Career Stages of Health Service Psychologists

Special Analysis of the 2015 APA Survey of Psychology Health Service Providers

American Psychological Association
Center for Workforce Studies

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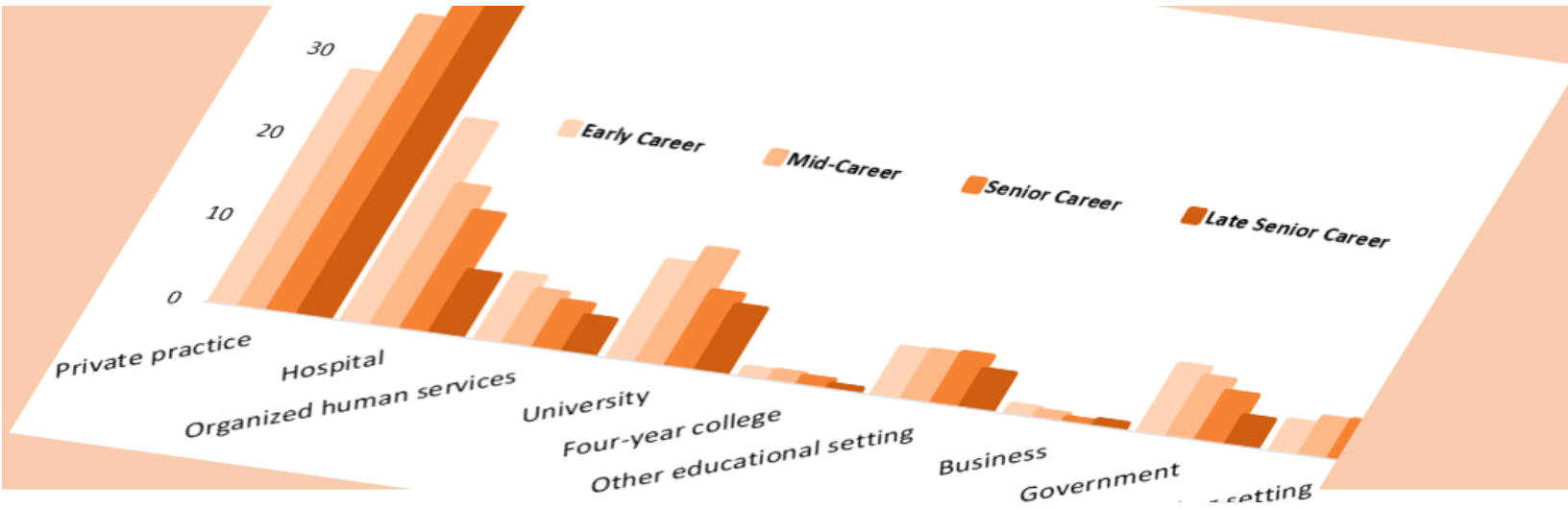

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Introduction and Key Findings

The American Psychological Association's 2015 Survey of Psychology Health Service Providers (APA, 2016) collected information about the demographic and educational characteristics, employment characteristics, and provision of health services of licensed psychologists. This report presents special analyses of the 2015 APA Survey of Psychology Health Services with a focus on career stages. Career stage was coded into four categories based on years since doctorate: early career (1-10 years), mid-career (11-20 years), senior career (21-30 years), and late senior career (31 or more years). Analyses for this report were based on data from 5,272 doctoral-level licensed psychologists. All available data were used; total Ns may be different for individual analyses due to missing values. Unless describing general trends, all results discussed in the report were statistically significant at $p < .05$.

Additional methodological details and results can be found in the report on the 2015 APA Survey of Psychology Health Service Providers (APA, 2016) and the CWS factsheet series on psychologists providing services to various population groups (APA, 2017).

Key Findings include:

Demographic characteristics: Psychologists in earlier career stages had higher proportions of females, racial/ethnic minorities, gay/lesbian/bisexual individuals, and PsyD degree holders. Psychologists in later career stages were more likely to be male, White, heterosexual, and hold PhD or EdD degrees. Marital status showed decreases in single and increases in widowed status as career stage increased. The presence of dependents aligned with career stage.

Practice characteristics: There was a decrease in hours worked at primary position and total hours worked for late senior career psychologists. The most common work setting in all career stages was private practice. Psychologists in earlier career stages had higher proportions working in hospitals and organized settings, whereas psychologists in later stages had higher proportions working in private practice. Psychologists in later stages were also more likely to work in a primary position only and report plans to decrease hours in the next 12 months than psychologists in earlier stages.

Cultural competency: Psychologists in earlier stages felt more prepared by their graduate training to respond to the needs of diverse populations. Generally, knowledge about working with diverse populations was greater for psychologists in earlier stages. Across career stages, individuals used different resources to build cultural competency.

1. Demographic and Educational Characteristics

Table 1 displays descriptive statistics for demographic and educational characteristics by career stage. Not surprisingly, progressively increasing ages were observed at higher career stages, with age strongly correlated[1] with years since doctorate. By gender, earlier career stages were more likely to be female. About 77% of early career psychologists were female, whereas about 38% of late senior career psychologist were female.

By race/ethnicity, psychologists in earlier career stages were more likely to belong to racial/ethnic minority groups. About 22% of early career psychologists belonged to racial/ethnic minority groups, compared to about 9% of late senior career. By sexual orientation, the proportion of gay, lesbian, or bisexual psychologists generally decreased with higher career stages. Approximately 9% of early career psychologists were gay, lesbian, or bisexual, whereas about 5% of late senior career psychologists were gay, lesbian, or bisexual.

By marital status, there were decreases in single status and increases in widowed status as career stage increased. Generally, proportions of married psychologists were similar across most career stages, with a decrease at the late senior career stage. The presence of dependents generally aligned with career stage. Early career psychologists were more likely to have dependents age 6 and under. Mid-career psychologists were more likely to have dependents age 7-17. Senior career psychologists were more likely to have dependents age 18-26. Late senior career psychologists were more likely to have dependents over age 26.

By type of doctorate, the proportion of psychologists with PhDs and EdDs increased as career stage increased, while the proportion of psychologists with PsyDs decreased.

There were no significant relationships between career stage and disability status.

[1] $r = .85$, $p < .001$

Table 1. Demographic and Educational Characteristics by Career Stage

Career Stage	Early Career		Mid-Career		Senior Career		Late Senior Career		Total	
Total	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
	1040	**19.8**	**1286**	**24.4**	**1394**	**26.4**	**1549**	**29.4**	**5272**	**100**
Age (years)	***Value***		***Value***		***Value***		***Value***		***Value***	
Median	37		48		59		67		58	
Mean	39.6		50.0		59.0		68.0		55.7	
SD	8.2		8.5		6.4		6.3		12.7	
N	885		1093		1189		1347		4514	
Gender	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Female	683	76.7	797	72.2	705	58.7	522	38.1	**2707**	**59.3**
Male	207	23.3	307	27.8	497	41.3	847	61.9	**1858**	**40.7**
Total	890	100	1104	100	1202	100	1369	100	**4565**	**100**
Race/Ethnicity	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
White	697	78.2	928	84.1	1084	89.4	1244	91.0	**3953**	**86.4**
Minority	194	21.8	176	15.9	128	10.6	123	9.0	**621**	**13.6**
Total	891	100	1104	100	1212	100	1367	100	**4574**	**100**
Sexual Orientation	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Heterosexual	788	91.0	978	92.3	1074	92.1	1256	95.4	**4096**	**92.9**
Gay/lesbian/ bisexual	78	9.0	82	7.7	92	7.9	60	4.6	**312**	**7.1**
Total	866	100	1060	100	1166	100	1316	100	**4408**	**100**
Disability Status	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
No	836	94.0	1051	95.2	1128	94.6	1271	93.1	**4286**	**94.2**
Yes	53	6.0	53	4.8	65	5.4	94	6.9	**265**	**5.8**
Total	889	100	1104	100	1193	100	1365	100	**4551**	**100**
Marital Status	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Married/ partnered	668	75.2	847	77.1	953	79.5	1053	77.3	**3521**	**77.4**
Single/never married	152	17.1	112	10.2	67	5.6	60	4.4	**391**	**8.6**
Separated	6	0.7	8	0.7	10	0.8	7	0.5	**31**	**0.7**
Divorced	56	6.3	118	10.7	135	11.3	170	12.5	**479**	**10.5**
Widowed	6	0.7	13	1.2	33	2.8	73	5.4	**125**	**2.7**
Total	888	100	1098	99.9	1198	100	1363	100.1	**4547**	**99.9**
Presence of Dependents	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Age 6 or under	380	36.4	187	14.5	11	0.8	2	0.1	**580**	**11**
Age 7-17	145	13.9	489	38	241	17.3	35	2.3	**1549**	**29.4**
Age 18-26	37	3.5	128	10	424	30.4	173	11.2	**762**	**14.5**
Over age 26	39	3.7	89	6.9	227	16.3	410	26.5	**765**	**14.5**
Type of Doctorate	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
PhD	618	59.3	926	72	1195	83.6	1414	91.3	**4123**	**78.2**
PsyD	418	40.1	347	27	192	13.8	52	3.4	**1009**	**19.1**
EdD	7	0.7	13	1.0	37	2.7	83	5.4	**140**	**2.7**
Total	1043	100.1	1286	100	1424	100.1	1549	100.1	**5272**	**100**

Source: 2015 APA Survey of Psychology Health Service Providers.

Note: Missing values were excluded prior to analysis. Totals may not sum to 100% due to rounding. Percents are percents within career stage. Gender descriptive statistics included male and female respondents only. Minority included respondents who selected one or more of the following categories: Hispanic, Mexican, Puerto Rican, Cuban, American Indian/Alaska Native, Asian, Black/African American, Native American/Pacific Islander, and other ethnicities/races. Sexual orientation descriptive statistics included heterosexual and gay/lesbian/bisexual only. Respondents could enter the presence of dependents in multiple categories; totals may not sum to 100%. See Test Results Table 1 in the appendix for statistical tests.

2. Practice Characteristics

Table 2 displays descriptive statistics for practice characteristics. Due to missing values, the Ns for some analyses were lower than the overall sample (N = 5,272). By hours worked per week (in primary position, secondary position, and total), late senior career psychologists reported fewer hours worked per week in primary positions and in total hours worked per week than all other career stages. There were no significant differences between career stages in hours worked per week in secondary positions.

Table 2. Practice Characteristics by Career Stage

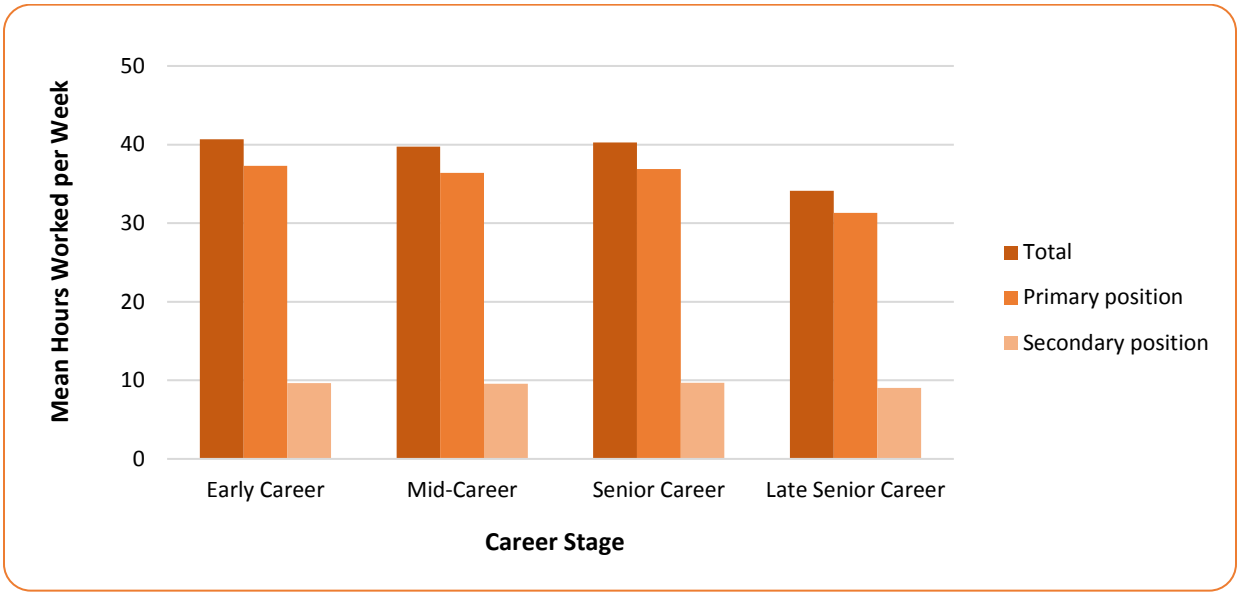
Career Stage	Early Career		Mid-Career		Senior Career		Late Senior Career		Total	
Hours Worked per Week	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***
Primary position	37.28	12.4	36.39	13.8	36.90	13.5	31.29	15.0	**35.37**	**14.0**
Secondary position	9.66	6.7	9.58	7.4	9.70	7.2	9.03	7.2	**9.5**	**7.1**
Total	40.69	12.8	39.73	14.3	40.26	13.6	34.1	15.8	**38.59**	**14.5**
Number of Positions	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Primary only	636	66.9	785	67.7	843	67.7	866	72.2	**3130**	**68.7**
Primary and secondary	315	33.1	375	32.3	402	32.3	333	27.8	**1425**	**31.3**
Total	951	100	1160	100	1245	100	1199	100	**4555**	**100**
Work Setting for Primary Position	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Private practice	293	30.3	454	38.1	602	47.6	732	60.5	**2081**	**44.7**
Hospital	254	26.3	218	18.3	199	15.7	118	9.8	**789**	**17.0**
Organized human services	83	8.6	85	7.1	79	6.2	68	5.6	**315**	**6.8**
University	124	12.8	178	14.9	128	10.1	123	10.2	**553**	**11.9**
Four-year college	13	1.3	17	1.4	14	1.1	7	0.6	**51**	**1.1**
Other educational setting	60	6.2	77	6.5	89	7.0	71	5.9	**294**	**6.3**
Business	13	1.3	11	0.9	7	0.6	12	1.0	**43**	**0.9**
Government	87	9.0	94	7.9	82	6.5	34	2.8	**317**	**6.8**
Other setting	40	4.1	59	4.9	65	5.1	44	3.6	**208**	**4.5**
Total	967	99.9	1193	100	1265	99.9	1209	100	**4651**	**100**
Practice Plans for Next 12 Months	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Increase hours	138	15.5	161	15.3	124	11.0	63	5.9	**486**	**11.7**
Decrease hours	71	8.0	84	8.0	111	9.8	179	16.8	**445**	**10.7**
Seek non-clinical job	10	1.1	7	0.7	8	0.7	5	0.5	**30**	**0.7**
Continue as you are	644	72.2	783	74.2	873	77.1	785	73.6	**3085**	**74.4**
Other	29	3.3	20	1.9	16	1.4	35	3.3	**100**	**2.4**
Total	892	100.1	1055	100.1	1132	100	1067	100.1	**4146**	**99.9**

Source: 2015 APA Survey of Psychology Health Service Providers. See Test Results Table 2 in the appendix for statistical tests.

Note: Missing values were excluded prior to analysis. Totals may not sum to 100% due to rounding. Percents are percents within career stage. See Test Results Table 2 in the appendix for statistical tests.

Figure 1 shows mean hours worked by career stage in primary and secondary positions, as well as total hours worked.

Figure 1. Mean Hours Worked per Week by Type of Position and Career Stage



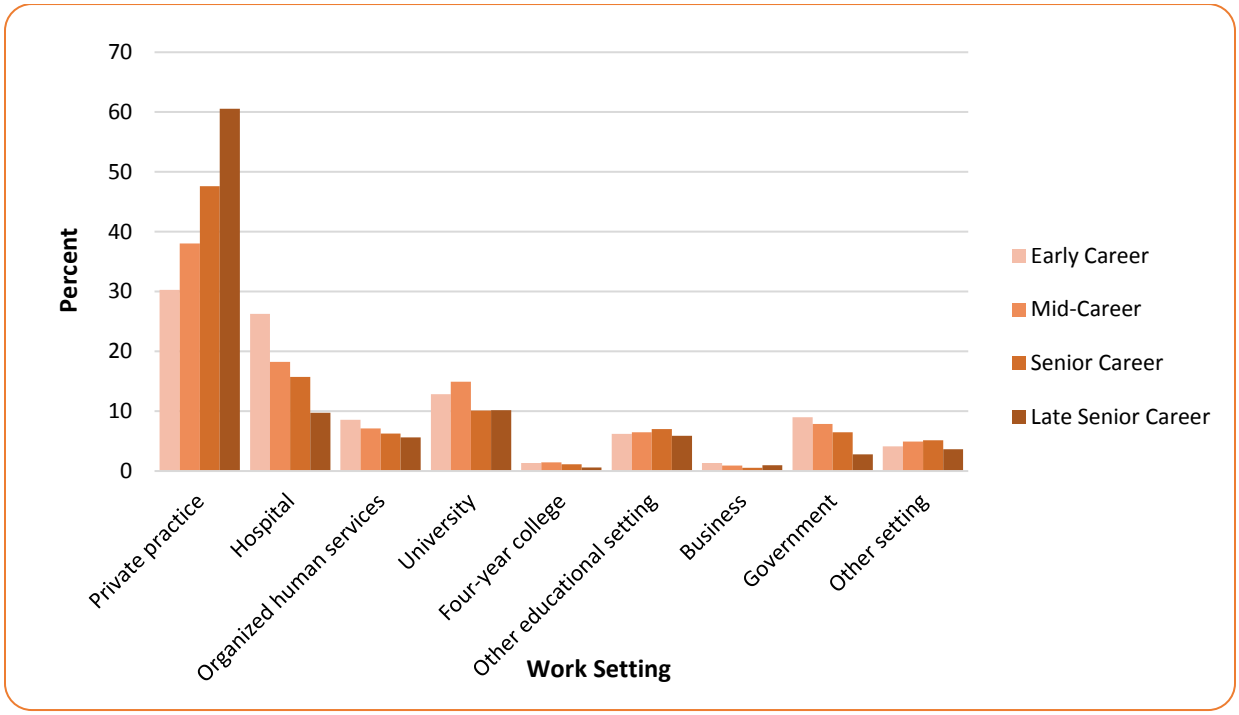
Source: 2015 APA Survey of Psychology Health Service Providers. See Table 2 for underlying data and Test Results Table 2 in the appendix for statistical tests.

By number of positions (primary only; primary and secondary), late senior career psychologists were more likely to hold primary positions only.

The most common work setting across all career stages was private practice. By work settings, psychologists in higher career stages had higher proportions working in private practice in their primary positions. Psychologists in earlier career stages had higher proportions working in hospitals and organized human service settings in their primary positions. Figure 2 shows percentages of psychologists by work setting and career stage.

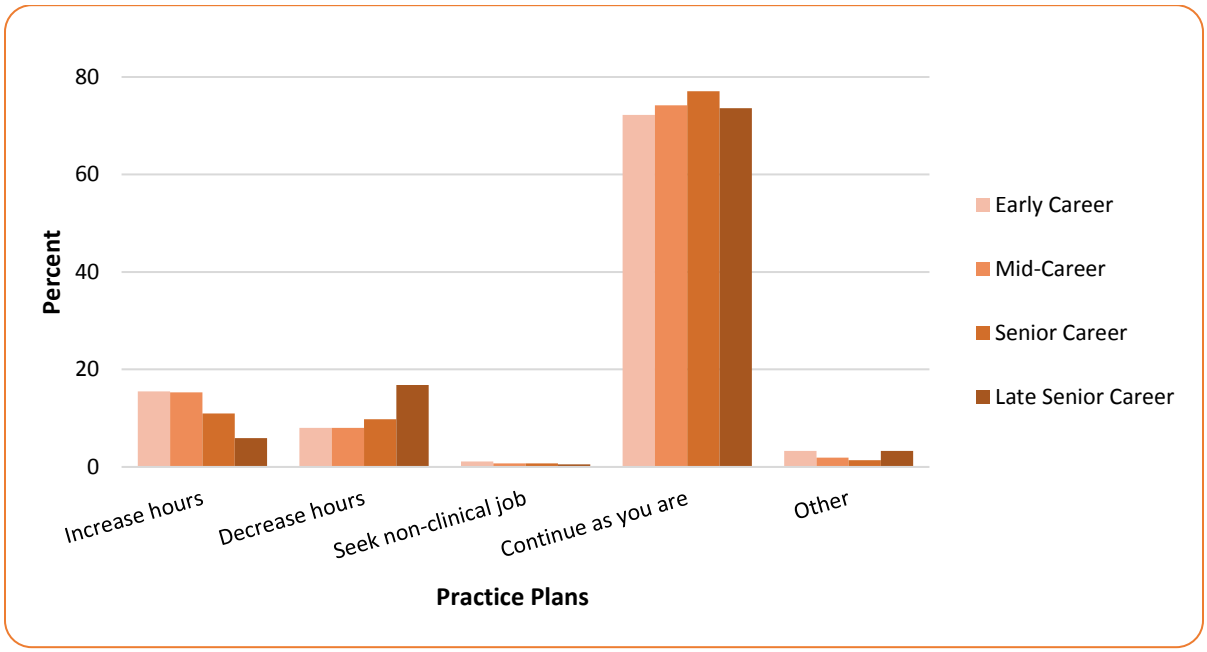
By future practice plans, psychologists in earlier career stages were more likely to report plans to increase hours in the next 12 months. Psychologists in later career stages were more likely to report plans to decrease hours in the next 12 months. Figure 3 shows practice plans for the next 12 months by career stage.

Figure 2. Primary Position Work Settings by Career Stage



Source: 2015 APA Survey of Psychology Health Service Providers. See Table 2 for underlying data and Test Results Table 2 in the appendix for statistical tests.

Figure 3. Practice Plans for Next 12 Months by Career Stage



Source: 2015 APA Survey of Psychology Health Service Providers. See Table 2 for underlying data and Test Results Table 2 in the appendix for statistical tests.

3. Cultural Competency

About half of survey respondents were randomly assigned to a section on cultural competency. Respondents gave an overall rating of how well they felt their graduate training prepared them to provide services to diverse populations. Responses were measured on a 5-point scale where 1 = not at all prepared and 5 = extremely well-prepared. In addition, for each of 19 populations, respondents indicated how knowledgeable they felt about working with the population on a 5-point scale, where 1 = not at all knowledgeable and 5 = extremely knowledgeable. Respondents were also asked to endorse resources utilized to build cultural competency in working with 19 populations. A resource utilization index was calculated for each type of resource. The index was the sum of the number of populations for which a type of resource was utilized to build cultural competency. The index ranged from 0 to 19.

Preparedness to Work with Diverse Populations

Table 3 shows mean ratings of preparedness by graduate training to work with diverse populations. Other than the early and mid-career stages, all career stages were significantly different from each other. Increasing career stages reported lower preparedness by graduate training to work with diverse populations.

Table 3. Preparedness by Graduate Training to Work with Diverse Populations by Career Stage

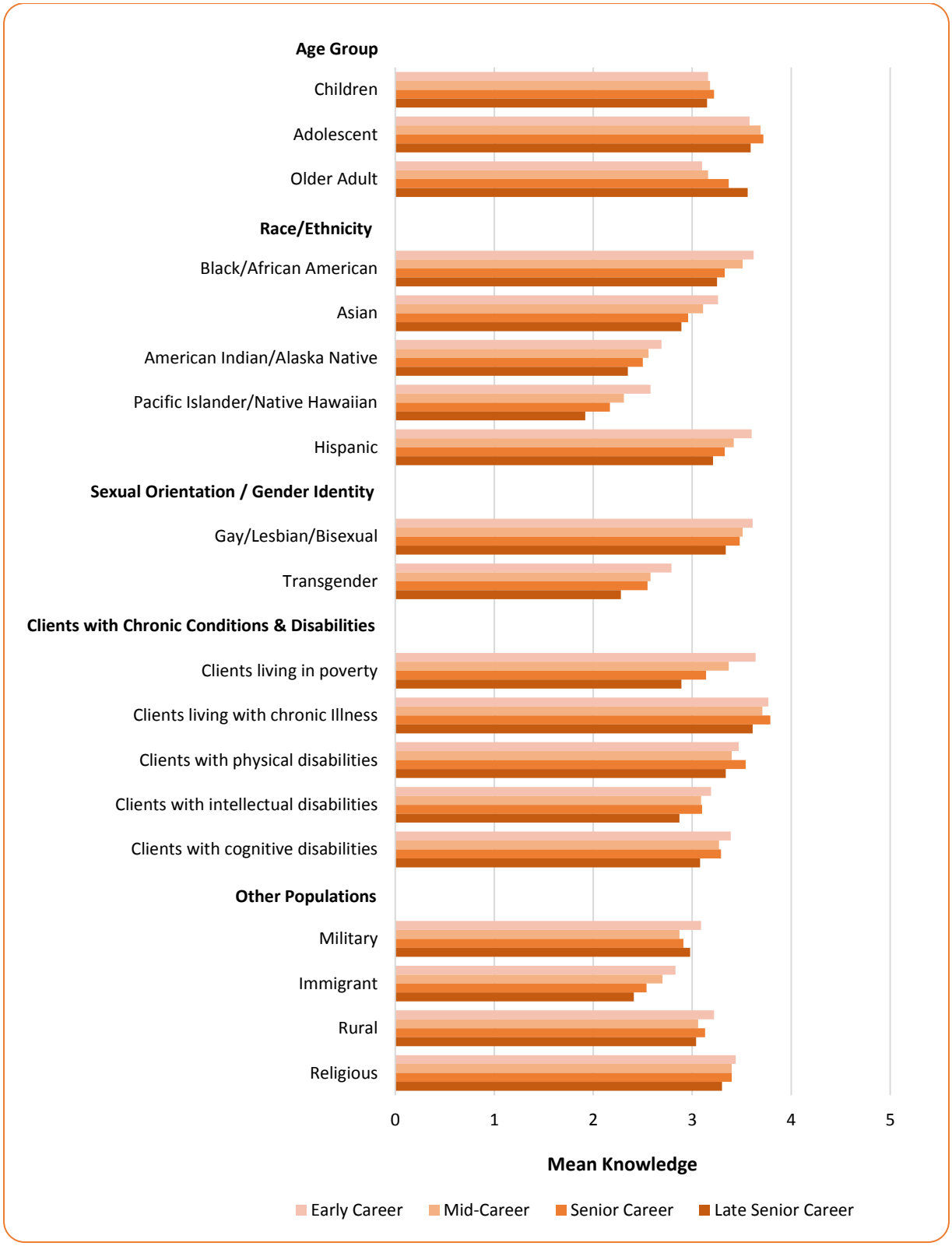
Career Stage	Early Career		Mid-Career		Senior Career		Late Senior Career		Total	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
Preparedness by Graduate Training to Work with Diverse Populations	3.88	0.8	3.73	0.9	3.24	1.0	2.96	1.1	**3.44**	**1.0**

Source: 2015 APA Survey of Psychology Health Service Providers.
Note: Missing values were excluded prior to analysis.

Knowledge about Working with Diverse Populations

Knowledge ratings about working with diverse populations showed differences between career stages for most populations. Generally, for all racial/ethnic minority populations, transgender populations, and clients living in poverty, psychologists in earlier career stages reported greater knowledge than psychologists in later career stages. Knowledge about working with older adults showed an opposite pattern, where knowledge increased in later career stages. Figure 4 displays mean knowledge ratings by population and career stage. See Test Results Table 3 in the appendix for statistical tests, including comparisons of specific career stage pairs.

Figure 4. Knowledge about Working with Populations by Career Stage

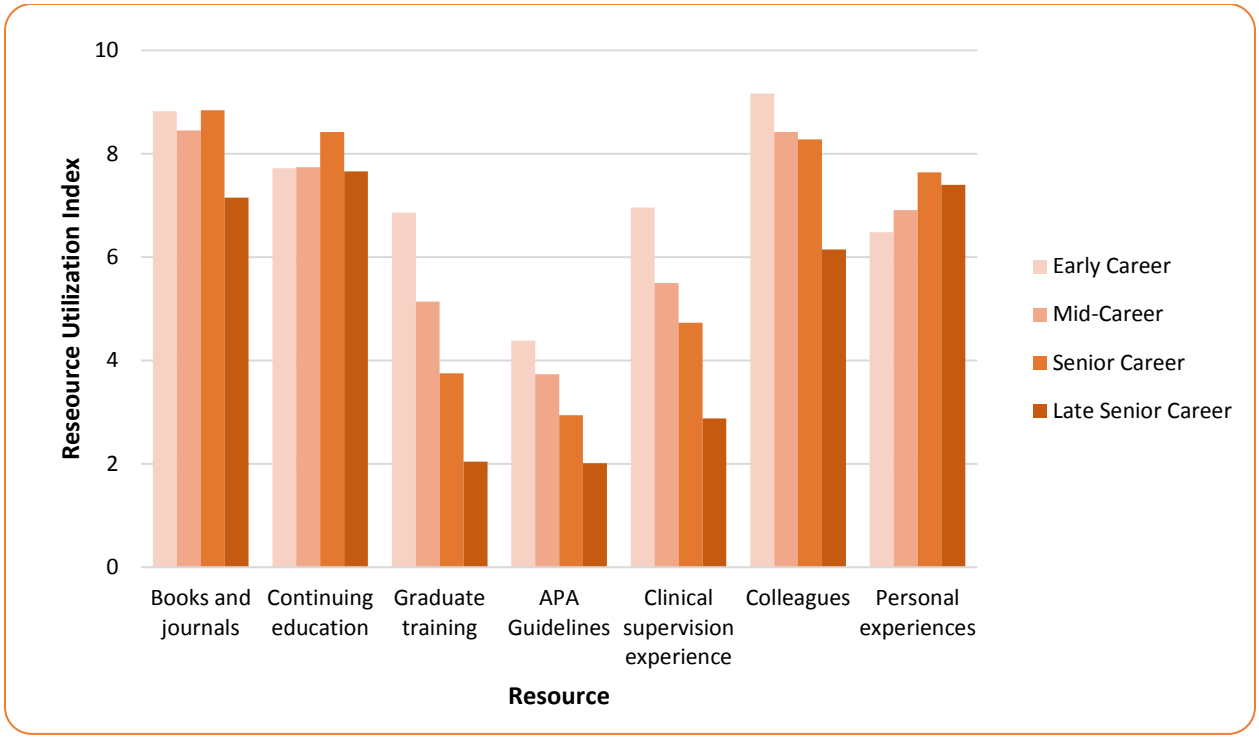


Source: 2015 APA Survey of Psychology Health Service Providers. See Table 3 for underlying data and Test Results Table 3 in the appendix for statistical tests.

Resources Utilized to Build Cultural Competency

Figure 5 shows the resource utilization index by type of resource and career stage. Generally, there was a decrease in utilization of graduate training, APA guidelines, clinical supervision, and colleagues across career stages. See Test Results Table 3 in the appendix for statistical tests, including comparisons of specific career stage pairs.

Figure 5. Resources Utilization Index by Type of Resource and Career Stage



Source: 2015 APA Survey of Psychology Health Service Providers. See Table 4 for underlying data and Test Results Table 3 in the appendix for statistical tests.
Note: The resource utilization index represents the mean number of populations (out of 19 total populations) for which each type of resource was utilized to build cultural competence.

Table 4. Knowledge about Working with Populations and Resource Utilization Index by Type of Resource and Career Stage

Career Stage	Early Career		Mid-Career		Senior Career		Late Senior Career		Total	
Knowledge about Working with Populations	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***
Age Populations										
Children	3.16	1.4	3.18	1.4	3.22	1.4	3.15	1.4	**3.18**	**1.4**
Adolescent	3.58	1.1	3.69	1.2	3.72	1.1	3.59	1.1	**3.65**	**1.1**
Older adult	3.10	1.2	3.16	1.1	3.37	1.1	3.56	1.0	**3.30**	**1.1**
Race/Ethnicity Populations										
Black/African American	3.62	0.8	3.51	0.8	3.33	0.9	3.25	0.8	**3.42**	**0.9**
Asian	3.26	0.9	3.11	0.9	2.96	0.9	2.89	0.9	**3.05**	**0.9**
American Indian/Alaska Native	2.69	1.0	2.56	1.0	2.50	1.0	2.35	1.1	**2.52**	**1.0**
Pacific Islander/Native Hawaiian	2.58	1.0	2.31	1.0	2.17	1.0	1.92	1.0	**2.24**	**1.0**
Hispanic	3.60	0.9	3.42	0.9	3.33	0.9	3.21	0.9	**3.39**	**0.9**
Sexual Orientation & Gender Identity Populations										
Gay/lesbian/bisexual	3.61	0.8	3.51	1.0	3.48	0.9	3.34	0.9	**3.48**	**0.9**
Transgender	2.79	1.1	2.58	1.1	2.55	1.1	2.28	1.0	**2.55**	**1.1**
Clients with Chronic Conditions & Disabilities										
Clients living in poverty	3.64	1.0	3.37	1.1	3.14	1.1	2.89	1.1	**3.25**	**1.1**
Clients living with chronic Illness	3.77	1.1	3.71	1.0	3.79	1.0	3.61	1.0	**3.72**	**1.0**
Clients with physical disabilities	3.47	1.1	3.40	1.1	3.54	1.0	3.34	1.1	**3.44**	**1.1**
Clients with intellectual disabilities	3.19	1.6	3.09	1.2	3.1	1.2	2.87	1.2	**3.06**	**1.2**
Clients with cognitive disabilities	3.39	1.1	3.27	1.2	3.29	1.1	3.08	1.2	**3.26**	**1.5**
Other Populations										
Military	3.09	1.3	2.87	1.2	2.91	1.2	2.98	1.2	**2.95**	**1.2**
Immigrant	2.83	1.1	2.70	1.1	2.54	1.0	2.41	1.0	**2.61**	**1.1**
Rural	3.22	1.2	3.06	1.2	3.13	1.2	3.04	1.2	**3.11**	**1.2**
Religious	3.44	1.0	3.40	1.1	3.40	1.1	3.30	1.0	**3.39**	**1.0**
Type of Resource	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***	***Mean***	***SD***
Books and journals	8.82	6.3	8.45	6.0	8.84	6.2	7.15	6.0	**8.33**	**6.2**
Continuing education	7.72	6.0	7.74	5.7	8.42	5.7	7.66	5.8	**7.91**	**5.8**
Graduate training	6.86	6.7	5.14	5.6	3.75	4.9	2.04	3.5	**4.37**	**5.5**
APA Guidelines	4.38	6.0	3.73	5.4	2.94	4.8	2.01	4.1	**3.23**	**5.2**
Clinical supervision experience	6.96	6.4	5.50	5.9	4.73	5.6	2.88	4.8	**4.97**	**5.9**
Colleagues	9.16	6.4	8.42	6.3	8.28	6.09	6.15	5.9	**7.99**	**6.3**
Personal experiences	6.48	6.1	6.91	5.8	7.64	6.12	7.40	5.8	**7.14**	**6.0**

Source: 2015 APA Survey of Psychology Health Service Providers. See Test Results Table 3 in the appendix for statistical tests.

Note: Missing values were excluded prior to analysis. The resource utilization index represents the mean number of populations (out of 19 total populations) for which each type of resource was utilized to build cultural competence.

Conclusion

Overall, the results provide insights into shifts in demographic characteristics, practice patterns, and cultural competency over the course of psychologists' careers. In terms of demographic characteristics, psychologists in earlier career stages were more racially/ethnically diverse than psychologists in later career stages. This pattern is consistent with other reports on the psychology workforce (APA, 2015), showing that there were increased proportions of racial/ethnic minority psychologists at younger ages. It is encouraging that slow change toward greater diversity is occurring.

In terms of practice patterns, the most common work setting was private practice in all career stages. Psychologists in earlier career stages had higher proportions working in organized human service settings and hospitals, whereas psychologists in later career stages were had higher proportions working in private practice. While these findings may represent typical career trajectories, it is possible that the findings represent shifts toward different models of service delivery. Mean work hours were relatively consistent across career stages; there was a decrease in total work hours per week and work hours per week in primary positions at the late senior career stage around the age of retirement. Mean work hours per week remained high for late senior career psychologists.

In terms of cultural competency, psychologists in earlier stages had higher ratings of preparedness by graduate training to work with diverse populations. However, this result may be due to relative proximity to graduate training in earlier career stages. Psychologists in earlier career stages felt more knowledgeable about working with diverse populations. An exception occurred with knowledge about working with older adults, where knowledge increased as career stage increased. A limitation is that knowledge ratings were self-reported; knowledge ratings do not necessarily indicate cultural competency. Psychologists utilized different resources to build cultural competence over the course of psychologists' careers. For example, graduate training and clinical supervision were used more often by earlier career stages. Overall, the cultural competency results suggest that psychologists are becoming better prepared to respond to the needs of an increasingly diverse population.

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Appendix. Technical Documentation

Definition of Terms

Career stage: coded into four categories based on years since doctorate: early career (1-10 years), mid-career (11-20 years), senior career (21-30 years), and late senior career (31 or more years).

Gender: included male and female only. Transgender and other identities were excluded.

Race/ethnicity: coded as White and minority. Minority included respondents who indicated one or more of the following categories: Hispanic, Mexican, Puerto Rican, Cuban, American Indian/Alaska Native, Asian, Black/African American, Native American/Pacific Islander, and other ethnicities/races.

Sexual orientation: coded into 2 categories: heterosexual and gay/lesbian/bisexual. Other identities were excluded.

Presence of dependents: Respondents who reported at least 1 dependent were coded as having the presence of dependents in 4 age ranges: age 6 or under, age 7-17, age 18-26, and over age 26.

Total hours worked per week: For individuals holding a primary position only, total hours worked per week was the same value as the hours worked per week in the primary position. For individuals holding primary and secondary positions, total hours worked per week was the sum of hours worked per week in the primary position and hours worked per week in the secondary position

Number of positions: If work hours per week for the primary position were 1 or more, the response was coded as primary position only. If work hours per work for the primary position and work hours per week for the secondary position were both 1 or more, the response was coded as primary and secondary positions.

Resource utilization index: coded based on the sum of the number of populations endorsed for which a type of resource was utilized to build cultural competence. Totals ranged from 0 to 19. Populations included children, adolescents, older adults, American Indians/Alaska Natives, Asians, Blacks/African Americans, Hispanics, Native Hawaiians/Pacific Islanders, gay/lesbian/bisexual populations, transgender, military, immigrants, rural populations, religious clients, clients living in poverty, clients with chronic illness, clients with physical disabilities, clients with intellectual disabilities, and clients with cognitive disabilities.

Statistical Tests underlying Results

Test Results Table 1. Demographic and Educational Characteristics

ANOVA tests for career stage by:	**Test Statistic**
Age	$F(3, 4510) = 3033.35$, $p < .001$, $\eta^2 = 0.67$
Chi-square tests with career stage and:	**Test Statistic**
Gender	$\chi^2(3) = 442.62$, $p < .001$
Minority status	$\chi^2(3) = 90.10$, $p < .001$
Sexual orientation	$\chi^2(3) = 19.46$, $p < .001$
Disability status	Not significant
Marital status	$\chi^2(12) = 198.95$, $p < .001$
Presence of dependents	
Age 6 and under	$\chi^2(3) = 1040.93$, $p < .001$
Age 7-17	$\chi^2(3) = 640.55$, $p < .001$
Ages 18-26	$\chi^2(3) = 422.18$, $p < .001$
Over age 26	$\chi^2(3) = 339.36$, $p < .001$
Type of doctorate	$\chi^2(6) = 667.22$, $p < .001$

Test Results Table 2. Practice Characteristics

ANOVA tests for career stage by:	**Test Statistic**
Hours Worked Per Week	
In primary position	$F(3, 4633) = 49.65$, $p < .001$, $\eta^2 = 0.03$
In secondary position	Not significant
Total	$F(3, 4633) = 55.97$, $p < .001$, $\eta^2 = 0.03$
Chi-square tests with career stage and:	
Number of positions	$\chi^2(3) = 9.54$, $p = .02$
Work setting for primary position	$\chi^2(24) = 290.85$ $p < .001$
Practice plans for next 12 Months	$\chi^2(12) = 121.05$, $p < .001$

Test Results Table 3. Cultural Competency

ANOVA tests for career stage by:	Test Statistic	Significant Pairwise Comparisons between Career Stages
Overall preparedness by graduate training to work with diverse populations	$F(3, 4633) = 88.70$, $p < .001$, $\eta^2 = 0.13$	bcdef
Knowledge about Working with Diverse Populations		
Children	Not significant	
Adolescent	Not significant	
Older adult	$F(3, 1861) = 16.05$, $p < .001$, $\eta^2 = 0.03$	bcdef
Black/African American	$F(3, 1862) = 17.71$, $p < .001$, $\eta^2 = 0.03$	bcde
Asian	$F(3, 1864) = 15.51$, $p < .001$, $\eta^2 = 0.02$	bcde
American Indian/Alaska Native	$F(3, 1862) = 8.37$, $p < .001$, $\eta^2 = 0.01$	bde
Pacific Islander/Native Hawaiian	$F(3, 1848) = 32.87$, $p < .001$, $\eta^2 = 0.05$	abdef
Hispanic	$F(3, 1861) = 14.37$, $p < .001$, $\eta^2 = 0.02$	bde
Gay/lesbian/bisexual	$F(3, 1862) = 6.48$, $p < .001$, $\eta^2 = 0.01$	de
Transgender	$F(3, 1851) = 17.00$, $p < .001$, $\eta^2 = 0.03$	abdef
Military	$F(3, 1860) = 2.72$, $p = .04$, $\eta^2 = 0.004$	a
Immigrant	$F(3, 1853) = 13.14$, $p < .001$, $\eta^2 = 0.02$	bde
Rural	Not significant	
Religious	Not significant	
Clients living in poverty	$F(3, 1850) = 37.63$, $p < .001$, $\eta^2 = 0.06$	abcdef
Clients living with chronic illness	$F(3, 1852) = 2.97$, $p = .03$, $\eta^2 = 0.005$	f
Clients with physical disabilities	$F(3, 1850) = 3.18$, $p = .02$, $\eta^2 = 0.005$	f
Clients with intellectual disabilities	$F(3, 1858) = 5.86$, $p = .001$, $\eta^2 = 0.01$	def
Clients with cognitive disabilities	$F(3, 1857) = 5.85$, $p = .001$, $\eta^2 = 0.01$	df
Resources Utilized to Build Competence to Work with Diverse Populations		
Books and journals	$F(3, 1891) = 7.90$, $p < .001$, $\eta^2 = 0.01$	def
Continuing education	Not significant	
Graduate training	$F(3, 1891) = 67.60$, $p < .001$, $\eta^2 = 0.10$	abcdef
APA Guidelines	$F(3, 1891) = 18.14$, $p < .001$, $\eta^2 = 0.03$	bdef
Clinical supervision experience	$F(3, 1891) = 39.50$, $p < .001$, $\eta^2 = 0.06$	abdef
Colleagues	$F(3, 1891) = 20.07$, $p < .001$, $\eta^2 = 0.03$	def
Personal experiences	$F(3, 1891) = 3.58$, $p = .01$, $\eta^2 = 0.01$	b

Note: a – difference between early career and mid-career
b – difference between early career and senior career
c – difference between mid-career and senior career
d – difference between early career and late senior career
e – difference between mid-career and late senior career
f – difference between senior career and late senior career