of psychology
3 = Medicine
4 = Law
5 = Business
6 = Other science or profession

Table 15 - Continued

<u>Satisfaction with Education</u>  137  1.58 (0.75)        212   1.40 (0.70)  9.67*
1 = Very satisfied
2 = Quite satisfied
3 = Slightly satisfied
4 = Slightly dissatisfied
5 = Quite dissatisfied
6 = Very dissatisfied

---

\*\* $\underline{p} < .01$
\*  $\underline{p} < .05$

Table 16

Ph.D. and Psy.D. Alumni Satisfaction with Training and Work as a Psychologist II

| Item | Ph.D. Alumni | | Psy.D. Alumni | |
|---|---|---|---|---|
| | n | % | n | % |
| **Primary View of Self** | | | | |
| Total | 136 | | 212 | |
| 1 = Practitioner | 62 | 45.3% | 156 | 73.6% |
| 2 = Researcher | 33 | 24.1% | 5 | 2.4% |
| 3 = Educator | 15 | 10.9% | 12 | 5.7% |
| 4 = Consultant | 6 | 4.4% | 4 | 1.9% |
| 5 = Supervisor | 1 | 0.7% | 7 | 3.3% |
| 6 = Administrator | 8 | 5.8% | 14 | 6.6% |
| 7 = Other | 11 | 8.0% | 14 | 6.6% |
| **View of Self as Psych** | | | | |
| Total | 137 | | 212 | |
| 1 = Scientist | 20 | 14.6% | 0 | 0.0% |
| 2 = Practitioner | 27 | 19.7% | 109 | 51.4% |
| 3 = Scientist-practitioner | 69 | 50.4% | 39 | 18.4% |
| 4 = Scholar-practitioner | 16 | 11.7% | 53 | 25.0% |
| 5 = Other | 5 | 3.6% | 11 | 5.2% |
| **Satisfaction with Career** | | | | |
| Total | 137 | | 212 | |
| 1 = Very satisfied | 76 | 55.5% | 124 | 58.5% |
| 2 = Quite satisfied | 53 | 38.7% | 63 | 29.7% |
| 3 = Slightly satisfied | 7 | 5.1% | 16 | 7.5% |
| 4 = Slightly dissatisfied | 0 | 0.0% | 4 | 1.9% |
| 5 = Quite dissatisfied | 0 | 0.0% | 5 | 2.4% |
| 6 = Very dissatisfied | 1 | 0.7% | 0 | 0.0% |

Table 16 - Continued

Field Would Choose If
Could Live Life Over

| | | | | |
|---|---|---|---|---|
| Total | 136 | | 212 | |
| 1 = Psychology | 104 | 75.9% | 164 | 77.4% |
| (doing what I'm doing now) | | | | |
| 2 = Other field of psychology | 3 | 2.2% | 4 | 1.9% |
| 3 = Medicine | 15 | 10.9% | 20 | 9.4% |
| 4 = Law | 0 | 0.0% | 2 | 0.9% |
| 5 = Business | 3 | 2.2% | 5 | 2.4% |
| 6 = Other science or prof | 11 | 8.0% | 14 | 6.6% |

Satisfaction with Education

| | | | | |
|---|---|---|---|---|
| Total | 137 | | 212 | |
| 1 = Very satisfied | 76 | 55.5% | 145 | 68.4% |
| 2 = Quite satisfied | 46 | 33.6% | 55 | 25.9% |
| 3 = Slightly satisfied | 12 | 8.8% | 8 | 3.8% |
| 4 = Slightly dissatisfied | 3 | 2.2% | 2 | 0.9% |
| 5 = Quite dissatisfied | 0 | 0.0% | 2 | 0.9% |
| 6 = Very dissatisfied | 0 | 0.0% | 0 | 0.0% |

Ph.D. and Psy.D. alumni indicated the institutional affiliation of their present primary position.  Although the question was written with the intention that respondents select only one answer, many alumni chose more than one answer.  The number of individuals from the two groups did not differ significantly in terms of their primary affiliation being at a psychiatric or mental hospital $\underline{X}^2$ (1, N = 349) = 1.94, $\underline{p} > .05$, general medical hospital $\underline{X}^2$ (1, N = 349) = 1.45, $\underline{p} > .05$, or outpatient clinic $\underline{X}^2$ (1, N = 349) = 0.23, $\underline{p} > .05$.  (SEE TABLE 17 AND 18).  Groups differed significantly in their affiliations to community mental health centers $\underline{X}^2$ (1, N = 349) = 6.31, $\underline{p} < .05$ and medical schools $\underline{X}^2$ (1, N = 349) = 13.81, $\underline{p} < .05$.  Of the Ph.D. alumni, 19.0% selected medical schools, while 6.1% of Psy.D. graduates did.  No significant differences were found for affiliations to public schools $\underline{X}^2$ (1, N = 349) = 3.10, $\underline{p} > .05$ or private schools $\underline{X}^2$ (1, N = 349) = 2.91, $\underline{p} > .05$.  The groups differed to the degree individuals are primarily affiliated with private or group practice $\underline{X}^2$ (1, N = 349) = 8.39, $\underline{p} < .01$ and university psychology departments $\underline{X}^2$ (1, N = 349) = 11.42, $\underline{p} < .01$.  Over forty percent (43.9%) of Psy.D. work in private or group practice, compared to 28.5% of Ph.D. alumni.  On the other hand, 16.8% of Ph.D. alumni are employed at a university psychology department, whereas 5.7% of Psy.D. alumni are working in this setting.  No group differences were found for affiliations with university departments, other than psychology $\underline{X}^2$ (1, N = 349) = 0.10, $\underline{p} > .05$, business organizations $\underline{X}^2$ (1, N = 349) = 0.20, $\underline{p} > .05$, professional consulting organizations $\underline{X}^2$ (1, N = 349) = 0.14, $\underline{p} > .05$, or other affiliations $\underline{X}^2$ (1, N = 349) = 1.00, $\underline{p} > .05$.

Table 17
Present Primary Institutional Affiliations I

| Institution | Ph.D. Alumni (n = 137) M (SD) | Psy.D. Alumni (n = 212) M (SD) | $\underline{X}^2$ |
|---|---|---|---|
| Psychiatric or Mental Hospital | 0.02 (0.15) | 0.05 (0.22) | 1.94 |
| General Medical Hospital | 0.12 (0.33) | 0.08 (0.28) | 1.45 |
| Outpatient Clinic | 0.04 (0.19) | 0.05 (0.21) | 0.23 |
| Community Mental Health Center | 0.01 0.09) | 0.06 (0.24) | 6.31* |
| Medical School | 0.19 (0.39) | 0.06 (0.24) | 13.81* |
| Public School | 0.04 (0.19) | 0.01 (0.10) | 3.10 |
| Private School | 0.04 (0.21) | 0.01 (0.19) | 2.91 |
| Private or Group Practice | 0.28 (0.45) | 0.44 (0.50) | 8.39** |
| University Psychology Depart | 0.17 (0.38) | 0.06 (0.23) | 11.42** |
| University Depart, Other Than Psychology | 0.09 (0.29) | 0.08 (0.28) | 0.10 |
| Business Organization | 0.01 (0.12) | 0.01 (0.10) | 0.20 |
| Professional Consulting Org | 0.02 (0.15) | 0.03 (0.17) | 0.14 |
| Other | 0.14 (0.35) | 0.18 (0.38) | 1.00 |

** $p < .01$
* $p < .05$

Table 18
Present Primary Institutional Affiliations II

_____

| Institution | Ph.D. Alumni (n = 137) | | Psy.D. Alumni (n = 212) | |
|---|---|---|---|---|
| | n | % | n | % |

_____

| | | | | |
|---|---|---|---|---|
| Psychiatric or Mental Hospital | | | | |
| 0 = No | 134 | 97.8% | 201 | 94.8% |
| 1 = Yes | 3 | 2.2% | 11 | 5.2% |
| | | | | |
| General Medical Hospital | | | | |
| 0 = No | 120 | 87.6% | 194 | 91.5% |
| 1 = Yes | 17 | 12.4% | 18 | 8.5% |
| | | | | |
| Outpatient Clinic | | | | |
| 0 = No | 132 | 96.4% | 202 | 95.3% |
| 1 = Yes | 5 | 3.6% | 10 | 4.7% |
| | | | | |
| Community Mental Health Center | | | | |
| 0 = No | 136 | 99.3% | 199 | 93.9% |
| 1 = Yes | 1 | 0.7% | 13 | 6.1% |
| | | | | |
| Medical School | | | | |
| 0 = No | 111 | 81.0% | 199 | 93.9% |
| 1 = Yes | 26 | 19.0% | 13 | 6.1% |
| | | | | |
| Public School | | | | |
| 0 = No | 132 | 96.4% | 210 | 99.1% |
| 1 = Yes | 5 | 3.6% | 2 | 0.9% |
| | | | | |
| Private School | | | | |
| 0 = No | 131 | 95.6% | 209 | 98.6% |
| 1 = Yes | 6 | 4.4% | 3 | 1.4% |
| | | | | |
| Private or Group Practice | | | | |
| 0 = No | 98 | 71.5% | 119 | 56.1% |
| 1 = Yes | 39 | 28.5% | 93 | 43.9% |
| | | | | |
| University Psychology Depart | | | | |
| 0 = No | 114 | 83.2% | 200 | 94.3% |
| 1 = Yes | 23 | 16.8% | 12 | 5.7% |

Table 18 - Continued

University Depart, Other
     Than Psychology

| | | | | |
|---|---|---|---|---|
| 0 = No | 124 | 90.5% | 194 | 91.5% |
| 1 = Yes | 13 | 9.5% | 18 | 8.5% |

Business Organization

| | | | | |
|---|---|---|---|---|
| 0 = No | 135 | 98.5% | 210 | 99.1% |
| 1 = Yes | 2 | 1.5% | 2 | 0.9% |

Professional Consulting Org

| | | | | |
|---|---|---|---|---|
| 0 = No | 134 | 97.8% | 206 | 97.2% |
| 1 = Yes | 3 | 2.2% | 6 | 2.8% |

Other

| | | | | |
|---|---|---|---|---|
| 0 = No | 118 | 86.1% | 174 | 82.1% |
| 1 = Yes | 19 | 13.9% | 38 | 17.9% |

Alumni were asked which professional activities they currently engage in, selecting all that apply from the following list: individual psychotherapy, group, couples, or family therapy, assessment and diagnosis, consultation, teaching, research, supervision of practice, supervision of research, scholarly writing, administration, or other activities. The groups differed significantly for whether they are involved in individual therapy $X^2$ (1, N = 349) = 16.72, $p < .01$ and group, couples, or family therapy $X^2$ (1, N = 349) = 7.20, $p < .01$. (SEE TABLE 18 AND 19). A larger proportion of Psy.D. alumni participate in individual therapy (81.1% vs. 61.3%) and group, couples, or family therapy (62.7% vs. 48.2%). No significant differences were found for engagement in assessment and diagnosis $X^2$ (1, N = 349) = 0.62, $p > .05$ or for consultation $X^2$ (1, N = 349) = 0.08, $p < .05$. Differences exist for participation in teaching $X^2$ (1, N = 349) = 8.75, $p < .01$ and research $X^2$ (1, N = 349) = 49.28, $p < .01$. A greater proportion of Ph.D. graduates engage in teaching (50.4% vs. 34.4%) and research (52.6% vs. 17.0%). Significant differences were not found for supervision of practice $X^2$ (1, N = 349) = 0.88, $p > .05$. Ph.D. and Psy.D. alumni differed in their engagement in the supervision of research $X^2$ (1, N = 349) = 25.83, $p < .01$, scholarly writing $X^2$ (1, N = 349) = 28.22, $p < .01$, administration $X^2$ (1, N = 349) = 4.65, $p < .05$, and other professional activities $X^2$ (1, N = 349) = 3.98, $p < .05$. A larger number of Ph.D. graduates engage in supervision of research (35.0% vs. 12.3%), scholarly writing (51.8% vs. 24.1%), and administration (47.4% vs. 35.8%). Contrasting, a greater proportion of Psy.D. alumni participate in other activities (29.2% vs. 19.7%).

Table 19
Present Professional Activities I

| Activity | Ph.D. Alumni (n = 137) M (SD) | Psy.D. Alumni (n = 212) M (SD) | $X^2$ |
|---|---|---|---|
| Individual psychotherapy | 0.61 (0.49) | 0.81 (0.40) | 16.72** |
| Group, couples, or family therapy | 0.48 (0.50) | 0.63 (0.49) | 7.20** |
| Assessment and diagnosis | 0.52 (0.50) | 0.56 (0.50) | 0.62 |
| Consultation | 0.50 (0.50) | 0.52 (0.50) | 0.08 |
| Teaching | 0.50 (0.50) | 0.34 (0.48) | 8.75** |
| Research | 0.53 (0.50) | 0.17 (0.38) | 49.28** |
| Supervision of practice | 0.48 (0.50) | 0.53 (0.50) | 0.88 |
| Supervision of research | 0.35 (0.48) | 0.12 (0.33) | 25.83** |
| Scholarly writing | 0.52 (0.50) | 0.24 (0.43) | 28.22** |
| Administration | 0.47 (0.50) | 0.36 (0.48) | 4.65* |
| Other activities | 0.20 (0.40) | 0.29 (0.46) | 3.98* |

** $p < .01$
* $p < .05$

Table 20
Present Professional Activities II

_____

| Activity | Ph.D. Alumni n = 137) | | Psy.D. Alumni (n = 212) | |
|---|---|---|---|---|
| | n | % | n | % |

_____

Individual psychotherapy
| 0 = No | 53 | 38.7% | 40 | 18.9% |
| 1 = Yes | 84 | 61.3% | 172 | 81.1% |

Group, couples, or family therapy
| 0 = No | 71 | 51.8% | 79 | 37.3% |
| 1 = Yes | 66 | 48.2% | 133 | 62.7% |

Assessment and diagnosis
| 0 = No | 66 | 48.2% | 93 | 43.9% |
| 1 = Yes | 71 | 51.8% | 119 | 56.1% |

Consultation
| 0 = No | 68 | 49.6% | 102 | 48.1% |
| 1 = Yes | 69 | 50.4% | 110 | 51.9% |

Teaching
| 0 = No | 68 | 49.6% | 139 | 65.6% |
| 1 = Yes | 69 | 50.4% | 73 | 34.4% |

Research
| 0 = No | 65 | 47.4% | 176 | 83.0% |
| 1 = Yes | 72 | 52.6% | 36 | 17.0% |

Supervision of practice
| 0 = No | 71 | 51.8% | 99 | 46.7% |
| 1 = Yes | 66 | 48.2% | 113 | 53.3% |

Supervision of research
| 0 = No | 89 | 65.0% | 186 | 87.7% |
| 1 = Yes | 48 | 35.0% | 26 | 12.3% |

Scholarly writing
| 0 = No | 66 | 48.2% | 161 | 75.9% |
| 1 = Yes | 71 | 51.8% | 51 | 24.1% |

Table 20 - Continued

| | | | | |
|---|---|---|---|---|
| Administration | | | | |
| 0 = No | 72 | 52.6% | 136 | 64.2% |
| 1 = Yes | 65 | 47.4% | 76 | 35.8% |
| | | | | |
| Other activities | | | | |
| 0 = No | 110 | 80.3% | 150 | 70.8% |
| 1 = Yes | 27 | 19.7% | 62 | 29.2% |

For those with Psy.D. degrees, they were asked to rate on a five option likert scale ranging from "very favorably" to very unfavorably" the extent to which they perceived their Psy.D. degrees had been received by the following groups: colleagues, employers, and clients. The majority (53.8%) responded that colleagues received their degrees "very favorability." (SEE TABLE 21). Next, 32.5% thought their degrees were received "favorably," followed by 11.3% who perceived it was viewed "neutrally." A small portion (1.4%) of Psy.D. alumni believed it was viewed "unfavorably by colleagues" and 0.5% thought it was perceived "very unfavorably."

Regarding Psy.D. alumni's perceptions on how employers view their degrees, 49.5% answered "very favorably," 29.7% responded "favorably," 14.2% selected "neutrally," 1.4% answered "unfavorably," and 0% selected "very unfavorably." For views on how clients received their degrees, 52.4% responded "very favorably," 25.9% selected "favorably," 20.3% answered "neutrally," and 0% responded "unfavorably" or "very unfavorably."

Psy.D. alumni were asked if their degree has been received differently from one state or country to another. The majority responded with "no" (85.8%) and 9.9% said "yes."

Psy.D. degree holders were asked to select if whether their degree and the preparation it represented appeared to be a handicap or an advantage in several situations, choosing from the following options: "advantage," "neither," or "disadvantage." In seeking internship, 66% indicated the Psy.D. degree was an "advantage," 22.6% rated it as "neither" and 10.8% felt it was a "disadvantage." In qualifying for licensure, 81.6% selected "advantage," 15.1% believed it was "neither," and 1.4% indicated it was a

"disadvantage." In obtaining employment, 72.2% indicated the degree was an "advantage," 23.1" felt it was "neither" and 3.8% believed it was a "disadvantage." Finally, in establishing a practice, 75% selected "advantage," 21.7% picked "neither" and 0% chose "disadvantage."

Table 21

Psy.D. Alumni Experiences

| Item | n | % | M | SD |
|---|---|---|---|---|
| Colleague | | | | |
| Total | 211 | | 1.62 | 0.78 |
| 1 = Very favorably | 114 | 53.8% | | |
| 2 = Favorably | 69 | 32.5% | | |
| 3 = Neutrally | 24 | 11.3% | | |
| 4 = Unfavorably | 3 | 1.4% | | |
| 5 = Very unfavorably | 1 | 0.5% | | |
| Employer | | | | |
| Total | 201 | | 1.66 | 0.79 |
| 1 = Very favorably | 105 | 49.5% | | |
| 2 = Favorably | 63 | 29.7% | | |
| 3 = Neutrally | 30 | 14.2% | | |
| 4 = Unfavorably | 3 | 1.4% | | |
| 5 = Very unfavorably | 0 | 0 % | | |
| Clients | | | | |
| Total | 209 | | 1.67 | 0.80 |
| 1 = Very favorably | 111 | 52.4% | | |
| 2 = Favorably | 55 | 25.9% | | |
| 3 = Neutrally | 43 | 20.3% | | |
| 4 = Unfavorably | 0 | 0% | | |
| 5 = Very unfavorably | 0 | 0% | | |
| Diff. State/County | | | | |
| Total | 203 | | 1.90 | 0.31 |
| 1 = Yes | 21 | 9.9% | | |
| 2 = No | 182 | 85.8% | | |
| Internship | | | | |
| Total | 211 | | 0.45 | 0.69 |
| 0 = Advantage | 140 | 66% | | |
| 1 = Neither | 48 | 22.6% | | |
| 2 = Disadvantage | 23 | 10.8% | | |

Table 21 - Continued

License

| | | | | |
|---|---|---|---|---|
| Total | 208 | | 0.18 | 0.42 |
| 0 = Advantage | 173 | 81.6% | | |
| 1 = Neither | 32 | 15.1% | | |
| 2 = Disadvantage | 3 | 1.4% | | |

Employment

| | | | | |
|---|---|---|---|---|
| Total | 210 | | 0.31 | 0.54 |
| 0 = Advantage | 153 | 72.2% | | |
| 1 = Neither | 49 | 23.1% | | |
| 2 = Disadvantage | 8 | 3.8% | | |

Practice

| | | | | |
|---|---|---|---|---|
| Total | 205 | | 0.22 | 0.42 |
| 0 = Advantage | 159 | 75% | | |
| 1 = Neither | 46 | 21.5% | | |
| 2 = Disadvantage | 0 | 0% | | |

_____

*T-tests*

T-tests were performed to determine differences between the Ph.D. and Psy.D. alumni groups for variables related to additional demographic information, educational history, professional activities, and work as a practicing clinician.   There were significant differences between the Ph.D. and Psy.D. alumni for the average age when they entered their doctoral programs ($t$ (349) = -5.76, $p$ < .01).  The average age upon entry into the Ph.D. program was 24.73 (SD = 3.80), while the average age for Psy.D. alumni was 28.30 (6.57).  (SEE TABLE 21).  Group differences exist for the average time to complete the doctoral programs ($t$ (348) = 1.66, $p$ < .05).  Ph.D. alumni completed the program in 5.79 years old average (SD = 1.39), compared to Psy.D. alumni who completed the program slightly sooner, in  5.51 years (SD = 1.70).  There were no significant group difference for the number of job changes since graduation ($t$ (348) =1.67, $p$ > .05).  Ph.D. alumni had an average of 2.25 job changes (SD = 1.61), while Psy.D. alumni changed jobs on average 1.98 times (SD = 1.41).  There were also no significant differences in the number of hours a week alumni from the two programs see clients ($t$ (349) = -3.01, $p$ > .05).  On average, Ph.D. alumni see clients for 11.32 hours per week (SD = 15.18) and Psy.D. alumni work with clients for 16.56 hours (SD = 16.35). Differences exist between the two groups in terms of the number of publications ($t$ (348) = 5.99, $p$ < .01) and number of presentations ($t$ (344) = 5.50, $p$ < .01).  For Ph.D. alumni, the mean number of publications was 20.21 (SD = 38.58) and average number of presentations was 26.56 (SD =40.24). The Psy.D. alumni had an average of 3.79 (SD = 8.35) publications and mean of 8.44 (20.57) presentations.

Table 22

Additional Group Differences Between Ph.D. and Psy.D. Alumni

| Item | Ph.D. Alumni | Psy.D. Alumni | t |
|---|---|---|---|
| | M (SD) | M (SD) | |
| Age When Entered Program | 24.73 (3.80) | 28.30 (6.57) | -5.76** |
| Years to Complete Program | 5. 79 (1.39) | 5.51 (1.70) | 1.66* |
| Number of Job Changes | 2.25 (1.61) | 1.98 (1.41) | 1.67 |
| Hours a Week See Clients | 11.32 (15.18) | 16. 35 (16.35) | -3.01 |
| Number of Publications | 20.21 (38.58) | 3.79 (8.35) | 5.99** |
| Number of Presentations | 26.56 (40.24) | 8.44 (20.57) | 5.50** |

** $p$ < .01, two-tailed
*   $p$ < .05, two-tailed

T-tests were performed to determine if differences exist in the percentage of time Ph.D. and Psy.D. alumni spend in professional activities.  There were no significant differences between the groups for the percentage of time engaged in: individual therapy ($\underline{t}$ (349) = -4.85, $\underline{p}$ > .05), group, couples, or family therapy ($\underline{t}$ (349) = -.70, $\underline{p}$ > .05), assessment and diagnosis ($\underline{t}$ (349) = 0.15, $\underline{p}$ > .05), consultation ($\underline{t}$ (349) = 0.70, $\underline{p}$ > .05), supervision of practice ($\underline{t}$ (349) = -0.93, $\underline{p}$ > .05), or administration ($\underline{t}$ (349) = -0.70, $\underline{p}$ > .05).  (SEE TABLE 23).  Ph.D. alumni spent significantly more time engaging in teaching ($\underline{t}$ (349) = 3.14, $\underline{p}$ < .01), research ($\underline{t}$ (349) = 7.55, $\underline{p}$ < .01), supervision of research ($\underline{t}$ (349) = 4.51, $\underline{p}$ < .01), and scholarly writing ($\underline{t}$ (349) = 4.20, $\underline{p}$ < .01).  Psy.D. alumni spent significantly more time participating in other additional activities ($\underline{t}$ (349) = -2.54, $\underline{p}$ < .01).

Table 23

Group Differences in Percent of Time Spent in Professional Activities

| Activity | Ph.D. Alumni | Psy.D. Alumni | t |
|---|---|---|---|
| | M (SD) | M (SD) | |
| Individual psychotherapy | 24.84 (29.99) | 41.16 (31.09) | -4.85 |
| Group, couples, or family therapy | 8.33 (13.98) | 9.21 (12.21) | -0.70 |
| Assessment and diagnosis | 9.91 (21.13) | 9.59 (17.71) | 0.15 |
| Consultation | 6.99 (17.61) | 5.88 (12.23) | 0.70 |
| Teaching | 8.88 (16.22) | 4.32 (10.88) | 3.14** |
| Research | 17.41 (24.35) | 2.94 (9.75) | 7.75** |
| Supervision of practice | 4.33 (7.32) | 5.15 (8.50) | -0.93 |
| Supervision of research | 2.84 (5.23) | 0.85 (3.01) | 4.51** |
| Scholarly writing | 6.31 (10.43) | 2.24 (7.84) | 4.20** |
| Administration | 9.49 (17.97) | 11.00 (21.64) | -0.70 |
| Other activities | 2.44 (9.63) | 6.42 (16.61) | -2.54** |

** $p < .01$, two-tailed
* $p < .05$, two-tailed

*Analyses of Qualitative Data*

Survey participants were asked to respond to two open-ended questions, which were: "From your experience, what changes (additions, deletions, shifts in emphasis) would you recommend in the graduate program you completed at Rutgers?" and "Please write here any other comments you are to make about the topics with which this survey is concerned." Responses from the survey were organized by the themes that emerged.

*Ph.D. alumni responses.*

Ph.D. alumni were asked what changes they recommend for the Ph.D. clinical program. Several themes emerged regarding recommendations for strengthening the program. While overall Ph.D. alumni indicated they felt satisfied with their education, twenty alumni in the survey suggested that more emphasis be placed on clinical training. Some reported not feeling prepared enough to be practitioners upon graduation (while other alumni found the training sufficient). One alumni commented that many of the faculty are not practitioners themselves and another graduate wished that more CBT supervision could be offered from the faculty members. Specifically, this graduate received CBT supervision from a supervisor in the community that was approved by the training clinic. Another thought that supervision and clinical training in CBT was "hit or miss," meaning that students' experiences in the program varied. Five alumni requested an improvement in supervision and one suggested having more supervisors listen to recordings of sessions. An additional area of focus suggested was more assessment experience, which was brought up by five alumni. Both objective and projective testing were mentioned as well as neuropsychological assessment.

Along similar lines, nine alumni would have preferred to have training in other orientations besides CBT. Regarding empirically supported treatments, one graduate hoped that more attention would be placed on providing these treatments in "practical settings." One alumni specifically said he/she appreciated learning how to deliver empirically supported treatments, while another graduate commented that he/she would have liked training in approaches other than manualized treatment. Another suggested attending to psychotherapy integration issues. One survey participant thought more emphasis on self-awareness and the interpersonal aspects of therapy would be helpful. Related, it was also suggested that training include self-care skills needed by psychologists to manage the challenges of conducting therapy. Going a step further, three alumni hoped for more respect and dialogue about other orientations besides CBT. One graduate felt that other orientations were "ridiculed" and another alumni thought the faculty was almost "trying to protect students from other views." Rather, it was suggested that learning about other approaches would increase critical thinking skills.

While there was a request for more emphasis on clinical training, it should be noted that graduates also expressed appreciation for their research preparation as well. Three alumni thought the most important aspect of their time at Rutgers University was being trained as a scientist using the scientist-practitioner model. Three other graduates specifically mentioned their strong research training at Rutgers University and one felt the time devoted to examining the psychology research literature helped enrich his/her clinical work. Although twenty graduates preferred more clinical focus, two alumni said there was a good balance between research and practice. Finally, one hoped that there could be more "guaranteed" research experience for all students in the program, which

appears to be related to other comments about decreasing the variability in quality of experiences amongst students.

Alumni indicated that greater emphasis on career path development and the professional skills needed for each path would be helpful. Twelve graduates requested more of a focus on grant writing and student publications and presentations. One alumni suggested that graduate school milestones be measured by papers published, as graduating with multiple publications makes one more competitive for post-doctoral programs and jobs. On the other hand, another alumni suggested more emphasis on "skill and competency based learning." In line with ways to strengthen research training, eight graduates requested more advanced statistical coursework. Further, four alumni suggested more teaching opportunities.

Another common theme related to professional development was a request for training in business management, suggested by thirteen alumni. Survey participates recommended training in issues involved with running a private practice, such as interacting with insurance companies. Others wanted business guidance in managing grants. On a related note, six alumni suggested more coursework in ethics to assist in practical issues such as clinical documentation and legal matters. Along similar lines, five individuals suggested attention be placed on administration and management training, as well as organizational psychology. One alumni suggested learning administrative skills involved in managing large grants, while another participate commented that industrial and organizational psychology was a large part of his licensing exam. Finally, alumni requested greater attention be placed on providing information about the licensing

process and for the program to ensure that graduates meet all the requirements needed for the NJ and NY licensure.

Survey participants offered a wide range of suggestions for additional course offerings or advanced courses in areas already covered. Also mentioned were patient populations alumni encouraged students to gain experience working with. These topics include: Acceptance and Commitment Therapy; biological psychology and neuroscience; group therapy; health psychology coursework with more clinical focus; individuals with disabilities; inpatient populations; marriage therapy; multicultural training integrated in all courses; political/economic context to healthcare; Post-Traumatic Stress Disorder; public policy and advocacy; psychopharmacology; sports psychology.

Survey participants frequently wrote that they thanked the faculty for solid training in graduate school and six individuals mentioned specific faculty by name. On the other hand, four individuals hoped faculty would increase their mentoring and support of students. One commented that there appeared to be a wide variety of experiences with mentors and hoped the variability in "quality" could be improved. Two graduates described negative reactions to the faculty, noting he/she did not find the faculty as "caring or admirable" and another felt some faculty exhibited "favoritism" towards students, as well as "fostered unhealthy competition" among students. Related to the faculty and administration, one graduate commented that the selection of Ph.D. students for the program overemphasizes academic performance and not enough attention is being paid to "character and maturity."

Alumni also commented about the social climate of the program. Three graduates felt that having the clinical Psy.D. program nearby made for richer clinical training. Two alumni hoped for greater assess to the Psy.D. program courses, as Psy.D. students have priority enrollment and the courses are often full. Another comment regarding the Psy.D. program was that GSAPP has more "cohesion and spirit" than the Ph.D. program. This alumni noted that GSAPP has its own alumni association, while the Ph.D. program shares an association with graduates from other Rutgers psychology programs. Another graduate wished she had been contacted more frequently for follow-up after graduation. Related, there were also comments about increasing social support and enhancing a sense of "community" in the program. One graduate who had an office as a student on the Livingston campus felt isolated from others since the Ph.D. program is primarily housed on the Busch campus. Yet, the program was also described as having a "collegial atmosphere" and one alumni commented that his/her peers were "exceptional."

*Psy.D. alumni responses.*

Psy.D. alumni were also invited to recommend changes to the Psy.D. clinical program. The most frequently described suggestion was to include training on the business aspect of managing a private practice. In fact, forty-one Psy.D. alumni recommended this addition. One alumni suggested adding a "mini-course" to the curriculum to include material on this topic, while two graduates recommended including opportunities to take industrial/organizational psychology and business courses. Alumni were interested in including information on marketing and self-promotion, issues of money, and dealing with insurance companies.

Related, nineteen alumni indicated they would like to see more career path development included in graduate school training. Early career issues were especially emphasized, such as the challenges in the pre-licensing year(s). Specifically, five alumni wished they knew the realities of how difficult it is for new graduates to obtain jobs with no license and little post-doctorial experience. One such alumni felt that "GSAPP is out of touch with how hard it is to be a new practitioner in the managed care environment with no license..." Another alumni reflected on how she wished she was given advice about the advantages of obtaining a job at an agency rather than private practice early in her career because of the need for supervision and health care insurance as well as the financial burden of going through the licensing process.

Regarding other suggestions for career path development, five alumni indicated they would like more education in consultation, management, and supervision of others. Two graduates suggested adding training in doing administrative work. One brought up learning about how to work with the media. Two other alumni requested more awareness about regulations of the NJ Board of Psychological Examiners and laws governing practice. Another two alumni suggested that students should be further encouraged to join local and national professional organizations, with the implication that this action would assist in career development. One alumni recommended that networking should be promoted and emphasized. More generally, one alumni felt that while GSAPP allows for flexibility in pursuing clinical and/or academic interests, he/she did not think enough direct guidance was given regarding how to build on personal areas of emphasis. Additionally, two alumni indicated an interest in having GSAPP host professional development workshops/seminars that summarized new research and practice concepts.

Lastly, of note, two survey participants commented that GSAPP should try to develop leaders in the field of psychology. They believe that leaders are not private practitioners, but organizational leaders, managers, or administrators in the mental health field.

One solution offered to assist with career development is to increase mentoring of students. Mentorship was mentioned by seven alumni as an area for further emphasis. One alumni suggested selecting mentors outside of GSAPP for students and another alumni hoped mentors could be available the entire time students were at GSAPP. Suggested areas of focus for such mentoring were on both clinical training and scholarship.

Relationships with the faculty were also discussed by the survey participants. Five alumni indicated that they found the faculty to be available to students and had positive comments to make about them. However, one alumni hoped for improved relationships between students and the senior faculty members while another graduate recommended more "collegial treatment" of students and "less infantilizing." Other comments about faculty included a suggestion for a more diverse faculty and for more of them to be involved in professional organizations to model such activity for students. Two alumni remarked that many of the initial leaders at GSAPP have retired or died and wondered what the impact the change the composition of the faculty has/will have on GSAPP. Additionally, several alumni would like more of the faculty to be involved in clinical supervision, as well as have a greater number of clinical practitioners on the faculty. Lastly, five graduates hoped for more communication and cooperation between psychodynamic and cognitive-behavioral faculty.

One alumni recommended that GSAPP "protect the 'chorus' of theoretical orientations represented by faculty and courses" and these suggestion was echoed by several alumni. Three alumni hoped that GSAPP would continue to have the psychodynamic orientation represented and two of the three suggested that more dynamic faculty be hired to maintain the balance. Along similar lines, a couple of the graduates thought the Psy.D. program offers both good depth and breath of education and another alumni thought the balance of clinical work and didactic studies is well balanced. On the other hand, one alumni commented that he/she wished there was more integration of clinical and research training. While it appears that overall alumni value being broadly trained, three alumni wondered about the pros and cons of broad training vs. developing areas(s) of specialization. Such remarks may be related to other comments described previously about career path development. In another comment related to theoretical orientation, one alumni indicated he/she "would prefer the psychoanalytic approach, rather than selecting the best approach for each patient." Other alumni who graduated in the earlier years of the Psy.D. degree discussed integration of theoretical orientations, rather than having to select the cognitive-behavioral or psychodynamic "track" early in ones' graduate school training. Such "tracks" no longer exist in the program, as students are not required to declare their theoretical orientation formally.

Psy.D. alumni suggested additions and/or further emphasis in coursework in a variety of topics. The most common recommendation was further focus on assessment, as ten alumni made such a suggestion. Next, nine graduates would like greater attention on health psychology, integrative medicine, and non-western therapies. Seven alumni hoped for more coursework on lifespan development and clinical child psychology.

Specific topics within child psychology that were recommended included cognitive and developmental disabilities, diagnosis and application of cognitive-behavioral techniques, and attachment theory. It appeared that at least part of their concerns about a need for additional child coursework may have been resolved since they attended the program. In more recent years, additional child courses have been added and several specialty programs within the training clinic have opened (including treatment for Tourette Syndrome, ADHD, and anxiety disorders).

Additional suggestions for modifications in coursework include the recommendation for improved integration of issues related to cultural competency in all coursework. A similar recommendation was made for integrating addictions treatment in courses for students who are not interested in pursuing specialization in substance abuse. Multiple alumni also suggested more emphasis on trauma treatment. Topics mentioned included child maltreatment, violence, vicarious traumatization, brain development and its relation to adverse childhood experiences, and the impact of trauma on the client and society. Neuropsychiatry and cognitive neuroscience were two other topic areas multiple alumni recommended for further emphasis. One alumni hoped for more opportunity to enroll or audit courses in the Department of Psychiatry. Forensic psychology was also an area suggested for further focus. Further, a list of additional course topics appears below:

- "Brain-based" therapies

- Cognitive-behavioral therapy, Dialectical-Behavioral Therapy, Acceptance and Commitment Therapy

- Community psychology (and interventions targeted at the community-level)

- Empirically supported therapies (note: other alumni disagreed with this recommendation)

-Elderly and terminally ill populations

-Ethics

-Group, couples, and sex therapies

-History and sociology of therapy and psychiatry

-Integration of spirituality and psychology

-Postmodern and collaborative approaches

-Severely mentally ill population (including group therapy and family therapy models, as well as diversity and human rights issues)

-Statistics

-Process group for students throughout the time taking coursework at GSAPP

-Program evaluation and development

-Psychologist self-care

-Psychopharmaology

-Public health

-Public service, policy issues, social activism

-Use of the ICD-9

Several alumni recommended a "more rigorous and complete background in psychoanalytic theory." For example, he/she suggested "a course on modern Freudian theory, a course on object relations, a course on self psychology, and a course on countertransference/transference." Another graduate hoped for better internship preparation for students with psychodynamic orientations, although specific details of what would be entailed were not given. One final comment related to coursework was the remark from one alumni that the "foundations" courses were too basic, especially the foundations in cognitive-behavioral therapy course.

Related to coursework, but taking a broader perspective, two graduates expressed their belief that GSAPP "lacks intellectual rigor and has low standards." Specific concerns described included his/her belief that "little feedback on student writing, little test of new learning, and minimal writing requirements" as well as how "many students don't do the readings" led to "stunted critical discussion and personal growth." Another alumni thought that students do not receive enough critical feedback because of the GSAPP organization dynamic to avoid conflict.

Alumni offered further suggestions to improve clinical skills and supervision. One graduate hoped for more opportunities to observe therapy sessions, either by viewing session live or taped. Similarly, another survey participate recommended that more students co-lead therapy with experienced therapists and view more sessions by expert clinicians. Yet another alumni suggested more student case presentations and viewing of videotapes of each other. Another recommendation was adding additional structure to outside supervision that was arranged by the training clinic. Additionally, one survey participant suggested "more careful screening and choices for supervisors who are also practitioners."

Further suggestions were made regarding a variety of components of the program. A recommendation made was to ensure that incoming class sizes do not increase. Regarding the comprehensive exam, one alumni suggested that its format be modeled after the licensing exam. Three comments were made about the dissertation. Two alumni hoped for more structure and set requirements and one individual suggested more encouragement from the faculty for students to publish their dissertations. Two additional graduates recommended further emphasis in preparation for professional

writing in journals and another suggested more training in grant-writing.  Further, two alumni commented on having more research opportunities available and one survey participant indicated a preference for more opportunities to teach undergraduates.  Finally, multiple alumni hoped for more funding for students and one suggested funding come from professional bodies/organizations.

Finally, one miscellaneous comment was made that was not captured above but is worth reporting.  One alumni noted it was difficult to be an international student.  While the faculty was supportive, there was no organized program in place to assist with transition issues.

CHAPTER IV

Discussion

*Findings*

A comparison of the career experiences of the graduates from the clinical Ph.D. and Psy.D. programs at Rutgers University from 1976 to 2008 yielded a rich picture of both similarities and differences amongst the two groups. Significant group differences were found for 43 out of the 88 variables used to compare Ph.D. and Psy.D. graduates. Most findings were consistent with the philosophies of the different programs or prior research. The presence of multiple significant differences suggests that the Psy.D. and Ph.D. programs train and produce different individuals, which lends support for continuing to offer the Psy.D. degree program.

Regarding demographic variables, alumni from the two programs did not differ in terms of gender, current age, or years since earning their degrees. Psy.D. graduates were slightly older when they entered the program (28.30 years vs. 24.73 years). Additionally, there is greater ethnic diversity amongst Psy.D. alumni. Specifically, Black, Hispanic/Latino, Asian and "other" ethnicities had greater representation. While both programs wish to attract diverse groups of students, the Psy.D. program has been

especially active in recruiting applicants from minority groups, engaging in activities such as hosting minority recruitment dinners.

Differences exist between the two groups in their educational histories. Specifically, Psy.D. graduates were more likely to enter the program with a master's degree and less likely to attend an APA accredited internship, or attend a post-doctorial program. On average, Psy.D. graduates completed the program slightly sooner than Ph.D. alumni (5.51 years vs. 5.79 years). Findings regarding differences in possession of a master's degree upon entry are consistent with findings from other researchers (Mayne, Norcross, & Sayette, 1994). Regarding attendance to APA accredited internships, twenty-five Psy.D. graduates attended non-APA accredited programs, compared to seven Ph.D. alumni. Said another way, 94.9% of Ph.D. graduates attended an APA accredited program, compared to 88.2% of Psy.D. alumni. Given the potential barriers to employment in specific settings, this finding is concerning and warrants further investigation. The decision to attend a post-doctoral program may reflect different career priorities. While both research and clinical post-doctoral positions are available, it appears a greater number are geared towards research or at least have a sizable research component to the position. Ph.D. graduates may also seek further formal clinical training, given that their graduate school training devoted more time to research than their Psy.D. counterparts. However, further inquiry is needed to better understand these preferences. Finally, while differences in the number of years to complete the two programs are statistically significant, the small difference in length is not of practical significance.

Turning to professional activities, Ph.D. and Psy.D. alumni did not differ significantly in the number of hours a week they spent working as a psychologist or seeing clients, in their annual incomes, in the number of job changes since graduation, or whether or not they are ABPP diplomats. For those whose primary affiliation is private practice, the two groups did not in whether or not they engaged in other types of professional activities. On the other hand, for those whose primary affiliation was not private practice, Psy.D. alumni were more likely to also engage in private practice work than Ph.D. graduates. This finding is not surprising, given the presumed greater focus on clinical work amongst Psy.D. degree holders. Of note, a smaller number of graduates from both programs engage in part-time private practice than psychologists sampled in the Peterson et al. (1982) study and Garfield and Kurtz sample (1976). Eight percent of Rutgers Ph.D. graduates and 15.6% of Rutgers Psy.D. alumni engage in part-time private practice, compared to 56% of Psy.D. and 47% of Ph.D. psychologists in the 1982 and 1976 samples. One possible reason for this shift may be the introduction of managed care to the health care arena. Yet, the Peterson et al. (1982)'s sample consisted of psychologists who were, on average, 10 years older than those in this current study and Garfield-Kurtz's sample. It is possible that younger psychologist may not have (yet) established part-time practices. Additionally, not unexpectedly, Ph.D. graduates possess a larger number of publication and presentations.

Next, a greater number of Psy.D. graduates hold N.J. licenses, but the groups did not differ in terms of the number of graduates with no licenses, or the number of individuals with licensees in other states or countries. A variety of reasons could account for why Psy.D. graduates hold N.J. licenses. One possibility could be related to how the

Psy.D. degree is accepted in different parts of the country. Within N.J. the Rutgers

GSAPP program is well-known and highly regarded. Further discussion of the acceptance

of the Psy.D. degree will follow below.

Further information about the professional activities of alumni is revealed in their

membership to professional organizations. A greater proportion of Psy.D. alumni are

involved in state and local Psychological Associations, as well as "other" organizations.

There were no significant group differences for membership to the American

Psychological Association, or the number of Division or Sections within the APA.

Membership to regional Psychological Associations also did not differ substantially.

Neither group was more likely to be elected office or serve on a board, commission,

committee, or task group to organizations. Thus, Psy.D. degree holders are just as active

and in some organizations, more involved than the Ph.D. alumni. A greater number of

Ph.D. graduates are members of ACBT and AAAPP. It should be noted, however, that

only two Ph.D. graduates are members of AAAPP (compared to none of the Psy.D.

graduates). Membership to ACBT appears to be closely tied to theoretical orientation

and as will be discussed further below, a larger number of Ph.D. alumni subscribe to a

CBT or behavioral orientation.

A final area pertaining to professional activities is the graduates' awards and

recognition they earned. Ph.D. graduates are more likely to have served on an editorial

board, which is consistent with the Ph.D. program's philosophy of emphasizing research

activities. Additionally, a greater number of Ph.D. alumni received "other" honors or

awards. No significant group differences exist for receiving a teaching award,

developing a program or service that received recognition, or for giving workshops that

included concepts or techniques for which they developed or are well regarded for. It is concerning that Psy.D. graduates did not stand-out as having received greater recognition than Ph.D. alumni in at least one of the above mentioned categories. Receiving recognition for a program or service is directly relevant to the emphasis on clinical service that the Psy.D. degree focuses upon. Yet, other variables may be clouding the true achievements of Psy.D. alumni. As will be described further below, Psy.D. alumni are more likely to work in private practice or community mental health centers than Ph.D. alumni. In these settings, clinicians may not receive formal recognition for their work. Contrasting, a greater number of Ph.D. alumni work in medical centers or university psychology departments, which typically have public channels for honoring employees' achievements. Thus, conclusions pertaining to awards and recognition of Psy.D. graduates should be suspended until further research in this area is completed.

There were a number of differences between the two groups of graduates in terms of theoretical orientation. Psy.D. graduates are significantly more likely to identify as practicing from the following perspectives: psychodynamic, psychoanalytic, systems, and eclectic. A greater number of Ph.D. alumni identify as behavioral or cognitive-behavioral. The two groups did not differ in their adherence to multimodal, rational emotive, humanistic, or "other" orientations. The Ph.D. program provides instruction in behavioral and cognitive-behavioral therapies almost exclusively, whereas the Psy.D. program offers opportunities to learn and deliver treatments from a variety of perspectives. It appears that the theoretical orientations emphasized by the two programs carry through to a large extent in the continued work of graduates.

As mentioned previously, Psy.D. graduates are more represented in community mental health centers and private or group practices while Ph.D. alumni are found in greater numbers in medical schools and university psychology departments. These findings are consistent with the programs' values and emphasis on clinical work and/or research. Further, the Peterson et al. (1982) study of career experiences psychologists similarly found a greater proportion of Psy.D. alumni in community mental health centers and Ph.D. graduates employed by universities. However, a substantially larger number of psychologists in Peterson's (1982) sample were employed in community mental health centers (23.37%), compared to this current study's sample (6.1%). Of note, while fewer graduates from this current study engage in part-time private practice, a large number of Psy.D. alumni from this current study identify as engaging in such work as a primary affiliation (43.9% of current sample vs. 22.28% of Peterson et al.'s sample).

Also not surprising was the finding that Psy.D. alumni are more likely to engage in individual psychotherapy, as well as group, couples, or family therapy. A greater number of Ph.D. alumni participate in teaching, research, supervision of research, and scholarly writing, which is again consistent with the programs' goals for graduates. Less predictable was the finding that more Ph.D. graduates participate in administration, whereas a larger number of Psy.D. alumni engage in "other activities." However, when comparing the percentages of times spent in professional activities (vs. simply if one engages in the activity or not), group differences for participation in individual psychotherapy, group, couples, or family therapy, and administration disappeared. Largely consistent with this current study's findings, Peterson et al. (1982) reported

greater involvement by the Psy.D. psychologists in psychotherapy and assessment, while Ph.D. holders spent more time teaching.

Ph.D. and Psy.D. alumni differed in their primary view of themselves, views of themselves as psychologists, and satisfaction with their graduate school education. Regarding their primary view of themselves, both groups were most likely to select "practitioner" from a list of options (73.6% of Psy.D. graduates and 45.3% of Ph.D. graduates). Other popular responses for Ph.D. alumni were viewing themselves as "researchers" (24.1% of Ph.D. vs. 2.4% of Psy.D. alumni) and "educators" (10.9% of Ph.D. vs. 5.7% of Psy.D. graduates). These findings are consistent with the greater tendency for Ph.D. alumni to engage in research and teaching. The proportion of graduates identifying as "practitioners" is similar to those sampled by Peterson et al. (1982) (82.07% of Psy.D.'s) and Garfield and Kurtz (1976) (58.71% of Ph.D.'s). Regarding their view of themselves as psychologists, the most common answer amongst Psy.D. graduates was "practitioner," selected by 51.4% of the sample. Ph.D. alumni were most likely to pick "scientist-practitioner," chosen by 50.4% of respondents. The second most typical response for Psy.D. alumni was "scholar-practitioner," picked by 25.0%. For Ph.D. graduates, the next most common answer was "practitioner," chosen by 19.7%. Interestingly, for both questions pertaining to one's identity, a large number of Ph.D. alumni selected responses indicative of identities tied to being practitioners. While the Ph.D. program selects applicants who aspire to be clinical researchers, it appears that a large number of them later select careers with an emphasis on clinical practice.

Alumni from the two programs did not differ significantly in the degree of their career satisfaction or their decision to select clinical psychology as a profession. Still, findings were compared to other samples reported in the literature. Regarding career satisfaction, Peterson et al.'s sample (1982) reported 96.0% were "very satisfied" or "quite satisfied" with their careers, while 88.2% of this current study's Psy.D. graduates selected these categories. Contrasting, 89% of the Ph.D. sample in Garfield and Kurtz (1976) study responded in this fashion, compared to 94.2% of the Ph.D. in this current study. While raw data from prior samples were not available to run statistical comparisons, it does appear that a greater proportion of Psy.D. graduates are less satisfied with their careers than in the early 1980's. Next, the proportion of graduates from this current study who would chose to pursue professional psychology again if they "could live their lives over again" was comparable to findings from both the Peterson et al. (1982) (72.28% of Psy.D.'s) and Garfield and Kurtz (1976) sample (71.11% of Ph.D.'s). Specifically, 75.9% of Ph.D. graduates would make the same selection, as would 77.4% of Psy.D. alumni.

Regarding satisfaction with one's graduate school training, a greater number of Psy.D. alumni selected the "very satisfied" option from six choices on a likert scale, ranging from "very satisfied" to "very dissatisfied." Specifically, 68.4% of Psy.D. alumni chose the option, compared to 55.5% of Ph.D. alumni. When combining the "very satisfied" and "quite satisfied" categories, results for Psy.D. alumni were 97.3% and for Ph.D graduates, 89.1%. Alumni were asked for feedback regarding recommendations for changes to their respective programs. Thus, a more detailed

analysis of potential factors influencing satisfaction can be considered. These findings are detailed in the "Results" section and will also be summarized below shortly.

Turning to issues specific to Psy.D. alumni, the majority of Psy.D. graduates reported that a variety of groups (colleagues, employers, clients) received their degree well and found their degree to be an advantage in a range of professional situations (internship, licensure, employment, practice). Despite these encouraging findings, 10.8% respondents viewed their degree to be a disadvantage when applying for internship. This finding, coupled with the lower percentage Psy.D. graduates who attended APA accredited internships, raises concern that a small group of Psy.D. graduates may have run into obstacles because of they degree type. An additional concern is the finding that 9.9% indicated that their degree was received differently across different states or countries. While not all of the variability across states is necessarily negative, open answer responses by Psy.D. alumni indicated that at least a portion of the differences in reception was negative. Lastly, a small minority of Psy.D. alumni indicated that their degree was received "unfavorably" or "very unfavorably" by colleagues ( $n = 4$ ) or employers ($n = 3$) or was a disadvantage for licensure ($n = 3$) or employment ($n = 8$). Yet, compared to the Peterson et al. (1982) sample, graduates from this study's sample reported fewer unfavorable impressions. While beyond the scope of the current study, further investigation is needed to determine if any common factors run amongst the experiences of these alumni that received a less than positive reception. Additionally, the possibility that other reasons besides degree type cannot be ruled-out for reasons why the alumni were not optimally received, as survey participants were asked simply for their perception of the experiences. Finally, it should be noted that Ph.D. graduates were not

asked to answer questions about the acceptability of their degree and therefore data to compare the two groups on this dimension is not available.

Lastly, graduates from both programs were asked what changes they would recommend in the graduate program they completed at Rutgers. They were also given the opportunity to write other additional comments related to the survey. Alumni from both programs recommended opportunities to learn business and administration principles, as well as organizational psychology, as it relates to managing private practice, large grants, or groups of people who they supervise. Both Ph.D. and Psy.D. graduates also requested greater focus on career path development, especially as its relates to the post-doctoral year(s) prior to licensure. Ph.D. alumni suggested greater emphasis on clinical training and exposure to a variety of theoretical orientations besides cognitive-behavioral and behavioral. Other common suggestions from Ph.D. graduates were more statistics courses and teaching opportunities, as well as greater attention placed on publishing during the graduate school years. While some Ph.D. alumni mentioned additional attention devoted to assessment training, this suggestion was emphasized by Psy.D. graduates. Additionally, alumni from both programs suggested a range of additional course offerings or modifications of currently provided classes.

*Limitations of Current Study*

Several methodology limitations should be acknowledged, some noted by the author and others commented upon by study participants. First, the question, "did you attend an APPIC approved internship" was not included in the data analysis because a large number of survey participants indicated that they did not know what "APPIC" stands for or were unsure if they attended an approved site. While APPIC was

established in 1968, former graduates may no longer recall its role in the internship match process. Next, when asked to select the "institutional affiliation of your present primary position," multiple respondents selected more than one affiliation. While the data is still helpful, it is important to note what specifically was captured in their responses. Also related to the questions pertaining to their institutional affiliation, several respondents suggested including additional categories such as VA Medical Centers and College Counseling Centers. Third, regarding the question, "how do you distribute your time among your current professional activities? (please list percentage of time)," some participants listed time distributions that either did not add up to 100% or exceeded 100%. Survey Monkey software is not powerful enough to require respondents to distribute their time such that it added up to 100%, before moving on to the next question. In the data analysis, the author did not attempt to adjust the percentages. Fourth, it was commented upon by at least one respondent that the question "have you obtained an ABPP diploma in your specialty" should be broaden to include other types of diplomat status. Another remark by a participant was to have the question pertaining to total annual income take into account the location in the U.S. or other parts of the world. Sixth, the survey did not include instructions to retired alumni for how to complete the questionnaire. Some of the retired alumni's data had to be excluded from the analysis because of inconsistent responding, alternating between describing experiences in their past work vs. their current activities. One retired graduate contacted the author and it was agreed he would answer the questions as if he were in his last full year of employment prior to retirement. Other respondents who are retired that responded in a similar fashion were included in the analysis. Seventh, this survey did not ask graduates to indicate if they attended

analytic training institutes, which is a valuable piece of information regarding alumni's educational history. One finding from this current study was that a greater proportion of Ph.D. alumni completed post-doctoral programs. It would be useful to determine if such a difference persists if analytic training institutes were also included in the survey as post-doctoral training. Finally, multiple alumni commented that the survey did not allow them to capture all of their career achievements and professional talents. Some felt that the survey focused too much on academic and administrative successes and believed that sound clinical work is often not formally recognized.

*Ideas for Future Research*

Future research is needed to address questions raised by findings of this current study. A statistically lower percentage of Psy.D. graduates attended APA accredited internships and 10.8% perceived that their degree was a disadvantage when applying for internship. Factors mediating these results should be explored. One possible direction for further inquiry is to determine if attendance of APA accredited internships is tied to any temporal pattern, given that that survey pertains to alumni spanning 32 years. Next, 9.9% of Psy.D. graduates believe their degree is received differently from one state or country to another. Interestingly, a greater proportion of Psy.D. graduates hold N.J. licenses. A future investigation could contact graduates with N.J. licenses and ask what led to their decision to remain in the state (for at least for part of their careers). Next, a number of survey participants commented that they felt their professional achievements were not properly captured in this survey. A greater number of Ph.D. alumni received "other honors and awards" and Psy.D. graduates did not out-perform Ph.D. on the proportion of those who received other types of recognition assessed by this survey.

Thus, before conclusions can be drawn about Psy.D. graduate's achievements, other

methods to assess their work should be devised and implemented.  Qualitative methods

and/or more detailed quantitative questions assessing laudable work should be developed.

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APPENDIX A

Dear Rutgers Clinical Psychology Graduate,

We write to invite you to participate in a study of the careers of graduates of the clinical psychology programs of the Graduate School of Applied and Professional Psychology (GSAPP) and the Department of Psychology at Rutgers University.  Both clinical programs have a strong reputation for preparing talented graduates who go on to make significant contributions to the field.  We are very interested in following-up on our graduates and excited to have the opportunity to learn about your career experiences.

Donald Peterson, Ph.D., founder of the Psy.D. degree and the first dean of GSAPP was extremely committed to the education of professional psychologists and this study is inspired by his vision.  He is the only psychologist to have directed a research-oriented scientist-practitioner program, a professional program in an academic department, and a professional school in a major research university.  During his career, he conducted two descriptive studies of the career experiences of professional psychologists.  Before his passing, he began preparations for undertaking a third study—the study in which you are invited to participate.  This study provides a unique opportunity to examine the Boulder and Vail models of training side-by-side.  Because both programs are housed in the same institution, many confounding variables can be eliminated.

Further, principles of accountability to the taxpayers of New Jersey and others who have supported our efforts require systematic evaluation and public report of the outcomes of our educational enterprise.  To fulfill this obligation and to continue the legacy of Dr. Peterson's work for improving the training of professional psychologists, we have prepared a survey designed to provide critical information about the careers that our graduates have developed after receiving their doctoral degrees

The survey has now been sent to all graduates of the clinical Psy.D. program at GSAPP and all of the graduates of the clinical Ph.D. program from 1976 through 2008 whom we could locate, more than 640 alumni altogether.  For graduates of GSAPP particularly, perennial questions about public perceptions of the Psy.D. degree have intensified.  Study of current perceptions is needed for comparison with previous research.  We need to determine the extent to which those commonalities and differences are reflected in the careers of our graduates, and we at Rutgers are well positioned to make that comparison in a rigorous way.

Busy as we know you are, as inundated by surveys as we all are these days, we fervently ask you to complete the questionnaire we have sent you.  By doing so, you and your peer alumni can provide the data needed to answer some important questions about the education of professional psychologists that we at Rutgers are uniquely qualified to address.  Please join us in this project by reflecting on your career, completing the survey, and then returning it by conventional mail in the enclosed self-addressed envelope.

Consistent with Dr. Peterson's approach to scholarly research, we plan to publish the results of this study. All study participates will be mailed and/or emailed an executive summary of the findings.

Your participation is of course entirely voluntary. For those choosing to participate, please read, initial, and return the informed consent form included in your packet. An additional copy of the consent form is enclosed so that you may keep it for your records. Your identity will be kept confidential, with only the principal investigator, Kara Biondo, having a key linking your identification number with your name. The principal investigator will treat the information that you provide with the same care and respect that is inherent in the code of ethics to which all psychologists subscribe. If you have any questions or comments, please contact Kara Biondo at (732) 445-6111, ext. 848.

We wish you well and look forward to your response.

Sincerely,


Kara Biondo, Psy.M.                    Gretchen Chapman, Ph.D.
Principal Investigator                 Chair, Department of Psychology



Stanley B. Messer, Ph.D.               G. Terence Wilson, Ph.D.
Dean, GSAPP                            Director, Clinical Psychology Program
                                       Department of Psychology



Brenna H. Bry, Ph.D.                   Sandra L. Harris, Ph.D.
Chair, Department of Clinical           Former Dean, GSAPP
Psychology, GSAPP

APPENDIX B

*Informed Consent*

Title of Study: Career Experiences of Professional Psychologists
Principal Investigator: Kara Biondo, Psy.M.

*Invitation to Participate:*
You are invited to participate in a dissertation research study being conducted by Kara
Biondo, Psy.M., a doctoral student at the Graduate School of Applied and Professional
Psychology at Rutgers University. Should you have any questions related to this study,
please contact Kara Biondo at (732) 445-6111, ext. 848. You may also contact her
dissertation committee chair, Dr. Lew Gantwerk, at (732) 445-7795. An additional copy
of this consent form is included in your packet so that you can keep a copy for your
records. This informed consent form was approved by the Rutgers University
Institutional Review Board for the Protection of Human Subjects on 10/27/08; approval
of this form expires on 10/26/09.

*Purpose:*
The purpose of this study is to survey graduates of the Rutgers University clinical Psy.D.
and Ph.D. programs to learn more about their career experiences. The survey has now
been sent to all graduates of the clinical Psy.D. program at GSAPP and all of the
graduates of the clinical Ph.D. program from 1976 through 2008 whom we could locate,
more than 640 alumni altogether. It is expected that the proposed study will provide
useful information to clinical psychology training programs, as well the field in general.

*Procedures:*
This study consists of a one-time survey that will take approximately 20 minutes to
complete. The survey will ask you to respond to questions about your experiences being
a psychologist. Some of the questions will involve selecting options from a list. Others
will ask you for brief open-ended responses.

*Risks:*
The study poses no greater than minimal risk to you, meaning that there is no risk greater
than that which would be encountered in your daily life. Your data will be assigned a
code and the primary investigator will keep a master list that links the code to your
identity. Your data will be kept confidential and only the primary investigator will have
access to the master list.

*Benefits:*
The benefits from this study include the opportunity to think about your career
experiences, as well your satisfaction with training and your profession. If you are a
Psy.D. degree holder, you are also asked to reflect on the acceptance of their degree.

*Alternatives to Participation:*
The alternative to participation in this study is your decision not to complete the survey.

*Confidentiality:*
Your data will be assigned a code and the primary investigator will keep a master list that links the code to your identity. Only the principal investigator will have access to the master list. Data will be stored securely in a locked cabinet and in a password protected computer file that only the principal investigator will have access to.

*Cost:*
There will be no cost for your participation in this study.

*Payment:*
You will receive no payment for your participation in this study.

*Contact:*

If you have any questions regarding this study, you may contact the principal investigator, Kara Biondo, at:

Kara Biondo, Psy.M.
The Graduate School of Applied and Professional Psychology
152 Frelinghuysen Road
Piscataway, NJ 08854
Phone: (732) 445-6111, ext. 848

You may also contact my dissertation committee chair, Dr. Lew Gantwerk, at:

Lew Gantwerk, Psy.D.
The Center for Applied Psychology
41A Gordon Road,
Livingston Campus
Piscataway, NJ 08854
Phone: (732) 445-7795
Email: gantwerk@rci.rutgers.edu

If you would like a summary of the results of this study, please contact Kara Biondo at the above address.
If you have any questions about your rights as a research subject, you may contact the Sponsored Programs Administrator at Rutgers University at:

Rutgers University Institutional Review Board for the Protection of Human Subjects
Office of Research and Sponsored Programs
3 Rutgers Plaza
New Brunswick, NJ 08901-8559
Phone: (732) 932-0150, ext. 2104
Email: humansubjects@orsp.rutgers.edu

*Withdrawal:*
Your participation in this study is voluntary. You may decline to participate without penalty. You may withdraw from the study at any time. If you withdraw from the study before data collection is completed, your data will be removed from the data set and destroyed.

_____

I have read and fully understood the procedures, risks and benefits to this study and wish to participate. Please date and initial below. Please also initial all three pages (at the bottom of the pages).

**Participant's Initials:**_____

**Date:** _____

APPENDIX C

Dear Rutgers Clinical Psychology Graduate,

We write to invite you to participate in a study of the careers of graduates of the clinical psychology programs of the Graduate School of Applied and Professional Psychology (GSAPP) and the Department of Psychology at Rutgers University.  Both clinical programs have a strong reputation for preparing talented graduates who go on to make significant contributions to the field.  We are very interested in following-up on our graduates and excited to have the opportunity to learn about your career experiences.

Donald Peterson, Ph.D., founder of the Psy.D. degree and the first dean of GSAPP was extremely committed to the education of professional psychologists and this study is inspired by his vision.  He is the only psychologist to have directed a research-oriented scientist-practitioner program, a professional program in an academic department, and a professional school in a major research university.  During his career, he conducted two descriptive studies of the career experiences of professional psychologists.  Before his passing, he began preparations for undertaking a third study—the study in which you are invited to participate.  This study provides a unique opportunity to examine the Boulder and Vail models of training side-by-side.  Because both programs are housed in the same institution, many confounding variables can be eliminated.

Further, principles of accountability to the taxpayers of New Jersey and others who have supported our efforts require systematic evaluation and public report of the outcomes of our educational enterprise.  To fulfill this obligation and to continue the legacy of Dr. Peterson's work for improving the training of professional psychologists, we have prepared a survey designed to provide critical information about the careers that our graduates have developed after receiving their doctoral degrees.

The survey has now been sent to all graduates of the clinical Psy.D. program at GSAPP and all of the graduates of the clinical Ph.D. program from 1976 through 2008 whom we could locate, more than 640 alumni altogether.  For graduates of GSAPP particularly, perennial questions about public perceptions of the Psy.D. degree have intensified.  Study of current perceptions is needed for comparison with previous research.  We need to determine the extent to which those commonalities and differences are reflected in the careers of our graduates, and we at Rutgers are well positioned to make that comparison in a rigorous way.

To ensure that we reach as many alumni as possible, you may receive information about this study via one or more of your email addresses.  Busy as we know you are, as inundated by surveys as we all are these days, we fervently ask you to complete the questionnaire we have sent you.  By doing so, you and your peer alumni can provide the data needed to answer some important questions about the education of professional psychologists that we at Rutgers are uniquely qualified to address.  Please join us in this project by reflecting on your career and completing the online survey hosted by the company, Survey Monkey.  The link to the survey is: _____.  The data generated

by completing the survey is protected by using "Secure Sockets Layer" (SSL) to encrypt your information that is being transmitted over the Internet.

Consistent with Dr. Peterson's approach to scholarly research, we plan to publish the results of this study. All study participates will be mailed and/or emailed an executive summary of the findings.

Your participation is of course entirely voluntary. You will be asked to read and initial a consent form that is part of the online survey. You may choose to print out the consent form that is in the online survey, to have for your records. Your identity will be kept confidential, with only the principal investigator, Kara Biondo, having a key linking your identification number with your name. The principal investigator will treat the information that you provide with the same care and respect that is inherent in the code of ethics to which all psychologists subscribe. If you have any questions or comments, please contact Kara Biondo at (732) 445-6111, ext. 848.

We wish you well and look forward to your response.

Sincerely,


Kara Biondo, Psy.M.                         Gretchen Chapman, Ph.D.
Principal Investigator                       Chair, Department of Psychology



Stanley B. Messer, Ph.D.                    G. Terence Wilson, Ph.D.
Dean, GSAPP                                  Director, Clinical Psychology Program
                                             Department of Psychology



Brenna H. Bry, Ph.D.                         Sandra L. Harris, Ph.D.
Chair, Department of Clinical                 Former Dean, GSAPP
Psychology, GSAPP

APPENDIX D

# Attention All Clinical Psy.D. Alumni:

**Recently, you received an invitation (via email) to participate in an exciting study that seeks to compare the career experiences of graduates from the clinical Psy.D. and Ph.D. programs at Rutgers University from 1976 to 2008.** Both clinical programs have a strong reputation for preparing talented graduates who go on to make significant contributions to the field. We are very interested in following-up on our graduates and excited to have the opportunity to learn about your career experiences.

Donald Peterson, Ph.D., founder of the Psy.D. degree and the first dean of GSAPP was extremely committed to the education of professional psychologists and this study is inspired by his vision. Because both programs are housed in the same institution, this study provides a unique opportunity to examine the Boulder and Vail models of training side-by-side.

To continue the legacy of Dr. Peterson's work for improving the training of professional psychologists, we have prepared a one-time survey designed to provide critical information about the careers that our graduates have developed after receiving their doctoral degrees. It is expected that the study will help answer some important questions about the education of professional psychologists, which would help inform GSAPP, as well as the larger community of clinical psychology training programs.

The study is being conducted by Kara Biondo, Psy.M., a doctoral student at GSAPP. Should you have any questions related to this study, please contact Kara Biondo at (732) 445-6111, ext. 848. We encourage all of you to participate in this brief, but very important study!

*This document was approved by the Rutgers University Institutional Review Board for the Protection of Human Subjects on 10/27/08; approval of this form expires on 10/26/09.*

APPENDIX E

Dear Rutgers Clinical Psychology Graduate,

A while back we sent you an invitation to participate in an exciting study that seeks to compare the career experiences of graduates from the clinical PsyD and PhD programs at Rutgers University from 1976 to 2008. *It is extremely important that we hear from as many alumni as possible so that meaningful conclusions can be drawn from the information collected.* Donald Peterson, Ph.D., founder of the Psy.D. degree and the first dean of GSAPP was extremely committed to the education of professional psychologists and this study is inspired by his vision. Because both programs are housed in the same institution, this study provides a unique opportunity to examine the Boulder and Vail models of training side-by-side. It is expected that the study will help answer some important questions about the education of professional psychologists, which would help inform GSAPP and the clinical Ph.D. program, as well as the larger community of clinical psychology training programs.

This study consists of a one-time survey. You may choose to complete the survey using the paper-copy that was previously mailed. If you have any questions or comments, please contact Kara Biondo at (732) 445-6111, ext. 848.

We wish you well and look forward to your response.

Sincerely,


Kara Biondo, Psy.M.                    Gretchen Chapman, Ph.D.
Principal Investigator                  Chair, Department of Psychology


Stanley B. Messer, Ph.D.               G. Terence Wilson, Ph.D.
Dean, GSAPP                            Director, Clinical Psychology Program
                                       Department of Psychology


Brenna H. Bry, Ph.D.                   Sandra L. Harris, Ph.D.
Chair, Department of Clinical           Former Dean, GSAPP
Psychology, GSAPP

APPENDIX F

Dear Rutgers Clinical Psychology Graduate,

A while back we sent you an invitation to participate in an exciting study that seeks to compare the career experiences of graduates from the clinical Psy.D. and Ph.D. programs at Rutgers University from 1976 to 2008. *It is extremely important that we hear from as many alumni as possible so that meaningful conclusions can be drawn from the information collected.* Donald Peterson, Ph.D., founder of the Psy.D. degree and the first dean of GSAPP was extremely committed to the education of professional psychologists and this study is inspired by his vision. Because both programs are housed in the same institution, this study provides a unique opportunity to examine the Boulder and Vail models of training side-by-side. It is expected that the study will help answer some important questions about the education of professional psychologists, which would help inform GSAPP and the clinical Ph.D. program, as well as the larger community of clinical psychology training programs.

This study consists of a one-time survey. To complete the survey, please click on the following link:_____ You will be taken to the survey hosted by the company, Survey Monkey. If you have any questions or comments, please contact Kara Biondo at (732) 445-6111, ext. 848.

We wish you well and look forward to your response.

Sincerely,


Kara Biondo, Psy.M.                Gretchen Chapman, Ph.D.
Principal Investigator             Chair, Department of Psychology



Stanley B. Messer, Ph.D.           G. Terence Wilson, Ph.D.
Dean, GSAPP                        Director, Clinical Psychology Program
                                   Department of Psychology



Brenna H. Bry, Ph.D.               Sandra L. Harris, Ph.D.
Chair, Department of Clinical       Former Dean, GSAPP
Psychology, GSAPP

APPENDIX G

Welcome!  Thank you so much for agreeing to participate!  Please complete this survey by placing "X's" in the appropriate circles (○) and boxes (□) below to indicate your answers.  Other questions may ask for short answers to be written on the appropriate lines.

## 1. Background Information

1. **Identification number**:_____

2. **Age**:_____

3. Gender:

○ Male          ○ Female

4. **Race/ethnic background:**

○ White          ○ Hispanic/Latino

○ Black          ○ Asian

○ Native American     ○ Other: (please specify) _____

## 2. Training and Professional Activities

5. **Program you attended at Rutgers:**

○ PhD program in clinical psychology     ○ PsyD program in clinical psychology

6. **Did you obtain your master's degree or another advanced degree (besides a bachelor's degree) before entering your PhD or PsyD program?**

○ Yes

○ No

If yes, what is your master's degree or other advanced degree in?  _____

7. **How old were you when you entered your Psy.D. or Ph.D. program?_____**
8. **How many years did it take to complete your PhD or PsyD program**? _____

9. **Did you attend an APA approved internship?**

○ Yes

○ No

10. **Did you attend an APPIC approved internship?**

○ Yes

○ No

11. **Did you take a postdoctoral fellowship after graduation?**

○ Yes

○ No

12. **How many years ago did you receive your PhD or PsyD degree? _____**

13. **How many job changes have you had since graduation? _____**

14. **What is the title of your present primary position? _____**

15. **Institutional affiliation of your present primary position:**

☐ Psychiatric or mental hospital          ☐ Medical school

☐ General medical hospital               ☐ Public school

☐ Outpatient clinic                      ☐ Private school

☐ Community mental health center         ☐ Private or group practice

☐ University psychology department       ☐ University department, other than psychology

☐ Business organization                  ☐ Professional consulting organization

☐ Other (please specify) _____

## 3. Current Activities

16. **How much time per week do you devote to your work as a psychologist?**

○ Less than 30 hours ○ 40-49 hours ○ 60-69 hours

○ 30-39 hours ○ 50-59 hours ○ 70 hours or more

17. **From all of your work as a psychologist, what is your total annual income?**

○ $30,000-$39,999 or less ○ $60,000-$69,999 ○ $90,000-$99,999

○ $40,000-$49,999 ○ $70,000-$79,999 ○ $100,000-$149,999

○ $50,000-$59,999 ○ $80,000-$89,999 ○ more than $150,000

18. **Which of the following professional activities do you currently engage in? (select all that apply)**

☐ Individual psychotherapy

☐ Group, couples, or family therapy

☐ Assessment and diagnosis

☐ Consultation

☐ Teaching

☐ Research

☐ Supervision of practice

☐ Supervision of research

☐ Scholarly writing

☐ Administration

☐ Other activities (please specify)_____

19. **How do you distribute your time among your current professional activities?**
**(please list percentage of time)**

- Individual psychotherapy _____%
- Group, couples, or family therapy _____%
- Assessment and diagnosis _____%
- Consultation _____%
- Teaching _____%
- Research _____%
- Supervision of practice _____%
- Supervision of research _____%
- Scholarly writing _____%
- Administration _____%
- Other activities _____%

## 4. Practicing

20. **If you are engaged in private or group practice (either full-time or part-time), how many hours a week do you work as a clinician? (Please skip this question if it does not apply.)** _____

21. **If you are engaged in private or group practice, what population or populations are you serving? (Please skip this question if it does not apply.)** _____
_____

22. **If private or group practice *IS* your current primary affiliation, are you engaged in any other part-time jobs as a psychologist?**

○ Yes

○ No

○ N/A

23. **If private or group practice *IS NOT* your current primary affiliation, are you engaged in part-time private practice?**

○ Yes

○ No

○ N/A

24. **Regarding your professional license or certification, please select *ALL* that apply:**

☐ I do not have a license/certification

☐ I have a NJ license/certification

☐ I have a license/certification in a state other than NJ

☐ I have a license/certification in a country other than the US

25. **Have you obtained an ABPP diploma in your specialty?**

○ Yes

○ No

## 5. Memberships

26. Please indicate your current professional memberships (select all that apply):

☐ American Psychological Association

☐ Regional Psychological Associations(s), such as EPA, MPA

☐ State Psychological Association(s)

☐ Local Psychological Association (s)

☐ American Psychological Society (APS)

☐ American Association of Applied and Preventative Psychology (AAAPP)

☐  Association for Cognitive and Behavioral Therapies (ACBT, formerly AABT)

☐  Other scientific or professional societies (please list): _____

_____

_____

27. **Have you been elected to any offices in any of these organizations?**

○  Yes

○  No

28. **Have you been elected or appointed to any boards, commissions, committees, or task groups in any of these organizations?**

○  Yes

○  No

29. **If you are a member of the American Psychological Association, please indicate the number of Divisions you are a member of:**

○  Member of one Division

○  Member of more than one Division

30. **If you are a member of the American Psychological Association, please indicate the number of Sections of APA Divisions you are a member of:**

○  Member of one Section of an APA Division

○  Member of more than one Section of APA Divison(s)

## 6. Professional Activities

31. **Have you published any articles, books, or book chapters?**

○ Yes

○ No

If yes, please indicate the approximate number of publications: _____

32. **Have you presented your work at professional or scientific meetings?**

○ Yes

○ No

If yes, please indicate the approximate number of presentations: _____

33. **Have you edited or served on the editorial board of any journals or book series?**

○ Yes

○ No

34. **Have you received any awards for excellence in teaching?**

○ Yes

○ No

35. **In your work as a practicing psychologist, have you developed any programs or services that received public or community recognition?**

○ Yes

○ No

If yes, please describe: _____

_____

_____

36. **Have you given any workshops on conceptions or techniques of professional or scientific work that you have developed or for which you are well regarded?**

○ Yes

○ No

37. **Have you received any other honors, awards, or expressions of public recognition that are not mentioned above?**

○ Yes

○ No

If yes, please describe: _____
_____
_____

## 7. Theoretical Orientation and View of Yourself as a Psychologist

38. **Which of the following theoretical orientations best fits your approach to professional work? (select all that apply)**

☐ Psychodynamic

☐ Psychoanalytic

☐ Behavioral or cognitive behavioral

☐ Multimodal

☐ Rational-emotive

☐ Systems theory

☐ Humanistic

☐ Eclectic

☐ Other (please specify _____

39. **How do you view yourself primarily?**

○ Practitioner

○ Researcher

○ Educator

○ Consultant

○ Supervisor

○ Administrator

○ Other (please specify) _____

40. **Which of the following terms best summarizes your view of yourself as a psychologist?**

○ Scientist

○ Practitioner

○ Scientist-practitioner

○ Scholar-practitioner

○ Other (please specify)_____

## 8. Satisfaction with Training and Work as a Psychologist

41. **How satisfied are you with your choice of psychology as a career?**

○ Very satisfied                              ○ Slightly dissatisfied

○ Quite satisfied                             ○ Quite dissatisfied

○ Slightly satisfied                          ○ Very dissatisfied

42. **If I had my life to live over again (knowing what I know now), I would try to end up in...**

○ Psychology (doing about what I'm doing now)  ○ Law

○ Some other field of psychology  ○ Business

○ Medicine  ○ Some other science or profession

43. **How satisfied are you with the quality of the graduate education that you received as preparation for your career?**

○ Very satisfied  ○ Slightly dissatisfied

○ Quite satisfied  ○ Quite dissatisfied

○ Slightly satisfied  ○ Very dissatisfied

44. **From your experience, what changes (additions, deletions, shifts in emphasis) would you recommend in the graduate program you completed at Rutgers?**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

## 9. Questions for PsyD Degree Holders

For individuals with the PsyD degree, please complete the following questions in this section (questions 43-45). For those with the PhD degree, please skip to question 46.

45. **In general, how has your PsyD degree been received by each of the following? (Please check the appropriate boxes below)**

|  | Very favorably | Favorably | Neutrally | Unfavorably | Very favorably |
|---|---|---|---|---|---|
| Colleagues |  |  |  |  |  |
| Employers |  |  |  |  |  |
| Clients |  |  |  |  |  |

46. **Has your PsyD degree been received differently from one state or country to another?**

◯  Yes

◯  No

If yes, please describe: _____
_____
_____
_____
_____
_____
_____

47. **In each of the following situations, indicate whether your PsyD degree and the preparation it represented appeared to be a handicap or an advantage.  If the degree did not seem to matter much one way or the other, select "neither." Please indicate your answers by placing check marks in the appropriate boxes.**

|  | Advantage | Neither | Disadvantage |
|---|---|---|---|
| In seeking an internship |  |  |  |
| In qualifying for licensure |  |  |  |
| In obtaining employment |  |  |  |
| In establishing a practice |  |  |  |

## 10. Comments

48. **Please write here any other comments you are to make about the topics with which this survey is concerned:** _____
_____
_____
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THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

APPENDIX H

## Career Experiences of Professional Psychologists

### Informed Consent

Thank you so much for participating in this survey! It will be most valuable in helping the Clinical Psy.D. and Clinical Ph.D. programs at Rutgers to systematically evaluate its programs and to share these results with the psychological community, the University, and the alumni. Before the survey starts, below is a consent statement required by the Institutional Review Board of the University for you to read over.

Informed Consent

Title of Study: Career Experiences of Professional Psychologists
Principal Investigator: Kara Biondo, Psy.M.

Invitation to Participate:

You are invited to participate in a dissertation research study being conducted by Kara Biondo, Psy.M., a doctoral student at the Graduate School of Applied and Professional Psychology at Rutgers University. Should you have any questions related to this study, please contact Kara Biondo at (732) 445-6111, ext. 848. You may also contact her dissertation committee chair, Dr. Lew Gantwerk, at (732) 445-7795. You may choose to print this consent form to have for your records. This informed consent form was approved by the Rutgers University Institutional Review Board for the Protection of Human Subjects on 10/27/08; approval of this form expires on 10/26/09.

Purpose:

The purpose of this study is to survey graduates of the Rutgers University clinical Psy.D. and Ph.D. programs to learn more about their career experiences. The survey has now been sent to all graduates of the clinical Psy.D. program at GSAPP and all of the graduates of the clinical Ph.D. program from 1976 through 2008 whom we could locate, more than 640 alumni altogether. It is expected that the proposed study will provide useful information to clinical psychology training programs, as well as the field in general.

Procedures:

This study consists of a one-time survey that will take approximately 20 minutes to complete. The survey will ask you to respond to questions about your experiences being a psychologist. Some of the questions will involve selecting options from a list. Others will ask you for brief open-ended responses.

Risks:

The study poses no greater than minimal risk to you, meaning that there is no risk greater than that which would be encountered in your daily life. Your data will be assigned a code and the principal investigator will keep a master list that links the code to your identity. Your data will be kept confidential and only the principal investigator will have access to the master list. The data generated by completing the survey online is protected by using "Secure Sockets Layer" (SSL) to encrypt information that is being transmitted over the Internet.

Benefits:

The benefits from this study include the opportunity to think about your career experiences, as well your satisfaction with training and your profession. If you are a Psy.D. degree holder, you are also asked to reflect on the acceptance of your degree.

Alternatives to Participation:

The alternative to participation in this study is your decision not to complete the survey.

Confidentiality:

Your data will be assigned a code and the principal investigator will keep a master list that links the code to your identity. Only the principal investigator will have access to the master list. Data will be stored securely in a locked cabinet and in a password protected computer file that only the principal investigator will have access to. The data generated by completing the survey online is protected by using "Secure Sockets Layer" (SSL) to encrypt information that is being transmitted over the Internet.

# Career Experiences of Professional Psychologists

Cost:

There will be no cost for your participation in this study.

Payment:

You will receive no payment for your participation in this study.

Contact:

If you have any questions regarding this study, you may contact the principal investigator, Kara Biondo, at:

Kara Biondo, Psy.M.
The Graduate School of Applied and Professional Psychology
152 Frelinghuysen Road
Piscataway, NJ 08854
Phone: (732) 445-6111, ext. 848

You may also contact my dissertation committee chair, Dr. Lew Gantwerk at:

Lew Gantwerk, Psy.D.
Graduate School of Applied and Professional Psychology
41A Gordon Road,
Livingston Campus
Piscataway, NJ 08854
Phone: (732) 445-7795
Email: gantwerk@rci.rutgers.edu

If you would like a summary of the results of this study, please contact Kara Biondo at the above address.

If you have any questions about your rights as a research subject, you may contact the Sponsored Programs Administrator at Rutgers University at:

Rutgers University Institutional Review Board for the Protection of Human Subjects
Office of Research and Sponsored Programs
3 Rutgers Plaza
New Brunswick, NJ 08901-8559
Phone: (732) 932-0150, ext. 2104
Email: humansubjects@orsp.rutgers.edu

Withdrawal:
Your participation in this study is voluntary. You may decline to participate without penalty. You may withdraw from the study at any time. If you withdraw from the study before data collection is completed, your data will be removed from the data set and destroyed.

This document was approved by the Rutgers University Institutional Review Board for the Protection of Human Subjects on 10/27/08; approval of this form expires on 10/26/09.
_____

I have read and fully understood the procedures, risks and benefits to this study and wish to participate.

**\* 1. Participant's Initials:**

[          ]

**\* 2. Date:**

[            ]

## Background Information

# Career Experiences of Professional Psychologists

Weclome! Thank you so much for agreeing to participate! Please complete this survey by clicking the mouse on the appropriate circles (○) and boxes (□) below to indicate your answers. Other questions may ask for short answers to be typed in the appropriate spaces.

**✱ 3. Age:**

**✱ 4. Gender:**

○ Male

○ Female

**✱ 5. Race/ethnic background:**

○ White

○ Black

○ Hispanic/Latino

○ Asian

○ Native American

○ Other

(please specify)

## Training and Professional Activities

**✱ 6. Program you attended at Rutgers:**

○ Ph.D. program in clinical psychology          ○ Psy.D. program in clinical psychology

**✱ 7. Did you obtain your master's degree or another advanced degree (besides a bacholor's degree) before entering your Ph.D. or Psy.D. program?**

○ Yes

○ No

If yes, what is your master's degree or other advanced degree in?

**✱ 8. How old were you when you entered your Psy.D. or Ph.D. program?**

**✱ 9. How many years did it take to complete your Ph.D. or Psy.D. program?**

## Career Experiences of Professional Psychologists

**\* 10. Did you attend an APA approved internship?**

◯ Yes

◯ No

**\* 11. Did you attend an APPIC approved internship?**

◯ Yes

◯ No

**\* 12. Did you take a postdoctoral fellowship after graduation?**

◯ Yes

◯ No

**\* 13. How many years ago did you receive your Ph.D. or Psy.D. degree?**

[          ]

**\* 14. How many job changes have you had since graduation?**

[          ]

**\* 15. What is the title of your present primary position?**

[                              ]

**\* 16. Institutional affiliation of your present primary position:**

☐ Psychiatric or mental hospital   ☐ Public school   ☐ Business organization

☐ General medical hospital   ☐ Private school   ☐ Professional consulting organization

☐ Outpatient clinic   ☐ Private or group practice   ☐ Other

☐ Community mental health center   ☐ University psychology department

☐ Medical school   ☐ University department, other than psychology

## Current Activities

**\* 17. How much time per week do you devote to your work as a psychologist?**

◯ Less than 30 hours   ◯ 40-49 hours   ◯ 60-69 hours

◯ 30-39 hours   ◯ 50-59 hours   ◯ 70 hours or more

## Career Experiences of Professional Psychologists

**\* 18. From all of your work as a psychologist, what is your total annual income?**

○ $30,000-$39,999 or less     ○ $60,000-$69,999     ○ $90,000-$99,999

○ $40,000-$49,999     ○ $70,000-$79,999     ○ $100,000-$149,999

○ $50,000-$59,999     ○ $80,000-$89,999     ○ more than $150,000

**\* 19. Which of the following professional activities do you currently engage in? (select all that apply)**

☐ Individual psychotherapy

☐ Group, couples, or family therapy

☐ Assessment and diagnosis

☐ Consultation

☐ Teaching

☐ Research

☐ Supervision of practice

☐ Supervision of research

☐ Scholarly writing

☐ Administration

☐ Other activities

(please specify)

[                    ]

**\* 20. How do you distribute your time among your current professional activities? (please list percentage of time)**

| Individual psychotherapy | [    ] |
| Group, couples, or family therapy | [    ] |
| Assessment and diagnosis | [    ] |
| Consultation | [    ] |
| Teaching | [    ] |
| Research | [    ] |
| Supervision of practice | [    ] |
| Supervision of research | [    ] |
| Scholarly writing | [    ] |
| Administration | [    ] |
| Other activities | [    ] |

## Practicing

## Career Experiences of Professional Psychologists

**21. If you are engaged in private or group practice (either full-time or part-time), how many hours a week do you work as a clinician? (Please skip this question if it does not apply.)**

[          ]

**22. If you are engaged in private or group practice, what population or populations are you serving? (Please describe age, race/ethnicity, SES, and common disorders/problems addressed)(Please skip this question if it does not apply.)**

[          ]

**\* 23. If private or group practice IS your current primary affiliation, are you engaged in any other part-time jobs as a psychologist?**

◯ Yes

◯ No

◯ N/A

**\* 24. If private or group practice IS NOT your current primary affiliation, are you engaged in part-time private practice?**

◯ Yes

◯ No

◯ N/A

**\* 25. Regarding your professional license or certification, please select ALL that apply:**

☐ I do not have a license/certification

☐ I have a NJ license/certification

☐ I have a license/certification in a state other than NJ

☐ I have a license/certification in a country other than the US

**\* 26. Have you obtained an ABPP diploma in your specialty?**

◯ Yes

◯ No

## Memberships

## Career Experiences of Professional Psychologists

**＊ 27. Please indicate your current professional memberships (select all that apply):**

- ☐ None
- ☐ American Psychological Association
- ☐ Regional Psychological Association(s), such as EPA, MPA
- ☐ State Psychological Association(s)
- ☐ Local Psychological Association(s)
- ☐ Association for Psychological Science (APS)
- ☐ American Association of Applied and Preventative Psychology (AAAPP)
- ☐ Association for Cognitive and Behavioral Therapies (ACBT, formerly AABT)
- ☐ Other scientific or professional societies (please list):

**＊ 28. Have you been elected to any offices in any of these organizations?**

- ○ N/A
- ○ Yes
- ○ No

**＊ 29. Have you been elected or appointed to any boards, commissions, committees, or task groups in any of these organizations?**

- ○ N/A
- ○ Yes
- ○ No

**＊ 30. If you are a member of the American Psychological Association, please indicate the number of Divisions you are a member of:**

- ○ N/A
- ○ Member of one Division
- ○ Member of more than one Division

## Career Experiences of Professional Psychologists

**\* 31. If you are a member of the American Psychological Association, please indicate the number of Sections of APA Divisions you are a member of:**

○ N/A

○ Member of one Section of an APA Division

○ Member of more than one Section of APA Division(s)

### Professional Activities

**\* 32. Have you published any articles, books, or book chapters?**

○ Yes

○ No

If yes, please indicate the approximate number of publications:

[ ]

**\* 33. Have you presented your work at professional or scientific meetings?**

○ Yes

○ No

If yes, please indicate the approximate number of presentations:

[ ]

**\* 34. Have you edited or served on the editorial boards of any journals or book series?**

○ Yes

○ No

**\* 35. Have you received any awards for excellence in teaching?**

○ Yes

○ No

**\* 36. In your work as a practicing psychologist, have you developed any programs or services that received public or community recognition?**

○ Yes

○ No

If yes, please describe:

[ ]

## Career Experiences of Professional Psychologists

**\* 37. Have you given any workshops on conceptions or techniques of professional or scientific work that you have developed or for which you are well regarded?**

◯ Yes

◯ No

**\* 38. Have you received any other honors, awards, or expressions of public recognition that are not mentioned above?**

◯ Yes

◯ No

If yes, please describe:

## Theoretical Orientation and View of Yourself as a Psychologist

**\* 39. Which of the following theoretical orientations best fits your approach to professional work? (Select all that apply)**

☐ Psychodynamic

☐ Psychoanalytic

☐ Behavioral or cognitive behavioral

☐ Multimodal

☐ Rational-emotive

☐ Systems theory

☐ Humanistic

☐ Eclectic

☐ Other

(please specify)

# Career Experiences of Professional Psychologists

**\* 40. How do you view yourself primarily?**

○ Practitioner

○ Researcher

○ Educator

○ Consultant

○ Supervisor

○ Administrator

○ Other

(please specify)

[                    ]

**\* 41. Which of the following terms best summarizes your view of yourself as a psychologist?**

○ Scientist

○ Practitioner

○ Scientist-practitioner

○ Scholar-practitioner

○ Other

(please specify)

[                    ]

## Satisfaction with Training and Work as a Psychologist

**\* 42. How satisfied are you with your choice of psychology as a career?**

○ Very satisfied                    ○ Slightly dissatisfied

○ Quite satisfied                    ○ Quite dissatisfied

○ Slightly satisfied                    ○ Very Dissatisfied

**\* 43. If I had my life to live over again (knowing what I know now), I would try to end up in...**

○ Psychology (doing about what I'm doing now)                    ○ Law

○ Some other field of psychology                    ○ Business

○ Medicine                    ○ Some other science or profession

# Career Experiences of Professional Psychologists

**\* 44. How satisfied are you with the quality of the graduate education that you received as preparation for your career?**

◯ Very satisfied                    ◯ Slightly dissatisfied

◯ Quite satisfied                   ◯ Quite dissatisfied

◯ Slightly satisfied                ◯ Very Dissatisfied

**45. From your experience, what changes (additions, deletions, shifts in emphasis) would you recommend in the graduate program you completed at Rutgers?**

## Questions for Psy.D. Degree Holders

For individuals with the Psy.D. degree, please complete this page. For those with the Ph.D. degree, please skip to the next page.

**46. In general, how has your Psy.D. degree been received by each of the following?**

|  | Very favorably | Favorably | Neutrally | Unfavorably | Very unfavorably |
|---|---|---|---|---|---|
| Colleagues | ◯ | ◯ | ◯ | ◯ | ◯ |
| Employers | ◯ | ◯ | ◯ | ◯ | ◯ |
| Clients | ◯ | ◯ | ◯ | ◯ | ◯ |

**47. Has your Psy.D. degree been received differently from one state or country to another?**
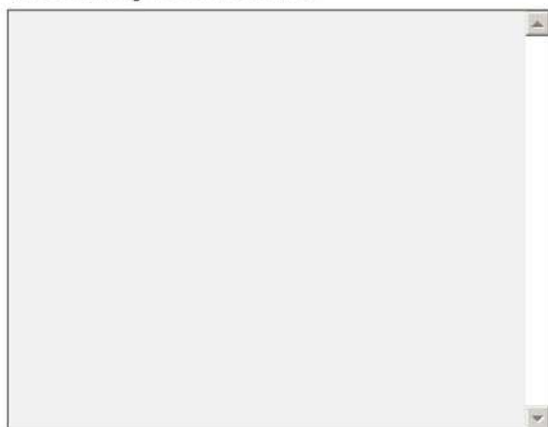
◯ Yes

◯ No

If yes, please describe:

## Career Experiences of Professional Psychologists

**48. In each of the following situations, indicate whether your Psy.D. degree and the preparation it represented appeared to be a handicap or an advantage. If the degree did not seem to matter much one way or the other, select "neither."**

|  | Advantage | Neither | Disadvantage |
|---|:---:|:---:|:---:|
| In seeking an internship | ◯ | ◯ | ◯ |
| In qualifying for licensure | ◯ | ◯ | ◯ |
| In obtaining employment | ◯ | ◯ | ◯ |
| In establishing a practice | ◯ | ◯ | ◯ |

## Comments

**49. Please write here any other comments you are to make about the topics with which this survey is concerned:**

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!