



Association of Doctoral Training Data with Scores on the Examination for the Professional Practice of Psychology (EPPP)

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Introduction

The current study provides longitudinal follow-up of individuals trained by member programs of the nationwide Council of University Directors of Clinical Psychology (CUDCP) who participated in any of the internship match studies described by Callahan, Collins, and Klonoff (2010) and Callahan, Hogan, Klonoff, and Collins (2014).

Participants from those earlier nationwide studies were contacted 7 – 10 years after obtaining their doctoral degree to gather additional data, including their scores on the national licensing exam.

Main Findings

In this sample ($N = 190$), EPPP scores were significantly associated with:

- Family of origin socioeconomic status ($r = .391, p = .004$)
- Student debt load ($r = -.371, p = .007$)
- Scores on the Graduate Record Examination (GRE)
 - Verbal: $r = .311, p = .037$
 - Quantitative: $r(144) = .405, p = .008$

The Examination for the Professional Practice of Psychology (EPPP) appears to capture more noise than signal in the evaluation of graduates from CUDCP member programs

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EPPP scores were *not* found to be significantly associated with any major doctoral program training variables, including:

- intervention/assessment hours
- number of integrated reports
- number of publications
- rank order of matched internship site

EPPP scores were also *not* found to be significantly associated with most post-doctoral early career activities. The few exceptions include:

- Weak positive associations with engagement in teaching, supervision, and/or consultation services
- Weak associations with self-appraisals of competency in both positive (integrity, seeking supervision, scientific mindedness, evidence-based practice) and inverse directions (management, systems change).

Implications

- Taken together, the findings suggest the EPPP may exert bias against CUDCP students from economically disadvantaged backgrounds.
- The significant association with GRE scores indirectly suggests the EPPP may also exert bias against underrepresented minority (URM) students.
- Direct exploration of that possibility was precluded by a lack of power due to insufficient numbers URM in the population sampled (Dimmick & Callahan, online first).