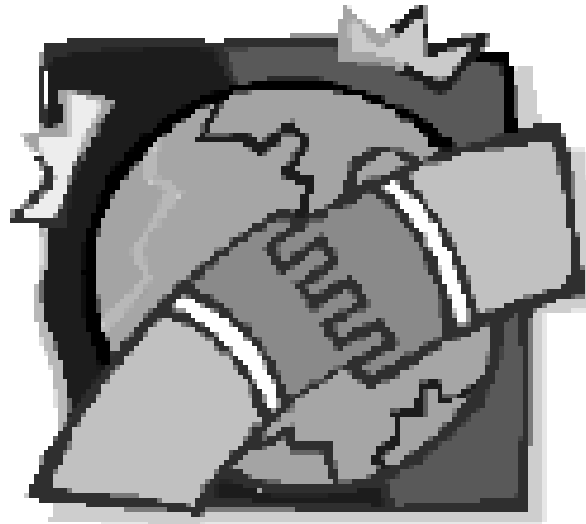


Match Made on Earth



A Guide to Navigating the Psychology Internship Application Process

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The CPA is pleased to post the workbook "**Match made on earth: A guide to navigating the psychology internship application process**" at the request of its editor, Melanie Bedali. This workbook has been reviewed and endorsed by CPA's student section, CPA's Education and Training Committee, and has been approved for posting on the CPA website by the Board of Directors of CPA. Copyright of the workbook, however, rests with its editor and contributors. Because the workbook is not a CPA document, it has not been translated into French."

Match Made on Earth



A Student Guide to Navigating the Psychology Internship Application Process

Edited by Melanie Badali, M.A.

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Vancouver, BC, Canada

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Preface

Pursuing a pre-doctoral psychology internship is an exciting and stressful process for students. As a student who has recently been through the application and match process, I wanted to share some of my insights while they were still fresh in my mind.

In the past year, I have learned much about the process of applying for internship. Perhaps most valuable was the impetus to explore my personal and professional goals for the future. For me, the choice of an internship involved considering a balance of professional and personal future goals. It was only once these were clear in my mind that I was able to set my goals for my pre-doctoral internship. After setting my career and internship goals, selecting programs to which I would apply and ranking my choices became considerably easier.

This workbook is intended to assist psychology doctoral students with the internship process. The title “Match Made on Earth” was chosen because this workbook is meant to guide you to choose programs that are a good match for YOU. The “you” that lives here on earth, rather than the one in your dreams. This is not to say that a student should not go for it and apply where they really would most like to be. On the contrary, I suggest that a choice made on earth will lead to a good match for you; perhaps even one you would consider a match made in heaven. Apply to Ivy League schools if you want to...Apply to a site in your own hometown, if that’s your dream. But, make these choices as you are grounded in reality. Choose the best programs for you professionally and personally, but be prepared to match to a site where you are a good fit professionally. Studies of internship selection indicate that the match between the candidate’s goals and opportunities offered by the program is the most important selection criteria (Rodolfa et al., 1999).

In addition to providing food for thought regarding your choices of programs, materials are also included to assist you with the application process itself including written applications, interviews and navigating the match.

While there are many books available to guide students through the internship process, unique issues relevant to Canadian Students or students wishing to apply to Internship Sites in Canada are seldom addressed. This handbook IS different. We explicitly included information for Canadian students where relevant and applicable.



This workbook can be used by individuals or discussed in a group format. I found it helpful to talk to my peers, supervisor and loved ones during this process. Some of the activities in this book could help facilitate important discussions.

The contributors to this workbook are all committed to assisting students with the practical aspects of the internship application process as well as helping them to obtain the best personal match. While some of the steps discussed come naturally and are based on common sense, we think that having them all written in one place will help reduce the stress that accompanies a host of internship-related practical tasks on your list of things to do and existential questions swirling around in your head.

Reference:

Rodolfa, Emil R., Vieille, R., Russell, P., Nijjer, S., Nguyen, D.Q., Mendoza, M., & Perrin, L. (1999). Internship selection: Inclusion and exclusion criteria. *Professional Psychology: Research & Practice*, 30(4), 415-419.

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INTRODUCTION

Whether you are early on in your graduate career or planning to submit your internship applications next month, there are suggestions contained in the handbook you might find of use.

At the outset, it is important that you become familiar with the term "APPIC" because it will become a regular part of your vocabulary until you are safely matched to an internship program.

So what does APPIC stand for anyway?

Association of **P**sychology **P**ostdoctoral and **I**nternship **C**enters = APPIC

APPIC organizes a "Matching Program" which facilitates the matching of prospective interns and internship programs (see Chapter 12 for more details). Most internship applicants and APA/CPA accredited programs will participate in the APPIC Match.

So how do Canadians fare in this so-called matching process???

2003 APPIC Match Statistics

Applicants from Canadian Schools

In 2003, **111 Canadian Applicants** Participated in the Match (including 2 individuals who participated in the Match as 1 "couple").

How many Canadian applicants matched?

81% of applicants matched leaving 19% unmatched

Where were Canadian applicants matched?

83% matched to Canadian Programs while 17% matched to U.S. Programs

Canadian Internship Programs

In 2003, 32 training sites and 48 programs participated in the Match, with a total of **104 Positions Offered**. Of these, 88% positions were filled.

Who filled the positions?

82% were filled by applicants from Canadian schools (leaving 18% filled by applicants from Non-Canadian Schools)

Reference: Keilin, G. (2003). Statistics for Canadian students. Match-news. www.appic.org.

This guidebook will lead you through the process of applying for and obtaining an internship position. By the time you are finished reading/skimming/falling-asleep-on all the info provided you will be prepared for an internship match made on earth.



Chapter 1: The Internship Application Process

Melanie Badali, M.A.

Applying for a psychology internship can be thought of as a step-wise process including personal and professional self-exploration, assessment of readiness to pursue internships, selecting sites to which to apply, applying (including written materials and interviews), evaluating choices, making decisions, waiting for what seems like an eternity for match results and then accepting those results.

This workbook will guide you through the following steps:

Step 1

Self Exploration & Assessment

Step 2

Learning about Internship Programs

Step 3

Choosing Internship Programs

Step 4

Applying for Internship

Step 5

Making Decisions

Step 6

Waiting & Managing Stress

Step 7

Accepting Match Results & Planning for the Future



Chapter 2: A Realistic Timeline

Candice Murray, M.A. & Carmen Caelian, M.A.

Although most students aspire to begin the process of applying for internship well in advance, logistic (program brochures may not be ready) and non-logistic (you may be a procrastinator) hurdles may interfere with the best of intentions. Therefore, we outline a *realistic* timeline below for students who have decided that they are ready to apply. Of course, some people are more comfortable allowing ample time to complete everything so if you want to begin this process earlier, go for it!

July

1. Approach individuals to request letters of recommendation

Even before you know how many and which specific sites you are applying to, make appointments to speak with faculty members and clinical supervisors to determine whether they would be willing to write you letters of recommendation. Although they do not have to begin working on your letters at this point, you can secure them as referees early in the process. You also allow yourself time to find another referee if someone cannot provide you with a letter. *See Chapter 16 for tips.*



2. Survey internship programs

There are several resources available to you for reviewing internship site program information. Good places to start include: the Canadian Council of Professional Psychology Programs [CCPPP] (website <http://www.ccppp.ca/>), which lists all Canadian internship programs, and the Association of Psychology Postdoctoral and Internship Centers [APPIC] website (<http://www.appic.org>), which lists all internship programs registered with APPIC. Don't forget to consult with faculty, mentors (e.g., clinical supervisors), and prior interns for information about internship programs that match your interests and goals. *See Chapter 5 for tips.*

Note: Information for internship programs may not be updated for the following year until late August. It may look updated because you see the current year on it but the brochures are usually dated based on the year for which you will be *completing* your internship **not** *applying* for internship.

3. Make a tentative list of internship programs of interest



Many students applying for internship find that this step takes longer than they predicted. Given this, narrowing down the list of internship programs you want to apply to should be done as early as possible in the internship application process. Delaying this step will delay some of the tasks that follow (e.g., ordering transcripts). Also, having a list of programs determined well in advance will allow you to prepare an information package for your referees to assist in letter writing.

A Realistic Timeline (Continued)

4. Request information from internship programs that interest you

Many internship sites offer application materials online, which can be accessed via links on the APPIC website describing each site. If you are unsure whether the materials have been updated for use in your year, contact the Director of Clinical Training (DCT) for the site before you begin using them. Other internship programs send application materials with additional forms and information to potential applicants via mail. For these internship sites, you need to request application materials by contacting the DCT. Be sure to check the APPIC website to determine the method of contact preferred by each DCT (i.e., email, phone, regular mail, etc.). See *Chapter 6 for tips*.

5. Download the APPI (APPIC Application for Psychology Internship)

The latest version of the APPI for use in the current year of internship applications is typically available on the APPIC website toward the end of June. It is a good idea to download it and familiarize yourself with its content well before you need to fill it out so that you know exactly what kind of task lies ahead of you.

August

1. Make a final list of internship programs you want to apply to

After reading through brochures and consulting with knowledgeable individuals in your field, you want you revise your list and decide on a final list of internship programs that you wish to apply to. Data released each year by APPIC during the application process suggests the 'optimal' number of sites to apply to in order to maximize your chances of being matched (usually between 6 – 15 sites). Organize your materials for each site separately, keeping in mind that you need to keep track of and have easy access to any correspondence with a site. To this end, print out web-based internship materials and email correspondences. You will review the internship material for each site numerous times and being organized at the beginning will help. See *Chapters 10 and 11 for tips*.

2. Begin working on your essays for the APPIC application

Many students find that the essay portion of the APPI results in the most brain-freeze and takes longer than anticipated so the sooner you begin hammering something together, the better. If you start in August, you have plenty of time to construct a draft and find some trusted readers to proof them for you and provide feedback (sometimes several times over). See *Chapter 17, including its Appendix, for more info*.



3. Order official transcripts



If your official graduate transcript will not change between the summer and fall (i.e., you are not currently taking any courses), you might as well do this step as early as possible to get it out of the way. It will provide you with a sense of accomplishment and help you avoid stress later!

Each university has its own system for ordering transcripts, so become familiar with the process at each institution. For example, there is a lot of inter-university variability in terms of how long it takes for transcript requests to be processed and get to their destination. See *Chapter 15 for tips*.

A Realistic Timeline (Continued)

4. Register for “The Match”

All students participating in the APPIC Match need to register with National Matching Service Inc. [NMS] (www.natmatch.com) by early December. See *Chapter 13 for tips*.

5. Prepare the APPIC form (and/or other application forms)

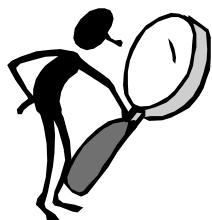
The APPIC form is comprised of Part 1 and Part 2. In Part 1, you are asked to provide background information about yourself, your current educational program, previous academic work, names of individuals providing letters of recommendation, a break down of your practicum hours and tests administered, professional conduct, and essays. We recommend that you calculate your practicum hours well in advance. This will not only confirm that you have the minimum hours necessary to apply to programs of interest, it will also allow you to identify training gaps or areas that you will be seeking more experience in during internship. This information will be helpful when writing your APPIC essays.

Part 2 of the APPIC form (Verification of Internship Eligibility and Readiness) is completed and signed by the DCT of your program. For this to be completed, the DCT will need to report on your academic standing and the status of your Ph.D. thesis. Part 2 of the APPIC form also requires you to report a summary of your practicum hours, therefore, you need to have these calculated and be confident that they will not change before giving this form to your DCT.



Some sites have additional forms or request other information in their application package. When we applied, one site asked for a list and brief description of graduate courses taken and another asked for our Ph.D. thesis abstracts. If you are applying to a site that is not part of APPIC, they have a separate application form altogether that you need to complete. See *Chapter 17 for tips*.

September



1. Curriculum Vitae (CV)

Update your CV and have others (e.g., your supervisor, graduate students, the clinical coordinator from your program, faculty) review and edit it. Scrutinize your CV for its presentation, grammar, spelling, and content (you may be inadvertently omitting important information about your training!). See *Chapter 18 for tips*.

2. Letters of recommendation

Provide individuals who are writing your letters of recommendation at least 4-6 weeks notice to prepare your letters. See the chapter on Reference Letters for suggestions of how to make the letter writing process easier and more organized for yourself and your referees. See *Chapter 14 for tips*.

3. APPIC essays

Now that you have been working on your essays for a few weeks, ask individuals whom you trust to read them over for grammar, spelling and content. Try to have at least some of your readers be individuals familiar with the internship process. You may also find it helpful to have a few trusted people outside psychology (e.g., friends with English Literature or Marketing degrees!) read them over for different perspectives. See *Chapter 17 for tips*.

A Realistic Timeline (Continued)

October

1. Put together each application package

Our advice is to not rush this step in the process. Set aside a couple of hours to do this and even have a friend, partner, or fellow graduate student double check that everything is in order. We have heard of errors occurring during this stage (e.g., inserting the APPIC “Match” essay destined for school X into the essays for school Y) that you do not want to discover after the packages are in the mail.

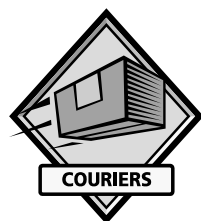
2. Photocopy each application separately

Before you send off your applications, make a photocopy of each.



3. Send off your applications!

After spending so much time going over your materials, it is time to let them go (and this is easier than it sounds). We found that most students in our program felt more comfortable sending their applications via courier or registered mail rather than by regular mail. Although this option is more expensive than regular post, there is peace of mind knowing that your applications can be tracked and are typically delivered within a few days. A word of caution: errors do (and have) occurred with couriers. It is best not to leave this to the last minute as a reimbursement of your money will be little comfort if your application gets to its destination past the due date. Additionally, next day delivery is not available for all destinations so look into this well before you plan to send your applications.



Note: The earliest application due date is typically November 1st (but due dates in October are not unheard of). Later application deadlines include November 15th and December 1st. Depending on how you are sending your applications, you can stagger your send-off dates so that you do not have to prepare all packages at once.

November

1. Send off applications for November 15th and December 1st if you have not already done so

Once all of those suckers are in the mail, it is time to let out a big sigh of relief and try to distract yourself with other tasks until the interview invitations start coming in (remember your Ph.D. thesis?).

2. Draft lists of interview questions and prepare answers

In anticipation of your internship interviews, it is a good idea to think about what you might be asked and how you might respond. See *Chapter 23* for help with lists of questions typically asked by training directors and ideas for questions that you might ask of training directors and interns.

Once you have your list, brainstorm what points you would convey in your answers to the most likely questions. Take the time to practice interviewing with trusted graduate students, supervisors, etc.

A Realistic Timeline (Continued)

December

1. Confirm NMS Registration Status

If you are not registered with NMS by their deadline (which was December 2nd for the 2003 applications), you will not be eligible to participate in the Match so do not forget!

2. Begin scheduling interviews

Invitations for interviews will start to come in during December and possibly as early as late November. While most sites interview in January, some sites begin conducting interviews in December so be prepared for this possibility.



3. Make travel arrangements. *See Chapter 25 for tips.*



4. Relax over the holidays

January is going to be a long and tiring month with traveling and interviews. Be sure to catch some rest over the holidays to draw on during this time.

5. Optional: Shop.

Take advantage of boxing day sales to buy a back-up interview outfit. *See Chapter 24 on dressing for success.*

January

1. Prepare for interviews.

2. Attend interviews

3. Optional: Send thank you notes

4. Optional: Ask follow-up questions of sites

5. Compile your rank order lists. *See Chapters 10 and 11 for tips.*

Once you make it through your last interview, there is not a much time to ponder over information for each site and decide on your final rankings. We found this part of the process more time consuming than we had anticipated.



February

1. Submit rankings to NMS

For the 2004 application year, rank order lists are due to NMS on February 4th and cannot be altered after that date. Make your decisions enough in advance of this deadline that you are not scrambling to enter your information at the last minute. The NMS system can be very slow on the last day as it gets overburdened with last-minute submissions and alterations by students. You do not want to be in the middle of entering your list when the deadline hits. See *Chapter 29 for tips*.

2. Find out if and where you are matched in late February

For the 2004 application year, applicants will find out IF they were matched on Friday, February 20th. You will not find out WHERE you matched until the following Monday, February 23rd, 2004. While the exact dates may differ when you apply, the same practice will likely stand. The gap allows unmatched applicants to manage their upset about not being matched and organize themselves to participate in the Clearinghouse (APPIC internet site where unfilled internship positions are posted) on Monday morning. This practice also prevents students or sites from prematurely making deals about positions before the Clearinghouse opens on Monday.

3. Celebrate &/or Recuperate!!!

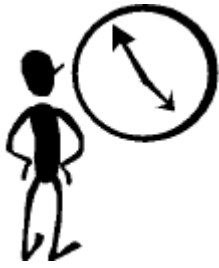
Take time to stop and take stock of the result. If you have matched, congratulations! Depending on the match, you may have mixed emotions. You may be thrilled to have the opportunity to train at Site X but the reality of moving across the country may start to scare you. You may be shocked that you did not match, but also relieved because your Ph.D. thesis data collection is not yet complete, as you had earlier anticipated. You may be exhausted, exhilarated, elated, or empty. You are not alone. Feel those feelings but keep your eye on the prize and do what needs to be done to progress (e.g., check out that clearinghouse, buy that suitcase etc.!).



Activity:

On the next page, the editor has summarized the above steps. You may want to post the summary in a conspicuous location & check off each item you complete!

(Come on, you *know* positive reinforcement works!
Jump on the bandwagon & use it for yourself too!)

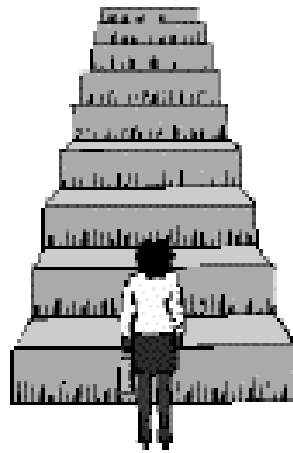


At a Glance:

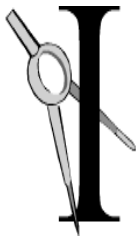
Internship Application Timeline

Month	Activities
July	<ul style="list-style-type: none"> ○ Approach individuals to request letters of recommendation ○ Survey internship programs ○ Make a tentative list of internship programs of interest ○ Request information from internship programs ○ Download the APPIC Application for Psychology Internship [APPI]
August	<ul style="list-style-type: none"> ○ Make a final list of internship programs you want to apply to ○ Begin working on your essays for the APPIC application ○ Order official transcripts ○ Register with National Matching Service Inc. [NMS] ○ Prepare the APPI and/or other application forms
September	<ul style="list-style-type: none"> ○ Curriculum Vitae [CV] ○ Letters of recommendation ○ APPIC essays
October	<ul style="list-style-type: none"> ○ Put together each application package ○ Photocopy each application separately ○ Send off your applications!
November	<ul style="list-style-type: none"> ○ Common application due dates: November 1st & 15th ○ Draft lists of interview questions and prepare answers
December	<ul style="list-style-type: none"> ○ Confirm NMS Registration Status ○ Begin scheduling interviews ○ <i>Relax</i> over the holidays
January	<ul style="list-style-type: none"> ○ Attend interviews ○ Send thank you notes (<i>optional</i>) ○ Ask follow-up questions of sites (<i>optional</i>) ○ Compile & submit your rank order lists
February	<ul style="list-style-type: none"> ○ February 4, 2004 = Deadline for submission of Rank Order Lists ○ February 20, 2004 = Find out if you matched ○ Monday, February 23, 2004 = APPIC Match Day ○ Monday, February 23, 2004 = APPIC Clearinghouse opens ○ Celebrate &/or Recuperate!!!

Step 1



Self Exploration & Assessment



Chapter 3: Vocational Interests, Aptitudes & Goals

Melanie Badali, M.A.

Know Thyself.

You may have heard rumours of “the internship match”. It may even inspire fear in your heart (or brain, to the more cognitively-inclined). It is very easy to perceive the matching process as a harrowing experience designed to frustrate and humiliate good students. It is also possible to place your faith in the match and trust that you will end up at the place best suited to your interests, experiences, personal and professional goals. In order to adopt the latter strategy, it is important to apply to places that best fit your personal profile.

The following exercises are designed to facilitate exploration of personal and professional interests and goals. If you only apply to places that ‘match’ your goals, any site to which you match, will be a good fit. Having a good internship year begins with getting to know yourself.

Consider asking yourself questions such as:

- ? *What are my personal goals?*
- ? *What are my professional goals?*
- ? *Am I willing to move?*
- ? *Can I afford to move at this time?*
- ? *What is the status of my Ph.D. thesis?*
- ? *How will my going on internship impact those I love?*
- ? *Applying to different internship sites can be a financially and emotionally draining process – do I have the resources to cope at this time?*
- ? *What are my goals for the next 1 year, 2 years, 5 years, 10 years etc...?*
- ? *Where do I see myself in 1 year, 2 years, 5 years, 10 years etc...?*



Personal Profile

Name: _____

Age: _____

Gender: _____

Ethnicity: _____

Financial status: _____

Intimate relationship status: _____

Children: _____

Home town: _____

City of current dwelling: _____

City/Cities in which you would reside permanently: _____

Personal interests: _____

Personal strengths: _____

Personal vulnerabilities: _____



Academic Profile - Current

Grade Point Average: _____

Academic standing:

- Are you in good standing?
- Are you currently on probation?
- Are any complaints currently pending against you or were any filed in the past and found to be legitimate?

Stage in Ph.D. thesis: _____

Coursework: _____

Comprehensive exams: _____

Other program requirements: _____

Number of assessment hours: _____

Number of treatment hours: _____

Number of supervision hours: _____

Number of support hours: _____

Number of poster presentations: _____

Number of publications: _____

Involvement in professional organizations: _____

Other: _____



Academic Profile – Expected Status

Expected status as of application date: _____

Stage in Ph.D. thesis: _____

Coursework: _____

Comprehensive exams: _____

Other program requirements: _____

Number of assessment hours: _____

Number of treatment hours: _____

Number of supervision hours: _____

Number of support hours: _____

Number of poster presentations: _____

Number of publications: _____

Involvement in professional organizations: _____

Expected status as of interview date: _____

Stage in Ph.D. thesis: _____

Coursework: _____

Comprehensive exams: _____

Other program requirements: _____

Expected status as of internship start date: _____

Stage in Ph.D. thesis: _____

Coursework: _____

Comprehensive exams: _____

Other program requirements: _____

Self Exploration

So you want to choose a good internship? This is important – but not as important as choosing a good internship for **you!**

The first step to choosing a good internship for you is ... learning about *you*, not about internships!

“I’m thinking about who I am & what I want”... A contract with myself

I am committed to exploring my goals and determining what will be best for me.

.....
Signature

Tips for people thinking...

- Identify the reasons why I want to go on internship
- Identify less good factors related to going on internship
- Read articles and books on the vocational pursuits and internship programs
- Ask questions such as:
 - Do I know why I want to pursue internship?
 - Is this really the right time to pursue my internship?
 - Do I really have good reasons to pursue internship at this time?



Exploring Vocational Goals



What do I want to be when I grow up?

If you agree that exploring your goals before learning about different internship programs is best for you, consider asking yourself questions such as...

- *What do I hope to accomplish?*
- *What are my personal strengths?*
- *What are my professional aptitudes/talents?*
- *What are my professional weaknesses?*
- *What are my personal weaknesses?*
- *What have I learned from my previous academic experiences?*
- *What have I learned from my previous clinical experiences?*
- *What have I learned from my previous research experiences?*
- *What have I learned from my previous teaching experiences?*

Why I Want to Be A...

Tenure-track Professor, Full-time Clinician, Scientist-Practitioner,
Teacher, Clinician-Scientist, Researcher, Parent, etc.

There are a number of reasons why people pursue a Ph.D. in clinical psychology and different career options for those who graduate.

Explore why **YOU** are in clinical psychology and what your goals are.

Complete the following worksheet:

Vocational Reasons	Personal Reasons

Chapter 4: Internship Goals & Readiness

Melanie Badali, M.A.

Exploring Internship Goals

Once you have a bigger picture of where you want to be in a few years, it is time to explore your goals for internship.



What are my internship goals?

Ask yourself...

- *What do I hope to accomplish?*
- *What are my personal goals?*
- *What are my professional goals?*
- *What are my personal strengths?*
- *What are my professional aptitudes/talents?*
- *What are my professional weaknesses?*
- *What are my personal weaknesses?*
- *What have I learned from my previous clinical experiences?*

Why I Want to Pursue a Clinical Psychology Internship

~ Other than the fact that it is a requirement of my program ~

Vocational Reasons

Personal Reasons

Vocational Reasons	Personal Reasons

There are a number of reasons why people choose different internships and different career options for those who graduate. Explore why you want to pursue an internship and what your goals are.

Assess your personal & professional priorities

Now that you have explored the big picture and established your vocational and internship goals, it is time to focus on some more specific aspects that will make your internship more or less productive/pleasurable.

Explore how important various *personal* (e.g., geographic location) and *professional* factors (e.g., specialty rotations) are for **you**.

Exercise: Rank order the following factors (+ others that are important to you):

- Specialty rotations
- Theoretical orientation
- Prestige of program
- Diversity of population
- Work hours per day
- Post-doctoral opportunities
- Supervision style
- Supervision hours
- Number of fellow interns
- Research/publishing opportunities
- Location – Proximity to particular people
- Location – Weather, Population
- Income
- Collegial environment
- Facilities/Resources
-
-
-
-
-
-
-



Ideally, you will be able to find and match to a program that meets all your needs. Realistically, this might be difficult.

The top reasons for non-placement in recent matches were:

- (1) geographic restrictions,
- (2) applying to all highly competitive programs and
- (3) applying to too few programs.

Keep these in mind when deciding where to apply, how many sites to which to apply and when anticipating or accepting match results.

Assess your personal & professional priorities

Once you have established your priorities, it will also be important to consider how *flexible* and *open to different experiences* you are.



Use the following questions to help you determine how important various factors* are to you and how flexible you are:

1. On a scale of 0 – 10, with 0 = 'Not at all important,' and 10 = 'The most important thing for me right now,' how important is it that _____ (e.g., I live in a particular geographic area) during my internship year?

0 1 2 3 4 5 6 7 8 9 10

Why did I choose ____ (number selected) and not ____ (a lower number)?

2. On a scale of 0 – 10, with 0 = 'Not at all open,' and 10 = 'Extremely open,' how open am I to pursuing an internship _____ (e.g., outside of a particular geographic area) on my internship?

0 1 2 3 4 5 6 7 8 9 10

What will it take for me to move from ____ (number selected) to ____ (a higher number)?

3. On a scale of 0 – 10, with 0 = 'Not at all confident,' and 10 = 'Extremely confident,' how confident am I that I will be able to succeed on an internship _____ (e.g., outside my geographic location) of choice?

0 1 2 3 4 5 6 7 8 9 10

What will it take for me to move from ____ (number selected) to ____ (a higher number)?

*Note: See Stewart & Stewart (1996; reference in resources section) for a comprehensive discussion of various considerations.

Assess Readiness for Internship



Am I ready?

The answer to this question will likely require some personal soul searching and consultation with your research supervisor, director of clinical training and students who have been through the internship process recently.

Before consulting with professionals in your program and colleagues, ask yourself the following questions...

At what stage am I in my readiness to pursue a pre-doctoral clinical psychology internship?

- a) thinking about it
- b) preparing
- c) taking action

Am I thinking about applying for internship in the next year? Yes ____ No ____

On a scale of 0 – 10, with 0 = 'Not at all important,' and 10 = 'The most important thing for me right now,' how important is it that I pursue an internship in the next year (2 years)?

0 1 2 3 4 5 6 7 8 9 10

Why did I choose ____ (number selected) and not ____ (a lower number)?

On a scale of 0 – 10, with 0 = 'Not at all confident,' and 10 = 'Extremely confident,' how confident am I that I will be able to succeed on internship in the next year?

0 1 2 3 4 5 6 7 8 9 10

What will it take for me to move from ____ (number selected) to ____ (a higher number)?

Professional Readiness

What are the requirements of your **graduate program** before you can apply for/go on internship?

	Date Completed or Expected (mm / yyyy)	Required to accept an internship?	Required to attend an internship?
a. Comprehensive/Qualifying Exam			
b. Academic Coursework			
c. Master's thesis			
d. Ph.D. thesis			
Proposal approved			
Data collected			
Data analyzed			
Defended			
e. Other			

What are the **internship site(s)**' requirements of you before you can apply for/go on internship?

	Date Completed or Expected (mm / yyyy)	Required to accept an internship?	Required to attend an internship?
a. Comprehensive/Qualifying Exam			
b. Academic Coursework			
c. Master's thesis			
d. Ph.D. thesis			
Proposal approved			
Data collected			
Data analyzed			
Defended			
e. Other			

Coursework, Comps & Your Ph.D. Thesis...

**Professional Readiness =
f (Graduate Program Requirements + Internship Program Requirements + Personal Requirements)**

Step 1: Ensure that the requirements of your graduate program *and* the internship program(s) are (or will be) met by the time of application.

Step 2: Now that you know you *can* apply for internship, you must figure out whether you are personally ready to apply and complete an internship in the timeframe you are considering.

My personal opinion is that your comps and academic clinical coursework be complete prior to leaving for internship. The reason? These activities are designed to prepare you for work as a clinical psychologist. I am constantly amazed (and pleased) how often I remember and use on internship information gleaned in courses and while studying for my comprehensive examination. Of course, once you've observed graduate and internship program requirements, the decision is ultimately up to you.

The amount of progress made on your Ph.D. thesis before applying to and leaving on internship is more complex.

One of the CPA student reviewers of this workbook had the following perspective:

"The factor that may be the very most important in the long run for the student's internship experience and the rest of their career is: YOUR PH.D. THESIS. Internship is a transition from a student role to the start of a professional career. Often, students complete their internships without the Ph.D. thesis done. As a result, many such students are often unable to take advantage of job opportunities in the place where they've just made a yearlong great impression on internship. Many have to move back to the university they came from and work at various un-rewarding and poorly paid jobs as they try to complete the Ph.D. thesis in evenings and on weekends, often for years. Is it any wonder that the modal number of research publications for clinical psychologists after graduation is zero? After an experience such as this, most of them never want to do research again. All this misery can be avoided by having realistic time lines for your Ph.D. thesis, before you start applying for internship. The CCPPP has recommended that students have their Ph.D. thesis data collected before they apply for internship

Tips:

- Take on a realistically manageable project for your Ph.D. thesis and get it done; do your Nobel-Prize winning study later on, when you have a job and someone is paying you to do the research.

Guidelines for assessing how realistic your project idea is include:

- Has your advisor ever done work in this area before your Ph.D. thesis?
- Does your supervisor have access to clinical populations you are proposing to study, or do you have to secure that access yourself?
- What is the recruitment rate for subjects in studies such as yours, and how many drop out of the study?
- How many ethical reviews and institutional reviews will be needed before you can begin your study, and how long do those take?
- Will you do all the work yourself or can you afford to hire someone reliable to collect data?
- Set realistic time lines with your advisors, and *listen* to them when they say, "everything takes longer than you think". Often, no matter how hard you work, there are things that just take a long time (e.g. scheduling meetings of your committee, ethical review boards, hospitals go on strike,

etc). *Hint:* Longitudinal studies of really sick patients with rare conditions, who present in crisis to facilities where your advisor is a complete stranger, frequently don't get done at all, let alone done on time. Health care professionals are really busy and won't give out your questionnaires for you; you need to be on-site and on top of things.

- Talk to students from your university who have come back after internship with their Ph.D. thesis not done; then talk to some who had their Ph.D. thesis defended before internship or who defended during internship, and compare: which would you rather be?
- Talk to students who have recently completed their Ph.D. theses, or who have oral defenses scheduled in your department, and ask them how long it took them from proposal to final oral.
 - Check out your advisor's track record for getting students finished. How long did the previous few students take?
- Don't forget the amount of time it takes to pack and move to a new city, and remember that internship is full-time; don't make unrealistic estimates of how much work you will get done on your dissertation while you are on internship. You will want to be able to fully take advantage of all the experiences the internship has to offer (and to explore a new city a bit too), so don't shortchange yourself on internship by letting the dissertation crowd it too much.
- Lastly, remember that internship sites are interested in your Ph.D. thesis progress. Having an unrealistic-sounding plan for your dissertation, or not having made much progress, can give the internship site a negative impression of your organizational abilities, judgment or, yes, readiness."

Anonymous CPA student reviewer

Although going on internship before their dissertation is complete may be not optimal for most students, there are some students for whom this will be the best option. For example, if a student knows she or he will have to leave the current city in which they live to pursue internship, they may choose to do this earlier rather than later (e.g., because they will have to live away from a partner and do not want to consider starting a family until internship is completed).

The Bottom Line: Requirements or suggested guidelines are available from your graduate program and internship programs. These have likely developed based on positive and negative experiences of previous graduate students/interns. They have likely developed for good reasons. However, there are exceptions to every rule and it is **you** who has to live with the decision – so do what you judge to be best! If it goes against the grain of recommendations, provide others with reasons for your choices. While they may not understand that timing of a partner's career move or a ticking biological clock' is an important factor in your decision, they also do not have to live with the consequences of your decision either. You can't please all of the people all of the time (as hard as you might try!).

Professional Readiness

Another readiness check: Would you, your director of clinical training, supervisors, faculty members in your program and peers agree with the following statements (from the AAPI-Part II, which gets completed by your training director):

This applicant possesses the emotional stability and maturity to handle the challenges of the internship experience.

Yes / No

This applicant possesses the theoretical / academic foundation necessary for effective counseling clinical work.

Yes / No

This applicant possesses the skills necessary for translating theory into integrated practice.

Yes / No

This applicant demonstrates awareness of, and practices according to, the current ethical guidelines for psychologists.

Yes / No

This applicant demonstrates the capacity to participate in supervision constructively and can modify his / her behavior in response to feedback.

Yes / No

If you think anyone would disagree with the above statements, you may not be ready to go on internship.

Before applying, it will be important to take steps to:

- (1) gain the necessary foundation, skills and personal maturity or
- (2) convince faculty members that you are ready.

Exercise: Discussion with your loved ones

The decision to apply for and pursue an internship will likely affect your loved ones, especially if you are contemplating moving. Be sure to discuss things with them and elicit their feelings. This process is hard on loved ones too!

Establish an environment and an agenda that will help people feel comfortable, have fun and talk seriously, openly and honestly.

Create an atmosphere where people feel that:

- They're being listened to
- They're valued as individuals
- They won't be seen as foolish or inadequate
- They're not going to be put down
- They feel safe
- They trust the family
- It is okay to want different things



If you would like to involve another person in the process, you might find it helpful to use the exercises you complete in this workbook to spark discussion.

Date: _____

My Current Internship Readiness Profile

Many students are obsessed with internship hours. They often ask the question “How many hours do I need?” They are often frustrated by the answer “It depends”. Unfortunately, I do not have a better answer. What I can suggest is that you focus more on gaining experiences that match with your interests and goals throughout your graduate training and make your applications to sites based on the experiences, accomplishments and goals you have at application time.

The following activity is designed to help you explore your readiness for internship without preoccupying yourself with “hours”.

Write down one or two key words for each statement.

I want to go to go on internship next year mostly because...

I am worried about going on internship next year mostly because...

My barriers to succeeding in internship next year are...

I think I will be able to succeed in internship next year because...

My degree of motivation to go on internship next year is now ____ / 10.



“Getting Ready to Apply for Internships”

A contract with myself

I am committed to planning my strategy for choosing my internship programs, getting ready and setting a date to decide where I will apply.

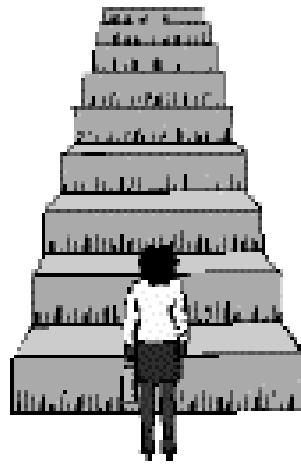
The date I will complete my list of sites is _____.

.....
Signature

Tips

- Set a date by which you will choose to which sites you will apply
 - Be sure to set a date for making a pre-application rank ordered list that is well in advance of the date applications are due!
- Compare and contrast programs
- Ask yourself...
 - Am I sufficiently motivated to succeed in internship programs X & Z?
 - Do I understand my reasons for wanting to pursue programs X & Z?
 - Do I know the most effective ways to achieve my educational and vocational goals?

Step 2



Learning about Internship Programs



Chapter 5: Learning about Different Programs

Tisha Gangopadhyay, M.A. & Melanie Badali, M.A.

After deciding that you are ready to pursue an internship, the next step is to learn about different programs. Good sources of information include the:

1. Canadian Council of Professional Psychology Programs (CCPPP) website **www.ccppp.ca**, which represents and co-ordinates Canadian internships in professional psychology (clinical, counseling, neuropsychology and other applied disciplines).

The CCPPP Index of Canadian Internships can be found (free of charge) at:
<http://www.ccppp.ca/en/internship.html>.

2. Association of Psychology Postdoctoral and Internship Centers (APPIC) website **www.appic.org**, which contains information about programs, email lists, the “Match”, the “Clearinghouse”, training resources, problem resolution.

The APPIC Directory On-Line can be found at:
www.appic.org/directory/4_1_directory_online.asp

This list can be searched based on criteria such as geographic location and specialty areas. It is free to search the list (you will eventually pay a fee when/if you register for the APPIC match). A printed copy of the APPIC directory is also available for a fee.

3. **People** in your field. Get the ‘inside scoop’ from your supervisors, mentors and previous/current interns. Some students find it is helpful to network at conferences.
4. **Specialty** listings such as:
 - Listing of Training Programs in Clinical Neuropsychology (Division 40 of the American Psychological Association website: www.div40.org)
 - Directory of Education and Training Opportunities in Behavioral Medicine (see the Society of Behavioral Medicine website: www.sbm.org).
 - Directory of Internship and Postdoctoral Training Programs in Clinical Child and Pediatric Psychology (Division 53 of the American Psychological Association website: www.clinicalchildpsychology.org).



Ready, Set, Explore:

- Program brochures
- Independent sources of evaluation
- Talk to:
 - previous graduates of your program
 - previous interns
 - faculty members, directors of clinical training
 - people who did and did *not* like the internship
 - potential employers
 - funding agencies

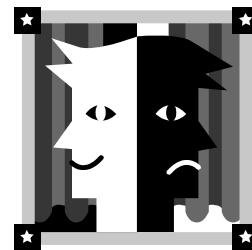
As you peruse the internship materials, make notes about pros and cons related to pursuing each program. The following worksheets might be helpful.

Ask:

- ? *What is the goodness of fit between my interests/experiences and program offering?*
- ? *What types of careers do former interns pursue?*
- ? *How many people drop out per year? Why?*
- ? *Are there opportunities to gain depth and breadth?*
- ? *Are there Special Programs?*
- ? *Prestige...Of program? Of faculty?*
- ? *Cost of program?*
- ? *Cost of living in city where program offered?*
- ? *Stipend?*
- ? *Location?*
- ? *What makes a person successful in the program? Unsuccessful in the program?*
- ? *What makes a person happy in the program? Unhappy in the program?*

Chapter 6: The “Do”'s and “Don't”'s of Pre-application Contact

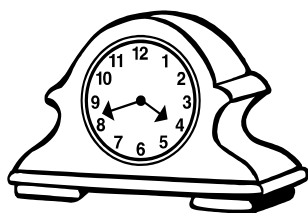
Carrie L. Hicks, Ph.D., Stephen C. Shaw, Ph.D., & Wendy Hawkins, Ph.D.



Getting matched to the internship site of your choice can be a challenging experience. Each of the authors of this chapter has been on both sides of the process, having been both applicants and members of selection committees. As much as we hate to admit it, the process can be somewhat arbitrary; so don't spend too much time worrying about every little detail. If you use common sense, in combination with the following suggestions, the pre-application process should go smoothly.

Timing

During the pre-application phase, you will likely want to make contact with internship sites at two different points in time: 1) to request application materials and 2) to make a personal connection. Before requesting application materials, first search online for a website for the internship program. Many programs have put their brochures and applications on the Web and you may find all of the information that you need there. For those internships from which you still require information or applications, follow up your requests around mid-August. Keep in mind that some programs frequently update print brochures and may not have them ready to send out until September.



Suggested Time Frame for Pre-Application Contact

Mid-August	Request print brochures and applications
Early October	Initiate brief personal contact with DCTs

As a general guideline, we recommend making a personal contact or connection approximately 4 to 6 weeks before the application deadline. In August and September, most DCTs are busy with their outgoing and incoming classes of interns, making those months less than ideal for establishing a helpful personal connection. Waiting until the beginning of October to make that initial contact may be in your best interest, as directors and site staff will be more focused on the upcoming match then.

Do Your Homework

There are several resources available (e.g., APPIC Online Directory, file of old brochures in your department) that may be helpful in narrowing down the list of programs that you want to consider. For example, if you are only interested in internships that offer a rotation in forensic psychology, you do not need to waste your time or money requesting application materials from programs that will not provide that opportunity. Conveniently, you can access such resources far in advance of the application deadlines, although you should keep in mind that many programs change from year to year.



By developing, early on, a general sense of different program options, the application process and associated time lines, you will transform yourself into a shrewd consumer. Internship personnel tend to respond well to well-informed applicants. The old adage that "there is no such thing as a stupid question" simply is not true.

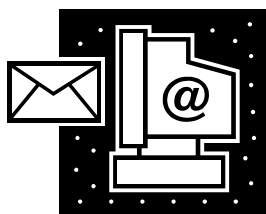
For those programs where information requests by email or letter are preferred, it is acceptable and advisable to keep the communication brief and straightforward. No need to try to dazzle them at this point! See the sample text below, which could be used in either email messages or letters, for requesting information. Be sure to proof your messages or letters for any errors.

Dear Dr. X:

I am a PhD candidate at the University of XXX who will be applying for internship this fall. Your internship program appears to fit very well with my interests and I would appreciate receiving an application package. Please send materials to...

Making the Personal Connection

Now that you have the application packages and have decided that you are interested in particular programs, you need to decide whether or not to make a personal contact with DCTs or other potential supervisors at those internship sites. In general, we would encourage you to go ahead and get in touch with them. Just as you are looking for a good program, internship site staff are typically receptive to good applicants. Keep in mind that the decision to rank you in a certain position is subjectively made by the people that you come into contact with during the application and interview phase. Be conscious of the fact that you are being evaluated (as you are evaluating) in all interactions, including with secretarial and support staff. It would not be unheard of for an applicant to be ranked lower after being rude to a secretary!



Contacting DCTs

As discussed earlier, the APPIC Online Directory provides applicants with the preferred method for contacting each site. Many DCTs are receptive to either phone calls or emails, whereas some prefer to only be contacted by email. Again, we recommend adhering to the specified preferences.

Although phone calls have some advantages for the applicant, there are some important disadvantages to consider. First, you do not want to get into a game of 'phone tag' and become an irritant to a potential internship supervisor. Second, you may unknowingly call at an inopportune time and receive (and misinterpret) a less than enthusiastic reception. Third, if you tend to be somewhat prone to nervousness, you may not make as good an impression during a phone call. By relying on email, you avoid the concerns of both 'missed' communications and miscommunications. As well, email allows DCTs to respond at their own leisure.

What do you say?

Every contact that you have with a program is important and should have a purpose. In other words, avoid 'gratuitous contacting'. Training directors can get between 50 and 100 emails from interested applicants and they are very good at discerning those individuals who have real questions from those who are simply contacting them for the sake of it.

When contacting DCTs, keep emails, letters or phone calls relatively brief, recognizing that they are very busy people. You will also want to match the content and type of communication with the stage of the process. For example, avoid being overly familiar or chatty in your contacts. In addition, be cautious about name dropping (either supervisors or former interns) as you don't know how those individuals may be viewed by the internship director or selection committee.

Effective vs. ineffective communications

Use the worksheet below as a guide as you write your letters or email messages to initiate personal contact with DCTs. Your opening and closing will likely be pretty standard, although be sure to make it site specific (and make sure that your comments and questions apply to the correct site!). You also want to reveal something unique about yourself to catch the interest of the person you have contacted, and you may want to make a comment on some interesting aspect of the internship program in order to demonstrate that you are serious, and that you have done your homework. Asking a question that encourages a reply is also an important strategy, in the context of fostering a relationship with the particular site.

Personal Contact Worksheet

Site	
Opening Comment	
Interesting fact or comment	
Question to encourage a reply	
Closing comment	

Stand out from the crowd...but not too far

When making personal contacts, your goal is to be 'unique', but not 'unusual'. Your personality can go a long way, because site personnel are motivated to secure candidates who will fit with them in ways other than clinically or academically. Another way to stand out is by emphasizing one of your outstanding qualities. For example, if you are one of those rare folks who have already defended your Ph.D. thesis, you could make a comment such as "Having already defended my Ph.D. thesis, I would be interested in participating in any opportunities that may be available at your site. Are there any particular supervisors that you would suggest who would be receptive to working with an intern in this capacity?" Such a comment highlights one of your exceptional qualities and demonstrates an interest in site-based activities, but does not (necessarily) reveal any particularly neurotic traits! Outwardly, you are simply asking a

reasonable question focused on the 'fit' between you and the site. Some people may suggest that such comments could, or should, wait until the interview phase of the process; however, highlighting the fact that you have defended and are interested in research may, in fact, ensure that you make it to the interview phase.

By not standing out *too far* from the crowd, we mean that it is better to avoid highlighting any deficits in yourself or in your graduate program. Try to understand this process from the point of view of the internship sites, as well as from your own perspective. Most sites have limited resources available to sift through the stacks of applications they receive. That is a perspective that is sometimes difficult to take when you, as an applicant, are buried under your own stack of (outbound) paper! Given that applications are sometimes reviewed quickly by internship sites, and because the 'process of elimination' may consequently be utilized by sites as a time-saving strategy, it is not in your best interest to do or say anything that gives reason for your application to be tossed in the 'odd' or, even worse, 'rejected' pile. Although it is understandable that anxiety and desperation, which become all too familiar to applicants throughout the process, can make people say or do 'unusual' things, it is nevertheless extremely important that you avoid being perceived as unstable, arrogant or obsequious.



Asking questions of internship personnel can both reflect interest in the site and allow you as the applicant to gather information. When you are speaking with DCTs and other internship supervisors, avoid asking questions that could be answered by looking on program websites or in brochures. Also, avoid asking questions that may eliminate you from consideration. For example, if you are really interested in working with one specific person at an internship site, you might want to inquire about their availability to supervise; however, we would caution against limiting your inquiry to one person. Imagine the situation where you express interest in working with Dr. Jones who happens to be leaving the program, and as a result you inadvertently become "the person who wanted to work with Dr. Jones". Alternatively, consider saying something like, "I am really interested in working with several supervisors (e.g., Dr. Jones) and was wondering if you anticipate any upcoming changes in supervisors at your site for the coming year". By expressing interest in multiple supervisors you will keep your options open, while still finding out about any staff changes.

Networking

Another valuable way to gather information on internship sites is to speak informally with DCTs at conferences or other professional meetings. During such interactions you can take the opportunity to introduce yourself and clarify any questions that you might have about a program. Importantly, you may also get a sense of the interpersonal style (e.g., approachable, dismissive) of a particular DCT, which may reflect some of what you could expect during your internship year at that site. Keep in mind that you will also be similarly evaluated during such a conversation.

Contacting Current Interns

Current interns can be valuable sources of information; however, we would recommend that unless you feel it is absolutely necessary, avoid contacting them during the pre-application phase. Rather, we would recommend that you first explore other sources of information to assist you in deciding whether or not to apply to a particular site. There are a couple of reasons for this suggestion. First, the



pre-application phase overlaps with the entry of a new group of interns and as a result you will end up talking to 'newbies', who may still be adjusting or may not be able to provide you with complete information or well informed opinions. Second, many sites specify that speaking with an intern, who is not on the selection committee, will be a part of the interview process. Therefore, by 'prematurely' trying to establish that contact, it may appear that you haven't done your homework on the application process for that site. Potentially, you may be perceived as over-eager or annoying, or even worse, as demanding or ill-informed. Third, current interns may be hesitant to disclose negative aspects about the program for fear that it may get back to their current supervisors or DCTs.

If you have sought out information from other sources, but still feel that it is important for you to speak with a current intern before submitting your application, you can make a request to the DCT. In making such a request, we would recommend that you mention that you: 1) have attempted to access information through other sources, 2) acknowledge that you recognize that speaking with a current intern will also be a part of the interview process, and 3) state that you only have a few brief points that you want to clarify before submitting your application.

Explore Other Sources of Information

Past Interns

Word of mouth is very helpful in deciding which programs to pursue. We recommend that you begin by speaking with graduates of your own clinical program who may have attended the internship sites in which you are interested. Most programs have lists (for accreditation purposes) of where graduates have completed their pre-doctoral internships. Alternatively, some internship programs have a 'Where are they now?' section on the internship website that identifies where past interns have found employment. Using that information, you may be able to locate them and ask about their internship experience.



Faculty

When considering which programs to apply to, speak with the director of clinical training or department head for your graduate program. As faculty involved in your graduate training, they will likely have a good sense of your interests and career plans and may be well-suited to recommend specific programs that may be helpful for attaining your goals. As well, through their own experiences, their associations with colleagues and their knowledge of the internship experiences of program graduates, such faculty members are typically familiar with the strengths and weaknesses of different internship sites and internship supervisors.



From the Internship's Perspective

The chapter up to this point provides an overview of the pre-application process, along with a number of helpful suggestions and recommendations. The goal of this section is to provide additional information about the process from the internship's perspective.

To give an idea of where you, the applicant, fit into the process, it might be helpful to talk about the internship timeline. As mentioned above, most internships start in September, so typically sites are quite busy in August, with winding up the internship year and preparing for the incoming interns. September is often quite busy, starting things up, getting everyone and everything organized. October can be quieter (though it varies from program to program with faculty that are more research oriented often frantically completing grants for November deadlines) – and then applications start coming in November. During November and December faculty are busy processing and reviewing applications – which usually means meetings and more meetings!! January is interview time.

This brief timeline is NOT to suggest that internships do not have time for you, or that we don't appreciate your contact – we do!! We LOVE to have contact with you – because you are the next year's interns. The points about contact that were made earlier in this chapter (mid-August for print brochures and applications, early October for personal contact, well-informed questions), however, are excellent – because then your contact can be maximally beneficial to everyone concerned.

One of the issues that you, and internships, struggle with is the problem of limited resources. From the internship side, this means a limited number of intern positions, a limited number of hours in which to review applications, respond to questions, provide information and so on, and limited secretarial or administrative support (some internships don't have secretaries or any administrative personnel to help). Internship directors also vary in terms of their own resources. For example, some programs have a full-time internship director, others have a half-time director, and others have a director "in name" who does not receive any release time from clinical activities for director duties.

The point is that communication from the internship side of things is often less than perfect – and this is a difficult thing when you are feeling anxious about the whole process. Imperfect communication, however, is NOT an excuse for rude communication or no communication. Rather, it is helpful for applicants to understand that sites cannot always immediately respond to requests – and that a site not responding quickly does not mean that the site is not interested in you. Response time may vary a great deal and, as previously noted, email is often a nice option because it gives internship personnel the option to respond when they are able. It is reasonable to make another request/ask your questions again. However, it would be wise to wait at least one week before doing this. Many internships routinely receive more than 100 requests for information or other questions – and when we receive 100+ requests in one week the response time tends to become slower.

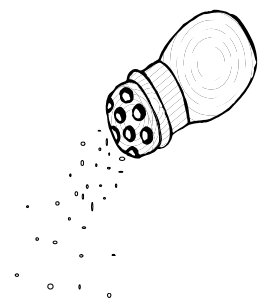
It is reasonable to expect a response to your query and how the site responds to you is somewhat interpretable. For example, if a site responds rudely then you might want to include this information in your assessment of the site. Some sites use "form emails" to increase efficiency. All the information you obtain at this point is to assist you in making your decisions about where to apply. Clearly it is important that you match well (professionally as well as personally) with the internships you choose.

All questions you have are legitimate. However, informed questions are often better because they yield the most information. Asking for/providing info available in brochures/on websites etc. is not the most efficient use of time for anyone.

In general, it is easier for internships to respond to specific questions. For example, a specific question might be something like "how much supervision do your interns typically receive in one week". On the other hand a very general question such as "please tell me about your internship" is a pretty difficult to answer in a timely manner.

Take ALL Advice with a Grain of Salt

Ironically, after all of this advice-giving, we would caution you to take the information and opinions that you will hear in the coming year or so with a grain of salt. Keep in mind that people who speak negatively about a site may be the exception or may be motivated by personal reasons to leave you with a negative impression. In evaluating whether or not to apply to a site, always seek out multiple sources, in order to obtain corroborating information. If you hear some negative information about a particular site that you have always been interested in or has much of what you want, go ahead and apply anyway, but in the meantime continue to gather more information for yourself.



Summary of the Do's and Don'ts of Pre-application Contact



Do

Your homework
Respect preferences for contacts
Make personal connections
Stand out from the crowd
Ask good questions
Speak with past interns
Take advice with a grain of salt



Don't

Make contact too early
Engage in gratuitous contacting
Be overly familiar or chatty
Stand out too far
Contact current interns

Sample requests for site brochures:

Dear Dr. <insert name>,

I am a doctoral student in the clinical psychology program at <insert name of university> and will be applying for internship this fall. I am very interested in your site and would appreciate it if you would send any additional application materials to me. I look forward to learning more about your pre-doctoral internship program.

*Thank you very much,
 <your name & contact info>*

Dr. <insert name>:

I am writing to request information regarding your pre-doctoral internship. Please send site brochures and application information to:

<insert contact information>

Thank you in advance for your time. I look forward to learning more about your site.

<your name>

Dr.<insert name>:

I am writing regarding your pre-doctoral internship. As I reviewed your materials on line, I found myself very interested in your site. However, I noticed that the materials referred to last year. I am writing to confirm that there have been no additional changes to the site information or application procedures for this coming year.

I appreciate you taking the time to answer and I look forward to learning more about your internship site.

<your name & contact info>>

Chapter 7: The Canadian Council of Professional Psychology Programs – What you need to know



Candice Murray, M.A. & John Pearce, Ph.D.

The Canadian Council of Professional Psychology Programs (CCPPP) represents applied professional psychology graduate programs (e.g., clinical psychology, counselling psychology, clinical neuropsychology) and internship settings in Canada. The primary goals of the CCPPP are to enhance communication among training programs in applied psychology and develop policies and guidelines that promote high standards of training. The CCPPP also operates a list serve for graduate program and internship directors. This has provided a useful forum for discussion of important issues related to education and training in professional psychology, such as the debate about the need for joint accreditation by CPA and APA.

The CCPPP website (www.ccPPP.ca) provides the following internship-related information. Please note that the information provided on the CCPPP website is subject to change and you should review the site for modifications as you prepare your applications.

For internship applicants:

- **An index of Canadian internships:**

A listing of most pre-doctoral internship sites in Canada, including information on CCPPP and/or APPIC membership, CPA and/or APA accreditation, stipend level, and a brief description of the program.

- **Guidelines for letters of reference for internship:**

Recommended guidelines and a standardized format for supervisors who are writing letters of recommendation. There is an option for supervisors to use a downloadable CCPPP form (in Word or PDF format) OR write a letter.

The CCPPP form contains two sections (A & B). Section A is completed by the student and asks for specific information about the practicum experience with a particular supervisor (e.g., start/end dates, population, activities, theoretical approach, supervision hours, direct client contact hours, etc). Once section A is completed it is given to the supervisor in question along with Section B. Section B is completed by the supervisor and asks about different areas of content (i.e., professional and personal skills, areas for growth and development, summary recommendation).

If a supervisor chooses to use the letter format for the letter of recommendation, they need to include all of the information in sections A and B from the downloadable CCPPP form.

With either the form or letter format option, supervisors should stipulate, “This letter was prepared in conformity with the CCPPP guidelines for letters of reference to a Canadian pre-doctoral internship”. There are a couple of reasons for doing this. Some Canadian internship programs explicitly state that letters of recommendation should follow CCPPP guidelines. Therefore, including this statement lets internship program directors know that the applicant followed their instructions. A second reason to ensure that this statement is included is that the CCPPP format asks supervisors to write about “areas for growth and development” for the student. Feedback from internship directors suggests that these types of comments are not generally included in recommendation letters. Given this, you’ll want the internship

program director to know that supervisors were following standardized procedures when writing this section.

- **Tips for students seeking internships (e.g., interview questions, useful tips)**

A list of possible interview questions, a suggested method for tracking practicum hours, and advice for students applying for clinical internships

The CCPPP website also includes information for internship program directors including:

- **Guidelines and recommendations for communication between graduate programs and internship programs about the interns**

A series of recommendations for appropriate communications between graduate programs and internship programs and procedures for documenting and resolving problems that arise during the internship year

- **A model internship application format**

Suggested guidelines for deadlines (e.g., deadline for sending internship materials to potential applicants, application deadline), recommended materials requested from applicants (e.g., cover letter, CV, full AAPI form, transcripts, reference letters), guidelines for in-person and telephone interviews, procedures for electronic applications

- **Computer matching of interns**

Brief information on the computer matching process for Canadian internship programs

Chapter 8: Diversity Issues

Lori A. Brotto Fontana, Ph.D.



Diversity can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It refers to the exploration of individual differences in a safe, positive, and nurturing environment. The American Psychological Association strongly advocates for the promotion of diversity in recruitment and retention of psychology graduates. In addition, attention to issues of diversity is an important aspect of many parts of the clinical internship. Internship programs differ in the extent that they offer rotations that specifically focus on issues of diversity (e.g., cultural psychiatry; therapy with Gay, Lesbian, Bisexual, Transgendered individuals; rotations with individuals who are physically disabled). What is consistent across sites, however, is that diversity is an aspect of the experience in one form or another. The intern with an open eye to diversity will undoubtedly have a richer, more fulfilling experience.

The American Psychological Association Graduate Student (APAGS) website is a wealth of information on tips for individuals from diverse backgrounds to aid in internship interviews. Most, if not all, internship sites strive to include interns and faculty with diverse interests, personal, and professional backgrounds. Some internship programs specifically offer seminars or formal organizations to promote diversity. Such "Diversity Advancement Committees" might provide a *resource* "hub" of information on diversity issues for everyone involved in the internship, and can be an excellent opportunity for the intern to play an active role in the promotion of diversity.

Applicants will need to consider diversity issues while preparing their internship applications. At a minimum, you must devote one essay to your experience in working with diverse populations. In my experience, internship review committees look for evidence across the entire application, not exclusively on the question asking about diversity experiences, for evidence that the applicant is sensitive to and has experience with diversity issues. Some tips might be helpful:

- When preparing *all of* your essays, try to weave in experiences with diverse populations to show evidence that diversity is something you take seriously in clinical practice and research.
 - Give some attention to diversity in the essay on your autobiographical statement. Can you share some relevant information about yourself that speaks to diversity?
 - Case conceptualizations should include attention to diversity issues as such factors may be intricately related to predisposing, precipitating, or perpetuating facets of a particular case.
 - Is there an aspect of diversity in your research that you could highlight?
- Appropriate mention of diversity throughout your internship application will show your reader that you practice within a model that espouses diversity and not one that simply pays lip service to it when directly asked!

Chapter 9: Show me the Intern\$hip \$tipend\$

Melanie Badali, M.A. & Rebecca Pillai Riddell, M.A.

Internship stipends are more about survival than enabling you to live a life of luxury. But, as a graduate student, this won't exactly come as a shock to your system. However, how much foraging for food and finding cheap shelter you will have to do will vary.

There is a discrepancy in Canada among internship stipends, ranging from \$0 per year to \$36,000 per year (median = ~ \$21,000). As well, the cost of living varies considerably in different Canadian cities. If you get matched to a site in Toronto or Vancouver, be prepared to pay bigger bucks for rent etc., than if you match to Saskatoon or Winnipeg. It would make intuitive sense that the internship stipends would vary across Canada in proportion to the cost of living. However, this is not necessarily the case. The University of Manitoba Faculty of Medicine Department of Clinical Health Psychology internship appears to be in first place, ahead of sites in cities with higher daily living costs. A helpful reviewer from the Canadian Psychology Association provided us with information on the reason for the high stipend at the University of Manitoba Faculty of Medicine Department of Clinical Health Psychology internship. Drum roll please... "interns in this programme have parity with medical interns and residents, and belong to the Professional Association of Residents and Interns of Manitoba (PARIM), along with all medical interns and residents. This was done 25 years ago or more".



Be sure to check out whether there is any financial support for conference travel, holidays, or medical and dental coverage. If a site offers fringe benefits, it may end up actually offering you a similar bottom line than sites that provide you with the cash and let you choose how to spend it.



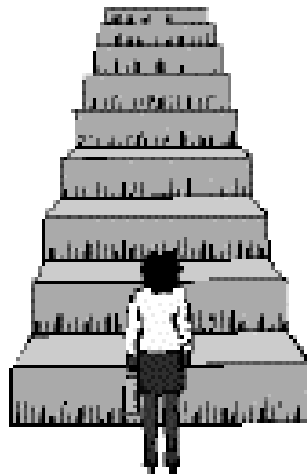
The short-term costs of choosing an internship with no or a low stipend are easy to figure out (e.g., will you be able to cover food, shelter, personal hygiene products & photocopies for a year?). What is less obvious is the long-term impact of inadequate internship stipends. Koch (2001) conservatively estimated that the cost to a psychologist at retirement age (65 years) of having no internship stipend versus having a paid internship of \$25,138 during the year they were 29-30 years of age, compounded over 35 years, equates to a difference in retirement savings of \$275,426. Whoa! That's a lot of cashola. Now obviously you will be using your internship stipend to eat and not for savings but the point is still a good one. When you are considering program pros & cons in the next chapter, you may want to consider including stipends as a variable.

The good news is that a CPA committee has been formed to determine how best to lobby for better funding. For now, whether you can afford to live for a year on the stipend offered (or are willing to go into debt) is a personal choice.

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Step 3



Choosing Internship Programs

Chapter 10: Program PROs & CONs

Melanie Badali, M.A.

If you are considering applying to and/or ranking a site, it is important for you to identify both the reasons *you* want to pursue your internship at that site and the reasons the program might not be the best match for *you*. Examining your list of pros and cons can help you determine whether the reasons to apply/rank outweigh the reasons to cross the site off your list and how motivated you are to be matched to a particular site at the current time.

Activity: For each internship program in which you are interested, identify good things and less good things about it.

Internship Site: _____
Track: _____

Reasons to Apply / Rank	Importance Ranking 0-10		Reasons <u>NOT</u> to Apply / Rank	Importance Ranking 0-10	
	Now	Future		Now	Future
+			-		
+			-		
+			-		

Now, look at your list & rate how important each reason is for you at the present time (0 = not important at all to 10 = extremely important).

You may also want to consider how important it might be to you in the future.

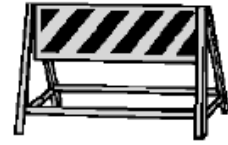
Compare your lists.

Ask yourself: ● Which list is longer? ● Which side is more compelling?

Identifying barriers to pursuing programs

Internship: _____

Track: _____



What will make pursuing this program difficult

What have I learned from previous academic endeavours that lead me to think I would be more or less successful in program X?

Individualized Readiness Profiles

Date: _____

Program: _____

Write down one or two key words for each statement. Complete a copy of this sheet for each internship program still under consideration.

I want to go to internship X mostly because...

I am worried about going to internship X because...

My barriers to success & happiness at internship X are...





I think I will be happy & successful at internship X because...

My degree of motivation to go to program X is now _____ / 10.

Chapter 11: Evaluating Choices

Melanie Badali, M.A.

By now you likely have a better sense of what your goals are, what the internship process is like, specific information about programs and your readiness to pursue particular programs. Armed with this information, you will be in a better position to evaluate your choices and make decisions.

Task	Due Date	Goal Met (y/n)
 <p>Review all the program brochures</p>		
<p>Compare all your PROs & CONs lists</p>		
 <p>Compare your program lists to your goals lists.</p>		
 <p>Seek Professional & Personal Support</p> <ul style="list-style-type: none"> • Making a meeting with your supervisor, DCT, professionals you admire in the community, your peers, previous interns etc. • Check out books from library on making important decisions, choosing a program of study, vocational goals etc 		
 <p>Make your ranking list</p>		



My Ranking List – Pre-Application

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Choosing the Best Program for You

A contract with myself

I am committed to making choices and succeeding in any program to which I am matched.

.....
Signature



Tips

- Plan what to do on application day, interview day, ranking day etc.?
- Do I have a favorable environment?
- What do I do about stress?
- Avoid situations where you will be influenced/stressed-out by others
- Expect to be stressed
- Eat properly and get plenty of sleep

Ready to Apply?

Now you are ready to apply for internship (See Appendix **A** for resources in addition to this guide). Once you have decided where to apply, try the following exercise...



For each site to which you plan to apply, send yourself an email that says:

“Congratulations. You have been matched to _____ site.”

Now attend to your cognitive, emotional, physiological and behavioural responses? How do you feel? What do you think? What's your gut telling you? Would receiving this email be worse than not going on internship next year?

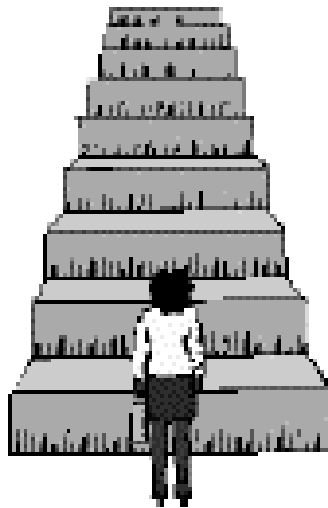
Try this exercise at various times through the process of internship so you can gauge your 'gut reaction' to matching to a particular site.

**IF YOU THINK YOU WILL BE MISERABLE AT A PARTICULAR SITE
(for professional or personal reasons),
DO NOT APPLY TO/RANK THAT SITE.**

If you do not apply to sites with which you do not want to be matched, come match day, **any** match will be a good match!!!

Selecting sites where you will apply is half the battle...If you choose sites that appear to be a good match for **you**, you will increase your likelihood of *a match made in heaven*.

Step 4



Applying for Internship

Learning about the Application Process

Regardless of your personal level of readiness to apply for internship, it will be helpful for you to find out more about the internship process itself.

There are a number of ways to do this including:

Informal discussion with:

- † Your academic supervisor,
- † Director of Clinical Training,
- † Faculty at your university,
- † Clinical Supervisors outside your university,
- † Friends in your program,
- † Previous students from your program,
- † Previous interns from sites of interest,
- † Anyone you know in psychology
- † Anyone who will listen????



Formal workshops:

Professional conferences and meetings often hold workshops, symposiums or conversation sessions on the internship process (try the Canadian Psychological Association, American Psychological Association and Association for the Advancement of Behavior Therapy).

Electronic Resources

Selected Listserves

Association of Psychology Postdoctoral and Internship Centers (APPIC) Email Lists
<http://www.appic.org/email/index.html>

- Match-News: News and information about the APPIC Match
http://www.appic.org/email/8_3_4_email_match_news.html
- Intern-Network: Discussion list for interns and intern applicants
http://www.appic.org/email/8_3_3_email_intern_network.html
- Clearinghouse: Distributes notices of vacant internship positions after the Match
http://www.appic.org/email/8_3_1_email_clearinghouse.html

American Psychological Association Graduate Students [APAGS] Lists:

- APAGSINTERNSHIP Internship list, APAGSABILITIES Disabilities list, APAGSEMGS Ethnic minority list, PSYCGRAD Psychology graduate students can be found through <http://www.apa.org/apags/>

Selected Websites

Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org/

- Resources for students with disabilities
www.appic.org/training/7_3_2_1_training_resource_disability_students.html

American Psychological Association www.apa.org

- Div. 12, Clinical Psychology www.apa.org/about/division/div12.html
- Div. 16, School Psychology www.apa.org/about/division/div16.html
- Div. 17, Counseling Psychology www.apa.org/about/division/div17.html
- APAGS, Graduate Students www.apa.org/apags/
- Accredited Internships and Postdocs www.apa.org/ed/intern.html

Articles, Research & Resources in Psychology, by Ken Pope, Ph.D. www.kspope.com

Canadian Council of Professional Psychology Programs www.ccpvp.ca

- Canadian internships' membership in CCPVP, CPA, APA, APPIC
- Canadian Council of Professional Psychology Programs Tips for Students Seeking Internships

Canadian Psychological Association www.cpa.ca

Canadian Register of Health Service Providers in Psychology www.crhsp.ca

National Register of Health Service Providers in Psychology www.nationalregister.org

Positions in Counseling Centers (PICC) www2.kumc.edu/people/l-long/picc

Psychology from ABD to Licensure, by Shoshana Kerewsky, Psy.D. ourworld.cs.com/PsychLicense/

Psychzone - applying for internships, by Donna Pincus, Ph.D., and John Otis, Ph.D.
www.psychzone.com

Tracking Practicum Hours <http://www.uky.edu/Education/EDP/cnpsred.html>



Selected Printed Resource Materials

Workbooks

Williams-Nickelson, C. & Prinstein, M. J. (2004). *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Match*. APA Press.

Books & Chapters

Baird, B.N. (1998). *The internship, practicum, and the field placement handbook: A guide for the helping professions* (2nd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

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Note: There are discrepancies between Megargee's description of the Match and APPIC's description of the Match.

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Chapter 12:

How “The Match” Works

Melanie A. Badali, M.A.

Most internship applicants and APA/CPA accredited programs will participate in the “APPIC Match”. At the outset, it is important that you become familiar with the term “APPIC” because it will become a regular part of your vocabulary until you are safely matched to an internship program.

So what does APPIC stand for anyway?

APPIC = Association of Psychology Postdoctoral and Internship Centers

What is the APPIC Match all about?

The APPIC computer-based Matching Program is designed to enable applicants to obtain the pre-doctoral internship position of their choice, and assist internship programs obtain preferred applicants. Explicit details about “the match” are available on the APPIC (www.appic.org) and National Matching Services (www.natmatch.com/psychint) websites and key points are highlighted below.

What do you (*the applicant*) do?

1. Apply directly to the internship programs in which you are interested.
2. Engage in the interview process independently of the Matching Program.
3. Submit a Rank Order List of your desired programs, in numerical order of preference (first choice, second choice, etc.). You may rank as many programs as you wish.

What does the *internship program* do?

1. Reviews applications.
2. Engages in the interview process independently of the Matching Program.
4. Submits a Rank Order List of their desired applicants in order of preference. They may list as many applicants as they desire.

Both **applicants** and **programs** must submit their Rank Order Lists to the National Matching Services via the Internet by the predetermined deadline.

All lists submitted are considered strictly **confidential** (you cannot access how a program ranked you and they can't see what you *really* thought of them...).

Both **applicants** and **programs** are notified of the results via e-mail and the internet on a predetermined release date.



What does the *computer matching program* do?

The computer matching program places applicants into positions based on the preferences stated in the Rank Order Lists (yours + the internship programs'). See the NMS website for a detailed description of how the matching process is carried out.

According to the APPIC website (www.appic.org):

“Each applicant is placed with the most preferred program on the applicant's Rank Order List that ranks the applicant and does not fill its positions with more preferred applicants. Similarly, each internship program is matched with the most preferred applicants on its Rank Order List(s), up to the number of positions available, who rank the program and who do not receive positions at programs they prefer.”



+ - % # x



+ - % # x



Through a miraculous feat of math & computer programming all offers, acceptances, rejections, and final placements occur simultaneously.

The Fine Print

The APPIC Match Policies govern the behavior of all internship applicants *and* programs participating in the Match (see the APPIC and NMS web sites + your registration materials for details).

The most important thing you need to know about at this point in time, in my opinion, is that:

The results of the Match are absolutely binding upon all parties.

You the applicants agree to accept the internship program to which you are matched come hell or high water. By the same token, the internship sites are obligated to accept the applicants with whom they are matched for better or for worse.

At this point, if you are planning to apply to some sites that are participating in the APPIC Match as well as others that are not, you might be wondering how that all works...

If you participate in the Match you would only be able to accept a position from a non-participating internship program:

- (1) BEFORE you submit a Rank Order List to the Match and IF you immediately submit a formal withdrawal from the Match or
- (2) AFTER you receive your result on APPIC Match Day and discover that you were not matched.

Bottom Line (one more time...): Once you submit a Rank Order List to the Match, you are obligated to accept your match result.

In the event that you receive an offer from a non-participating program before submitting your Rank Order List, you have 2 choices:

- (1) accept the position & withdraw from the Match, or
- (2) decline the position & submit your Rank Order List to the Match.

This will not be an easy decision by any stretch of the imagination, but it is one you will have to make (*a bird in the hand is worth 2 in the bush?*).

In any case, this situation will make you realize how great the Match Program really is!!!

If you are applying to sites not participating in the match you might want to:

- a) Inform the non-participating site that you are planning on participating in the Match. (Do this after your interview). If they are unfamiliar with the Match Policies, you may want to clarify with them that in order for you to accept an offer from a non-participating site, you would need to receive the offer before the Match Submission Deadline (& provide them with the specific date).
- b) If a non-participating site is your first choice, you may want to send them a reminder email one week prior to the Match Submission Deadline that in order to consider any offers from them you would need to receive an offer by X date.



So how likely are *you* to be matched?

That's a hard question to answer because *you* account for the most variance in estimates.

"On an individual basis, it depends very much on both the quality of the applicant and the competitiveness of the programs to which the applicant is applying. An "average" applicant would probably not have to apply to many programs if the programs the applicant is interested in are not very desirable to other applicants. On the other hand, if this "average" student applies only to the most desirable/competitive programs, it may not matter how many applications the applicant submits."

Elliott Peranson, National Matching Services Inc. National Matching Services Inc., personal communication, July 2003.

Now that you know the interpretive caveat, check out the general descriptive statistics from the APPIC Internship Matching Program. Go to <http://www.appic.org>. In the menu on the right side of the APPIC home page, under the heading MATCH, select the link to About the Match. Then, at the top of the next page, select the link to Match Statistics. There are two sets of information that you should look at: (1) Match Statistics and (2) Surveys.

The Match Statistics for all applicants contains information on the average number of ranks submitted by matched vs. non-matched applicants, and the number of applicants matched at each rank number.

2003 APPIC Match Statistics

(http://appic.org/match/5_2_2_1_5_match_about_statistics_general_2003.html) indicate that:

- 2,430 applicants were successfully matched to internship positions,
- 533 applicants were not matched, and
- 288 positions remained unfilled.



So how do Canadians fare in this so-called matching process???

The Match Statistics for Canadians shows how Canadian applicants and programs fared in the Match, but it does not provide information on average number of applications or ranks submitted or matched rank numbers for Canadian applicants.

2003 APPIC Match Statistics

Applicants from Canadian Schools

In 2003, **111 Canadian Applicants** Participated in the Match (including 2 individuals who participated in the Match as 1 "couple").

How many Canadian applicants matched?

81% of applicants matched leaving 19% unmatched

Where were Canadian applicants matched?

83% matched to Canadian Programs while 17% matched to U.S. Programs.

Canadian Internship Programs

In 2003, 32 training Sites and 48 programs participated in the Match, with a total of **104 Positions Offered**. Of these, 88% positions were filled.

Who filled the positions?

82% were filled by applicants from Canadian schools (leaving 18% filled by applicants from Non-Canadian Schools).

Reference: Keilin, G. (2003). Statistics for Canadian students. Match-news. [www.appic.org](http://appic.org).
http://appic.org/match/5_2_2_3_5_match_about_statistics_canadian_2003.html

Now back to information about all applicants (not just Canucks)...

Half (50%) of all matched applicants received their top-ranked choice of internship site, more than two-thirds (70%) received one of their top two choices, and more than four-in-five (81%) received one of their top three choices.

Rank Number on Applicant's List	1	2	3	4	5	6	7	8	9	10 +
% Applicants Matched	50%	20%	11%	7%	4%	3%	2%	1%	0%	2%

Warning: Do not get too excited! These statistics can be misleading. Remember, these pertain to the order of ranks submitted *not* applications submitted. There is a *significant* difference between applications and rankings.

For example, based on the 2003 APPIC Match: Survey of Internship Applicants (http://appic.org/match/5_2_2_4_5_match_about_statistics_surveys_2003.html) results, the respondents submitted an average of about 12.1 applications (range = 0 – 35) to programs, ultimately received an average of 6.9 interview offers, and submitted an average of 6.6 program rankings (Matched Applicants = 7.2 and Unmatched Applicants = 4.1).

Are you freaked out yet? Yes, this is a very anxiety-provoking process but if you have carefully completed the exploration and goals section at the beginning and apply to sites which are a good match for you professionally and personally, you will increase your likelihood of a great match.

What happens if you're not matched but you still feel ready to go on internship?

Internship applicants are not successfully matched for a number of reasons (the most common of which is submitting a list that was restrictive with respect to geographic location or includes primarily highly competitive sites). Check out the APPIC Clearinghouse (www.appic.org), which contains notices of unfilled internship positions. It opens its virtual doors to the public on APPIC Match Day and remains open through the summer. Many good programs have been known to show up in the clearinghouse and applicants who use the Clearinghouse tend to report a high level of satisfaction with their internship experiences (remember: you do not have to apply for a Clearinghouse position that does not appeal to you!).

Since the CCPPP Clearinghouse has had almost no requests for the past few years it is not currently being operated formally. However, the website indicates that students who are not matched can contact the President of CCPPP after Match Day to see if CCPPP can provide assistance (See www.ccppp.ca)

Sources of further info on “The Match”...

National Matching Services

- website (www.natmatch.com/psychint); phone: (416) 977-3431 or (716) 282-4013; e-mail: psychint@natmatch.com.

APPIC

- website (www.appic.org) or Match Coordinator, Dr. Greg Keilin; phone: (512) 475-6949; email: gkeilin@mail.utexas.edu.



Chapter 13: Registering for the Computer Matching

Candice Murray, M.A., & Carmen Caelian, M.A.

All students participating in the APPIC match need to register with National Matching Service Inc. (NMS) (www.natmatch.com) by early December. However, we recommend that you register for the Match as soon as you decide to apply for internship so that you have your match number in time to put it on your applications. Although you *can* give the number to sites after the application deadlines, it is easier to have it on your application. Plus, you want to make a good impression on sites and you will appear more organized if it is taken care of prior to application. ☺

Once contacted, NMS will send you a registration package and an Applicant Agreement form. After they receive the signed Applicant Agreement and Match fee from you, you will be sent a Match ID Number.

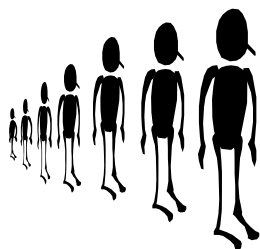
One caveat: In 2002, the match fee was roughly \$150 Canadian and as the fee is non-refundable, you want to be certain that you are applying for internship before sending in your check!

Chapter 14: Reference Letters



Carmen Caelian, M.A.

So now it is time to call in the reinforcements, to identify a few kind souls who know you well and can speak professionally about how wonderful you are. This can be a daunting task as reference letters are often viewed as documents that can 'make or break you' in the internship process. While reference letters are important, and you certainly would not want to submit negative evaluations, there are many other variables that influence how you are evaluated. To help you navigate common reference letter dilemmas, you may wish to consider the following issues and tips.



Who from?

As with the rest of your application, you want your reference letters to collectively provide a complete picture of who you are and what you have to offer. With this in mind, try to choose letter writers that can speak to the different experiences you have accumulated throughout the course of your training. For instance, you may want to choose someone that can speak to your clinical skills, someone that knows your strengths as a researcher, and someone that can speak about your personal strengths. You also want to choose individuals who know you well and are comfortable writing you *strong* letters of recommendation. Remember that the great majority of applicants will submit such letters, thus, you are not likely to stand out in the reference letter department unless you submit a recommendation that is luke-warm. When you approach supervisors for reference letters, be sure to ask them directly if they can write you a strong letter. Some referees will provide you with a copy of the letter they wrote – be sure to read it over before you send it along. For those of you applying to Canadian internship programs, be sure to check whether your sites request reference letters that follow the Canadian Council of Professional Psychology Programs (CCPPP) guidelines for balanced letters (i.e., letters that address *both* your strengths and areas for further development). While these guidelines are not mandatory as per the CCPPP, some sites require that your letters adhere to them and you will need to advise your letter writers of such (see chapter X for details).

So, you are looking for strong letters of reference from individuals who know you well – who could you ask? In most circumstances, your graduate supervisor should write one of your letters. If you decide not to include a letter from this person, you should be ready to defend your decision if asked. Some training directors may wonder why the faculty member you have worked closely with for the past several years did not/cannot submit a strong letter for you. Ideally, each of your referees should be a psychologist trained in the clinical area as they completed similar training as you and can speak to your competencies in relevant areas. That said, many students do not have enough referees of this sort or may be very well known to other mental health professionals (e.g., psychiatrists) who could provide them with strong letters. In such situations, you could consult the e-mail lists managed by APPIC during the application process as this topic is often discussed. Additionally, you may wish to consult your program's training director or those at your internship sites to determine your options and best solution.

Each year, there seems to be discussion about the impact of reference letters provided by well-known clinical psychologists. While a letter of recommendation from such a person may bode well for you *if* that person knows you well, do not sacrifice the quality of your letters just to have a big name on the signature line. You are better off to have a strong letter from someone who knows you well but is less well known than a so-so letter from a famous psychologist.

One last thing to consider: you may want to think about the other internship applicants from your training program when deciding on your referees. To illustrate, one of the individuals that I hoped would write me

a reference letter was the supervisor of another applicant in my year. When I asked this faculty member whether she could provide me with a strong letter (as she had wonderfully done many times before), she noted how doing so would be a conflict of interest of sorts because one of her students was essentially my competition. I decided to ask another individual for a letter to avoid this situation. If you happen to be reading this workbook early and anticipate being in a similar position come internship application time, you may wish to seek out additional experience with another supervisor who could provide you with a stellar letter.



How many, really?

Every year, there seems to be debate about exactly how many reference letters one should send to each site. Do you send exactly what the site asks for, one extra, as many as you can get your hands on, etc? Why would anyone send more than the number asked for by a site you ask? Well, some students feel that they should ask for and send one more letter than a site asks for in case one of their referees does not mail a letter in time to meet the deadline or the letter gets lost in the mail. Others wonder if it is okay to send in additional letters because they have more than the required number at their disposal. The problem with sending extra letters is that by doing so, you have failed to follow the instructions set out by the training site. In doing this, you run the risk of being viewed less favourably at your sites as a student who cannot follow basic instructions or perhaps as someone who takes the opportunity to one-up other applicants who followed the rules. This issue was debated on one of APPIC's e-mail lists last year when I applied for internship and the general sentiment, which may not be consistent with everyone's opinion, was that you should send the requested number of reference letters and no more.

If you are nervous about a letter being sent late or not arriving at all, perhaps you can do what I did so that you are the one in control of all pieces of your application package. Most sites (but not all so definitely check their application materials closely) allow applicants to forward reference letters themselves, provided that their referees sign across the seal of each envelope. If your sites allow you to do this, arrange for your referees to return their letters of recommendation to *you* rather than mailing them to your sites. You can then assemble complete application packages and send everything together (and check on the delivery of each package via courier or mail tracking systems).



Making it easier for your referees

Writing reference letters for internship applicants is no small task so anything you can do to make the process easier for your referees will be most appreciated. Start by giving your referees lots of notice. After all, you may not be the only student they are writing for and they still have to maintain their existing responsibilities. It is a good idea to ask your desired letter writers if they are *able* (as opposed to asking if they can get started on the letters) to be your referees two months in advance of when you need the letters. This way, if anyone turns you down, you have ample time to approach others before starting to panic. In terms of time to write your letters, try to give referees at least a full month from the time you need the letters back (in order to compile your application packages and send them off in time for deadlines) or the time you need the referees to pop them in the mail.

Step 2: Add

We recommend that you order more transcripts than you anticipate needing in case you decide to apply to a few more programs late in the game or an application gets lost (it happens!).

Step 3: Check

Look at your transcript. Make sure there are no errors. If there are, get them corrected ASAP!

Step 4: Order!

Order your transcripts *early!* This is one of the easiest parts of the process and there is no need to leave it until the last minute. If you are worried about a transcript becoming lost at a site if it arrives before your application, send the site a cover letter indicating that you will be applying to their site and requesting that a file be opened because you will be sending documents in advance of your application.

Step 5: Transcript translation

If the titles of your courses listed on your transcript are not particularly informative (e.g., Psych 530 does not tell your reader much), prepare a summary sheet to be appended to your application. Get together with people in your grad program - no sense reinventing the wheel. Do not forget to pass this document on to more junior students to save them time next year!

You could organize the information chronologically (so it is easy for the reader to use it as a guide to interpreting your transcript) or by area (see example below) to facilitate the reader gaining of more global picture of your training.

Example:

Super Student's Courses		
Assessment and Psychopathology		
<i>Course Number</i>	<i>Course Name</i>	<i>Date Completed</i>
Treatment		
<i>Course Number</i>	<i>Course Name</i>	<i>Date Completed</i>
Research		
<i>Course Number</i>	<i>Course Name</i>	<i>Date Completed</i>
Student's Specialty Area (e.g., Health)		
<i>Course Number</i>	<i>Course Name</i>	<i>Date Completed</i>
Breadth Courses		
<i>Course Number</i>	<i>Course Name</i>	<i>Date Completed</i>

Chapter 16: Cover Letters



Candice Murray, M.A.

Including a cover letter with your application allows you to make a strong first impression and potentially stand out among the pool of applicants. Of course, you want to stand out in a *positive* way. Below are some hints to writing a professional cover letter.

Presentation



- Choose a font style that is professional and easy to read (e.g., Arial, Times New Roman, Helvetica)
- Use 12-point font
- Justify the left margin, not the right
- Use one inch margins all the way around
- Print your letter using a laser printer

Content



DO:

- Address your letter to the appropriate person (usually the Director of Clinical Training).
- Write concisely and be brief. Your letter should generally not exceed one page.
- Pique the reader's interest in you (communicate why you are a good match for the site)
- Convey excitement and enthusiasm about the internship site. Review the site's brochure or your notes if you need to refresh your mind of what excites you about this site.
- Check for grammatical or spelling errors. Pay special attention to ensure that you have spelled names correctly. After you have proof read your letter, have someone else read it for grammar, spelling, typos, and awkward sentences.

Do NOT:

- Send a generic/form cover letter to all sites (e.g., "To whom it may concern")
- Be too brief in your cover letter. If you are writing a cover letter, use this opportunity to outline why you are a good match for the internship program.
- Introduce new information not outlined in your Curriculum Vitae or AAPI
- Express your creativity by using a variety of font styles, sizes, or colors
- Abbreviate words or use acronyms



Finding a balance between a professional tone and conveying warmth and friendliness can be challenging in a cover letter. If you are in doubt about the appropriateness of certain content or wording, be conservative and lean towards being more professional. One strategy that may help when determining this balance is to imagine a faculty member from your program (e.g., your supervisor) reading your cover letter.

Guidelines & Suggested Format for a Cover Letter

Your name
 Your street address
 City, Province, Postal Code, Country (if applying to sites in the U.S.A)
 Telephone Number
 Email Address
 NMS Match Number

Month, Day, Year

Dr. X (Director of Clinical Training's name)
 Street address of Internship program
 City, Province, Postal Code

Dear Dr. X

1) An introductory paragraph indicating:

- Who you are (e.g., a doctoral student in clinical psychology at X University)
- What position you are applying for (i.e., Pre-doctoral Internship Program at X).
- If there are different tracks within the internship program, clearly identify which track you are applying to (e.g., adult track, child track)
- What materials are enclosed in your application package (e.g., APPIC form, an official graduate transcript, three letters of recommendation, etc)

2) Second paragraph:

- Outline why you are interested in their particular program. It is not enough to say that you are interested in their program, briefly explain how particular rotations or experiences that are offered relate to your background and interests. This is your chance to personalize your letter by highlighting specific experiences that make you a good match for the internship program.

3) Third paragraph:

- State that you would be happy to provide any additional information if needed
- Provide your contact information
- Thank the DCT for her/his time and consideration

Sincerely (respectfully, best regards, with great enthusiasm, etc)

Your signature
 Your name typed



Extra Tip

"If there are any special circumstances around when you may be available for a phone or in-person interview, these should be stated clearly. However, do not assume that just because you stated these

dates of availability in your cover letter that they will be remembered or attended to. Remember, each site gets between 25 and 50 applicants. If you are informed of an interview, you should follow up with an email reminding the setting of your availability". *Carol Flynn & Giorgio Tasca, 2003*

Chapter 17: Completing the AAPI Form

Tina Wang, M.A. & Carmen Caelian, M.A.

Hopefully, by the time you are contemplating internship, you have heard of the "AAPI Form" and maybe even have seen it. If you have diligently recorded your clinical experiences throughout your training using the AAPI form - congratulations, you are ahead of the game! If you are starting to panic as you finish reading the previous sentences - RELAX - this section will orient you to the AAPI form and offer tried-and-true tips on how to complete it with maximal efficiency and minimal stress.



What is AAPI?

AAPI is the acronym for **A**PPIC **A**pplication for **P**sychology **I**nternship, which is a standardized application form for applying to APPIC-member internship programs. Quoting directly from the APPIC website (www.appic.org):

"This application was developed based on input from APPIC-member internships and APPIC-subscriber doctoral programs in the United States and Canada. The AAPI consists of two parts: (1) the standardized application form, completed by the applicant, and (2) the Academic Program's Verification of Internship Eligibility and Readiness form, completed by both the applicant and his/her academic training director. The AAPI is designed so that it may be downloaded and completed on an applicant's computer. Once completed, the AAPI is submitted directly to the internship programs that an applicant wishes to apply to, along with any other application materials requested by the programs."

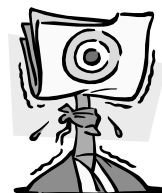
For more information on the development of AAPI, refer to Holaday and McPhearson, (1996).

Although AAPI is a standardized application for applying to APPIC-member internship programs, not all of these programs use the AAPI. Be sure to consult with the APPIC Directory for details on application requirements for sites of interest. The same caution applies to non-APPIC member internship programs.

Be sure to download the appropriate version of the AAPI for the selection process that you are taking part in. Typically, a copy of last year's AAPI is available until the new version is released. The AAPI for the upcoming internship selection process is usually available from the APPIC website (www.appic.org) by June or July. If you have not yet seen an AAPI form, download whichever version is available and familiarize yourself with it as changes to the AAPI from year to year tend to be relatively minor.

Approaching AAPI

When the updated version of the AAPI is available, read and re-read the instructions carefully. Take the instructions at face-value and refrain from over-interpreting or over-analyzing them. The amount of information required on the form is comprehensive and may be anxiety-provoking. However, the key to successfully completing the AAPI is in YOUR approach; the AAPI is a documentation tool, not a test. Treat it with respect but regard it as your "clinical biography" - use the AAPI to tell the story of your clinical journey.



Timeline for AAPI



Many of us have developed and endorsed certain working styles over the course of our training and tend to be most productive with our own timelines. Thus, rather than advocating a specific timeline, my recommendation is to reflect on your work practices and habits and determine what motivates you and what sustains your motivation.

For example, I find that breaking a large task into small manageable chunks and experiencing early successes keep my motivation strong. Consequently, I started with what I perceived as the simpler sections and gradually worked my way through the more challenging sections (e.g., the essays). A colleague of mine, however, tackled the AAPI very differently. He started with the essays, which he describes as more "abstract" and requiring more "brain power" while the more "concrete" sections such as tallying hours and client characteristics were left to the end, as they offered "light at the end of the tunnel" for him.

As you can imagine, there are many ways to accomplish the same task. It is important to be aware of your strengths and weaknesses and set realistic timelines for each section of the AAPI. The remainder of this section focuses on tips for completing the AAPI, based on the collective experience of previous applicants.

Part I Section 1: Background Information

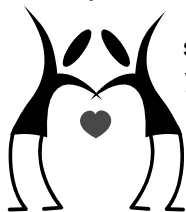
The AAPI form may look daunting with pages and pages of blank spaces marked with "@" signs. Part I Section 1, which contains background information about you, is as good a place as any to get the ball rolling. Besides, it will feel good to remove some of the "@" signs. Most of the information required can be extracted easily from your curriculum vitae.

Part I Section 2: Essays

While most of the AAPI requires specific and brief responses, the essay section affords you the luxury of having nearly five times the length of a cover letter (for a typical job posting) to accomplish the same task - getting an interview! Although each essay limits you to 500 words, in reality, you have 2500 words to formulate your interests, qualifications, goals, and aspirations. The essay topics may vary from year to year, but the overarching goal remains the same - to build on one or two main themes that will identify you as a good match to the selection committee. One requirement that remains unchanged in recent years is the autobiographical essay. Use this space to highlight your unique circumstances and personalize your journey in seeking a career in psychology. Think of the autobiographical statement as a movie trailer – you want to sell your story, but remember your audience is composed of professionals. This is not the time to provide an account of your or your loved ones' psychological difficulties.



Remember, internship sites are interested in finding the ideal match between their program objectives and interns' goals. Therefore, it is important not only to highlight your journey and aspirations, but to articulate why you feel the internship site you are applying to is the best match for you. One of the essays usually asks how you envision a particular internship site meeting your training goals and interests. Tailoring your response to each site you are applying to enables you to address site-specific issues and training opportunities that interest you and to convince the site that you are the ideal match.



How you approach the essays depends on your personal writing style. You might want to take some time to think about what story you want to tell and how you want to tell it while working on other AAPI sections. I used the process of tabulating my clinical experience to help reflect on my “clinical journey” – where I began, which avenues I have explored, where I am now, and where I aspire to be. This process was a great opportunity for me to consider my strengths and areas for further development, to consolidate my goals for the internship year, and to generate one or two key themes to build my essays on. I also found it helpful to read a few essays from previous candidates to kick-off the essay-writing process. Sample essays are included at the end of this chapter.

Ask your department’s director of training, supervisor, and/or colleagues for feedback on your essays. If you are approaching these persons, be sure to inquire about their availability in advance, as they may be busy the week before applications are due! You may also wish to run revisions by these people so need to allow enough time for this.

Part I Sections 3 & 4: Documenting clinical experience

Sections 3 and 4 may look intimidating and the @ signs seem to “challenge” you to fill-in as many of them as you can. However, believe AAPI’s instruction that “no applicant is expected to have experience in all, or even most, of these areas.” In fact, an applicant who has experience in most of the areas covered by the AAPI has likely done so much training that the internship site may wonder what they could possibly offer to this student.



If you have documented your clinical training using previous versions of the AAPI, you are ahead of the game! Your main job is to consolidate your experiences and place them under appropriate headings, as some sections and definitions may have changed from one version to the next. Several spreadsheets are available through the APPIC website (under Training Resources). You may also wish to design your own spreadsheet to assist with the arithmetic involved in summarizing your hours and experiences.



If you have documented your training in non-AAPI format, you need to re-organize your information to fit the AAPI headings and use common sense judgment when the terminology between your format and AAPI’s is inconsistent. When in doubt, consult with the person who supervised your experience, your clinical training director, or senior students who may have undergone similar training.

If you have not tracked your training diligently, this is a good time to start! I would recommend an experience-focused approach, where you focus on one practicum at a time and complete Sections 3 and 4 simultaneously for each placement. One strategy is to copy Sections 3 and 4 for each practicum, and document information associated with one experience before thinking about the next placement. I found it particularly helpful to fill-in sections 3 and 4 simultaneously as I often remembered information for Section 4 while working on Section 3 and vice versa. When I had all the placements accounted for, I then summed across these experiences one heading at a time. Using a spreadsheet may be helpful, but because I only had a handful of different placements, adding up five or six figures per heading was easy to do, especially as some placements offered unique experiences that minimally overlapped with the other settings.

Missing information may be reconstructed with the help of memory aids and reasonable assumptions. Jog your memory with daybooks, clinical notes, and/or other students who have undergone similar experiences. For example, from the five case summaries you have written at a particular clinic, you may recall that on average, for each client, you engaged in approximately 5 hours of test administering and scoring, 8 hours of report writing, and 2 hours of supervision. Multiplying these hours by the number of clients provides a reasonable estimate of hours spent on direct and indirect service activities. Free resources are available on the APPIC Training Resource webpage to help estimate your hours.



Once you have finished tallying your experiences, do not panic if your hours appear less than those of your colleagues. Internship faculty view your hours within the larger context of your application and interview. Applicants have different experiences &/or goals, which have influenced their choices. Now is not the time to doubt yourself!!!

Focus on what you have and check with the sites that you are interested in to see what they are looking for. APPIC's on-line directory provides the means and ranges of direct-contact and total hours, as well as a range of integrated reports of the past three selection processes for most sites. Even if your numbers fall outside the range of those listed on the APPIC website - do not be discouraged. Remember, the numbers on the website reflect the experiences of recent successful applicants to a particular program, and are not the criteria for excluding applicants with fewer or greater number of hours.

If you feel you are falling short in a certain area, consult with your clinical director to confirm whether your appraisal is accurate and whether more experience in this area will significantly improve your chances for the type of training you are seeking.

Similarly, do not panic if your number of integrated reports is less than those of your colleagues. Having a handful of report-writing experiences is important. However, if your essays are well written and you receive praise from your referees with respect to your writing ability, the number of reports will likely not "make or break" your chances.

The bottom line: it's the match that matters!



Estimating clinical hours after November 1. The best predictor of future behaviour is past behaviour. Similarly, your past and current clinical involvements are the best estimate of your future hours. How many hours per week on average have you been committing to clinical training? Will your level of commitment change between November 1 and the start of your internship? How will changes in your involvement translate into changes in your average weekly clinical hours? Answers to these types of questions and consideration of other factors that may be specific to your situation could assist with your estimate of clinical hours after November 1. Remember, this section is asking for a reasonable estimate of your hours if you continue to be involved in clinical work after November 1. If you had planned to discontinue or decrease your clinical commitment, DO NOT feel that you MUST engage in more hours simply because this section is prompting for this type of information. Actually, most sites would prefer that you complete your Ph.D. thesis prior to beginning internship rather than accumulating more clinical experiences. Finally, DO NOT use this section to try to compensate for any "perceived hours deficit".

"What other clinical experiences have you had?" There are several ways to approach this section. You could use a narrative style to summarize your extra-practicum experiences. Alternatively, you could present this information in a format consistent with AAPI's Section 3, items 1 to 6 (tabulating practicum hours). I chose a third approach – a combination. I provided brief descriptions of extra-practicum placements (e.g., about the site, my role and responsibilities, etc.), and tabulated my experience using headings from AAPI Section 3, items 1 to 6. Specifically, I cut-and-pasted a blank copy of Section 3 items into the "other clinical experience" section, filled-in the appropriate number of hours, and deleted lines for which I had no entry.

Another option is to leave this section blank. Seriously. For example, one of our colleagues entered a clinical psychology graduate program with a research career in mind and had **no** significantly previous clinical experiences before graduate school. She obtained interviews everywhere she applied, despite leaving this section blank so, "*don't worry, be you!*".

When you have completed sections 3 and 4, double check the "Summary of Practicum Hours" to ensure the summary accurately reflects your clinical training experience. Your director of training will need these hours for Part II of the AAPI. Congratulations! The tedious part is done!

Part I Sections 5 & 6: Back to more easy stuff

The remainder of Part I is quick and easy.

Carefully complete

**Section 5 "Professional Conduct" and
Section 6 "Application Certification".**



Part II

Your AAPI is nearly complete now, and most of your work is over. Part II of the AAPI is mainly for your departmental training director to complete. It is best to consult with your training director to determine a mutually agreeable timeline for when s/he has the opportunity to fill-in your form and how s/he prefers it to be presented (i.e., as a word processing file, a hard copy on paper, etc.). Be considerate of your training director's time, but be assertive with your own schedule too. You need to complete items 1 to 7 of Part II before handing this portion of the AAPI to your training director. The good news is, items 1 to 7 are taken directly from the summary of clinical hours in Part I. Be sure to budget sufficient time prior to your agreed-upon deadline with your training director to complete the summary of clinical hours in Part I of the AAPI.

If your training director is unfamiliar with your work, ask if s/he would prefer some supplemental information from you (e.g., completed AAPI Part I, CV, self-reported strengths and areas for further development). Even if you have worked with your training director, you may still want to prepare some supplemental information for his/her reference. Prepare envelopes and whatever packaging may be necessary to facilitate this process.

*WHEW! Pat yourself on the back for completing the AAPI!
Be proud of your cumulated experience - now make those copies!!*



Reference:

Holaday, M. & McPhearson, R. (1996). Standardization of APPIC predoctoral psychology internship application forms. *Professional Psychology: Research & Practice*, 27, 508-513.

Sample APPIC Essays

The following essays were written by University of British Columbia alumni and are printed here with permission of the authors.

Essay 1: Autobiographical statement – Sample 1

My interest in becoming a child psychologist has been longstanding, initially piqued while in elementary school after reading a series of books written by the youth novelist, Torey Hayden. In the novels, she described stories of a psychologist who worked with severely troubled children, and detailed how the psychologist was able to help these children return to a state of emotional well-being. I remember feeling inspired by the impact that psychologists can have on children's lives. From that time on, I listed "child psychologist" under "what I want to be when I grow up" in my school treasury documenting my early academic years. While my understanding of what it means to be a psychologist has changed tremendously over the years, my desire to make a meaningful contribution to the lives of children has been unwavering. And truly, it is only in hindsight that I realize what an ideal match to my particular set of talents and strengths clinical psychology has proven to be.

Throughout my high school and undergraduate years, I sought out experiences consistent with my desire to help others. As a teenager, I worked as a counselor on a peer help line. During my undergraduate years, partly motivated by a death in my immediate family, I recognized a need in the community for a bereavement support group for teenagers. I enlisted the assistance of a social worker from the children's hospital in XX, who helped me develop and lead the group. These early clinical experiences provided me with exposure to the broad range of difficulties children can face, as well as an introduction to the role of being a psychological care provider.

It was also during my undergraduate years that I became involved in psychological research. Given my interest in child psychology, during my second year as an undergraduate I joined Dr. Productive's research group, whose research expertise is in the area of pediatric pain. I became intrigued by this research area and developed as strong an interest in research as in clinical work. Research combined my concern for children with my love of writing and aptitude for problem solving and creativity. It has become my belief that research can substantially add to the excellent collection of skills available to child psychologists. My interest in pediatric pain research led me to graduate studies at the University of British Columbia, where I have continued my work in this area under the guidance of Dr. Smarty.

During graduate school, I have chosen practica that would provide opportunities to work clinically with pediatric pain patients, as well as provide exposure to other childhood psychological difficulties (e.g., anxiety disorders, eating disorders). These experiences have served to further reinforce my interest in the role of clinical psychology in children's emotional well-being.

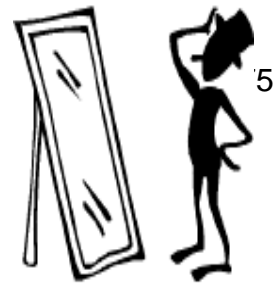
Through my research and clinical work, I've been exposed to many allied careers in the helping professions, but I feel that none offer the unique combination of challenges and opportunities as clinical psychology. Clinical psychology involves dealing with problems and issues, as well as the satisfaction of making a contribution to the well-being of others. Further, I believe that one's work in this field is able to impact others not only at an individual level, but on a more collective scale as well. I am looking forward to the internship year as an opportunity to further my training and provide exposure to more of the challenges and opportunities that clinical psychology has to offer.

Graduate Program: Clinical Psychology, University of British Columbia

Professional Goals: Academic

Year of Application: 1999

Internship Match: Medical School, Child Track



Essay 1: Autobiographical Statement – Sample 2

As I have lived and breathed psychology for the last 10 years, it is hard to imagine that there was a time when I did not even know what psychology was. So how did I get where I am today? Why clinical psychology? Why me?

My psychology story starts in 19XX. After spending a year on a cultural exchange in XX, I embarked upon my undergraduate career at XX University, Freezing City, Province. Although I knew I loved learning and nothing fascinated me more than human nature, I was unsure of what academic path to pursue. Along with a broad range of courses including literature, philosophy, history, mathematics, music and sciences, I enrolled in an introductory psychology class. During the section on health psychology, I read about how researchers (e.g., Dr. David Spiegel from Stanford University) found that a support group for women with breast cancer significantly lengthened the lives of its members. This finding was particularly salient for me because a close family member was suffering from breast cancer at that time. From that moment, I was hooked on psychology. I became increasingly fascinated with the idea that psychological factors could negatively *and* positively affect health.

As my interest in psychology and health grew, I sought out experiences consistent with this new-found passion. Work on my undergraduate psychology honours theses deepened my interest in health research. Volunteering in community healthcare settings inspired empirical questions and reinforced how research could inform clinical practice and vice versa. It soon became clear to me that my love of learning, including acquiring and advancing knowledge, along with my desire to promote health, could be nurtured by seeking further education in a scientist-practitioner program.

In September 19XX, I traded my parka for a raincoat and headed west to pursue graduate studies in clinical psychology. At the University of British Columbia (UBC) I acquired skills applicable to both clinical and research work. Indeed, my clinical interests dovetail with my research pursuits. Clinical health psychology, behavioural medicine, and rehabilitation are particular areas of fascination for me. I have had the opportunity to gain experience in these areas through practica at the UBC psychology clinic, XX Hospital and XX Rehab. While my passion for health psychology drew me to the profession, my experiences throughout graduate school have sparked my desire to learn more about clinical areas including eating, anxiety and mood disorders. I look forward to having the opportunity to gain depth and breadth of clinical experience during my upcoming pre-doctoral clinical residency year.

Following completion of my PhD, I plan to seek a professional position that would allow me to be involved in clinical, research and teaching activities. I foresee my role in research and clinical work as interactive, with my clinical experiences motivating scientific investigations, and research providing a basis for my clinical practice. Given my particular vocational interests, I would embrace the opportunity to apply scientific knowledge to the understanding, assessment and improvement of psychological problems during my pre-doctoral clinical residency.

Graduate Program: Clinical Psychology, University of British Columbia

Professional Goals: Any combo of research, clinical and teaching activities

Year of Application: 2002 **Internship Match:** Rehab Track, School of Medicine

Essay 2: Describe how your approach to case conceptualization and assessment informs your interventions. Pay particular attention to articulating your theoretical orientation, strategies for evaluation, and the specific interventions that you would use – Sample 1.

The scientist-practitioner model provides the basis for the clinical psychology programme at the University of British Columbia (UBC). The major theoretical orientations represented in faculty interests and coursework are cognitive, behavioural, interpersonal and psychophysiological. At this point in my training, I am most familiar with Cognitive-Behavioural theory, and identify this as my primary orientation. However, I would welcome opportunities to gain knowledge and experience in other areas during my internship.

My training as a scientist-practitioner provides the basis for how I approach case conceptualization, assessment and intervention. Early in my training, I learned a systematic approach for acquiring relevant client information and guiding treatment based on empirical evidence (for details see Groth-Marnat, 1997). This approach includes assessment of *problem severity* to inform recommendations regarding treatment setting (inpatient or outpatient), intensity (duration and frequency), mode (medical and/or psychosocial intervention), prognosis, urgency of achieving goals, specific strategies and technique. As well, the client's *stage in the change process* is considered (Prochaska & DiClemente, 1992). For example, during my summer practicum at XX Hospital's Eating Disorders Clinic I was able to observe how measures of stages of change were incorporated into the assessment protocol. Data was used to recommend motivational enhancement interventions for individuals in the precontemplation or contemplation stage, versus treatments that require changes in eating behaviours for clients in the action stage. When conducting assessments in any setting, I evaluate relevant client dimensions, including problem severity and stage of change, using a combination of interview data, relevant history, behavioural observations and formal tests with good psychometric properties.

My choice of interventions is guided by a key question, "What treatment, by whom, is most effective for this individual with that specific problem, and under which set of circumstances?" (Gordon, 1967). In searching for an answer, I carefully review clinical information before consulting the research literature. When possible I recommend or employ an empirically supported treatment (e.g., CBT for panic disorder). I also consider the resources possessed by and available to the client (e.g., is the treatment feasible?). Furthermore, if I am not proficient in delivery of the best treatment available for the particular client, I refer them to someone who is, or take steps towards developing competency in that area (e.g., seek formal training and obtain supervision).

Regardless of one's theoretical orientation, I believe it is important to be flexible and recognize the limits to one's approach and training. I acknowledge that there are barriers to using research to guide assessment and treatment. For example, the dearth of research in some areas limits generalization to individuals with comorbid conditions or different characteristics (e.g., ethnicity, sexual orientation). In order to ensure sensitivity to individual and cultural differences, clinical judgment is crucial. Therefore, I use research in conjunction with clinical information to tailor assessment, recommendations and interventions to address specific client characteristics and circumstances.

Graduate Program: Clinical Psychology, University of British Columbia

Professional Goals: Breadth in Adult Clinical Psychology, Depth in Health Psychology

Year of Application: 2002 **Internship Match:** School of Medicine

Essay 3. Please describe your experience and training in work with diverse populations. Please include in your discussion the way an awareness of multi-cultural/diversity issues influences your clinical practice and case conceptualization – Sample 1.

As culturally diverse children come to represent an increasingly large percentage of our communities, psychologists need to move beyond the limitations of traditional assessment and treatment approaches and consider the impact of cultural differences, poverty, discrimination, and acculturation issues on the provision of psychological care. Through my training at the University of British Columbia I have had numerous opportunities, either through practica or course work, to consider the role that these factors may play in clinical practice.

Consistent with the cultural breakdown of individuals seeking psychological care in Western Canada, the majority of patients that I have worked with clinically have been Caucasian. However, the opportunities I have had to work with children of different cultural backgrounds have proven to be valuable learning experiences. For example, during one of my practica, I worked with the parents of a school-aged Chinese boy who was selectively mute at school. The parents had lived in Canada since they were both children, spoke English fluently, and considered themselves well acculturated, despite their traditional Chinese family backgrounds. As I progressed with treatment with this family, involving a collaborative behavioural parent training approach, the parents began to display some resistance. For example, the parents did not follow through on a suggested task that involved the generation of a list of potential reinforcers that they could use with their child. After reviewing some research indicating that Chinese parents often have difficulties with collaborative parent training because it violates their beliefs about childhood problems and their attitudes about the proper role of health care providers, my supervisor and I considered the role that the family's Chinese culture might be playing in their resistance to treatment. I subsequently shifted my therapeutic style to a more directive and didactic approach, to which the parents responded very well. With this approach I was more effectively able to target the child's difficulties. This experience highlighted to me the potential pitfalls in importing treatment modalities from one culture to another.

In addition to clinical work, the majority of the courses I have taken at UBC have helped me to reflect upon the impact of culture on psychological processes. In these courses, we have spent considerable time exploring cultural issues through assigned readings and lively class discussions. We have contemplated and debated a number of topics, including cultural differences in the presentation of psychopathology, the issue of culturally compatible approaches to treatment, and the effectiveness of therapists who are not of the same cultural background as their patients.

One of my goals on internship is to further my knowledge and experience with patients of various cultures. However, even with my limited clinical experience with children of different cultures, I have learned that, within each cultural group, families may vary greatly with respect to their level of acculturation, language usage, financial status, and dynamics. As a consequence, assessment and treatment for all children needs to be contextualized within both their family's and culture's particular structure.

Graduate Program: Clinical Psychology, University of British Columbia

Professional Goals: Breadth in Child Clinical Psychology, Depth in Pediatric Psychology

Year of Application: 1999 **Internship Match:** Brown University, Child Track

4. Please describe your research interests.

To date, my research has spanned a number of specific topics in the area of pediatric pain. In particular, I have a strong interest in parents' roles in pain assessment and management. I have conducted a series of studies examining the accuracy of parental reports of children's pain and have also examined intervention strategies to improve parental assessment and management of children's acute and postoperative pains. While at XX University, I developed a behavioural measure to assist parents in the at-home assessment of their children's pain following day surgery. More recently, I have collaborated on a series of validation studies for the measure. The measure has been translated into 10 different languages, has been included in several clinical practice guidelines, and has been used by other

researchers in investigations of pediatric chronic pain, burn pain, and pain in palliative care patients.

For my Ph.D. thesis at the University of British Columbia, I am extending my research on parents and pediatric pain by examining the role that mothers may inadvertently play in influencing their children's pain experiences. While there has been considerable correlational research supporting the relationship between certain kinds of parental behaviours and children's distress, in both acute and more chronic situations, there is currently a lack of experimental research that would permit conclusions to be made regarding directionality and causality. Consequently, in my Ph.D. thesis study I am randomly assigning and training mothers to interact with their school-aged children, during a lab induced cold pressor pain paradigm, in ways that have been previously linked either to increases (i.e., a pain-promoting interaction) or decreases (i.e., a pain-reducing interaction) in child distress. To assess the impact of maternal interaction type on their children's pain experiences, we are obtaining children's self-reports of pain, measuring their pain tolerance, conducting detailed coding of the children's facial expressions, and assessing their heart rate responsiveness during the cold pressor task. The Ph.D. thesis proposal received the Routh Student Research Award this year from the American Psychological Association's Division 54 (Society of Pediatric Psychology). I expect to show that maternal behaviour can have a strong and direct impact on how children experience pain.

I am also interested in issues related to pain measurement in children. Several of my studies, including my master's thesis at UBC, have examined controversial issues related to the use of "faces scales" as self-report measures of pain in children. I have also written a review chapter examining and discussing how pediatric psychologists and other health professionals can best assess pain in children.

In addition to the research described above, I have been involved in numerous other multidisciplinary research projects, including the use of over-the-counter medications for pain among adolescents, pain responses in children with autism and severely neurologically impaired children, and a cross-cultural examination of pain behaviour among Thai children. I also have coordinated a series of treatment outcome studies through the Complex Pain Consultation Service at British Columbia's Children's Hospital.

I greatly enjoy research and hope to have the opportunity to continue with these research themes in the future. In particular, I would like to extend my Ph.D. thesis research to a sample of children experiencing chronic pain. I am also interested in more explicitly tying developmental issues into my research on children's abilities to provide accurate self-reports of pain.

Graduate Program: Clinical Psychology, University of British Columbia

Internship Goals: Conduct research, expand research network

Year of Application: 1999 **Internship Match:** Medical School, Child Track

Essay 5. How do you envision our internship site meeting your training goals and interests?

During my internship year, I hope to build upon the clinical skills and abilities I have worked to develop through graduate school. In particular, I would like to have continued involvement with children dealing with medical conditions, including acute and chronic pain. In addition, through clinical practica I have become interested in childhood anxiety disorders and would enjoy further opportunities to work with this patient population. In terms of assessment goals, I am fascinated by the interplay between learning difficulties and psychological disorders, and would like to further develop skills in the area of diagnostic and psycho-educational assessment of children. In terms of treatment goals, I aspire to refine my behavioural and cognitive-behavioural therapeutic skills, both of which are treatment approaches that I have found to be very effective and fit well with my therapeutic style.

I also see the internship year as an opportunity to gain breadth in training. I would like to gain further exposure to children with various other behavioural, emotional, and/or developmental disorders. Further, during my clinical practica it has become clear to me that the treatment of childhood disorders is often best addressed through the integration of various therapeutic approaches (e.g., individual and family therapy). While cognitive-behavioural and behavioural treatments hold an intuitive appeal, I recognize the importance of training in other theoretical approaches and would welcome such an opportunity while on internship. I also have an interest in group therapy and would like to develop or be involved in therapeutic groups for children. An ongoing goal is to gain continued experience working with families and children of varying cultural and socioeconomic backgrounds.

Your internship site offers a number of training opportunities that would address these clinical goals. *[Applicant included a paragraph here about how the specific training opportunities/rotations at each site address my above listed goals].*

In addition to developing my clinical skills, I would be excited to take part in research while on internship, either as part of an ongoing research study or as a newly developed project, if there were a staff member willing to supervise me. While my primary research interests are in the area of pediatric pain, I am confident that my research skills could be readily applied to other child clinical and pediatric research areas. *[Applicant included a statement here that refers to the specific site's research, if listed in their brochure].*

In the long-term, my ultimate goal is to obtain either an academic position with the option to conduct clinical work or a hospital psychologist position with the opportunity to be involved in both research and clinical work. In addition to helping me attain some of my shorter-term clinical training goals, I feel that your internship's strong adherence to the scientist-practitioner model is ideally suited to my career goals as a professional psychologist.

Graduate Program: Clinical Psychology, University of British Columbia

Internship Goals: Breadth in Child Clinical Psychology, Depth in Pediatric Psychology

Year of Application: 1999 **Internship Match:** Medical School, Child Track



Chapter 18: Composing a “Winning” CV: A Practical Guide for Clinical Psychology Internships and Beyond

Carol Flynn, Ph.D. & Giorgio Tasca, Ph.D.

The purpose of this chapter is to provide some guidance on how to develop a Curriculum Vita that can be used for internship applications, and which will later become the basis for ongoing CV's throughout your career. In contrast to the APPIC form and many other elements of your internship application package, a well-written Curriculum Vita will not only improve your chances of being matched to your preferred internship site, but also be a useful tool when you apply for jobs post-internship. It makes sense to develop a strong and clear CV right from the start. “Curriculum vitae” comes from Latin and means “course of your life.” Unlike a resume, a CV tends to be longer and incorporate more information about your training, research and professional development. CVs also tend to be more factual, so that your qualifications will speak for themselves without need for flowery language or self-promotion. Obviously, knowing what to include and what not include in your CV is essential. Finding a way to present a large volume of information in an easily interpretable format is also key.

This chapter will review the primary sections of a CV and provide advice about formatting. Sample CVs are provided at the end of the chapter, but are only illustrations to guide, not prescribe what your CV should look like. For those that would like further assistance, supervisors or colleagues may be most useful in helping you tailor these suggestions to your own particular circumstances. In addition, a brief bibliography is provided with supplemental resources. On-line job search sites, such as Monster.ca also provide CV and resume writing tips, but these tend to be less specific for academic or professional psychology careers.

Primary Sections of a CV

Any psychology CV should include a few core sections. These include:

- *Name and Contact Information*
- *Current Position*
- *Education*
- *Awards and Distinctions*
- *Clinical Experience*
- *Publications*
- *Published Abstracts*
- *Academic Presentations*
- *Theses*

The order of these sections may vary. For example, if you are applying to an internship site that emphasizes research and the training of future academics, you may choose to list your publications earlier in the CV to capture the reader's attention. For most other sites, your clinical training and experience will be most relevant and should appear first in your CV. Sections such as Awards may be slipped into a position that helps you to format your CV in the most easily readable manner. You may wish to keep several electronic versions of your CV: one that is clinically oriented and another that is research oriented. Update the electronic versions regularly as things change throughout your career. This way you will always have an up to date CV to use.

Name and Contact Information



This should be the most obvious section to include in your CV, but you would be amazed at the number of people who assume that having their address and phone number on their cover letter or application form is sufficient. These papers may become separated over time, and it is essential to make sure that sites can contact you with ease. Be sensitive to changes in your contact information over time. You may send out your CV in September, but you will not be contacted until December or January. Will any of the contact information change? Include all relevant telephone numbers. You may be working two days a week, at home one day a week, and at the university the other days. Where and when can you be contacted? Include a fax number if you have one. If you include an email address, make sure that it is one that you check daily. Many programs now prefer to communicate by email, so you may miss timely information. Let programs know your preferred mailing address if you have more than one. Tell programs your preferred means of communication. You may wish to include your Social Insurance Number since while you are on internship you will likely be considered an employee of the institution. Other demographic information (e.g., age, date of birth, gender, marital status and cultural background) should not be included in your CV. As with any other employer, internships in Canada are not permitted to make selections on the basis of these factors. Include your match number in a prominent spot on the front page of your CV.

Current Position

In this section, put any paid work that you are currently doing that is related to psychology and is relevant to an internship application. For example, if you are being paid as a Sessional Lecturer, or you are managing a Psychological Services Centre, then you should list these as a Current Position.



Education



Use a table format to list the degree granted, the year each of your degrees was granted, from which institution, and with what specialization or major. As with other sections of your CV, start at the top with your most recent degree and work backwards/downwards in reverse chronological order. You may wish to include information like “with honours” or “magda cum laude.” However, your GPA is not necessary. Your transcripts will be a separate part of your internship application, and grade information will be listed there. Your current degree program and university can be listed as “in progress.” The term “Ph.D. Candidate” should not be used according to the CPA Code of Ethics more generally, and provincial codes of conduct more specifically (e.g., BC Code of Conduct, section 9.7) as it can be perceived as misleading to consumers. While your future internship supervisors will understand this terminology, it is best to demonstrate your avoidance of this label.

Awards and Distinctions

These may include university scholarships, Social Sciences and Humanities Research Council (SSHRC) scholarships, provincial grants for graduate studies, and other awards of merit (thesis awards, teaching assistant awards, etc.). Once again, a table format is most suitable to concisely list any awards or distinctions received, the date, the amount, who conferred the award or distinction, and for what reason. Only those awards received during your university training or relevant work experience ought to be included (e.g., your high school track medal is not best described here!).





Clinical Experience

In this section, list your clinical psychology experience in reverse chronological order, starting with the most recent. Each experience should be identified by the date, agency, position title, and a brief description of the clinical work completed there. This is not an opportunity to list every job you have ever had. While you may have learned great teamwork and management skills at Burger King, this is not likely to win you an internship position. Instead, try to keep this section relevant and concise. Include both formal and informal practica, any paid clinical work, or coursework that included practical experience with clients. Administration of the WAIS-III to a classmate is not real clinical experience, but doing this same test on one or two clients at your university psychology clinic is appropriate to mention. Some volunteer positions could also be included here. For example, work on a suicide hotline would be worth noting.

In describing your clinical work, be sure to mention the number of clients seen, diagnoses addressed, the type of clinical work (e.g., assessment, individual or group psychotherapy, consultation), and key theoretical orientations employed. You will definitely want to highlight any experience on interdisciplinary teams, as these are a prominent part of hospital psychology work. In describing your assessment experience, mention specific psychometric tests with which you are familiar and have experience administering and interpreting. Other areas to emphasize are group work, experience with special populations (e.g., various age groups, individuals with physical or mental disabilities, specific health concerns, diversity issues, etc.), and any experience in providing supervision to more junior students.

There are a few things that you may choose to add to this section just for the internship application process. For example, adding the names of key supervisors may be beneficial if they are well-known or have connections at the sites to which you are applying. Listing direct and indirect patient hours following each experience also may help to clarify which ones were more substantial. These additions will not be necessary to include on your CV once you are applying for future jobs.

You may have worked as a Masters-level psychology practitioner in a province that allowed you to use the title “Psychologist”. Be aware “Psychologist” is a protected title in some jurisdictions such as Ontario, and that using that title may cause some confusion among those evaluating your CV.

Publications/Published Abstracts/Academic Presentations/Theses/Research Grants



These five sections should be clearly delineated by separate headings. In reverse chronological order list your publications, published abstracts and academic presentations using APA formatting. Using **boldface** type to highlight your name in each listing will help the reader to easily discern your degree of involvement. This section seems to cause considerable anxiety among internship applicants due to fears about what is a “good” number of publications. Obviously, the expectations will vary according to the degree of research focus at the site to which you are applying. Only put peer reviewed journal publications, peer reviewed electronic publications, a book, or a published book chapter under “Publications”. If you have any other published works, put these under another suitable heading such as “Other Publications”. If you do not have any publications, for example, do not put in the heading “Publications” with a blank section underneath.

Published Abstracts are those that appear in professional journals often as part of a convention program such as in *Canadian Psychology*. Academic Presentations refer to papers, workshops, or posters presented at a conference or convention in which there was some selection or review of your submission. A talk to a community agency or groups should appear in the “Professional Activities” or “Relevant Experience” sections. Research Grants are those in which you are an author and there was a competition involved for research money from a granting agency. List the year or term of the grant, the authors, the name of the research, and the amount awarded. SSHRC and other training awards or scholarships should go under “Awards and Distinctions”.

Secondary Sections of a CV

Several other sections may be included depending on how relevant they are to your experience and to the programs to which you are applying. These optional sections are:

- *Relevant Experience*
- *Continuing Education*
- *Professional Affiliations*
- *Professional Activities*
- *Relevant Skills*
- *References*

Each of these sections will be considered in turn with a few tips as to why they are important and what you should include.

Relevant Experience

This section may include any activities that are related to psychology, but which may not be clinical in nature. For example, acting as a consultant to a community agency in their program evaluation or program development could fit under this category.



Continuing Education:

It is always a good thing to demonstrate your enthusiasm for learning new things, and keeping up-to-date on the latest in your field. List workshops you have attended pertaining to clinical psychology. Again, start with the most recent workshop and identify the date, presenter, workshop title and location. Many workshops indicate the number of continuing education credit hours earned by attending, list these as well.

Professional Affiliations

This is a simple list of the psychology organizations to which you belong (e.g., Canadian Psychological Association, Association for the Advancement of Behaviour Therapy, Canadian Group Psychotherapy Association, provincial psychology associations, etc.). Again, these memberships demonstrate your interest and commitment to the field. If you have held any executive positions in these organizations (e.g., student representative), list these as well. If you are licensed in a province with an M.A. in psychology, say so but be sensitive to provincial differences in licensing in order to avoid confusion.



Professional Activities

List committee and volunteer work, related to psychology. Highlight the date, agency, and your position. Committee work within your university could also be included in this section (e.g., Graduate Student Society Representative, Ombudsperson, Accreditation Committee, etc.).

Relevant Skills

Again, the emphasis here is on “relevant.” Your gymnastic flexibility and ability to drive heavy machinery may be impressive, but are unlikely to win points from an internship committee. Skills that could be included are languages spoken, computer or statistical skills, and training in the use of MRI, PET or other equipment relevant for your research. The language issue may be particularly important if you apply for

an internship in parts of Canada where the ability to speak English and French may be especially valued (e.g., Quebec, Ottawa, some Maritime provinces). Most internship committee members in urban settings will show some interest in an applicant who speaks another language because of the number of recent immigrants seen in these institutions. However, it is important to be honest about your level of ability in these languages. If you can only order breakfast or ask where the bathroom is located, it is best to leave that language off your list! Should you get an internship at that site, you may be asked to conduct sessions in the languages in which you have claimed competency. Use the following terms to indicate your level of fluency: “Low” if you can ask for directions or order a meal; “Moderate” if you can easily follow a conversation in a multidisciplinary team meeting and can generate an appropriate simple response to a question; “High” if you are fluent and can conduct therapy or assessments in the language. You may want to differentiate between your competency in speaking, reading and writing abilities.

References

References will be included in your APPIC application form, and the referees will write a letter in support of your application. So, you may or may not choose to list your referees here. When applying for jobs later in your career, referees likely will not be asked for letters. However, you should inform a referee every time that you are giving their name as a reference so that they are not surprised by a phone call from a prospective employer. Also, if possible, send the referee an updated CV and a description of the job and the site to which you are applying so that they can be prepared.

Writing Style

In your descriptions of various clinical experiences, use telegraphic speech which is more concise and saves your readers time. In other words, cut out words like “I” and use action verbs to emphasize your work. For example, “conducted psychological intake assessments on five clients with eating disorders”, or “supervised a master’s level student on a psychotherapy case, under the supervision of Dr. Brilliant.” Lists of good verbs can be found on websites like Monster.ca. Also consult with texts like the *APA Publication Manual*, and Strunk and White’s *The Elements of Style* (1995) to help with writing in a clear and concise way in the active voice.

Finally, and perhaps most importantly, check and double check for spelling errors and typos. This is your opportunity to put your best foot forward. These sites will be hiring you to represent them with clients and to assemble reports and notes on their behalf. They need to know that you take the time to clean up your work. Beware of common mistakes that your spell checker may not catch. A few of these are: manager/manger; their/there/they’re; two/to/too; form/from; and recent/resent.



In other words, a simple computerized spell-check is not sufficient. Proof read the document yourself, and then beg a friend or colleague to check it for you to ensure that you have not missed anything.

Formatting

The most obvious formatting requirement is that your CV be clear and easy to read. Use at least a 12-point font with one inch margins. Remember that internship committees are often made up of people over 40 and so they will be frustrated if your CV causes them eye-strain! Also choose a font that is clean, prints well, and is comfortable to read. If you are likely to e-mail your CV to any sites or to future employers, consider that they may not have your latest “Fancy Schmancy Font”. Their default may be Courier or something else that may ruin your careful formatting. Standard fonts like Times New Roman and Arial are much more reliable. Use standard white paper. There is no need to select fancy or colorful paper. These attempts to attract attention are more likely to suggest to the committee that you do not have faith in the content of your CV. Instead, simply ensure that the weight of the paper you use is sufficient such that the type on the following pages does not show through. Do not use special bindings,

or covers for your CV. Most sites get between 25 and 50 applicants and these covers become cumbersome. These CV's are usually taken out of the covers and the covers are thrown out.

The use of clear headings for each section and subsection will greatly enhance the appearance and clarity of your CV. Use position, *italics*, **boldface type**, and underlining to emphasize and highlight these transition points. Use these consistently throughout your CV. All sections of equal importance should have the same level of heading throughout. For example if the first major section is centered and **bold**, then each subsequent major new section should be centered and **bold**. The same is true for sub sections. Your CV may be quite lengthy. Do not attempt to cram everything in to the least number of pages. Instead, use a double space to separate sections and improve the appearance of your presentation.

The use of headers in your document is important as well. In the header beginning on page 2, put your name, the page number and the date that the CV was printed. The latter can be done simply by using the "Insert – Date" function in your word processing program which will automatically update the date at each printing. This will help you keep track of how current is your CV. Your name in the header will remind the reader of whose CV they are reading whenever they turn the page.

Your Suggestions and Comments

The contents of this chapter come from our experience as former internship applicants and from our current positions of reviewing CV's both from prospective employees and from internship applicants. However, since the internship application landscape is constantly changing, we may not have covered all of the bases or we may have gotten something slightly wrong. We envision updating this chapter on an ongoing basis every several years, so we would like your input on how to improve the chapter, include things we missed, or take out things that are not useful. Please send your comments to: Dr. George Tasca, Psychology, The Ottawa Hospital, 501 Smyth Road, Room 7300, Ottawa, ON, K1H 8L6, or email: gtasca@ottawahospital.on.ca. Thanks.

References:

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Strunk, W., & White, E.B. (1995). *The elements of style* (4th ed). New York: McMillan.

Useful websites:

- Hayes, S.J. & Hayes, L.C (1989). For students: writing your vita. *APS Observer*. Available online: www.psych.sjsu.edu/~glennc/gradschool/howtovita.htm
- www1.umn.edu/ohr/ecep/resume
- <http://jobsmart.org/tools/resume/index.cfm>
- <http://resume.monster.ca>
- An earlier edition of *The Elements of Style* is also available on the web for free at: www.bartleby.com/141

Editor's notes:

- You may want to peruse:
 - "When More is Less: Quantity Versus Quality of Publications in the Evaluation of Academic Vitae" at <http://www.psych.ubc.ca/babble/story17.htm>.
 - <http://www.virginia.edu/career/handouts/pdf%20files/Writing%20a%20Curriculum%20Vitae.pdf>
 - examples from faculty at sites of interest. For example, you can check out recommended guidelines for the faculty curriculum vitae at the editor's internship site at: <http://www.son.washington.edu/faculty/support/apt/SoN-CV-Format.doc>

Curriculum Vitae - Example

Jane Intern, M.A.

Personal Information

Address: Department of Psychology
University of My Choice
Where I Live City, Province
Canada, P0S T1L

Tel: (999) 999-9999 (Mondays and Tuesdays)
Tel: (999) 999-9998 (Wednesday to Fridays)
Fax: (613) 999-9997
E-mail: jintern@umc.ca

Citizenship: Canadian

SIN: 967 111 111

Match ID: 987654

Education

<i>Degree</i>	<i>Date</i>	<i>Institution</i>
Ph.D.	In Progress	University of My Choice (Clinical Psychology).
M.A.	1999-2001	That Other University (Clinical Psychology).
B.A.	1997-1999	My First University (Honours Psychology).

Awards and Distinctions

2001-2003	Social Science and Humanities Research Council Scholarship
2001	University Medal for highest graduate grade point average, University of My Choice
2000	Teaching Assistant of the Year, Department of Psychology, That Other University
1997	Entrance Scholarship, My First University

Clinical Experience

- 2003-present *Family Therapy Practicum: Nice Place To Work Family Services.*
- 250 hour practicum; 100 hours direct patient care; 50 hours supervision
 - worked with 4 families as primary therapist, attended multidisciplinary rounds, participated in ongoing program evaluation
 - Dr. Joe Work, supervisor
- 2002 *Student Counselling Centre Practicum, University of My Choice*
- 300 hour practicum, 70 hours direct patient contact; provided 35 hours of supervision to junior students; 50 hours supervision received
 - worked with 6 clients in a short term psychotherapy model; was supervised in providing supervision to 2 junior students in psychology.
 - Dr. Sarah Person, supervisor
- 2001 *Summer Assessment Practicum, That Other University Hospital*
- 600 hour practicum, 200 hours direct patient contact with adult psychiatric patients; 200 hours supervision received.
 - Completed 8 comprehensive assessments of psychiatric patients including the MMPI, WAIS-III, Structured Clinical Interviews, BDI, and Rorschach.

Publications

Peer-reviewed articles

- Intern, J.**, & Work, J. (in press). Psychology graduate student obsessionality does not predict positive outcomes in internship placements. *Journal of Psychology Internships*.
- Person, S., & **Intern, J.** (2002). Ph.D. thesis supervisors' personality characteristics predict time to completion of a psychology degree. *Fake Journal, 101*, 1-12.

Abstracts and Academic Presentations

- Intern, J.**, & Work, J. (2003). Is there life after graduate school in psychology: An empirical longitudinal investigation. *Canadian Journal of Psychology Graduate Students, 21*, 24. (Abstract).
- Person, S., & **Intern, J.** (2002). *Characteristics of people who stop and chat at a poster presentation*. Poster presented at the Annual Convention of the Canadian Psychology Graduate Students Association, Honolulu, Hawaii.

Theses

- Intern, J.** (In progress). *Ph.D. theses take longer to complete than one might think.*
 Doctoral Ph.D. thesis: University of My Choice, Where I Live City.
- Intern, J.** (2001). *Masters theses don't take as long as Ph.D. theses to complete.* Masters Thesis: That Other University, Where I Used To Live City.
- Intern, J.** (1999). *I thought my honours thesis was hard until I went to graduate school.*
 Honours Thesis: My First University, Home Town.

Relevant Experience

- 2001-pres Teaching Assistant for a graduate assessment class, for two consecutive years, University of My Choice.
- 2003 Sessional lecturer for a Psychopathology course, University of My Choice.
- 1999 Consultant: co-wrote a federal funding grant application for Vanilla Co-op, Where I Used to Live (a half-way house for ex-psychiatric patients).

Continuing Education

- 2003 Surviving the Internship Application Process, Canadian Graduate Students Association Convention. By Dr. Knowell Allot, Capri, Italy (4 hours).
- 2002 Having a Life While Attending Graduate School in Psychology. International Graduate Students in Psychology Convention. By, Dr. C.U. Later. Bermuda (12 hours).

Professional Affiliations

- | | |
|------------------------------------|----------------------------------|
| American Psychological Association | Student Member. |
| Canadian Psychological Association | Student Member. Clinical Section |

Professional Activities

- 2002 Graduate student representative, Accreditation Committee, University of My Choice.
- 2000 Student Ombudsperson, Department of Psychology, That Other University.

Relevant Skills

- Languages:* French - Fluently Bilingual
 Latin - Moderate Competence

Curriculum Vitae – Additional Example from the Editor

INTERN J. DOE

A. Personal Information

Business Address:	Department of Psychology University of Pickme 2136 Idonwannamove Way Ottawa, ON A1B 2C3	Telephone: (604) 111-1111 Fax: (604) 111-1112 E-mail: idoe@smartmail.ca Website: www.psychlab.ca
Home Address:	10 Noplacelikehome, Suite 10 Ottawa, ON A1B 2C4	Telephone: (604) 111-1113 Cel: (604) 111-1114
Citizenship:	Canadian	
Match Number:	12345	

B. Educational History

University of Pickme, Ottawa, ON	September 2002 to Present
<i>Major:</i> Clinical Psychology (CPA & APA accredited)	
<i>Degree:</i> Ph.D. (in progress)	
Comprehensive Examinations Passed	May 2003
Ph.D. thesis Proposal Approved	February 2003
Coursework Completed	December 2002
<i>Honours:</i> Canadian Institutes of Health Research (CIHR) Doctoral Award	2002 to 2005
Canadian Psychological Association Student Research Award	2003
Pickme College Scholarship	2003
<i>Ph.D. thesis:</i> Why I would be an excellent psychology intern. (Supervisor: Supa Vizore, Ph.D., R. Psych.)	
Capital University, Ottawa, ON	November 2002
<i>Major:</i> Clinical Psychology	
<i>Degree:</i> M.A.	
<i>Honours:</i> University Graduate Scholarship	2001
<i>M.A. Thesis:</i> The traumatic effects of statistics courses on graduate students. (Supervisor: Dis Organized, Ph.D., R. Psych.)	

Brainy University, Montreal, PQ	June 2000
<i>Major:</i> Psychology	
<i>Degree:</i> Bachelor of Arts, Honours	
<i>Honours:</i> Dean's Honour List	1996 to 2000
Smartie Pants Scholarship for achievement in psychology	1999
<i>Thesis:</i> The likelihood of getting into grad school. (Supervisor: Yule Gofar, Ph.D.)	

C. Professional Affiliations

Canadian Psychological Association, Student Member	1999 to present
Canadian Fun Psychology Society, Trainee Member	1997 to present

D. Clinical Experience

Practicum Student	Summer 2001
Psychology Clinic, Underfunded Hospital, Vancouver, BC. 600 Hour Practicum, Full-time position. Duties: Clinical Stuff. Supervisors: S. Mart, Ph.D. & I. N. Sightful., Ph.D.	
Practicum Student	1999 to 2000
Psychology Clinic, University of British Columbia, Vancouver, BC. 200 Hour Practicum, Part-time position. Duties: Clinical Stuff. Supervisor: F. Eedback, Ph.D., R. Psych.	
Practicum Student	1999 to 2000
Psychology Clinic, Community Mental Health Facility 200 Hour Practicum, Part-time position. Duties: Clinical Stuff. Supervisor: U. Nderpaid, Ph.D., R. Psych.	

E. Professional Workshops Attended

How to be the best intern ever.	June 2003
<i>U. Candoit, Ph.D., 7 hours.</i> Canadian Psychological Association Conference, Hamilton, ON	
Empirically-supported Brief Interventions for Ph.D. thesis Anxiety.	June 2002
<i>D.Oit, Ph.D., 8 hours.</i> Canadian Psychological Association Conference, Vancouver, BC.	

F. Teaching Experience

- Teaching Assistant** 2003
Department of Psychology, University of Pickme, Ottawa, ON.
 Part-time position.
 Duties: Teaching Staff.
 Supervisor: L. Ongexams, Ph.D., R.Psych.
- Teaching Assistant** 2002
Department of Psychology, Capital University, Ottawa, ON.
 Part-time position.
 Duties: Teaching Staff.
 Supervisor: L. Oudvoice, Ph.D., R.Psych.

G. Teaching Workshops Attended

- Teaching with Technology.** November 2002
 C. Geek. 11 hours. Center for Teaching Excellence, University of Pickme, Ottawa, ON.
- Instructional Skills Workshop.** June 1999
 T. Eacher. 21 hours. Center for Academic Growth, Capital University, Ottawa, ON.

H. Research Experience

- Graduate Student** 2002 to Present
Fun Research Lab, Department of Psychology, Capital University, Ottawa, ON.
 Duties: Research stuff.
 Supervisor: Super Vizor, Ph.D., R. Psych.
- Graduate Student** 2000 to 2002
Fun Research Lab, Department of Psychology, University of Pickme, Ottawa, ON.
 Duties: Research stuff.
 Supervisor: Absen Tminded, Ph.D., R. Psych.
- Research Assistant** Fall 2002
Stats Exam Anxiety Disorder Treatment Multi-site Trial, Ottawa, ON.
 Part-time position.
 Duties: Research Stuff
 Supervisor: Stats Wizard, Ph.D., R. Psych.
- Honours Student** 1998 to 1999
Fun Psychology Lab, Department of Psychology, Brainy University, Montreal, PQ.
 Duties: Research Stuff.
 Supervisor: Real Lee Smart, Ph.D., R. Psych.

I. Publications and Presentations

Peer-Reviewed Articles

Peer, R. R., **Doe, I.** & Vizor, S. U. (submitted). An empirical test of fun seeking behaviour in graduate students.

Doe, I. Peer, R. R., & Vizor, S. U. (2000). Accuracy of children's and parents' memory for a novel fun experience. *Fun Research and Management*, 5, 161-168.

Chapters

Peer, R. R., **Doe, I.** & Craig, K. D. (submitted). Parental attributions of fun.

Doe, I. Peer, R. R., & Vizor, S. U. (2000). Fun in graduate student populations. *Fun Promotion*, 5, 161-168.

Abstracts and Professional Presentations

Doe, I. , M. A., Peer,, M. D., & Vizor, S. U. (May 2003). Gender differences in fun modelling. Poster presented at the Canadian Fun Society Annual Conference, Toronto, Ontario.

Doe, I. (Moderator) (June 2002). Graduate student expectations of fun levels before and after completing comprehensive exams. *Canadian Psychology*, 43, 2a, 124.

Doe, I. & Vizor, S. U. (June 2002). Amount of time spent applying for internship positively related to self-reported levels of fun daily activities. *Canadian Psychology*, 43, 2a, 125.

Non-refereed Articles

Keener, R., & **Doe, I.** . (2003). All you need is fun: New program for overworked university students. *Psynopsis: Canada's Psychology Newspaper*, 25 (2), 20.

Doe, I. (2002). The importance of fun. *Psynopsis: Canada's Psychology Newspaper*, 24 (4), 06.

J. Grants

Visor, S. U., & **Doe, I.**, (Submitted). University-based fun promotion program. *Canadian Fun Research Initiative Feasibility Grant*. \$15,980.

Supervisor, B., & **Doe, I.** (2000). Evidence-based fun promotion. *Canadian Fun Society Small Seed Grant*. \$250.

K. Professional Activities

Member <i>Diversity Advancement Committee, University of Pickme</i>	2003 to present
Student Trainee <i>Psychology Training Consortium, Canadian Institutes of Interesting Research</i>	2002 to present
Students' Representative <i>Party Section, Canadian Psychological Association</i>	2002 to present
Guest Editor (with Dr. S. Upervisor) <i>The Canadian Journal of Stuff, Special Issue: Psychology is Fun.</i>	2001 to present
Member <i>Graduate Student Council, Department of Psychology, UBC</i>	1999 to present
Reviewer <i>The Canadian Journal of Diversity</i>	March 2002

L. Professional References

Research Supervisor, Ph.D., R. Psych.

Academic Position

Address

Email:

Telephone:

Fax:

Clinical Supervisor, Ph.D., R. Psych.

Position

Address

Email:

Telephone:

Fax:

Clinical Supervisor, Ph.D., R. Psych.

Position

Address

Email:

Telephone:

Fax:

Chapter 19: Post-application Contact

Tina Wang, M.A.

By now, you have invested considerable time and energy into completing your application packages and naturally, you hope that the courier service will live up to its promise of "guaranteed delivery" of these precious packages. Moreover, you anticipate invitations to interview at some, if not all, of the sites you have applied to. You might be tempted to contact the training directors at every site to determine the status of your application. Before you leap into action, however, please read this section, which explores issues to consider with respect to post-application contact.

Fate of application package

As you return from the post office or courier service, you might find yourself wondering about the fate of your package. Will it arrive on time, as guaranteed? Will it make it to the right department/person? What if something goes wrong?

While many internship sites will send an email acknowledging the receipt of your application, some sites do not. Thankfully, most delivery services alleviate some of this distress by offering on-line and/or telephone tracking system, which enables you to monitor the status of your packages.



Another method to ensure that your packages have arrived safely and soundly is to include a pre-stamped, self-addressed postcard with your application. This is a low-tech way that gives the internship programs an opportunity to provide feedback to you. I included a postcard with every application and requested the sender to place an "x" beside either "Application received and is complete" or "Application is missing the following (please list)." Of the eight sites I applied to, most programs either emailed me to acknowledge the receipt of my application or returned my postcard. A few sites did both and only one site did neither.

If, due to circumstances beyond your control (e.g., courier service lost the package, freight flight was considerably delayed, etc.), your application package does not arrive before the deadline, the internship site may still consider you for an interview. The key is to communicate with the training site in a professional manner and explain your situation at the earliest opportunity. More often than not, a sympathetic ear at the other end will greet you. Remember, training directors want to recruit interns best matched for their program and it is in their best interest to consider all candidates based on merit rather than prematurely reject some candidates based on unforeseen circumstances.

A colleague of mine generously offered her true story: The courier company lost her application and took awhile before finding it and sending it along. When my colleague explained her situation to the internship site as soon as she realized what had happened, the site was very sympathetic and still invited her for an interview - even though her package arrived two days past the deadline.

Contact with Training Directors

Understandably, it can be a challenge to sit tight and wait for interview invitations. You have spent numerous hours on each application package, likely at the expense of other commitments and responsibilities, and you are eager to find out whether your hard work has paid off.



Patience is a virtue. Fight the urge to contact training directors until AFTER the deadline for notification of interview status (i.e., APPIC recommended Dec. 15th for the 2002-2003 selection process). This date, however, is not carved in stone and may vary from site to site. If you have not heard from a program after the notification date, you may contact the training director, using that site's preferred method of contact,

and request for the status of your application. Balance your need to know with an appreciation of the training director's workload. Pose your request with sensitivity and respect; impress upon the director that you are interested, but not demanding.

If you need to make arrangements for interviews but are still waiting to hear from some sites, it is appropriate to contact training directors at these sites and explain your situation. For more details regarding interview scheduling and planning, please refer to chapter ##, pages ##.

Contact with current interns

Unquestionably, current interns are a valuable resource in your evaluation process of internship programs. However, keep the amount of contact with current interns at a minimum. Remember that (1) interns are engaged in full-time training and are usually not involved in the selection process and (2) you are only one among many applicants interested in their site. Respect the interns' time --- only ask absolutely burning questions (the ones that you need answered in order to decide whether or not to apply to the site) and save the rest for the interview. Keep a running list of your questions and bring them to your interview. Most sites provide an opportunity for you to speak with the current interns – off the record – when you are invited for an interview. If this opportunity has not been arranged, ask for it!

As with other chapters in this book, there are no hard and fast rules of appropriate behaviour and you must use your own best judgment. Being yourself through this process will increase the likelihood of you getting a match.

Chapter 20:

Applying to sites in the USA:

A primer for Canadian Citizens

Andrew Ryder, M.A. & Melanie Badali, M.A.

So you are thinking about pursuing an internship in a country with blue in their flag as well as red & white. There are some things unique to Canadians applying to US sites. For example, you will note on the APPIC website (www.appic.org), that not all sites will accept applications from Canadians. VA (Veteran's Administration) sites are particularly strict with respect to this rule, whereas other sites are more flexible. If you use the APPIC search engine to help locate sites, be sure to de-select the "American citizenship required" option.

The following information will be particularly relevant to Canadian students who are studying in Canada. If you are studying in Canada and happen to be a U.S. citizen, or you are a dual U.S./Canadian citizen, then you are lucky. The rest of the info might give you some tips, but you don't need to exhaust yourself with reading the visa section, let alone with carrying it out. On the other hand, if you are a Canadian citizen currently studying in the U.S....go check out the next chapter. If you are a citizen of a third country, much of this information may be valid, but should be checked against alternate sources with additional care.

In this chapter we hope to share our experiences related to the application, interview & "ohmygawsh-I-actually-matched-to-a-US-site" portions of the internship process.

If you match to a U.S. site, what are the types of things you will need to do to get you & your stuff to the U.S. for your internship start date? Read on to find out more...



Picking Sites

Choosing a site can be a daunting process, especially when there is such a vast range of programs from which to choose. The more you are able to define yourself and your interests, and thus narrow your search accordingly, the easier this task will become. Think carefully about what you *need* from an internship, what would be cool to get, what you could put up with, and what would be intolerable.

Pick a strategy for applying to the U.S. and, while you're at it, determine your rationale for taking the extra trouble to submit a U.S. application. Many sites will ask you why you have an interest in leaving Canada and/or what you would expect from taking an internship in the U.S. Part of your strategy will involve determining whether you will

- (a) only apply to one or two high priority American sites,
- (b) a good mixture of American and Canadian sites, or
- (c) entirely to American sites.

If you're comfortable with the Canadian selection but feel it would be a crime not to try for Harvard, go for strategy A. In contrast, if getting American experience is your main rationale for applying stateside in the first place, then throw yourself into strategy C.

Imagine the whole package, focusing on the site itself, but also including the city, geographical location within the U.S., and other factors that might make a successful match a good overall life experience as well as a good internship experience. Non-site factors may or may not have much of an influence on your choice of dream-sites (i.e. ones you can't afford to miss), but might be critical in helping you building your list of possible applications.

The Application

When you're preparing your U.S. applications, be sure to adhere to American spelling and language conventions. The biggest word to look out for, of course, is behavior. Also, in the U.S., you will discuss your 'dissertation' rather than your 'Ph.D. thesis'. Keep separate Canadian and American CVs on hand and, if at all possible, try to make the conversion after you're absolutely sure about the contents – having to remember to make corrections twice is annoying, especially when you have the inevitable rush deadline.



Remember the non-site city and location factors discussed earlier? If possible, try to work one or two of them into your application somewhere (e.g., statement of interest, cover letter etc.). Program directors are going to prefer people who will do well – if you're already a good match, you'll further boost confidence by being clear about the reasons why you'll do particularly well in New York, Kansas, etc. A blatantly non-academic rationale like "I have a lot of family there," "I used to live there," "It's a city I'm familiar with because it's so close to Vancouver" suggest a person who will not be completely lost in the new environment, someone with access to a good (or, at least, existing) support network. Any suggestion that there would be a reasonable chance that you'd stick around, for advanced training, a post doc, or even for a job, also doesn't hurt.

Many Canadian sites are requesting reference letters that are balanced in some way, with recognition of strengths and weaknesses/"areas for growth and development". Not so in the U.S. Make sure that your referees are aware of this. Although it might seem a bit weird to have to remind referees to write you only positive letters, this can be done diplomatically by simply pointing out that there is no formal requirement to be deliberately balanced. It is particularly important to clarify this point if you are applying to both Canadian and American sites – and also easier to explain. Unfortunately, this may require burdening referees with the task of having to write two somewhat different letters depending on the location of the site, and then remembering which letter goes with which site. If you provide them with a list of addressees, you might consider labeling each one with the type of letter required, either 'balanced' or, for want of a better term, *'American-style'*...

The Interview

Some sites see Canadians all the time. For others, you may be the first. Be prepared to speak about your experiences as a Canadian in psychology, your reasons for applying in the U.S. (sometimes asked in a strange way, e.g. "What's wrong with Canada? Don't you like it there?"), and what advantages you feel you'd gain from the city you've chosen. Don't forget to mention what you, as a Canadian, might bring to the program.



Another big issue is going to be your visa status. Some sites do this all the time, others are unsure of where to begin. Have at least a general idea of what's involved; even if it's just saying something like, "I think I have to get a J1 visa." You won't likely be expected to know the ins and outs of this process yet, but you should show that you're aware of it and willing to take the lead to make it happen. If other people in your program have gone to the U.S. in the past, you might mention that you will have people to consult with at your end. This also reminds them that Canadians do get matched to U.S. sites and then successfully go. At the end of the day, the best way to convince them to take you is to be a good match, and the visa can be worried about when the time comes. Some sites might rank you a bit lower because they are less sure about engaging in the visa process; other sites may rank you higher because you'll bring something a bit different to the internship class.



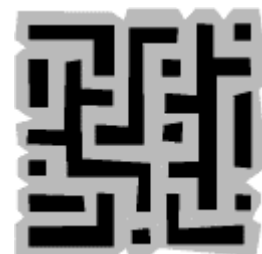
Match Day

Hard as it may be to believe at times, people do actually get matched to internship sites, sometimes even to the sites they want. And the application process does actually end. Of course, if you were fortunate enough to match to a U.S. site, the fun is just getting started. You will need to move quickly on getting documentation ready, and the program director will likely discuss this with you when he or she calls you on Match Day.

If you didn't match last year, don't despair. Your openness to U.S. sites is going to be particularly useful. Applying as widely as possible is made a lot easier if you don't restrict yourself to Canada. Don't let the border stand in your way if you want to maximize your chances of getting a match this year.

Getting a Visa

Figuring out the visa process isn't necessarily easy. A good place to start is with your site. Find out what process they plan on using and what they need you to do. Sites will vary *w / d e / y* in terms of how efficient they are with this process and how much they will need you to do.



A good starting point for self-directed research is the U.S. embassy in Canada (<http://www.usembassycanada.gov/content/index.asp>). This website provides links to consulates throughout Canada, usually located in larger Canadian cities. Visa information can also be found on the U.S. State Department website section on non-immigrant visas (<http://travel.state.gov/nonimmigrantvisas.html#2>). B*U*T this info is not always up to date or applicable.

Most interns we have spoken to obtained J-1 visas (J-1 Research Scholar or J-1 Specialist), although occasionally there is a move to get an H-1B visa. If your site wants to pursue the H-1B visa route, be absolutely sure that this is their preferred option and that they know what it entails (and not the only VISA with which they are familiar)...although it is a better visa to have, it's more expensive, more complicated, and can get derailed. In particular, ask them how they will resolve the issue of determining the average salary in the field, an H-1B requirement that turns out to be difficult to establish for psychology interns.

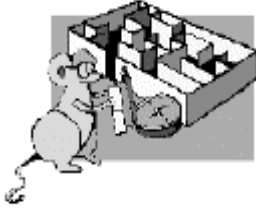
The J-1 visa is for visitors on an advanced training exchange. It normally lasts for 18 months, and you do not become a resident. This visa is for students at all academic levels; trainees obtaining on-the-job training with firms, institutions, and agencies; research scholars; professional trainees in the medical and allied fields; and international visitors coming for the purpose of travel, observation, consultation, research, training, sharing, or demonstrating specialized knowledge or skills, or participating in organized people-to-people programs.

In contrast to the J-1, the H-1B visa is a nonimmigrant work visa and normally lasts for 3 years, extendable to 6 years. H-1B visa status is easier to switch into a postdoctoral or other appointment.

How much do VISAs cost? The H-1B visa is considerably more expensive – on the order of \$1,500-\$2,000 U.S., with the oft-required lawyer's fee. Expedited processing, often necessary to get started on time, costs another \$1,000. The J-1 visa fees are much lower, on the order of \$200 (or less)...and you won't likely need a lawyer.

As the process gets underway, it can help to have several documents on hand. Keep an up-to-date CV ready to go, locate your passport and be ready to photocopy it at a moment's notice, and keep a couple of extra academic transcripts around. Also locate your academic degrees in case you need to send them in to the granting university for a certified copy (a notary might also be able to do this for you). H-1B visa applicants, in particular, are usually asked for certified copies of their degrees.

Since we're talking documents, you should go and check your passport to make sure that it is valid for 6 months beyond the *end* of your internship. If it's not, go get a new one. You may not be allowed in the country if your passport is due to expire while you're there.



If you are a Canadian citizen, or a citizen of any country which is accepted under the U.S. visa-waiver program, you get your J-1 visa (sometimes referred to as a J-1 permit in this case) at the border when you travel down. This procedure is confusing as U.S. government websites are often unclear about visa-waivers, and present guidelines that assume that everyone needs to go to a consulate to get a visa. Indeed, one can even find instructions provided by the U.S. embassy in Canada for getting a visa at a U.S. consulate...only when you sign up for an appointment do you discover that, as a Canadian citizen, you can get your visa/permit at the border. Anyhow, you should have the following documents available when you finally make that fateful crossing:

- Evidence of financial support for the entire period, from one or more sources, including personal funds (bring a bank statement), payment from a U.S. organization (get your internship to send you a letter stipulating your salary, and bring it along), or third parties outside the U.S. (bring letters from said sources and evidence that you will have no problem accessing these funds for the duration of your internship).
- Bring your current passport, valid for 6 months beyond your intended stay, and also bring any passports that have U.S. visas in them already, if possible.
- Proof of status in Canada.
- Evidence of residence abroad. You may not receive your visa unless you can establish that you (a) have a residence in Canada, (b) have no intention of abandoning that residence, and (c) intend to depart from the United States upon completion of the course of study. It's hard to predict exactly what you should bring, but the more documentation the better. Applicants generally establish their ties abroad by presenting evidence of economic, social, and/or family ties in their homeland sufficient to induce them to leave the United States upon the completion of studies. Suggestions of documents to bring include a property document or rental agreement, recent rental & hydro bills, permanent financial account information from Canadian sources, student card and evidence of continuing registration as a full-time graduate student at a Canadian university.
- Evidence of sufficient academic preparation to participate in the advanced training.
- Lots of forms! Some likely candidates include: Form I-20, DS-156, DS-157, DS-158, DS-2019. The latter form is prepared by your internship site - make sure you get a copy a.s.a.p. If you have to present to the site before the official start date, e.g. for an orientation, make sure that your internship site lists the earliest date you have to be there as your true start date.
 - A special word about the DS-2019. Some states require that you get this form signed each and every time you leave the country – someone at your site or at the affiliated university will have signing authority. Other states do not have this requirement. In our experience, for example, New York has and enforces this requirement whereas Washington State does not. If you're lucky enough to be in one of the states that does not have or enforce this requirement, though, be extra careful if you leave the country and are planning on returning to the U.S. through a *different* state – you have to follow the rules of *that* state. So if you live in Washington and fly to a conference in Europe, for example, watch out if your flight back touches down in New York City.
- Evidence that you will have health insurance meeting minimum criteria established by the National Institute of Health. Ask the internship to send you another invitation letter that specifically states that health care meeting these standards will be provided. Official criteria are listed here:

http://forms.cit.nih.gov/adobe/personnel/NH829_6.PDF. Useful information about this issue are often found on university websites, for example: <http://depts.washington.edu/uwiso/pdfs/J1insurance.pdf>.

If you do actually find a way to apply for an H-1B visa, your lawyer will know much more than anything we could provide here. Our sense is that this course is unlikely, but you never know.

If you are hoping to bring your spouse and/or children to the States, they may apply with you to be granted J-2 status. These visas generally do not allow employment in the U.S. or guarantee that applications for Social Security cards will be accepted. If such a card is granted, it will likely be endorsed with the phrase, "not valid for employment."

The period for which the bearer of an exchange visitor visa is authorized to remain in the United States is determined by the Bureau of Customs and Border Protection. At the port of entry, a Bureau of Customs and Border Protection official validates Form I-94, Record of Arrival-Departure, which notes the length of stay permitted.

The Moving Process

The best piece of advice for planning your move is to work with a moving company that has extensive Canada-U.S. experience. Let them handle the complicated U.S. customs forms! It may very well be worth your while to enquire about costs associated with having the movers pack up your stuff for you. Not only can that mean better insurance, but they will take on the responsibility of cataloging all your stuff for customs. The cost may well be less than you think, and can be a surprisingly effective stress reducer, especially if you have a lot of stuff and/or you're going a long distance.

All shipments of household goods and personal effects entering the United States, whether the effects of a Returning U.S. Resident or Non-Residents entering the United States, must be entered utilizing Treasury Department Form No. 3299 (*Declaration for Free Entry of Articles Not Accompanying a Resident or Non-Resident*.) You can download this form in the .pdf format through the "Moving Canada Systems" site (<http://www.movingcanada.com/forms.htm>). Also, helpful hints for completing the 3299 & supplemental forms are available at : <http://www.grasmick.com/moving.htm#Introduction> to. An experienced mover will probably give you this form.



If dutiable items are contained in your shipment, a licensed Customs House Broker will be engaged to prepare an *Informal Entry (Form 5119-A)* as specified in the Rules and Regulations of the U.S. Customs Service. Yikes – this is complicated, for sure, but better to be prepared than have your stuff rejected at the border. As you can guess, you will have to pay the bucks.

You're Actually There!

More accurately, you're almost there. You may be physically in the U.S., and you may have already been launched into your internship, but you will need to prepare a few more things before you can truly say you've settled. The most important process is obtaining a Social Security Number, without which you will encounter barriers to obtaining your wages, phone service, bank account, or anything else you might need. Get started on this process as soon as you can after you arrive!



To get an "Original Social Security Number for a Non-Citizen", follow the following steps:

- Complete an Application for a Social Security Card (Form SS-5), by using www.socialsecurity.gov/online/ss-5.html on the Internet (<http://www.ssa.gov/online/ss-5.pdf> should bring you directly to the one you need), calling 1-800-772-1213, or visit a local office in the USA (<http://s3abaca.ssa.gov/pro/foi/foi-home.html>) or Canada (<http://www.ssa.gov/foreign/canada.htm>).
- Show documents that prove your age, identity, status in the U.S., and right to work in the U.S.

The good news is that a SSN doesn't cost anything! The bad news is that getting one can take anywhere from a few weeks to a few months. For more information, check out www.socialsecurity.gov.

If you plan on crossing the border frequently by car once you've started internship, NEXUS is a word you will want to know! NEXUS is a joint customs and immigration program designed to simplify border crossings for pre-approved, low-risk Canadian and American travellers. NEXUS members can use dedicated lanes at various border crossings, and may not be regularly subjected to the usual customs and immigration questioning. For more information about NEXUS call: Toll free 1-866-NEXUS 26 (1-866-639-8726) or check out the website: <http://www.ccra-adrc.gc.ca/customs/individuals/nexus/menu-e.html>.

You've probably been asked for your SSN dozens of times already by your internship site, and had to reply that you don't have one yet, or fill out n/a on various internal forms. Now you should quickly run around to all the relevant agencies at your internship site and make sure they have your new number. Do this quickly...the opportunity of getting paid should make for a good incentive.



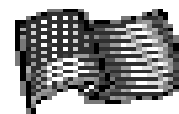
Get a U.S. bank account as soon as you can, as it will make your life a lot easier. Of course, you can't do this until you get an SSN.

For phones, shop around and see who offers you the best deal on landlines. Sprint and AT&T are big in the U.S. If you are a fan of cellular phones, some plans will enable you to add Canada to your roaming plan (e.g., Verizon and AT&T are only 10 and 20 extra dollars, respectively). Some companies (e.g. Verizon, as of 2004) even include Canada in the U.S. dialing area at no charge, and without explicitly advertising this fact. When you shop around, make it clear that you want a good deal for Canada and see what happens.

Last Words (*Wourds???*)

- *Get someone at your site on your side.* Based on the input from the students with whom we spoke, experiences varied a lot depending on the internship site. Some sites took care of the majority of the Visa-related issues for students (e.g., University of Washington) whereas other sites were, hmmm, 'less than helpful' (these sites will remain nameless but not clueless).
- Be extra careful with any and all documents. Try to anticipate any document you could potentially need well in advance, and keep it safe and accessible.
- Be even more meticulous and anal than normal.
- Have originals and copies on hand of any forms provided by Customs & Immigration, INS, your internship site, your lawyer (if you have one), as well as any documents previously required from you by officials. Finally, if you have previously been in the U.S. or applied for entry to the U.S., you may also be asked for all previous visa petitions, tax returns, and W-2 forms.
- When you've done all this, sit down, realize that you've completed an arduous and often stressful task, and celebrate. Enjoy your internship – cognitive dissonance should at this point guarantee it...

Chapter 21: Cross Border Perspectives: Applying for Internship as a Canadian from within the USA



Jodi Morris, M.A.

If you have diligently read through the previous sections you are now well prepared for the internship application process. However, if you are a Canadian citizen applying for internship from within the U.S., there are some additional tips that will be helpful to know. Based on my experience in applying to both Canadian and U.S. internship sites, I have outlined relevant tips under each stage of the application process.

Pre-application

During the exploration stage when you are considering different internship programs don't automatically eliminate programs that list U.S. citizenship as an application requirement. From my experience many of these sites are willing to take students who have U.S. student visas such as an F-1 or J-1 visa. Unless it is a VA hospital or a military site (in which case you NEED to be a U.S. citizen) call or email the training director to inquire whether it is U.S. citizenship that they require or whether a student visa will suffice. When I started the exploration process, I was dismayed to discover that two programs that looked like a great match for me only accepted applications from U.S. citizens. However, I emailed the training directors for clarification and was very pleased to find out that I was eligible to apply to the programs with my F-1 student visa.

The AAPI

Make sure you have two versions of your CV and AAPI – one with Canadian spelling and another with U.S. spelling. I didn't do this but I wish that I had. Just before I was about to mail an application to a Canadian site, I realized that "behaviour" appeared as "behavior" throughout the application materials.

Highlight your cross-cultural experience in your application materials. Internship sites are looking for diversity in their applicants whether it be racial, ethnic, geographical or other some other type of diversity. Although there are many similarities between Canadian and U.S. culture (or not, depending on your opinion) having the experience of living and studying in both countries will set you apart from some of the other applicants. Consider ways in which you can highlight this experience in the application materials and essays. For example, having lived in the U.S. and Canada may have provided you with the opportunity to work with more diverse populations (e.g., First Nations, African Americans, Latinos, Chinese Canadians, etc.).

Interviews

Along with other "common" interview questions, you may get some additional questions because of your unique situation as an international student. Be prepared! Almost every U.S. site at which I interviewed asked me about my visa situation. If you are a doctoral student in the U.S., you are most likely on an F-1 visa (although it is possible you may have a J-1). Explain that the F-1 visa allows you to complete curricular practical training (i.e., internship) as part of your doctoral studies and therefore it is not necessary for the site to initiate a visa application on your behalf. However, you should be aware that if you decide to use your curricular practical training allotment for internship year you may be ineligible for

optional practical training post-graduation (i.e., that is, a year of post-graduation work experience). If you are unfamiliar with the rules and regulations regarding curricular and optional practical training I would suggest that you contact the international student services office at your university for more information.

You may also want to prepare for some questions concerning comparisons between the U.S. and Canada. For example, at one site I was asked to compare and contrast the strengths and weaknesses of the U.S. and Canadian healthcare systems. Although this was probably an unusual question to be asked, you should be prepared to speak intelligibly and sensitively about your experiences in both countries.

Follow up

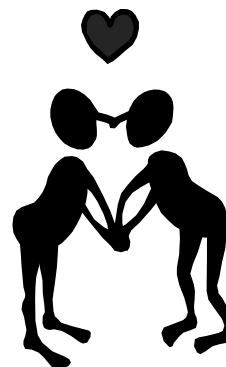
You are done! Rejoice, celebrate, and take a well-deserved break. Hopefully on match day you were pleased with your “match made on earth”!! If you were matched to a U.S. internship site and are on an F-1 visa you have one last thing to do - you will need to apply for a year of curricular practical training from your school. The application procedure is very simple and basically involves obtaining a letter from the director of clinical training at your internship site and a letter from you faculty advisor outlining the details of the internship year. At my school they required this documentation a month before I started my internship so don't leave it until the last moment.

A Disclaimer

Most of the information in this section was based on my personal experience applying to internship sites with an F-1 visa, which ended up being very straightforward. If you have a J-1 visa the procedures and experience may differ. Also, even among people possessing a F-1 visa the experience may differ from person-to-person. Although one would assume that the rules would be uniform across sites and universities, I have heard of people who have had a different experience than mine. The take home message is to do your homework and be aware of the rules and regulations concerning your particular visa. Also, as a fellow Canadian pointed out, one is very dependent on the internship site for advocacy around visa issues. Ask sites if they have had international interns previously, as sites that have a history accepting international students will be more familiar with the various visas and will be in a better position to advocate for you.

Chapter 22: The Couples Match

Stephen C. Shaw, Ph.D., Carrie L. Hicks, Ph.D., & Wendy Hawkins, Ph.D.



WHAT IS IT?

This chapter addresses the relatively uncommon situation in which two applicants for internship positions are also in a relationship with each other. Some of these trainee 'couples', depending of course on the nature of their relationship, prefer not to spend a full year of their lives separated by 1000s, or even 100s, of kilometres.

By entering the match as a couple, two individuals are able to coordinate their internship preferences in an effort to match to internship positions in the same geographic location. There are no restrictions on the type of relationship that exists between two individuals, with respect to their eligibility to participate in the match as a couple. The following table presents the number of couples that have participated in the couples match in recent years (data were obtained from the website of the Association of Psychology Postdoctoral and Internship Centers: www.appic.org).

		2003	2002	2001	2000
Canada	Applicants	101	87	96	114
	Couples	1	1	2	1
Canada + USA	Applicants	2963	2842	2947	2957
	Couples	19	17	22	21

In many ways, the process for entering the match as a couple is identical to the process for entering the match as an individual. Nevertheless, there are important differences. When two applicants participate in the match as a couple, they submit rankings of *pairs* of preferences for internship programs. The match algorithm is designed to attempt to match the couple to the sites contained in the most highly ranked pair of preferences to which both individuals can match. Importantly, the match algorithm can *only* match the two individuals to programs that they have paired in their list of rankings.

Although two individuals may be participating in the match as a couple, each must first individually register with (and pay the appropriate fees to) the National Matching Service (NMS). Later, when it comes time to submit rankings, both individuals must identify to NMS their decision to enter the match as a couple. At that time, each individual identifies to NMS their own, as well as their partner's identifying information. Not dissimilar from individuals who are *not* entering the match as part of a couple, each member of the couple independently enters his or her 'half' of the couple's paired rankings. Because the couples match algorithm is designed to work with pairs of preferences, both partners *must* submit the *same* number of rankings.

HOW DO WE DO IT?

The process of developing a rank-ordered list of internship positions can be challenging, confusing, and stressful enough when entering the match as an individual. When two individuals choose to enter the match as a couple, the ultimate development of paired rankings is even more cumbersome. Based on the first-hand experience of the first and second authors, we suggest the following steps for a systematic approach to this task.



STEP ONE: IDENTIFYING THE POSSIBILITIES

Each member of the couple makes a *separate* list of programs in which he or she continues to be interested.

By ‘interested’, we mean programs that, following the application and interview processes, continue to be ones to which the individual applicant is willing to be matched. In the (Canadian!) example that we offer in this chapter, a total of 20 programs continue to be of interest to at least one member of the couple: One partner (“Me”) continues to be interested in 17 positions, and the other partner (“You”) continues to be interested in 18 positions. We have utilized the following abbreviations:

Program	Abbrev.
Vancouver – Site A	V:A
Vancouver – Site B	V:B
Calgary – Site A	C:A
Calgary – Site B	C:B
Edmonton – Site A	E:A
Edmonton – Site B	E:B
Saskatoon	S
Winnipeg – Site A	W:A
Winnipeg – Site B	W:B
Windsor	W
London	L

Program	Abbrev.
Kitchener	K
Hamilton	H
Toronto – Site A	T:A
Toronto – Site B	T:B
Ottawa – Site A	O:A
Ottawa – Site B	O:B
Montreal	M
Halifax – Site A	H:A
Halifax – Site B	H:B
Unmatched	UM

STEP TWO: IDENTIFYING THE COMBINATIONS

Construct a grid, like the one shown below, that represents all possible pairings of internship positions in which each individual is interested. Include a column and row for the undesirable outcome of not being matched.

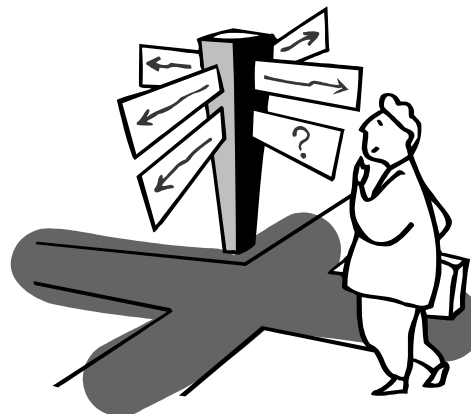
		YOU																			
		V:A	V:B	C:A	C:B	E:A	S	W:A	W:B	W	L	K	H	T:A	T:B	O:B	M	H:A	H:B	UM	
ME	V:A	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	V:B	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	C:A	☹	☹	☺	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	C:B	☹	☹	☺	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	E:A	☹	☹	☺	☺	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	E:B	☹	☹	☺	☺	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	S	☹	☹	☹	☹	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	W:A	☹	☹	☹	☹	☹	☹	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	W:B	☹	☹	☹	☹	☹	☹	☺	☺	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	
	W	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☺	☺	☹	☹	☹	☹	☹	☹	☹	
	L	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☺	☺	☹	☹	☹	☹	☹	☹	☹	
	K	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☺	☺	☺	☺	☹	☹	☹	☹	☹	
	H	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☺	☺	☺	☺	☹	☹	☹	☹	☹	
	T:B	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☺	☺	☹	☹	☹	☹	☹	
	O:A	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☹	☹	☹	
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☹	☹	☹	
	H:A	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☺	☺	☹	
	UM	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	X

- ☺ - Pairings that work.
- ☹ - Pairings that don't work.
- ☹ - Outcomes where only one individual gets matched.

STEP THREE: IDENTIFYING WHAT WORKS (and WHAT DOES NOT!)

Working with your grid, identify the pairings that work and those that don't work.

The outcome of this task is entirely couple-specific. For example, it would work for some couples to have one partner matched to an Edmonton site and the other matched to a Calgary site. For other couples, this would not work. Similarly, some couples will be willing to consider the possibility (albeit, an undesirable one) of having one individual matched, and the other unmatched, to avoid the possibility of *neither* of them being matched. Others may decide that if they are not *both* matched then, they don't want *either* to be matched.



An important consideration in determining what works, and what does not, is the reality that by *limiting* the number of pairings deemed 'workable', you are *decreasing* the probability that both members of the couple will be successfully matched.

It is this point that most clearly highlights the implication of entering the match as a couple, rather than as two separate individuals. *If* the couple ranks *all possible pairings*, then the odds of each individual being successfully matched is identical to the odds that exist for two independent individuals entering the match. The control over the match outcome that is available to individuals who choose to enter the match as a couple (i.e., with respect to geographic location) comes at the potential cost of one or both individuals *not* being matched. Thus, the decision to enter the match as a couple is one that needs to be made carefully, and with full understanding of the potential consequences.

In the example we have offered, the total number of possible pairings available to the couple in which *both* individuals were matched was **306** (☺ + ☹). When pairings in which only one member of the couple was matched were included, the total number of possible pairings rose to **341**(☺ + ☹ + ☺).

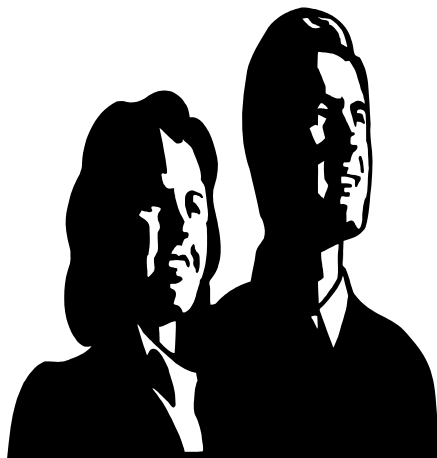
For this couple, only **54** (☺) of the 306 pairings were deemed 'workable'. They added in another **35** (☺) pairings in which only one of them was matched, producing a total set of **89** (☺ + ☺) pairings that they were willing to consider. Consequently, each of their rank-order lists submitted to NMS had 89 entries! Information from APPIC suggests that it is not uncommon for couples' rank-ordered lists to be of such length.

STEP FOUR: THINK ONLY OF YOURSELF!

Prepare your INDIVIDUAL rank-ordered lists.

Put aside your couple-focused grid, each of you go to separate rooms (or buildings!), and *independently* prepare your *individual* rank-ordered lists of the programs in which you continue to be interested and that 'survived' the grid process.

It is, in our opinion, very important to construct your rank-ordered lists independently, focusing exclusively on your *own* preferences, desires, gut feelings, etc. We do not underestimate the need for compromise and collaboration in this process (and in relationships, generally). An interdependent mind set will be required in the NEXT step. For NOW, do **not** consider the grid at this point, and do **not** consider your partner's feelings or leanings. **THINK ONLY OF YOURS.**



ME	
City: Site	MY Rankings
Vancouver: A	?
Vancouver: B	?
Calgary: A	?
Calgary: B	?
Edmonton: A	?
Edmonton: B	?
Saskatoon	?
Winnipeg: A	?
Winnipeg: B	?
Windsor	?
London	?
Kitchener	?
Hamilton	?
Toronto: B	?
Ottawa: A	?
Montreal	?
Halifax: A	?

YOU	
City: Site	YOUR Rankings
Vancouver: A	?
Vancouver: B	?
Calgary: A	?
Calgary: B	?
Edmonton: A	?
Saskatoon	?
Winnipeg: A	?
Winnipeg: B	?
Windsor	?
London	?
Kitchener	?
Hamilton	?
Toronto: A	?
Toronto: B	?
Ottawa: B	?
Montreal	?
Halifax: A	?
Halifax: B	?

STEP FIVE: AN EXERCISE IN INTERDEPENDENCE

Prepare your PAIRED rank-ordered list.

This is the most challenging step in the couples match process, in our opinion. This step requires each individual to concurrently consider what works best for you (*plural*) AND you (*singular*).

The goal is to ultimately create a rank-ordered list of ALL the pairings that you identified in your grid (see Step Three) that are workable. For some couples this will include pairings in which one of you goes unmatched. In the example we have provided, the couple ranked no fewer than **89** pairings!

Two words come to mind: **GOOD LUCK!**



Pair #	ME At	YOU at	OUR Ranking
1	Vancouver: A	Vancouver: A	?
2	Vancouver: A	Vancouver: B	?
3	Vancouver: B	Vancouver: A	?
4	Vancouver: B	Vancouver: B	?
•	•	•	•
•	•	•	•
•	•	•	•
25	Winnipeg: A	Winnipeg: A	?
26	Winnipeg: A	Winnipeg: B	?
27	Winnipeg: B	Winnipeg: A	?
28	Winnipeg: B	Winnipeg: B	?
29	Windsor	Windsor	?
30	Windsor	London	?
31	Windsor	Kitchener	?
32	Windsor	Hamilton	?
33	London	Windsor	?

Pair #	ME at	YOU at	OUR Ranking
36	London	Hamilton	?
37	Kitchener	Windsor	?
38	Kitchener	London	?
39	Kitchener	Kitchener	?
40	Kitchener	Hamilton	?
•	•	•	•
•	•	•	•
•	•	•	•
54	Halifax: A	Halifax: B	?
55	Unmatched	Vancouver: A	?
56	Unmatched	Vancouver: B	?
57	Unmatched	Calgary: A	?
•	•	•	•
•	•	•	•
•	•	•	•
73	Vancouver: A	Unmatched	?
74	Vancouver: B	Unmatched	?
75	Calgary: A	Unmatched	?

DOES IT WORK?

Now, having presented the mechanics of the couples match process, we turn to the important question of effectiveness: *Does the couples match work?* As with any investigation of effectiveness or efficacy, the answer to that question depends entirely on how one operationalizes a 'desirable outcome.'

The couples match *does* ensure that both individuals can *only* match to sites that they have entered on their paired rankings. Therefore, the couples match eliminates partners from matching to geographically distant sites, *unless* they have in fact ranked such a pairing. In this sense, the couples match process provides partners a significant degree of control over the ultimate outcome. However, unless a couple submits rankings for *all possible combinations*, including those in which only one partner is successfully matched (in our example, 341 pairings), the probability of an individual partner being matched *somewhere* is *less* than if she or he participated in the match as an individual.



Further, it is possible that if each partner entered the match as an individual, each could be matched to a more (individually) preferred site than the outcome derived from entering the match as a couple. The individual rankings prepared by each partner in Step Four serve only as a guide for their collaborative construction of the paired rankings in Step Five. The couple submits only the paired rankings to NMS. The nature of the couples match algorithm is that it aims to match 'the couple' to the most highly ranked 'pair' of sites. Consequently, for any given pair of sites, if one partner is not matched to her or his 'side' of the pair, both partners are 'unmatchable' for that pair. Outcome data from the couples match can be obtained from the website of the Association of Psychology Postdoctoral and Internship Centres (www.appic.org).

Distance between sites at which couples matched	# of Couples (Canada + USA)			
	2003	2002	2001	2000
Same city	7	8	12	8
Different cities: < 80 km apart	3	1	1	3
Different cities: 80 – 160 km apart	1	2	3	3
Different cities: 160 – 240 km apart	0	1	1	1
Different cities: > 240 km apart	1	2	1	4
At least one individual unmatched	7	3	4	2

Data on the distances between sites at which couples, who chose to enter the match as a couple, matched is available. Although the data indicate that several couples each year do not match to sites within the same city, we must exercise caution not to interpret this as necessarily representing a 'flaw' with the couples match process. As in our

example, many couples are willing to rank pairs of internship positions that place them in separate cities. Hence, the data with respect to distance between matched sites does not necessarily reflect that couples did not get exactly what they wanted.



Data is also available for the rank of the pair of sites to which the couple matched. The data indicate that the majority of couples matched to a pair of sites that was within their "top 10" rankings. Again, caution is in order in interpreting the fact that several couples each year match to pairs of sites that are further down on their list. Compared to the rank-ordered lists of those who participate in the match as individuals, the ranking lists of couples are much longer. Therefore, if a couple matches to their 15th choice on a list of 105 choices, they may not deem this an undesirable outcome.

Rank	# of Couples (Canada + USA)			
	2003	2002	2001	2000
1	3	3	3	4
2	2	1	4	1
3	3	0	3	4
4	0	2	0	1
5	0	0	1	2
6	0	0	1	1
7	1	1	1	2
8	0	0	1	0
9	0	2	1	2
10	0	0	1	4
11 – 15	2	4	0	
16 – 20	2	1	3	
21 +	3	2	2	

WHAT ABOUT DISCLOSURE?

The question about at what point in the process - and how - to disclose the "couple status" is a good one, and certainly one which should be given considerable thought. You may consider consulting with the Director of Training (from your doctoral program) and others, to elicit their feedback on the matter.

Ultimately, the first and second authors chose to make reference to each other in our cover letters. We did this in the closing paragraph of our letters, in a very matter-of-fact manner:



"For your information, my spouse/partner, _____, and I have elected to participate in the internship match as 'a couple', given our strong interest in securing internship placements in the same city."

Sites vary in the degree to which they are receptive to having students from the same doctoral program matched to their site. We regularly enquired about their stance, in this respect, during the interview process. If a site is not keen on having more than one student from any particular doctoral program, they probably are not too keen on having a couple matched to them! In other cases, we were each applying to different programs within the same city. In these cases, the fact that we were a couple was essentially a non-issue.

Many sites to which we were both applying did not bring up the fact that we were "a couple". In such cases, one of us *did* bring it up, believing that even if they weren't asking us about it, they were still likely thinking about it. We made it clear to sites that:

- (a) we understood that having a couple matched to a particular program could pose some administrative, training, and even interpersonal complications,
- (b) we had successfully navigated such issues for the past 4 years of our doctoral training (in the same program), and
- (c) we were confident that we would be able to successfully manage the couple "issue" if we were both matched to their site.

WHAT DO INTERNSHIPS THINK?

For an internship to receive applications from students from the same program is not novel; in fact, it is the norm, as we all know that the psychology community in Canada is quite small. To receive applications from a couple hoping to match to the same internship program is a novel situation. When confronted with a novel situation, such as an applicant couple, most internships/internship directors ask themselves something like, "What do I have to do here?" In some ways, the answer to that question is "nothing." From the internship's perspective, the situation of an "applicant couple" is not very different from that of a "couple of applicants." Although it may be helpful for the internship to understand the couples match process, such an understanding is not essential. The internship will probably focus on the main issue (for the internship), which is to make good matches with however many interns they need.

Some internship programs do have restrictions on the number of interns they will accept from a particular doctoral program. In that case, the chances of a couple matching to that same internship program are low. Internship programs that do not have such restrictions will typically consider the pros and cons of having a couple in the same internship. As noted previously in this chapter, most pros and cons centre on potential administrative and training complications. For example, some agencies have restrictions about members of the same family working in the same area. Another example might be that if the couple has very similar training interests, there might be a limited number of resources to provide the training – and

one partner might not receive as much of one training experience as the other partner. There may also be interpersonal concerns. This may be a particular concern in a small internship program, because two of the (small number of) interns already have a close existing relationship. There may be questions as to how this will affect the other interns. Internship programs may make decisions to separate the training of the couple as much as possible for these types of reasons.

In addressing these issues with internship programs, it is helpful for applicants to follow suggestions previously listed in this chapter. Specifically, it is helpful to let internships know that you are sensitive to complications around administrative, training, and interpersonal issues, and that you have successfully navigated these issues for some time. Highlight areas in which you are able to be flexible about training, and areas in which you strongly wish to receive training.

With all the previous information in mind, it is important to recognize that the internship will probably focus on the main issue (for them), which is to choose interns who will match well with the program. The things each internship program looks for in a match varies. Some programs aim for a close match between what the internship offers and the training needs and goals of the applicant. Other programs focus on particular training characteristics in applicants and/or interpersonal matches. There are probably an infinite number of ways in which we all find our matches so it is important that you know what you want through the process.

On a final note, please remember that most internship programs would be happy with most applicants – and most applicants would be happy with most internship programs. The brass ring that we all try to grab in this process is the “excellent” match – when everyone, internship personnel and applicants/new interns, are all deliriously happy with the match! Finally, trust the computer match process. It works well for everyone (including couples!), especially if you list your true choices based on your thoughts and feelings about the internship sites.

ONLINE SOURCES OF INFORMATION

- Association of Psychology Postdoctoral and Internship Centers (APPIC): FAQ for Couples
www.appic.org/match/5_2_1_match_about_qa.html#couples
- National Matching Service (NMS): Psychology Internships – Couples
www.natmatch.com/psychint/apccoup.htm
- National Resident Matching Program (NRMP): Couples
www.nrmp.org/res_match/special_part/ind_app/couples.html

Only for the Most Discerning (read: Neurotic) Inquirer:

- Aldershof, B. & Carducci, O. M. (1996). Stable matchings with couples. *Discrete Applied Mathematics*, 68, 203-207.
- Roth, A. E. (2003). The origins, history, and design of the resident match. *Journal of the American Medical Association*, 289, 909-912.

Chapter 23: Interviewing: Preparation & Performance



Carmen Caelian, M.A. & Tina Wang, M.A.

Internship interviews – two words that spark fear in the hearts of many graduate students year after year. Although we are not going to try to convince you that interviews are a walk in the park, we will provide some useful tips to make the experience less harrowing. Perhaps you can begin boosting your confidence by thinking back to the many times in your life so far when you have successfully navigated an interview or other on-the-spot moment (e.g., when applying for jobs, graduate programs, practicum placements, or when defending your thesis, etc.).



Interview Scheduling

Advance Preparation: Interviews typically occur from December to early February, with the bulk scheduled for January. Free up your schedule during this time by providing supervisors with requests for time off well in advance.

Before you begin to get invitations for interviews, think about your interviewing priorities (e.g., in terms of rankings, geography, etc.). That is, if you could not successfully schedule interviews, at what site(s) would you sacrifice an in-person visit? It is best to think this through before you receive calls so that you do not schedule yourself at a site very low on your list only to end up with no availability for a top site. You may find it useful to use a blank calendar for December and January to map out your availability and interviews as they are scheduled.

As the interview invitations begin to come in, do not freak out if you have not heard from all your sites in the first five minutes or if you have not heard from sites that your peers have heard from – now is the time for patience. Remember that many students, even competitive ones, do not obtain interviews from all of the sites that they apply to. Additionally, sites often do not call all of their interviewees on the same day to book interview times. As you wait to hear from your sites, resist the urge to call training directors whom you have not heard from until the official notification date has passed (set by APPIC as the recommended, not required, date by which sites should notify students of their interview status). That said, if you have scheduled most of your interviews and are waiting to hear from a site or two to finalize your schedule, you might wish to contact the training directors at these sites. If so, be courteous and try not to sound pushy but explain your situation and ask if there is any way to find out your status. Conveying to the site that you really want to include them in your interview schedule (and are not just impatient) may help. Perhaps you could say something like: “I am very interested in your program and want to ensure that I can schedule a visit to your site if I am invited. Is there any way that I could find out my interview status at this time?”



As you begin to schedule interviews, you may encounter a situation where you need to ask a site to wait for a short period of time (e.g., a day or two) before settling on a date for your interview. Perhaps one of your top ranked sites has not contacted you yet and you do not want to risk not having a spot for them. Alternatively, you may have several internship sites that are geographically close together but far from home and you may need to schedule them near each other in order to afford the airfare. In these situations, it is appropriate to ask a site for a few days grace but you should be careful how you go about it as not all sites will view this request kindly. For instance, some of my sites were very accommodating and recognized that the interview process can be costly to students so did not mind waiting a few days for me to confirm my schedule. In contrast, one of my sites conveyed that they regarded my request as a sign of low interest because I did not commit to a date on the spot. If you decide to ask for some time,

convey to the site that you are very interested in their program and are very excited to be offered an interview but that you would appreciate a few days to finalize a date so that you can coordinate interviews with other 'away' sites.

You will find that many sites have blocks of time set aside for interviews (e.g., a certain week in January). Although they try to schedule all applicants during this timeframe, some sites are open to scheduling another date for you if you cannot make their allotted times. Just keep in mind that you might not get the same experience as other applicants who interview in the allotted timeframe. For instance, the site may have arranged for you to get a site tour, meet certain training supervisors, be interviewed, have lunch, and meet with the interns during your visit – if you visit the site outside of their allotted timeframe, they may not be able to offer all of these experiences.



What about phone interviews?

At some point, you may need to consider doing phone interviews if you cannot schedule all interviews in-person, cannot afford to travel to all of your sites, or wish to interview at lower ranked sites but not in person. While some sites have no problem with phone interviews, and do all they can to persuade you that they do not prefer in-person interviews, others will convey (directly or subtly) that they view phone interviews as indicative of low interest/motivation. The decision is completely yours in these cases and you may find the following pros and cons helpful in deciding what to do:

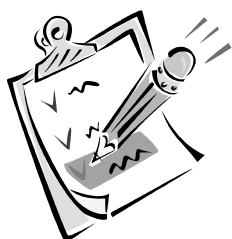
PROs:

1. allows you to interact with people at a site when you cannot afford/manage to visit in person
2. can still formulate some impression of those you will be working with over the phone
3. can ask important questions to help you make rankings and can clarify information
4. can make more of an impression on the site than your paper application allows
5. can interview in the comfort of your own home and reduce some of the pressure of interviewing in person (you can even wear sweats or pyjamas if you like!)
6. can have prepared notes in front of you if needed

CONs:

1. more difficult to get an impression of the people you will be working with than if you visited in person
2. site may view your decision to do a phone interview as a sign of low interest
3. cannot see the physical site, office space, the city, etc. for yourself (somewhat scary if you have to move there and you have never visited the city before)
4. may not be able to convey as great an impression of yourself as if you visited in person
5. some people find phone interviews more stressful than in-person interviews because they cannot read nonverbal communication, have to deal with phone line echoes, etc.

If you decide to do phone interviews, see the 'How-To and Do-Not-Dos' section for tips.



Interview Preparation

One way to manage performance anxiety and develop confidence in your interviewing skills is to prepare and practice exactly what you will be asked to do. Begin by developing a list of questions that are typically asked by training directors and supervisors during interviews (*see the end of this chapter for a list*). You may want to ask prior years of internship applicants to recall what they were asked, particularly any unexpected questions. Next, practice generating answers to those questions that you anticipate being asked at most sites. Depending on how much time you have to do this, you may want to think of at least a few points you would touch on for the most commonly asked questions.

Once you have thought about and taken notes on your responses, set up some mock interviews to practice. Think carefully about whom you practice with, as it may not be wise to practice with students applying to the same sites as you. You do not want to offer sites the same answers as everyone else from your program. You may find it helpful to practice interviewing with your supervisor(s) or graduate students who are not in the applicant pool this year.

Why practice? Practicing being interviewed offers the advantage of familiarizing you with the experience of being on the spot, having to think intelligently on your feet, and having to produce articulate answers to questions. It also helps you to identify topic areas that you are not as confident about so that you can brush up before the interviews.

Generate a list of questions that you wish to ask training directors, supervisors, and interns at each site (also see the question list at the end of this chapter for help with this task). Prepare separate lists of questions to ask training directors/supervisors and interns for each site. Leave space to jot down your answers.



While part of the interview process is devoted to information gathering (by you and the program), the interview is also a chance to get to know people at the sites. It is crucial to attempt to establish rapport and “make a connection”. Demonstrate how you are an interpersonal match to their site and would be good with clients/patients. Although you cannot force or practice this, keeping relaxed and grounded during the interview process will enable you to be yourself.

At this stage, you also want to give some thought to what you are going to wear to your interviews. (*see Chapter 24 for clothing tips*).

Before you leave home to travel, print out copies of your CV, APPIC application, and cover letter for each site so that you can bring them to each interview. Although most interviewers will bring this information, it is worth having an extra copy or two in case someone forgets their copy or you need to refer to it. This also allows you to review the information you sent each site the day/night before your interview. Bring information/brochures about each site so that you can review immediately prior to the interview. You can't know the brochure too well! You want to be aware of unique features of the sites and avoid asking questions to which answers are provided in the brochure.

While some programs will provide you with advance notice about who will be conducting interviews, in other cases, you will not know until you arrive at your interview. You may want to make “Faculty Cheat Sheets” for each site.

Internship Program:

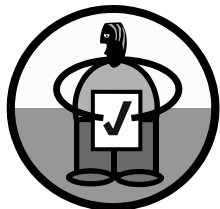
Faculty Name	Service/Rotation	Research Specialty	Question

In packing your bags to travel, think about where you are putting things in the event that your bags end up on the other side of the country (I do not know of anyone who had this misfortune but, best to be prepared). Some people pack everything into carry-on baggage and then get their interview outfits pressed/dry-cleaned at their destinations. Personally, I did not want to have to worry about finding a good drycleaner on my first visit to a city. I also had a lot of 'stuff' along for the ride and had no chance of fitting everything into one small carry-on bag (I was able to schedule 6 of my 'away' interviews in one long cross-country trip!). I decided to put a 'back-up outfit' in my carry-on baggage that was basically a pair of suit pants and a nice top along with the various undergarments and toiletries that one would need if left bag-less for a few days. I also carried all of my interview paperwork in my carry-on bag so that I would have it with me at all times (both so that I wasn't stranded without it and so that I could review things on those long flights with no in-flight movies!).



If you are a Canadian citizen planning to cross the border into the United States for interviews, be sure to have the necessary documentation (i.e., passport, birth certificate, etc.) to get into the country. It is also a good idea to have some kind of paperwork to prove that you are going south for an internship interview. I was hassled at the border by a border guard who was convinced that the medical school I was traveling to interview at did not exist (and it was a state-wide medical school!). Fortunately, I had printed out the email inviting me to interview at this site (more so that I had the directions to get there rather than to 'prove' what I was up to) and this was enough to convince the guard that I was going where I said I was going.

At last, you are now ready to take off!!!



Interview How-To and Do-Not-Dos



⇒ The night before...

- Eat a good meal – this is not the time to be adventurous so stick with what you know
- Review the program information for the site you are about to interview at
- Review your cover letter – remind yourself of the rotations you expressed interest in (after a few interviews, it can be hard to recall what rotation goes with what site)
- Go over questions you expect to be asked and main points you wish to include in your answers
- Identify questions you wish to ask from your master list of questions (I had a one-page print out of questions for training directors/supervisors and another for interns and would highlight the questions I wished to ask at each site - make sure you do not plan to ask questions that you should have known the answer to if you read the brochure properly)



- Iron your clothes, get your bag packed etc. to save time in the morning
- Make sure you know how long it will take you to get to the internship site from your hotel so that you allow enough time in the morning
- Arrange for a wake-up call and set the in-room alarm (I brought a really cheap battery-operated travel alarm clock from IKEA that I could take with me so that I didn't lose sleep worrying about a power failure or forgotten wake-up call - cost = \$2, seriously)
- Get a good night's sleep

⇒ The morning of...



- Eat a good breakfast – force something down even if you are nervous
- Bring a snack in case you get the munchies while at the internship site
- Bring a bottle of water – nothing like a dry mouth when you are trying to articulately answer those interview questions
- Bring cash for cab fare, lunch, etc.
- Nylon wearers beware – tuck an extra pair in your bag in case of runs
- Come prepared for the interview (bring copies of CV, application to site, cover letter, questions to ask, paper to take notes, pens, etc.)
- Be early - better to be early and have time to get comfortable than be rushing, out of breath, and anxious as you just make it or are late to your appointment
- If you know you'll be late (e.g., unexpected snow storm), try to call ahead and let the site know; if possible, give an estimated time of arrival and ask if they would prefer to start your interview late or reschedule your interview for later in the day

⇒ **Once you arrive at the site...**

- Find where you are supposed to be even if you choose to wait elsewhere
- Stop reviewing your note 5-15 minutes before you are due to start so you look composed when the interviewer comes to get (as opposed to hurriedly rifling through your notes and shoving stuff in your bag)
- RELAX – remember that they asked you there for a reason and *they* are competing to get *you* as an intern just as much as you are competing to get a spot in their internship program. The site saw something in your application and *they invited you*

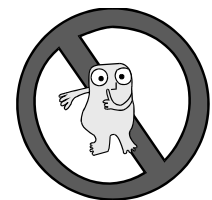


⇒ **During and in-between interviews**

- Convey your enthusiasm no matter how tired you get – it may seem that you sound like a broken record by the time you have interviewed at several sites but remember that each time is the first time that the site has met you
- Stress the match between your goals and what the training program offers – you will find that this is very easy to do at the sites where you truly match and this information is helpful in making your ranking decisions down the road (if you really had to work it to make the match, perhaps it isn't the best site for you)
- You may find it useful to present your training goals in terms of areas in which you seek depth of training vs. areas in which you seek breadth
- If you bring notes into interviews with you (e.g., a list of questions to ask interviewers), refrain from referring to your notes to answer questions



- Never discuss your ranking information with a site. APPIC regulations prohibit discussions of rankings.
- When asked if you have questions for the interviewers, absolutely DO NOT say 'no' - most interviewers will view your asking of questions as indicative of your interest and the effort you put into researching their sites
- When asking questions of interviewers, take notes - it will be very hard to recall the answers after you have asked similar questions at different sites - if you are not comfortable taking notes during the interviews, do it soon after so you do not forget
- Take advantage of your time with interns - ask them questions about the placement, the supervisors, the rotations, the city, etc.
- Even if interns truly have NO impact on the selection process, present yourself professionally and do not share information that you would not want the selection committee to know
- Adopt a professional demeanor when talking to other applicants at sites - remember that they may be students at schools whose programs you will interview at - you do not want those students to take back less-than-flattering information to training directors/supervisors
- If you plan to send thank you notes (see 'Post-Interview Contact' section that follows), obtain the email addresses of all the parties you wish to send a note to while you are at the site



Smooth Operator: Phone Interview How-To and Do-Not-Dos



1. if you have never done a phone interview before, ask a trusted colleague or friend to practice with you beforehand
2. have printed copies of your application package before you so that you can refer to them as needed



3. have a big glass of water within reach so you are not smacking your lips with thirst all the way through the interview
4. try to use a land line rather than cordless or cellular phone so that the phone battery does not prematurely end your interview
5. set yourself up in a quiet room with few distractions
6. sit, do not pace.

Sample Interview Questions



Before you begin browsing through these questions and feeling the panic rising as you realize just how exhaustive this list is, please remember that you do *not* need to have a well-prepared answer to everything on this list. The purpose of this list is to provide you with an idea of the types of questions you may be asked during your interviews so that you can begin to think about how you might respond. You may want to think briefly and/or jot down points about how you might tackle questions.

Remember that one purpose of the interview is to see how you think on your feet and how well you can formulate your thoughts and deliver an articulate response in-the-moment. You do not want to prepare so much for your interviews that you sound like a robot. Likewise, you may get questions that are slight twists

on those below – you do not want to prepare an exact answer and get thrown when the question is asked differently.

Questions you may be asked...

Personal/professional:

1. How did you become interested in psychology?
2. How did you become interested in perfectionism research?
3. What would you do if you weren't in psychology?
4. What do you see as your clinical strengths and weaknesses? How do they influence your work? What have you done to deal with shortcomings?
5. What are your goals for internship? In five years?
6. What is your favorite supervision style and why?
7. Why are you here?
8. What non-psychology experience has helped shape your professional identity?
9. Where do you see the profession heading?
10. What qualities are characteristic of a good clinical psychologist (or supervisor)?
11. What is the role of the psychologist in a multidisciplinary team?

Purely personal:

1. Tell me about yourself? (include both professional and personal interests)
2. What do you see as your personal strengths and weaknesses?
3. What do you do in your spare time?
4. What unique qualities would you bring to our training program?

Research:

1. What is your Ph.D. thesis topic? How is your research progressing?
2. How did you get interested in your Ph.D. thesis topic?
3. What is the clinical relevance of your Ph.D. thesis topic?
4. What are some of the ethical dilemmas posed by your Ph.D. thesis research?
5. What research would you want to pursue here?

Ethics

1. Tell me about an ethical problem you have been faced with and how you handled it.
2. Under what conditions can/should psychologists break confidentiality?
3. Review this vignette and discuss the ethical issues involved and how you would go about addressing them.

Assessment:

1. Tell us about an instrument with which you feel competent.
2. What psychological tests are you familiar with?
3. What is your opinion on projective tests?
4. Conceptualize a recent case (or conceptualize a case presented to you as a vignette).
5. What further assessment training do you need?

Treatment:

1. What is your greatest strength as a therapist?
2. What type of client is most difficult for you to work with? What type of feelings do you have towards such clients? How do these feelings interfere with treatment?
3. What is your orientation in therapy?
4. What do you think of dynamic approaches?
5. Talk about a therapy case you had. How did you conceptualize the case? What was most effective?
6. Describe a difficult case or one that did not go according to plan.
7. Describe a case that was unsuccessful. Why?
8. What sorts of supervisors have you had? What type of supervision works/doesn't work for you?
9. Tell me about a negative/rewarding supervisory experience.
10. What further therapy training or experiences do you need?
11. What empirically validated treatments are you familiar with?
12. What is your opinion on psychologists having prescription privileges?
13. Has any client challenged your fundamental beliefs about life? What was that experience like? How did you manage it?
14. Have you had any experience with group therapy? If so, describe.
15. Have you had any experience with co therapy? If so, describe.
16. How do you describe your therapeutic style?

Credentials:

1. What were your GRE scores? GPA?
2. How many graduate programs accepted you?
3. Why did you choose your training program?
4. What are the strengths/limitations of your graduate program?
5. Why should we accept you over the other equally qualified candidates?

Client/Patient Information:

1. What sorts of clients have you worked with? Which were you most comfortable with? Least comfortable with? Most effective with?
2. Have you worked with clients such as the ones we have here?
3. How do you work with and understand people with different ethnic or cultural backgrounds?

Recruiting

1. How do you see our program fitting with your goals (for internship or professionally)?
2. What rotations are you interested in?
3. Which of your interest areas are addressed by our program? Which aren't?
4. Where else have you applied and what attracted you to these places?
5. What settings are you actively considering?

Miscellaneous

1. What else would you like me to know about you that is not apparent from your CV?
2. What is the one question you would not want me to ask you?
3. What is your experience working with other professionals on a multidisciplinary team?
4. Describe your understanding of child development and how it guides your clinical work.
5. If you could have one (psychology) textbook on your bookshelf, what would it be and why?
6. What books/articles have you read recently?
7. Describe your experience providing informal/formal consultation.
8. If I gave you half a million dollars to conduct research in adult/child psychopathology, what three issues would you most want to investigate and why?
9. One of the tasks during internship is to begin to make the transition from a student role to a professional one. How will you know when you are ready to make the transition to more independent practice?

Questions to ask training directors/supervisors...

1. Can you tell me more about ____ rotation?
2. What types of positions do your interns typically take after internship?
3. What is the division of assessment/therapy/research in a typical week?
4. Tell me more about your area of research.
5. What is a typical day like for an intern here?
6. What are you looking for in an intern?
7. What interested you in my application?
8. What has the impact of managed care been on the program (if applicable)? How has it affected the rotation(s)? Affected the length of stay? Affected the role of the intern?
9. What is the relationship between psychology and other disciplines here?
10. What do you think the strengths of this internship are?
11. What do you think makes your internship program unique from other similar programs?
12. How are rotations assigned? Do interns typically get the rotations they request?
13. What theoretical orientations are represented in your program? Which is most strongly represented?
14. How much of an emphasis does your program place on research?
15. What are the opportunities available for research here?
16. How are research topics assigned?
17. Are interns on call after hours? If so, how does this work?
18. What office resources are available to interns? (e.g., computers, own office, etc.)
19. What characteristics best describe the type of intern that best suits your site?
20. Is there an education fund to assist interns in attending conferences or workshops?
21. What type of programs do your interns typically come from?
22. Are there opportunities to gain experience in providing supervision to other trainees?
23. Have there been any chances to your program or staff from what was listed in the application materials prior to applying? In the coming year?
24. How many individuals do you interview for each position?
25. Do you ever accept more than one student from a given university?

Questions to ask current interns...

1. What do you like most/least about this internship site?
2. If you could change anything about this program, what would you change and why?
3. Compared to other similar programs, what do you think makes this program unique or special?
4. What is the quality of supervision provided? Do you get enough?
5. What is a typical rent in this city? Is affordable housing available nearby?
6. Does the stipend adequately cover rent for the year?
7. Is there time protected for research? What types of research do interns typically get involved in at this site?
8. What does your typical workweek look like? (i.e., division of assessment, therapy, research)
9. In an average week, how many hours do you work, including time at home?
10. Do you take a great deal of work home with you?
11. Are you on call after hours? If so, how does this work?
12. Do you feel supported by the faculty here?
13. How do interns get along here?
14. What is it like being the only child track intern? (if applicable)
15. Do you regard the physical resources (e.g., computer availability, office space, etc.) as adequate here?
16. At what point in your Ph.D. thesis were you when you started internship? How has that been for you? Do you have time to work on it while on internship if needed?
17. What rotations are you doing? What has been your most/least enjoyable rotation so far?
18. Do you socialize with other interns outside of work hours?
19. What was the most difficult thing to adjust to when you first started internship?
20. What was the biggest factor for you in choosing this internship program?
21. When you were interviewing last year, is there anything that you didn't ask that you think would have been important to know?
22. Does this site provide everything that they promised when you applied?

Sources:

1. Megargee, E. I. & Pederson, S.L. (1997). *Megargee's Guide to Obtaining a Psychology Internship* (3rd Rev. ed.). New York: Taylor and Francis.
2. Williams, C. (Ed.). (2001). *APAGS Internship Workbook 2001-2002*. Washington, DC: American Psychological Association of Graduate Students.
3. Graduate students who recently completed the internship application process and added questions to this list based on their experiences.



Chapter 24: Dressing for Success 101

Melanie Badali, M.A. & Candice Murray, M.A.

What NOT to Wear

Cut off jeans, bikini tops (especially when you consider internship interviews are January) etc. You get the idea. Use your best judgment. First, recall your last interview or conference presentation. What did you wear then? Did you feel comfortable and presentable? If you did, you may have something in your closet that is suitable (no pun intended). Now, think of the last interview or conference you went to...Do you remember someone else wearing something that made you sneer distastefully? Well, don't wear something like that.

What to Wear

Your internship fashionistas suggest something that is:

- Neat
- Presentable
- Conservative
- Comfortable (you may have to be walking around touring facilities or running/wheeling from office to office – you do not want to be in pain)
- Black 'power' suits were the garb of choice at the 2003 interviews we attended
- When buying your suit, check out how you look in the mirror standing up *and* sitting down. Does anything gape?

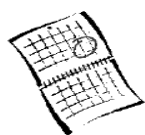


Letting your personal style shine through

Although we suggest that you go with a conservative suit, we also advocate letting your personal style shine through with accessories. For example, you could wear your favourite funky pair of earrings or the latest in pucci print blouses (under your suit). Our guess is that your style will be reflected in the cut/style of the suit you select and your accessories (shoes, jewelry etc.) will enhance the look.

Practical Tips

- Bring extra clothes (especially tops)
- Keep the bottom button of your suit jacket undone so your jacket doesn't bunch up when you sit down



Planning ahead

- Remember internship interviews occur after the holiday season, so make sure you have room to gain about 5-10 pounds (no sense in depriving yourself of baked goods etc. in December) and still look nice in your outfit

Travel Tips

- Make sure you wear a suit or nice outfit while traveling or pack one in CARRY-ON luggage
- Check if your accommodations (e.g., hotel) has an iron ahead of time
- Consider the weather & what types of clothes + accessories you may need to brave it. As internship interviews are typically in January, we're talking boots, scarves, coats, hats, gloves etc. The whole winter meal deal. This is probably not a problem for most Canadians – as a former east-coaster, I had access to old winter garb. However, I know many of my born n' bred in Vancouver colleagues had to buy, beg & borrow winter paraphernalia.



Cost



- Borrowing is a good alternative. If you know someone who is the same size as you, you're set
- Bags/briefcases etc. are one-size-fits-all, so this might be a good item to borrow
- If you can hold out until after December 26th to purchase your garb, you will find good clothing sales across the country. Word of caution: You may not be able to find your size so ensure to have a back-up plan if you hope to scoop up a suit at the last minute

Buying a power \$uit

Buy a suit. Seriously. You may think that all black is the same & your old suit jacket will look fine with the new black pair of pants you just bought because the matching suit pants don't fit you anymore...and we agree, you will look 'fine'. But if you want to look FABULOUS, go for something that matches. Alternatively, go for something that clearly doesn't match (e.g., a camel coloured blazer and black pants). The internship interview fashion gurus we surveyed advise avoiding the mushy it-sort-of-matches middle ground.



Obviously style is important and you want to look your best (professional, yet not too cookie-cutter). But in your quest to dress for success, remember to consider your COMFORT:

- *Temperature*
 - Always hot? Prone to sweating? Choose clothing made of material that breathes (e.g., natural fibres such as cotton as opposed to polyester). Blends including synthetic fibres offer a good compromise - they are usually more affordable, require less care (read: travel well) but still offer some of the attractive features of naturals.
 - Shivering even when it is 35 degrees Celsius outside? You may want to opt for a wool suit.
- *Itch Factor*
 - Do you find wool itchy? If so, avoid purchasing or borrowing a suit with a high wool component. Remember to try on suits with tops that are going to be similar to the one you will wear for the interview. Trying on your suit with a turtleneck in the store only to find that it itches when you wear a scoop neck blouse on internship interviews is something you want to avoid.
- *Wearability*
 - You want to look good for the interview but you also want to make the most out of your investment. Choose items that will work in different seasons & settings.
- *Colour*
 - Dark colours are more slimming plus any spills/stains will less likely be noticed.
- *Comfort in skirts, pantyhose & shoes that look good with them*
 - If you never normally wear a skirt, wear pants to your interview instead. The wearing of skirts introduces a whole new level of complexity into the process (e.g., runs in pantyhose/nylons, potentially uncomfortable shoes, what to do about winter boots, coat/jacket length etc.). Stick with what you know.

While dressing for success can be beneficial, we wanted to end off this section with a reminder that through the internship process...

“It's what's inside that counts!”

Chapter 25: Travel Tips

Rebecca Pillai Riddell, M.A.



Congratulations! The phone calls, emails and faxes are coming through - You have earned interviews, a big accomplishment. As you prepare to jet-set across the continent, you may find the following travel tips helpful.

I. Think about traveling before you even hear about interviews

Time & Money

Clear your agenda in January of any major personal and professional deadlines. Be flexible in regards to availability. If you will be taking courses in the winter term, consult with your professors about missing a few weeks during the month for internship interviews. Anticipate how this will impact your clinical work. Inform clients (when appropriate) and supervisors that you may need to re-schedule sessions in January, depending on your interview schedule.

Start saving for your travel costs in advance. Depending on how many interviews you attend, the cost of travel can be astronomical. The average Canadian applicant had seven interview offers. My traveling experience during 2002, suggests that student fares from Vancouver to Halifax were roughly \$780.00; Vancouver to Toronto \$500.00 and Vancouver to Winnipeg (or Toronto to Halifax) \$350.00. Expect a decent hotel that is centrally located in major Canadian cities to cost between \$75.00 and \$100.00. Airport taxi transfers to or from any major Canadian city (obviously dependent on where you are staying) will cost around \$35.00. Most hotels offer shuttle buses to and from the airport for around \$10.00; check it out when you book the hotel. Also budget for transportation to and from interviews. Staying out in the boondocks to save on hotel costs can easily be negated by paying a fortune in cab fares or car rentals. Read below for cost-saving travel tips.

Where do *you want to interview?*

Having prepared your applications, you have some idea what your top choices are (be prepared for that to change after you interview!). Realistically, you may have to do a phone interview at a lower-priority site to be able to interview face-to-face at a high priority site. It is important to have a general idea of your preferred choices so that you can make these types of decisions on the spot. A good rule of thumb is that if you really want to go to a site, go and visit them in person. While sites often will treat phone interviewees without prejudice, you are better served by seeing where you could spend the next year. Phone interviews save money, so for your lukewarm sites it may be suffice to talk to them on the phone.

You will most likely be restricted by some sites who will give you a firm date. But it doesn't hurt to think ahead! Get out a map and a blank calendar for January and think about an ideal schedule for the month of January. Block off the dates (in pencil!) for sites that have already published their interview dates in their brochures. This way when sites call, you can be a bit more prepared to try and ask for flexibility (again this may not be a possibility) if a site's interview date does not fit with your schedule.

While it can be a matter of personal stamina, I would suggest not scheduling more than one interview a day. Many people underestimate how exhausting traveling is and when combined with "selling yourself" over and over again, you'll be glad to do one site a day. Also this will help keep the characteristics of sites more distinct in your mind after your whirlwind tour is over. Finally, having space between interviews also helps account for things out of your control (missed plane connections, inclement winter weather, etc.).



II. When the calls and emails come in

You will have no control over the order in which your interview notifications come. Many of us on the interview track last year found out about a few interviews well after the Interview Notification Date. While you want to book the cheapest combination of flights and hotels, unfortunately unlike a GRE logic puzzle, there is not always a perfect solution.

If you are heading in *one* direction, plane flights can be arranged as multi-stop tickets and will save you a bundle. Check on your handy dandy map (or go to mapquest.com) and see if there are sites within driving distance of each other. If so, keep in the back of your mind that you could visit them on back-to-back days. Once again, be prepared to have to fly back and forth to an area because you couldn't book them on the same flight.

When the interview offers come in (and after you have thanked them for this opportunity), see how their time slot fits onto your calendar. Sites that notify you early are much easier to arrange than trying to fit in the sites that notify you later. If you find that their interview time does not work at all – DON'T PANIC- ask them the following questions:

- 1) Are they flexible at all with the date or with the time?
- 2) Can you call/email them back later today with your answer? This gives you an opportunity to re-visit your schedule and perhaps change a prior face-to-face interview into a phone interview.
- 3) What is their policy on phone interviews? Do they "prefer" applicants to come in or are they adamant that phone interviewees get hired every year?
- 4) How long will the interview last (1 hour versus 1 day?)

Making travel plans

Two good sources for cheap student travel deals are: Travel Cuts and www.expedia.ca. Expedia also comes in very handy when booking hotels. APPIC also lists Travelocity, Orbitz and Hotwire as other possible travel web planning tools. Price compare between your sources and go for the better deal. For people collecting frequent flyer points, check in advance if your fare class earns points. Sometimes for \$30-50 extra dollars, you can buy a fare that earns points. Don't be shy about asking the person who offers you the interview, if they can suggest an economical hotel that is close to the interview site. Also think of your network of graduate student colleagues who have studied from across Canada- send out a quick email to your departmental listserv asking individuals if they can suggest a safe and cheap hotel close to the interview site.

Get your wallet out! But not for cash, for any membership cards you have in there. At every hotel or car rental place you book, ask about their discounts AFTER they quote you a price. It can be worth spending an extra five minutes trying to figure out the best deal! Discounts that may be available to you include:

- Indicate that you are interviewing for a job/program at the University of X, and ask for a preferred rate for the University of X?
- Basic Student Card discount
- Check with spouses and parents to see if their professional societies, colleges or bodies of this type offer discounts and book using their I.D. number
- If you work at a provincial institution and you have I.D., you may be eligible for a provincial government rate
- Canadian Automobile Association offers discounts with your membership card
- Your friendly neighbourhood credit card customer service agent up should be able to tell you if they offer any discounts if you pay with their card
- Check out the APPIC website for any travel deals they have secured for interns interviewing in your particular year. In 2003, only 7% of applicants used the discounts APPIC negotiated.

Happy Packing and Bon Voyage!!

Chapter 26: Post-interview Contact

Carmen Caelian, M.A. & Tina Wang, M.A.



Thank-you notes

Must I send them you ask? Well, that is completely up to you – if it is your style to do such things, then go for it, but if it is not really you, then skip it. Whatever your decision, most training directors stress that a thank-you note will not impact your standing one way or another. Some training directors even go so far as instructing those involved in internship decisions not to consider thank you notes and others will instruct applicants not to send them.

If you decide to go ahead, keep it simple. Use a thank you note as a courtesy rather than an opportunity to leave one more lasting impression on the reader. With today's technology, e-mail thank you notes are completely appropriate and offer the advantage of arriving promptly. That said, be sure to check the APPIC website and your application materials for the preferred method of contact for each site (in case they prefer regular mail). You may choose to send thank you notes to the training directors but may also wish to thank others you met during the interview process. If so, be consistent and don't send thank you notes to some interviewers but not others.

What might you say in such a note? Below are examples of e-mail thank you notes that you can tailor to your own situation:

Dear Dr. Nice,

It was a pleasure meeting with you and your colleagues on January 22nd. Thank you for such an informative and enjoyable internship interview day. After my interview, I felt enthusiastic about the prospect of working in such a stimulating and collegial environment. Many aspects of your program appeal to me including the "a", "b" and "c". I was particularly impressed by your openness to providing training to interns who have interest in "d".

Although my primary goal on internship is go broaden my clinical training, I was especially pleased to hear about your interest in "e" research. Your work with Dr. Bigshot is of particular interest. I would be most excited to work with you on research "f" and "g" if I am fortunate enough to be matched your site.

I feel very positive about my interactions with faculty and the current interns at Underfunded Hospital and appreciate the warm reception I received. Underfunded Hospital appears well matched to my internship goals of broadening my clinical experiences and skills in the area of "h". As well, the opportunity to pursue my interest in "i" through research would be most welcome. I t would be a pleasure to work with you during my internship.

Sincerely,

Dear Dr. Pretend,

Thank you for my interview at Make-Believe Hospital and for your interest in me as an applicant. I really enjoyed meeting you and your colleagues and learning more about your internship program. It was also pleasant to explore your city and I feel fortunate to have visited in person. I wish you all the best for the remainder of the internship process.

Sincerely,

Dear Dr. Smart,

It was a pleasure meeting with you and your colleagues on X. After my interview, I felt _____ about the prospect of working in such a _____ environment. Many aspects of your program appeal to me including the opportunity to consolidate my skills working with individuals in _____, as well as gain experience with clients with _____.

Your work on the "Intense" Unit is extremely interesting. I was particularly impressed by the respect you show for your clients as well as your attention to ensuring that a trainee is ready for this experience. I was also pleased to hear that you are interested in the fascinating topic of "X". I have enclosed a copy of the article, "On Knowing X", which I co-wrote with my research supervisor Ms. Brilliant, for your perusal. If you would like any further information, please do not hesitate to contact me.

I feel very _____ about my interactions with faculty and the current intern at Budgetcuts Hospital and appreciate the warm reception I received. The Budgetcuts Hospital program appears well-matched to my internship goals, as I aspire to train in a _____ setting where I can _____. I would be _____ to work with you during my internship or in the future.

Sincerely,



Follow-up Questions

After you return from your interviews and before you submit your rankings, go over your notes from each site to determine whether you have remaining questions or require clarification of information. If you have questions, ask them but be sensitive to others' time. Sometimes, training directors may contact you after your interview to ask you further questions or otherwise follow up. Be careful not to interpret this contact as an indication that they are very interested in you. Although that may be why they called you, they may also be calling all interviewees.



Chapter 27: The Co\$t of Applying for Intern\$hip

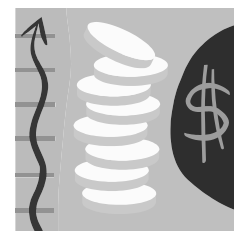
Carrie L. Hicks, Ph.D., & Stephen C. Shaw, Ph.D.

There is no denying that applying for internship is going to cost you! We recognize that, until now, some of you may not have even considered the potential costs involved, because you focused on meeting your program requirements and ensuring that you are ready to apply. Despite the substantial costs involved, most of us accept that this is a "cost of doing business" with respect to our overall training program and career goals. Try utilizing aspects of cognitive dissonance theory (e.g., As the cost reveals that you are finally on the "home stretch" of your training program, it must be a GOOD cost). In all seriousness, whether or not the costs are "worth it," they will present a financial hardship for some applicants. Accordingly, this chapter is designed to increase awareness of application costs for budgeting purposes, and to present cost-saving tips.

And the Grand Total Is...

...ultimately your choice.

We are of two minds about giving you a bottom line dollar figure for how much applying for internship is going to cost. On the one hand, it is important for you to be able to budget and plan. On the other hand, we would rather not start tossing hefty dollar figures around and raise your anxiety. In general, there tends to be great variability in the costs for different applicants.



At a minimum, you should anticipate spending at least \$500 in the application process; however, that figure would be based upon doing interviews by phone and not visiting any sites not within a reasonable driving distance. Currently, very few applicants select this option, although there is an increasing trend toward sites offering phone interviews only. Many sites are becoming increasingly sensitive to the travel costs involved and the fact such costs may place some applicants at a disadvantage.

At the upper end, it is not unheard of for applicants to spend \$3000 or more in the application and interview process. Keep in mind that spending the extra money to visit a site may come across as a demonstration of interest, but it does not necessarily make you a better candidate. Undoubtedly, for some applicants there are advantages to visiting several sites, especially if they make a better impression in-person. In the end, it is a good idea to consider your personal strengths and weaknesses and then weigh the relative costs and benefits of spending more on the process. No matter what you decide, you do not have to break the bank to get the internship of your choice.

Where Will Your Money Go?

Direct Application Costs



You will incur a number of direct application costs including:

- 1) **The NMS registration fee** - \$100 USD (\$80 match fee plus \$20 for access to APPIC Online Directory) if you are from an academic program that is an APPIC subscriber or CCPPP member.

Alternatively, the match costs \$130 USD (\$80 match fee plus \$50 for access to APPIC Online Directory). Canadian dollar estimate: range from \$135 to \$180.

- 2) **Postage** - Mailing costs vary. Express delivery services typically cost from \$10 to \$15 per application. In addition to shorter delivery times, these services have the advantage of providing 'tracking' of your valuable items.
- 3) **Stationery** - Budget approximately \$50 for basic supplies (paper, envelopes and fasteners) and up to \$100 if you opt for special paper and folders.
- 4) **Photocopying** – As you will be asked to send multiple copies (usually 3 or 4) of your completed application to each site, your photocopy bill will quickly add up. Budget approximately \$10 to \$15 for photocopying per site.
- 5) **Transcripts** – Official transcripts typically cost between \$5 and \$8 per transcript when universities send them out by regular post. When the applicant requests courier or express service, the cost increases to \$12 to \$20 per transcript.
- 6) **Application fees** – Some U.S. sites require an application fee (typically \$10 to \$25 USD) to cover the administrative costs of processing your application. From our search of the APPIC Online Directory and based on our own experience, Canadian sites do not currently charge any such fee.

Cost-Saving Tips:

- ▶ Complete your applications in plenty of time so that you can send them by regular mail. Within Canada, costs for regular mail are as low as about \$2 per application. For an additional \$4 to \$5, to ensure safe delivery, you can send your application packages by registered mail.
- ▶ Using special heavy bond paper for your application is typically considered unnecessary. However, if you decide that you want to use it to make your application stand out, consider using it only for your cover letter or CV, rather than for the entire application.
- ▶ Order transcripts early to avoid the need to incur courier or express delivery charges.
- ▶ For sites that require multiple copies of your transcripts, check if one official transcript in a sealed envelope accompanied by additional photocopied versions would be acceptable.



Travel ~ See Chapter 25 for more details.

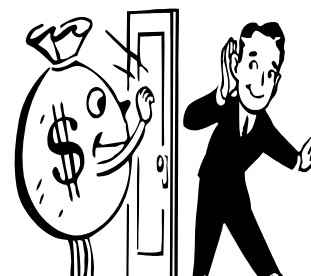
- ▶ Opt for phone interviews.
- ▶ Consider coordinating with other applicants from your academic program (unless you are especially competitive) to split the travel and lodging costs.
- ▶ Coordinate your out-of-town interviews by region so that you pay less for airfare.
- ▶ When making flight, room and car rental reservations, be sure to ask about discounts and investigate whether the cheapest price is available on-line, by phone, or through a travel agent.

Other Costs

You can expect to have some additional costs during the application process. Most applicants have higher than usual phone bills, particularly those who do telephone interviews (obviously!). You may also want to buy a new outfit for your in-person interviews. Although money may be a concern during this process, if a new outfit will boost your confidence and help you feel 'more professional', then go ahead and buy one (see Chapter 24 for tips). Additional and somewhat unavoidable costs may also include lost wages from part-time employment and extra childcare (or petcare!) costs.

Getting the Best Bang for Your Buck

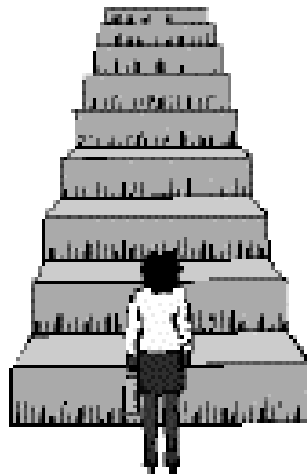
The following table provides a direct comparison of the costs involved in taking the more costly versus the more economical approach when applying for internship. You may not always be able to select from the economical column, but the more you can, the more likely it is that you will get the best bang for your buck. For the table below, the hypothetical applicant is interviewing with 10 Canadian sites. Please keep in mind that although we have researched the numbers in the table below, they are only estimates.



The “Spenders” vs. the “Savers” Approach to the Application Process

Expense	Cost	
	Internship Applicant “Spenders” Approach	Internship Applicant “Savers” Approach
NMS Fee (in CDN)	\$135	\$135
Postage Courier vs. Regular	\$150	\$75
Stationery Special vs. Regular	\$100	\$65
Photocopying	\$120	\$120
Transcripts Courier vs. Regular	\$150	\$60
Airfare, hotel, car rental & meals	\$1750	\$0
Phone charges	\$12	\$90
New outfit Suit vs. Pyjamas (!)	\$120	\$0
TOTALS	\$2387	\$545

Step 5



Making Decisions

Chapter 28: Making Decisions

Melanie Badali, M.A.

After you complete your interviews, you might want to re-evaluate your rankings. Some sites may seem more or less appealing to you now. You may even find that there are some sites you no longer want to rank.



Go back to the notes you made in Part III (Choosing internship Programs) and add information you gained during the interview process.

Review the notes you made in Part I (Self Exploration) to remind yourself of or reevaluate your priorities.

Set a date for completing a post-interview rank ordered list that is well in advance of the deadline set by the National Matching Service.

My final ranking date is: _____

(Submit rankings to National Matching Service on this Day)

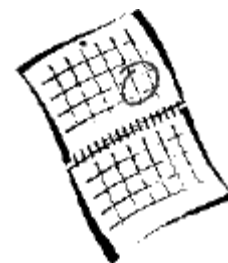
Read articles on decision-making.

- Alan Stewart and Elizabeth Stewart have written articles on personal and practical considerations of applicants (Stewart, A.E. & Stewart, E.A. (1996). *Professional Psychology: Research and Practice*, 27, 295-303) and developed a paired-comparison ranking decision-making technique for choosing a psychology internship (See Stewart, A. & Stewart, E. (1996). *Professional Psychology: Research and Practice*, 1996, 27, 521-526).
- Mary C. Jacob's has developed an internship decision grid. (See M.C. Jacob (1987). *Counseling Psychologist*, 15, 146-155).

Suggestions for a smooth Ranking Day

- Make a plan for ranking day (see the next page for an example)
- Review through personal and professional goals
- Review through lists of pros and cons created before & after interviews
- Review literature on decision-making techniques for choosing a psychology internship
- Make decisions & discuss with loved ones
- Discuss decisions with Director of Clinical Training &/or Faculty Supervisor
- Pat self on the back/Congratulate self for all the hard work done
- Remind self: Applying to and completing an internship is not easy but if I am ready and willing to work hard, I CAN do it

Sample Ranking Day Plan



Check off the things you will do and/or make plans of your own

Morning

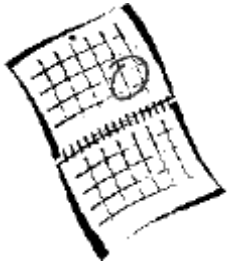
- Get up one-half hour earlier so I have time for a leisurely breakfast
- Take special care with my appearance and wear something I feel good in
- Have a healthy, well-balanced meal for breakfast
- Step outside immediately after breakfast and take five slow, deep breaths
- Take a different route to work and notice the scenery
- Tell three people that I am making my rankings for internship today
- If I am a morning person, make rankings now
- _____
- _____
- _____
- _____

Afternoon

- Eat lunch in the park and go for a short walk
- Every time the phone rings, take a deep breath before I answer it
- Phone a friend who is has made a similar decision in the past
- Keep a glass of ice water handy and sip frequently
- Phone my support partner
- If I am at my best in the afternoon, make ratings now
- _____
- _____
- _____
- _____

Evening

- Re-read my reasons for choosing various programs
- If I am a night-owl, make ratings now
- Practice breathing exercises until I fall asleep
- _____
- _____
- _____
- _____



My Ranking Day Plan

Morning

Afternoon

Evening



My Ranking List – Post-interviews

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Chapter 29: Submitting Rank Ordered Lists using the ROLIC System

Rebecca Pillai Riddell, M.A. & Melanie A. Badali, M.A.

After months of preparation, it all comes down to the “Rank Ordered List”. It is weird to think that all that research and soul searching will come down to such a small piece of internet word processing but in the end it does! Explicit instructions on how to use the Rank Order List Input and Confirmation (ROLIC) system are available online at the National Matching Service website (www.natmatch.com/psychint).

The best thing to do to start this final step is to navigate to their website and print off the instructions well in advance. Ensure you understand the steps and solicit technical support (available from the website) if you are having difficulty.

Step One: Prepare

Go to the NMS website and familiarize yourself with all the information they provide for applicants regarding the ROLIC system. Pay particular attention to the final submission deadlines. Generally, the deadline for obtaining an applicant number is early December (the year you apply) and the list submission deadline is in early February (the year you will begin internship). They have an applicant worksheet to fill out prior to your submission list – be sure to print that off too (www.natmatch.com/psychint/appwksht.pdf).

Step Two: Re-evaluate

Throughout this guidebook, you have been asked to think about your professional and personal goals. Now it comes down to prioritizing. Obviously the ideal internship will meet all your goals. But with the vast pool of applicants vying for positions, it is important to recognize that you may be in a position where some of your priorities will not be met. Internship is a requirement of all APA/CPA accredited training programs; so completing this requirement is the obvious overarching goal. However, the site you choose to fulfill this requirement can take on many shapes. Supervisors, training directors, colleagues and family members will all have important input but your rank-ordered list represents your synthesis of all these varied sources of information. When trying to evaluate your priorities keep the following in mind:

- Internship is only one year of your life. For many individuals, it is their last chance to get depth and/or breadth in one’s clinical training. It is an important milestone of your career and underestimating the influence of this year on your future clinical practice would be a disservice. For most this year will bridge one’s training and professional career. Internship is an integral foundational year that should facilitate your transition to a career. **If professional goals top your priority list be prepared to travel anywhere in Canada or the U.S. to obtain the training you need.**
- We are training to be psychologists, but we are also spouses, partners, parents, children, aunts, uncles, etc. We cannot move our entire personal network with us on internship thus how we fit our personal life into this important professional step can leave us reeling. Ask yourself...**“Which of my loved ones could live apart from me for a year and vice versa?”** Think through your answers and/or write down your reasons. You may be more flexible than you first realize. Many students do not get their first choice and nonetheless have rewarding internship experiences outside their preferred geographic location. Be your own devil’s advocate and challenge the assumption that certain people cannot live without you or conversely you could not live without certain people for a year. If you were advising someone else, what creative solutions would you offer?

- **Being flexible helps ensure success in the match.** If you are you anchored to a geographical area because of personal obligations, attempt to be as accommodating as possible. Could you work someplace during the week and go home on weekends? Consider moving to an in-between city where both you and your spouse could commute to with some ease. If uprooting children is an issue, are you committed to only living in the city you are currently in? Could you start anew in the city of your internship and re-settle there to avoid a subsequent year of upheaval? Sometimes financing two households can be an issue. Ranking cities where you can stay in a spare room with a family member or a friend can help take the edge off the additional cost.
- Think about where you want to obtain employment. **Internship can lead to post-doctoral and employment opportunities.**
- Think of the match!! The “match” is very aptly named and it is crucial to **have sites on your rank ordered list that match you professionally.** Think of the orientation of the site, the therapy versus assessment time, your past clinical experiences and your professional goals. Most internships will clearly indicate to you what their ideal applicant is. If not, reviewing their rotations and tracks will give you an indication. Also be sure to check the internship brochure and see what last year’s interns are doing. Are they all clinicians working within a hospital? Are many of them doing research post-docs or faculty positions? While there is some room for “making a case”, try as you might ...

■ ● **you cannot make a square peg fit a round hole!** ● ■

Step Three: Sort

Use your priority list to divvy up your potential sites into two categories: Definitely Not and Definitely Yes. The rank ordered list is not a place for fence-sitting.



Do **not** rank any program to which you would not want to be matched. *Why not?* The results of the Match are *contractually binding*. If you are matched to a program you ranked, **you must accept the position.**

Only programs that are participating in the Match can be included on your Rank Order List. If you apply to both participating and non-participating programs, you must decide whether to accept a position outside of the Match or to participate in the Match **before** the Rank Order List deadline. If you accept a position at a program that is not participating in the Match, you must withdraw from the Match.

Step Four: Rank

“There is only one correct “strategy” for developing your Rank Order List: simply list your sites based on your true preferences, without consideration for where you believe you might be ranked by them. List the site that you want most as your #1 choice, followed by your next most-preferred site, and so on.”

National Matching Services Website

At least a week before the list is due, rank the sites on your applicant worksheet.

Step Five: Enter Rankings into ROLIC System

Well in advance of the ranking deadline; enter your list using the ROLIC system. Looking at your list on the website helps make it more real.

Visit the site a few times and wallow in thoughts about your choices. Check and double-check that you have entered the right site codes. For the extra careful applicants, check your numbers on the NMS website and in each site's internship brochure. Be sure to clarify any discrepancies or queries ASAP!

Step Six: Certify

Your Rank Order List can be entered in one or more sessions. **Certify** your list of choices you have entered into the ROLIC system at the end of **each** session in which you have added or modified rankings.

Certify your list early in case there are any glitches. Leaving it to the last seconds before the list is due is asking Murphy's Law to prove itself!

Lists of choices that are not certified will NOT be used in the Match.

Even if you have already certified your information, you can return to make changes any time until the final deadline. Whenever you change your rankings, you will have to re-certify your list in order for the list to be used as your Rank Order List in the Match.



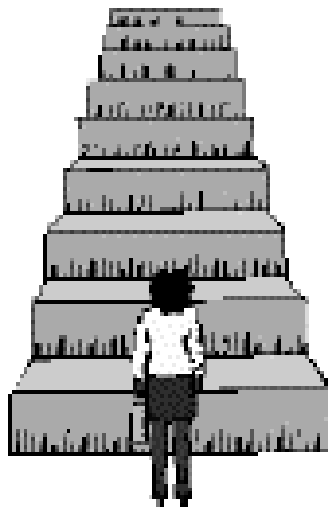
Step Seven: Wallow, Check, Double Check, Change Your Mind, Resubmit, Certify, Panic, Change Your Mind, Certify until the deadline

Step Eight: Breathe

With your list safely certified and your confirmation of submission printed off, you are free to focus your attention elsewhere until the results are announced. Celebrate your accomplishments in the arena of decision-making and congratulate yourself on all the hard work you have put into the process!



Step 6

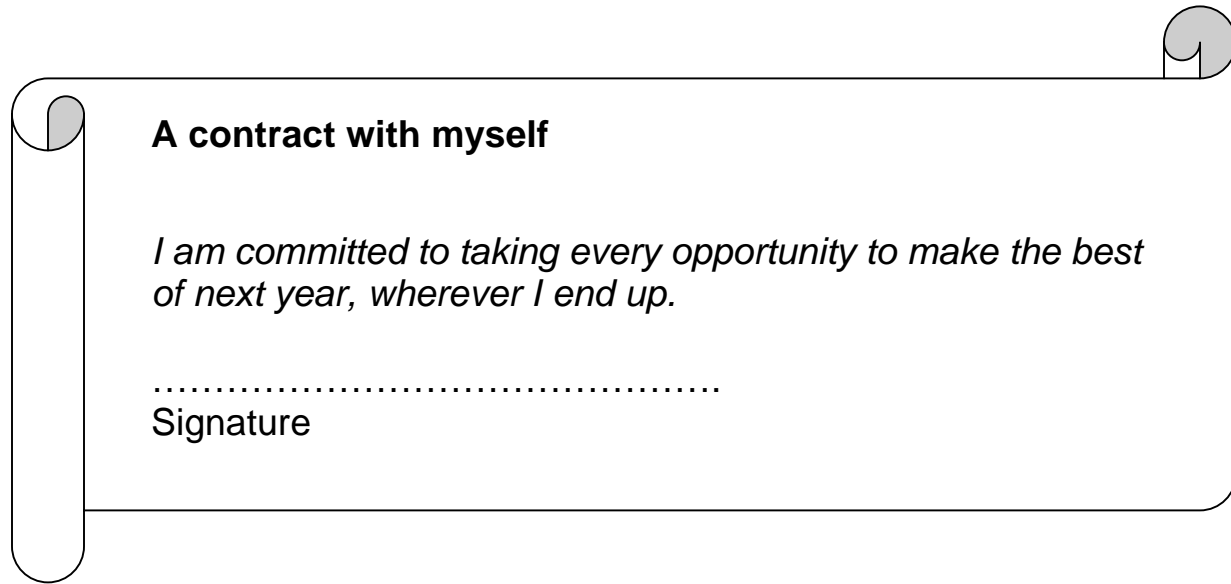


Waiting & Managing Stress

Congratulations!

You are in the home stretch!!!

The application process, interviews and ranking are over!!!



A contract with myself

I am committed to taking every opportunity to make the best of next year, wherever I end up.

.....
Signature

Tips

- Remind yourself why you want to pursue an internship
- Expect to encounter obstacles and plan to overcome them
- Reward yourself for giving your best effort to the process of selecting an internship
- If you do not get matched or land a top choice, remind yourself that it is not the end of the world or the end of your life. You are only human. If you have come this far, you undoubtedly have many talents and as a psychology student you are likely aware of coping strategies that will help you make the best of any situation

Unfortunately, just because there is nothing internship-related to do after submitting you are rankings, this does not mean you will be relaxed. In fact, the reality of moving, starting a new, finishing your Ph.D. thesis before leaving begins to really hit hard. This is a hard time. It is important to manage your stress during the process.



Chapter 30: Managing Stress during the Waiting Game

Melanie A. Badali, M.A.

Once you have submitted your rankings, focus on the POSITIVE aspects of ALL sites to which you apply.

During the waiting period, it will be important to remind yourself about why you chose the sites you did. Often, students can acquire tunnel vision and feel disappointed when they do not get matched to their top 5 sites, when only a few weeks before, they did not know how to rank their choices. The key to a successful match is only applying to places you want to be for professional and/or personal reasons.

Exposure Exercise:

Many students report that they are surprised with the results they receive on match day. Your peer-group is top-flight – no one gets into psychology programs who does not have the potential for academic excellence. Often, the differences between the applicants who are ranked first and tenth are very small. Prepare to receive different results on match day...

Send yourself emails that say...

“Unfortunately, you have not been matched”

You have been matched to “dream site”

You have been matched to “OK clinic”

You have been matched to “last choice hospital”.

Plan for **ALL** possible outcomes *including* not getting matched.

While it is important to remain positive throughout the process, the reality is that there are more applicants than spots (18% of applicants were not matched in 2003). Some good applicants will not get matched.

The waiting game...

You have probably been so busy working on your applications (engaging in action focused coping) that you may find yourself at a loss when all the ranking information is submitted. You may think that there is nothing for you to do but wait.

But wait a second! There’s a lot for you to do!

You could...

- Catch up on all the sleep, work, socializing etc. you missed while on interviews.
- Work on your Ph.D. thesis, which has probably fallen by the wayside during this process.
- Focus on achievements.
- Work on your Ph.D. thesis.
- Manage stress.
- Work on your Ph.D. thesis.
- Share your insight! Hold a workshop for other students in your program who will be applying for internships in the future.
- Work on your Ph.D. thesis.
- Praise yourself for working hard to make a decision!
- Work on your Ph.D. thesis.
- Use positive self talk (“I will have a good year no matter where I end up”)
- Work on your Ph.D. thesis.
- Thank your loved ones for being patient during this difficult process.
- Work on your Ph.D. thesis.
- Relax. Watch a movie, listen to music, call a friend, read the paper etc...
- And last, but not least, work on your Ph.D. thesis!!! (Yeah, you get the idea).

Practicing What We Preach: Managing Stress 101

Stress occurs when...

- **perceived demands outweigh perceived resources**

Signs of Stress Overload

- muscle tension
- headaches
- concentration problems
- sleep problems
- appetite change (weight gain or loss)
- change in activity level – nervousness or lack of energy
- susceptibility to colds and viruses
- pounding heart, high pulse rate, change in breathing



Model



Situation	Thoughts	Response
<ul style="list-style-type: none"> • Do not get an internship at a preferred site • Hear other student has heard from a site you have not heard from • Intimate partner reveals doubt about the relationship lasting over a long distance 	<ul style="list-style-type: none"> • I never win • Nobody cares about me • I'm stupid • I'll fail • Why bother? • I give up • I can't do it • It is too hard 	<ul style="list-style-type: none"> • Arousal • Physiological responses (e.g., increased heart rate) • Muscle tension (e.g., in shoulders) • Gastrointestinal problems (e.g., ulcers, knot in stomach)

You can change how to respond to the stress in my life in a number of ways:

- 1) change the situation
- 2) change your thoughts
- 3) change the feelings in your body
- 4) strengthen your ability to handle stress/increase your resources

Adapted from Taking Care; A Handbook about Women's Health by Mary J. Breen. Toronto: McGraw Hill, 1991.

How Do You Respond to Internship Related Stress?

Situation	Thoughts	Response
		

Learning from this experience...



Ask yourself:

Could I have changed the **situation**? How? Is this situation likely to occur again?
What could I do next time?

Could I have changed my **thoughts**? How? How could changing my thoughts have affected my response? Are these thoughts likely to occur again? What could I do next time?

Could I have changed my bodily **response**? How? Is this response likely to occur again?
What could I do next time?

Stress Management Tips for Internship Applicants

Take good care of my body

- Eat healthy, regular meals & exercise, maintain good posture



Relaxation techniques

- Meditation, Yoga, Stretching, Breathing

Exercise: Breathe in through my nose and fill first my lower abdomen, then my chest.

Hold my breath and slowly count to three.

Exhale completely and repeat/think to myself something like.

"I am looking forward to internship and will learn a lot wherever I end up".

"It's only a year."

"Whatever happens, I will make the best of it."

Time management

- Average amount of time a typical student spends during the application process = 250 hours! This means you will have to plan for spending a lot of time on this process & adjust your workload accordingly.
- Divide work into small and simple tasks when you have too much. Don't forget to prioritize & delegate. Use calendars & lists to keep track of things to do. Do the tasks one at a time. Once a task is done, cross it off your list & congratulate yourself.

Support

- Talk with someone when you're worried, tense or upset
- Ask for help



Assertiveness

- Learn to say no

Problem Solve

1. Describe the problem as simply as possible.
2. Brainstorm for answers. List as many answers as possible. They don't have to be 'right'.
3. Choose an answer.
4. Try it. If it doesn't work, go back to step one.

Deal with feelings

- Cry if you need to, write about your feelings in a journal, share feelings with others

Attend to your inner monologue

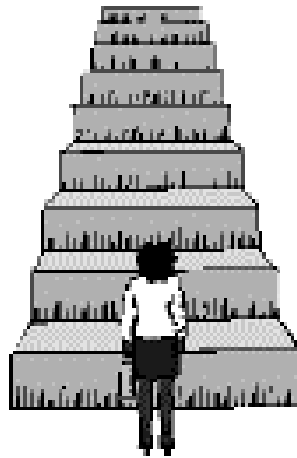
- Replace negative self-talk (e.g., *"I will never get an internship"*) with positive self-talk (e.g., *"I will make the most of my situation wherever I am next year"*)

And Last, but NOT least...

Make time for yourself each day & ADD FUN!!!



Step 7



Accepting Match Results & Planning for the Future

Chapter 31: Celebration, Recuperation & Reactivation



Melanie Badali, M.A.



If you learn you have matched...
Spread the good news and **C E L E B R A T E !!!!**

Now is the time to praise yourself for getting accepted!

- "I'm really impressed!"
- "I did a good job!"
- "I did it!" "I'm proud of myself!"



If you learn that you have not matched...

Recuperate

- Seek emotional and practical support. You are NOT a failure!
- Now is the **not** the time to beat yourself up for not getting accepted.
- Remind yourself: "Many excellent applicants do not get matched" and good sites are often available in the Clearinghouse.

Reactivate

- If at first you don't succeed, try, try again. Cliché, but true.
- Look for a vacant position in the APPIC Clearinghouse (http://www.appic.org/email/8_3_1_email_clearinghouse.html), after match day.
- Consult with your supervisor, DCT, students who have used the Clearinghouse, etc.

Plan for the Future

A student's work is never done! Now it's time to start planning for the future.



If you did not match...

- Seek out information on what would make you a more competitive applicant.
- Start preparing for next year.
- Arrange practica opportunities to supplement your current training.
- Submit an abstract or article for publication, etc.

If you matched...

- Review the pros of the school to which you were accepted.
- Get excited to make the most of this wonderful learning opportunity.
- Review the barriers to success at the school to which you were accepted. Start planning to overcome the barriers (e.g., if \$\$\$ is an issue, get a part time job, spend less money, seek out scholarships, etc.)

Planning for Registration as a Psychologist

Yikes! Please, NO, give me a break! No more planning. I know, I know – there's nothing you want to do more now than for it all to be over. But, an ounce of prevention is worth a pound of cure, so listen up...

You thought after you applied for internship, you would never have to worry about keeping track of clinical hours again. Sorry to disappoint you but this is a *cognitive error!*

I informally surveyed several psychologists who have recently been through the registration process in B.C. Their words of wisdom are paraphrased below:

"Keep track of ALL hours and, if possible, break it out by supervisor. In B.C. I had to have three licensed psychologists who directly supervised me fill out a form, which required information on the nature and amount of their contact with me."

Amy Janeck, Ph.D., R.Psych., Clinic Director, Department of Psychology, University of British Columbia

Basically, tracking your hours is something you will have to continue doing. By this time, you have probably developed a good system, so just keep up the good work!

If you are packing up your life in preparation to move to a new city for your internship, you will be trying to get rid of everything you possibly can. But WAIT! There are some things you might want to keep...

"The one thing I wish I had kept was the syllabus for each of the graduate courses in psych I took. The college required a brief paragraph for each course describing what material was covered in each course - would have been easier if I had kept the course outlines."

Christine Chambers, Ph.D., R.Psych., Department of Pediatrics, University of British Columbia

If you are really on top of things, the following suggestions are great...

"Asking the College in the province/state in which you plan to register for a copy of the application form. This will give you a clear picture of what you need to keep track of."

"You may also like to look at other people's applications, to use as a guide."

Sarah Cockell, Ph.D., R.Psych., Eating Disorders Clinic, St. Paul's Hospital

Internship is a stepping-stone to your career as a professional psychologist. This is what you have been working toward!

Best of luck on your internship & in your future endeavours as a psychologist!

Chapter 32:

Fitting Research into a Clinical Internship

Lori Brotto Fontana, Ph.D.



Although the purpose of the clinical internship year is to develop and refine clinical skills, attention to research is an important aspect of the internship process. Just as there is tremendous variability across clinical psychology students in experience with and interest in research, internship sites vary greatly with respect to the amount of prior research training they favour, and in the quantity and diversity of research exposure offered. Keeping in mind your research goals for internship as an important part of site selection - whether it be preferring sites with a heavy emphasis on research experience, or leaning towards those sites that avoid research at all cost!

Defining your research goals

Setting your vocational goals will guide your attention to (or avoidance of!) research experience during internship. Are you an individual who is devoted to an academic career? If so, perhaps selection of a research-focused internship site with less clinical demands will be important. Or you might favour a site with low research expectations because you see this as your final opportunity for in-depth clinical experience prior to embarking on a pure research career. Maybe you are a true scientist-practitioner in search of an internship that espouses empirically-supported treatments and offers opportunities to take part in such research. Whatever your research interests are, it is essential to consider **what role you want research to play during your internship year**. Once you decide what you want, evaluate your current situation and set realistic goals.

Consider the following questions...

- 1) *What is your time line for degree completion?*
- 2) *What is the current and expected status of your Ph.D. thesis?*
 - If you are keen on conducting research, but have not written your Ph.D. thesis prior to beginning internship, you may need those hours during internship to ensure your thesis is completed on time. Often interns accept research opportunities eagerly, but naively, and assume that they will devote their weekends to Ph.D. thesis work, and weeknights to research duties. It is an unfortunate reality that premature acceptance of research obligations has resulted in unnecessary delay of thesis completion for many past interns. *Don't let this happen to you! Completion of your Ph.D. thesis should take top priority, above new research projects.*

You may wish to discuss your research goals and formulate a realistic research plan with the help of trusted others. In particular, you may benefit from speaking to recent interns at your sites of interest to inquire about their perspectives on research opportunities (and feasibilities!) while on internship.

Selecting an internship with research goals in mind

Once you have decided on your research priorities for internship, you can then begin the process of selecting sites that match these goals.

Selecting Research Intensive Sites

1. To find sites that have included research as a component of the program, use the APPIC directory “specialty area” subcategory and select the “major” or “minor” option.
2. If you are looking for a particular type of research experience during internship, you may wish to locate the research institutions of individuals in your field, and explore clinical internships affiliated with those institutions. It is also possible that sites do not advertise particular research opportunities in their internship brochures or websites. Be proactive.
3. Programs vary in the amount and type of research training they offer. In addition to finding sites with protected research time and opportunities in fields of interest, explore what types of general research training the site offers. For example, does the program have any special research-oriented seminars? The internship program I attended offered a year-long **grantsmanship seminar** which moved participants through all stages of submitting a grant, from the early idea formulation phase, through the details of methodology, budgets, and human subjects reviews, to submitting and receiving a detailed evaluation from a mock study section panel. This rare experience offers interns the opportunity to prepare a high-quality grant for actual submission by the end of the internship year. Some programs that offer such seminars only permit a limited number of interns to participate. Inquire as to criteria for acceptance and/or explore what the characteristics of students who are accepted into the seminar are before making your final ranking decisions.
4. Contact current interns and program directors at the sites themselves to inquire if a particular type of research opportunity might be available. Feel free to inquire about research opportunities while on interview and you may also wish to use this opportunity to meet some potential research collaborators. Be honest about your research interests, and pay attention to the amount of attention the site pays to research (or not).



How to find and select a research mentor

Some research-focused internship sites provide interns with a list of potential research mentors that have agreed to be available to support research experience during internship. If so, do extensive literature searches to find out about the types of research these individuals conduct. Next, you may benefit from contacting a few potential mentors directly to inquire more specifically about their research interests, their availability, and their approach to research mentorship. If you want experience writing grants or participating in grant-supported research, this is a good time to explore these opportunities. Again, speak directly to previous interns that have worked with these individuals to find out about their experiences.

Things to keep in mind when seeking a research mentor:

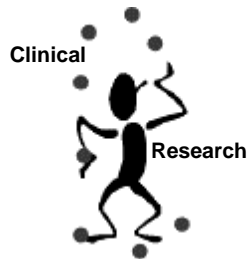
- Do you share a mutual interest in a particular research topic?
- Can this individual provide mentorship with respect to research design and execution?
- Does this individual have space available (if necessary) to conduct this research?
- Are they willing to cover all expenses involved?
- Will this work result in a publication? If so, discuss manuscript preparation division of duties and authorship well in advance. If your work is accepted for publication after you have completed your internship, you may be corresponding with this individual from a remote location. Be prepared! Discussion of manuscript-related issues in advance can save a lot of headaches if you are corresponding remotely.
- Does this individual understand your specific time-line (i.e., one year) and are their expectations consistent with this time frame?
- What are the post doc opportunities like?

Selecting Research Projects

Knowing your specific research goals is crucial for guiding your search for a particular project once matched. You might become aware of research opportunities well in advance of your start date so that you can begin the preparatory work in advance. If this is not the case, look up what types of research faculty and clinicians at your site are conducting, and contact individuals directly. In my experience, such an approach can result in the intern either “latching on” to an existing project and contributing in a significant way, or to the creation of a new project that might reflect a mutual area of interest between the intern and the faculty.

If you have a specific project in mind...

You may wish to send a very preliminary proposal to the identified individual who best fits your research. However, be prepared to be flexible if your proposal does not entirely match the interests or needs of the institution. If your internship placement is in a Department of Psychiatry, you may wish to contact psychiatry (or other medical) faculty as well. There are endless opportunities for research, so be prepared to be patient as you explore all of the possibilities. As you are doing so, keep in mind your availability and the fact that you may have to turn down tempting research opportunities!



How to balance research and clinical obligations

Once you are matched to an internship site and you have a particular research project in mind, “get the ball rolling” before your start date. This could be difficult as you will undoubtedly have numerous other competing deadlines. However, early preparation can make the transition into your internship and research project occur more smoothly. For example, it would be to your advantage to work on, and ideally submit your application for ethical approval to the Institutional Review Board early, given that these applications can take several months to be approved. If this is not required, you may be able to wait until the start of the internship before beginning any aspect of this research. Familiarizing yourself with the institutional procedures at your new site will help you to determine whether initiating a new project is even feasible.

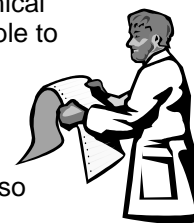
Although the primary goal of a clinical psychology internship is to acquire and refine your clinical skills, it may also present a unique opportunity to expand your research horizons and further develop your pre-existing skills. If you are prepared to sacrifice some evenings and weekends, it is possible to manage a full clinical workload with research, depending on the extent of your involvement. Many research sites allot time during the workweek for research endeavours. Depending on your involvement, these hours may suffice. However, if you are involved in an extensive project, or are spear-heading a new research project, be prepared to devote more time.

Helpful hints:

- **Create a realistic timeline** at the beginning of the project. Include details of monthly and weekly deadlines. Many of the skills used to complete research projects during your graduate schooling will apply here. However, unlike the graduate school experience, you truly are on a fixed timeline!
- **Set regular meetings** with your research mentor, and keep your end date in mind always.

- At the start of each week, or perhaps month, decide on the number of hours you will devote to research each week, *and* adhere to that schedule. Be realistic about the number of hours you will devote to research, and keep in mind that tasks typically take twice as long as originally anticipated!
- Circulate your monthly or weekly schedule (including research goals) to *both* your research and your clinical supervisors. This way they are clear about the time you have blocked off for research *and* all the clinical work you are doing 😊
- Use grand rounds or other more informal settings to **present and discuss your research**. This may be an opportunity to gain new insights or to help steer data analysis. Plus it is a way to gain exposure, which may have implications for future postdoctoral positions or jobs!
- Taking on research obligations on top of a full clinical load can create a sense of *imbalance* as you find yourself spending evenings and possibly weekends working. To regain balance, **be sure to reward yourself with incentives** to maintain interest and stamina (e.g., a new purchase for every X number of hours worked on research).
- **Do not procrastinate!** Slow and steady wins the race, and procrastination will not allow you to avoid getting work done. Perhaps you need to refine your reinforcement schedule to work on particular aspects of your research duties.
- **Take some days off and do not feel guilty for doing so!** Clinical work is exhausting both emotionally and physically. Proper recuperation will ensure focused attention at the times you need it.

If you find that despite your efforts to adhere to a strict timeline you are drowning in clinical obligations, be prepared to adjust your commitment to the research project. Is it possible to eliminate certain portions? Reduce the number of subjects? Enlist the help of junior helpers for data entry and analysis? It is important to keep in mind that research during your clinical internship is typically an *optional* opportunity, unlike a doctoral thesis. That said, participating in research while on internship can provide for new collaborations with individuals that may influence and shape your future career. It is also an opportunity to take part in new research or influence your own research trajectory. Finding the healthy balance between research and clinical obligations is a difficult condition to achieve. Being honest to yourself and openly communicating with your colleagues will facilitate such a balance.



Chapter 33: Self Care for Psychology Interns

Alan J. Kent, Ph.D., ABPP, & Melanie A. Badali, M.A.

“It may appear rudimentary to state that therapists need to pay adequate attention to their personal lives. The physical inactivity relative passivity, and emotional deprivation that characterize the work of psychotherapists must be counter-balanced in their outside activities and involvements.” Sussman (1995, p. 257) as cited by Baker (2003).

The quest for balance can be as difficult as the pursuit of a completed Ph.D. thesis for psychology graduate students. Unfortunately, internship is no different. You will likely have a multitude of roles (e.g., intern/resident, student, researcher, administrator, teacher, parent, sibling, child, friend, significant other, partner, spouse, etc.). You will have expectations of yourself and others will have expectations of you.

You can't be everything to everyone. You can't know everything. You can't help everyone.

“You can't always get what you want”.
The Rolling Stones



There are numerous stressors related to residency including: high workload (clinical, administrative, research), performance anxiety, constant evaluation by others, lack of experience/mastery, fear of harming patients, peer competition, imposter syndrome, boundary issues, ethical quandaries, institutional demands, role demands, secondary trauma, compassion fatigue, countertransference. Any of these sound familiar??? The purpose of listing these here is not to freak you out, but only to raise your awareness of the things you will need to monitor and manage during internship.



Warning Signs of Burnout

So how do you know that you may be heading for burnout?
Warning signs include:

- Fatigue
 - Disengagement or withdrawal
 - Frustration/irritability
 - Emotional exhaustion
 - Excessive use of drugs or alcohol
 - Helpless/hopeless feeling with patients or others
- Cynicism



See www.lessons4living.com/burnout_inventory2.htm for a free downloadable burnout questionnaire.



Staying Sane & Healthy During Training

“I need to feed myself and nurture myself and value and honor myself...That’s what self-care is...remembering that I have a self...then I’m alive, I’m well....I can help another person...listen to him or her.” Hadler (1996) as cited by Baker, (2003).

Self Care Tips:

- Take care of physical needs: sleep, diet, exercise, meditation, relaxation, massage, and yoga
- Ensure your cognitive style is healthy (watch out for perfectionism, overly high expectations, etc.)
- Avoid overfunctioning/overwork (even the best can burn out)
- Get your emotional needs met:
 - Make personal connections with colleagues
 - Talk about your fears and doubts
 - Seek personal therapy (some internship programs have lists of community therapists who will see interns for low or no cost)
 - Question your ambitions
- Do not forget about your social needs:
 - Value family and friends
 - Have relationships outside of health care
- Make time for yourself (SERIOUSLY!)

Why bother? If personal health and sanity are not reasons enough, remember...
 “If you cannot take good care of yourself, you cannot provide optimal health care to others”.

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Chapter 34:

WHY am I completing an internship, **WHAT** is this all leading to & **HOW** can internship help me to get there?

William J. Koch, Ph.D. & Michelle Haring, M.A.

Having gotten this far through the handbook, you will undoubtedly notice that the purpose of this chapter is a little different. While other chapters guide you through the varied tasks involved in investigating, applying, interviewing and ranking internship sites, the purpose of this chapter is to refocus you on the “big picture” – that is, why are you doing an internship anyways? What is this all leading up to, and how is this career going to fit in with the rest of your life? We hope that this chapter will contain some of the information and perspective that you would get from a chat with a respected mentor and in this way will capture the spirit of the many important discussions that take place between aspiring psychologists and more senior psychologists. While these chats are rarely part of our formal training, they nonetheless play an important role in helping us chart where we’re going and guiding our choices and experiences to help us get there.



Why am I completing an internship?

At some point, when you’ve read 100+ descriptions of different internship programs, gone through countless personal interviews and made pro and con lists until your eyes go blurry, you may want to take a step back and remind yourself about why you’re engaging in this time-consuming and somewhat stressful process anyways. It can help to refocus on a few basic goals of internship training.

At the most basic level, the student needs to complete the internship to fulfill (at least in most graduate programs) a degree requirement for their Ph.D. and the supervised experience requirement for registration or licensure as a psychologist. This is no different from any other professional licensing or trade ticketing process. You must jump through a(nother) hoop to gain membership in a club (people with Ph.D.s, licensed psychologists, plumbers) so that you can more easily find remunerative employ. We call this getting ***the right piece of paper***. Do not view this as a trivial accomplishment. Whether you ultimately end up at your top-ranked or your bottom-ranked internship site, this piece of paper is your ticket to the rest of your life.

You can also complete an internship in order to broaden your clinical skills so that you can confidently engage in a wide variety of remunerative activities. We call this ***the insurance package***. You need to take out enough insurance so that if your dream job isn’t available the moment you graduate, you’ll be qualified and prepared to do something else within your field until that job opens up. Who knows - you may even find that you like the other job and choose to stay put. Remember, insurance is a good thing.

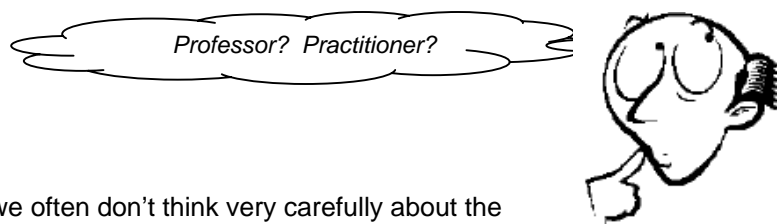
You can complete an internship in order to make professional connections to increase your employability or improve access to postdoctoral fellowships. We call this ***the schmoozing process***. The reality of the matter in our field is that who you know is often as important as what you know. Internship offers a fantastic opportunity to form connections that will help you to end up where you want to be.

Finally, you can complete an internship in order to develop specialized skills that may make you especially attractive to certain employers, enhance your later billing power, or boost your research career. We call this processing ***acquiring value added skills***. This may be the internship goal that is least appreciated by educators and students in applied psychology. However, it’s also one that should be at

the forefront of your mind. You need to put at least as much time into thinking about what you're planning to do after your internship, what specialized skills you will need to acquire and how you're going to get them during your internship year, as you put into the whole application process.

In an ideal world, every intern would have the opportunity to achieve all four internship goals. However, not all students want or need to achieve all of these goals, and not all internships can facilitate all these goals. Each student must examine his or her own goals for internship and the likelihood that any particular internship can facilitate meeting these. Remember, it is not a crime to attend an internship for the sole purpose of getting a piece of paper that allows you to later become a psychologist and make a living. Nonetheless, keep those four goals in mind as you contemplate internship, and life after internship.

Thinking about the future . . . now.



Like many parts of our personal lives, we often don't think very carefully about the personal implications of the decisions we make in graduate school. We may ruminate about our least favorite course, professor or practicum supervisor, and the fact that we continue to be students when many of our friends are buying nice furniture and condos.....but we don't necessarily consciously weigh the decisions and associated tradeoffs we are making during our training until the consequences sneak up on us years later. Also, in the pressure cooker of graduate school, it is easy to lose sight of the fact that at the end of this training experience is a life that will be composed of more than just your psychology career, and it is important to think about how your training choices in the next couple of years will impact upon other life goals (see "The Rest of Your Life" section below).

As you prepare for and complete your internship, you have a unique opportunity to learn about how more senior psychologists have organized their careers and lives and negotiated the many tradeoffs that are necessary to achieve a mix of paid and unpaid activities that work for them. For example, if you interview at, and subsequently attend, an internship with research productive internship faculty, you closely examine how they spend their work time as well as the rest of their lives to ensure that this is what you aspire to. Similarly, if your internship site employs many psychologists who are focused exclusively upon service provision, you can learn more about what it's like to work with distressed people on a full-time basis, and how these psychologists balance the needs of their clients with their own needs and the needs of their families.

One way of plotting your course through the many opportunities that will come your way in the next couple of years is to think about where you've been and what you've learned in the past 5 or 6 years.

What are psychology Ph.D.s trained to do in their graduate and internship training?

Whether you have enjoyed the graduate school process or not, one way or another, psychology students all tend to come out with a set of marketable skills. These include the ability to . . .

1. *Understand and summarize large bodies of psychological research.* This is what graduate students are doing with term papers, literature reviews for theses and Ph.D. thesis, and comprehensive examinations. During graduate studies, students are typically asked to communicate their understanding of these research findings to a community of psychologists or similarly trained academics.
2. *Conduct research on psychological questions.* This includes formulating testable hypotheses, designing experiments or non-experimental studies, analyzing data, and communicating the meaning

of those data to other people. Typically, students are asked to communicate their findings to a community of psychologists or similarly trained academics.

3. *Critically examine theories and research concerning psychological questions.* During graduate studies, students are typically asked to convey their opinions and the basis for their opinions to a community of psychologists or similarly trained academics.
4. *Assess psychological characteristics of people and communicate the results of those assessments to others (e.g., patients, health care providers etc.).*
5. *Provide different forms of psychotherapy to individuals or groups of individuals with problems in living.* The audience to whom the student is being trained to communicate here is generally not a psychologist or physician, but a member of the lay public. However, the communication is much more on the order of simple instructions, emotional support, or advice.

The good (and to some of us, somewhat surprising) news is that all of the activities above can be conducted by doctoral level psychologists for remuneration. Activities 1 through 3 can safely be characterized as part of the “knowledge industry”, that is, a part of the economy that exists because different parts of our society require psychological knowledge to manage businesses, insurance, courts of law, healthcare, and individuals’ personal health.

Activities 4 and 5 should certainly derive from the knowledge base of psychology and thus intersect with the “knowledge industry” (this is the background for the emphasis on evidence-based treatment or empirically supported therapies), but have a large “service industry” component as well. By service industry we mean that the provider (in this case a psychologist) provides to some consumer (client, patient, whatever you would like to call the other person in your office) a set amount of some service (e.g., 50 minutes of therapy). If the consumer likes the product and can afford the cost, he or she will return for more service. However, profits in service industries are constrained by the number of customers that can be crowded into a unit of time (e.g., a therapist who sees 7 psychotherapy patients a day for 5 days a week will have a pretty tiring professional life). Thus, there are limitations to operating a psychological practice based entirely on a service industry mentality.

A minority of clinical or counseling psychology graduate students want to do activities 1 to 3 full-time (i.e., have research careers). Most want to “practice” (activities 4 and 5), and most want a “job”. That is, many students hope and assume that when they finish, there will be a fairly well-defined, five day a week, 9 to 5 hospital or community mental health job waiting for them. Few students are aware of the specialized consulting and entrepreneurial work opportunities available to psychologists. To some extent, this discrepancy between the number of students with research and practice aspirations mirrors what doctoral level psychologists actually end up doing.

Where do most psychology Ph.D.s end up?



Surveys of registered psychologists across Canada and within British Columbia suggest that at least 35 percent of registered psychologists have private practice as their primary area of employment, more than 10 percent work in hospitals, approximately 10 percent work in post-secondary education (including universities and colleges), and the rest are distributed across diverse settings, including correctional settings, government departments, mental health centres, and school boards. In other words, only a relative minority of psychologists are substantially involved in the knowledge industry. One might infer from this distribution of employment settings that the majority of psychologists work primarily in the psychology service industry, although there are certainly some private practitioners who are specialized consultants and hospital, school, correctional, and government psychologists who conduct research or otherwise do knowledge industry work. Thus, most psychologists practice, but many of them don’t have a “job” per se. Rather, they are self-employed with all that implies about running a business.

One of the tricky parts in all this is that few psychology graduate students receive any training in how to define and market their particular skill set for consumers. However, most of us will need to put some thought into self-marketing. While the importance of self-marketing will vary based upon the career path you choose, it is safe to say that no matter which path you end up on, at some point you will be called upon to explain what makes you as a psychologist uniquely or better qualified to perform a given function than someone else. It's worth thinking about what your answer will be, and what experiences you will need to accumulate in order to answer that question with confidence.

What Is This All Leading To?



Applied psychology is both blessed and cursed by having one foot in the scientific camp and the other foot in applications of psychological knowledge. Exposure to these two camps early in our training (theses and Ph.D. thesis; practica and internships) in combination with the incredible breadth of psychological knowledge and applications means that psychologists can aspire to a diversity of career paths. Perhaps the best way to begin a discussion of the diverse nature of psychology career outcomes is to use case examples and then to describe different paths that lead to these outcomes. In doing so, we will illustrate the role of internship experiences in leading the young psychologist into different career outcomes. While we have attempted to keep our financial estimates of these different career paths reasonably accurate, the reader should remind himself or herself that there are many career options other than the prototypes we illustrate below, that different individuals will combine elements of these prototype careers, and that there is much variability in both earnings and contentment within each of these prototypes. All these sample psychologists have Ph.D.s, are currently 50 years old, have been working about 20 years, are beginning to have an assortment of minor health problems (back pain, failing vision), and have some child responsibilities as well as some responsibility for an aging relative.

Hospital Clinician has a full time salaried position in a large teaching hospital. She is paid about \$80,000 per year plus generous vacation, pension, and other benefits. Her salary, while quite adequate, is regulated by labour contracts (she is unionized) and intermittent government restraints. She has limited overhead expenses (regulatory body fees, union dues, some memberships and journal costs up to \$3,100). She has some freedom of movement with respect to supervising practicum students and interns. She has a little less freedom with respect to the content of her clinical work. If she has significant research skills and support from medical colleagues, she may have some small time for clinical research related to patients coming through the service in which she works. Perhaps her biggest complaints are the intermittent ill will between the unions and hospital management (including the potential for strikes and lost pay); intermittent feelings of insecurity because of psychology's relatively small (read "less important") role in the traditional power brokering of Canadian hospitals; and limited freedom to change her clinical practice within the restrictive hospital environment. She values having a number of collegial relationships and training students.

College Professor teaches full time at a community college while maintaining an active therapy practice. Her salaried income is about \$70,000. Her salaried position provides good vacation, pension and other benefits. Her overhead expenses include regulatory body fees, union dues, memberships and journals for a total of \$5,000. Benefits she sees to her work life are reasonable money, a relatively undemanding salaried work environment, and good vacation time in the summer. Negatives are perceived as a somewhat tedious and repetitive teaching load of undergraduate courses, the intermittent ill will between the faculty union and the administration, and the potential for strikes and loss of pay.

University Professor is a full time academic with a part time consulting practice. She teaches two courses a term, serves on committees, and conducts her own research with the help of graduate students. She has a salary of about \$80,000 per year with generous vacation, pension and other benefits and gross earnings of about \$25,000 from her small private practice. Her overhead expenses are modest including regulatory body fees, journals, memberships, and a small bit of office rent amounting to about \$5,100. When asked about the benefits of her position, she noted the freedom she has to allocate her time to diverse activities, her interest in her research, her contact with students and other psychology colleagues, and the feeling of prestige from being a professor. Negatives are the long hours she works to write grant applications and achieve her research objectives, the pressure she feels within the department to produce every year, and the sameness of some of the less interesting teaching assignments.

Private Therapist has a general psychotherapy practice and picks up contracts to provide clinical services for different government agencies (e.g., prisons, forensic centres). Her gross earnings are variable, but average less than \$100,000. She keeps her overhead down by subscribing to few journals, belonging to few professional organizations, and hunting for inexpensive office space. Nonetheless, her annual overhead expenses are about \$9,000. She receives no paid holiday time, employer-paid pension, or other benefits. She has had some rough years when she earned as little as \$40,000 because of terminated contracts for consulting at different government institutions and subsequent dead time before landing another contract. She has a difficult time keeping her psychotherapy practice schedule full of paying clients and frequently resorts to using a sliding fee scale to fill up time slots with clients who could not otherwise afford the psychological association's recommended hourly rate of \$140 per hour. She has little interest in research, no infrastructure for such research and little continuity/homogeneity of client problems to afford opportunities for research. Benefits from her point of view about her work life are her great freedom of movement. For example, she can take holidays when she wants to and can offer whatever clinical services to whatever clients she wants without being overseen by management. Negatives are little student contact, little stable collegial contact, unpredictable income, and the absence of vacation, pension, and health care benefits.

Consulting Psychologist has a very specialized consulting practice. She is a solo practitioner but has an extensive knowledge base in her area of practice. She consults to a wide variety of third parties (lawyers, employers, corporations, insurance companies, as well as individuals). Because of the specialized nature of her consulting business, she can charge far above the psychological association's recommended hourly rate of \$140 per hour. Her gross earnings average \$240,000, but her overhead expenses are relatively high, comprised of secretary, regulatory body fees, memberships, journals, computers, office rent and supplies, for a total of \$55,000. She receives no vacation, pension or health care benefits. She has a small research/writing program that she engages in related to her consulting work. She perceives the benefits to her work as being the good earnings, freedom of movement, and self-esteem from being a relative expert in her field. The weaknesses to her job, from her perspective, are the absence of a set of psychologist colleagues to talk to on a daily basis, the absence of students, the absence of any employer paid benefits, and the nagging worry in the back of her mind that business could suddenly dry up.....even though it never does.

Entrepreneur proudly characterizes herself as a businessperson as well as a psychologist. She is fully self-employed and provides a variety of clinical services both by herself and through a small group of un-registered B.A. and M.A. practitioners whom she supervises. Her gross income (after deducting the salaries paid to her supervisees) is about \$240,000. She receives no employer paid pension, vacation or other benefits. Her overhead expenses are high, including secretary, extensive office space and supplies, regulatory body fees, and memberships amounting to \$65,000. She views the benefits of her work as being good earnings, heightened self-esteem from her feelings of being an entrepreneur, and contact with her supervisees. The negatives of her work are long hours supervising her employees, taking care of business-related issues, absence of psychologist colleagues on a daily basis, lack of employer paid benefits, and no time to do research.

While the career options presented above have been separated out from each other for the purpose of clarity, this is not to say that one cannot merge more than one of these career paths. Some **University Professors**, for example, have part time **Specialized Consultant** work. In Bill's acquaintance, there are several faculty members as well as hospital clinicians who have very lucrative consultation practices that they operate on a part time basis. This is usually more remunerative than conducting psychotherapy on a similar part time basis, or it may be a consultation business that feeds into the psychologist's research interests or student mentoring. There are also self-employed **Specialized Consultants** who conduct research part time within their consultation business or who teach university courses on a sessional basis. Research outside of university settings is common, and a number of psychologists make a reasonable living conducting contract research (e.g., for a government ministry or crown corporation).

How Can I Prepare For These Careers During Internship?



As the career examples above illustrate, there are many ways to make a living in psychology. Some of these career paths (e.g., **University Professor**, **College Professor**, **Specialized Consultant**) emphasize the psychology knowledge base more than others, while other career paths (see **Private Therapist** above) are primarily service-oriented.

When students make decisions about training opportunities, they should evaluate them based on their personal preferences for "knowledge" versus "service" work or a preferred weighting of the two, and the likelihood of internship sites providing either type of training. Obviously, if one aspires to a **University Professor** career, one should maintain research involvement during internship and seek clinical experiences that dovetail with one's research interests. It is also helpful in such cases to look at the "pedigree" of the internships to which one is applying. Do interns from that program go on to academic jobs on a regular basis? Are the internship faculty connected formally or via the "old boy's club" to major universities? Is the internship prestigious nationally or internationally?



Individuals who aspire to the role of **Specialized Consultant** need to look for specialty training during internship. This may be difficult because many specialty consultant activities are not offered within the hospitals in which most Canadian internships reside, and because internal internship politics may restrict the degree of specialization an intern can develop in that one year. However, with some effort, persistence and creativity, most students can negotiate the type of specialized experience they're looking for if the hospital offers work within that area. Remember that post-doctoral training also offers excellent opportunities to specialize within a particular field.

Some career paths will emphasize salaried security and associated benefits but less potential for advancing one's earnings (see **Hospital Clinician** above). Obviously, students aspiring to such careers would do well to seek internships with varied clinical rotations so as to maximize their "fit" for a wide variety of different hospital jobs.

The **Entrepreneur** and, to a lesser extent, the **Specialized Consultant** must spend more of their time engaged in "business" activities (e.g., bookkeeping, keeping track of supplies, marketing to potential consumers). If you chose a career in psychology expressly because you "didn't want to go into business", these careers aren't for you. On the other hand, if you expect to be paid well for what you do, you are de facto "in business". The problem is that few internships offer training in such marketing and business-related activities, making these career options more difficult to prepare for. However, as psychology continues to develop as a profession, we need to bear in mind that our careers as psychologists will likely require more variety, flexibility and entrepreneurial skills than we may have envisioned. Similarly, careers in a highly trained profession like psychology are



not static. You don't get a job that is laid out for you before you start and stays the same year after year. At least, we hope that isn't what you are hoping for.....because if you are, you need serious help.



Career development in psychology bears some similarity to human memory. While lay people often believe that memory is photographic and static, human cognition research tells us that our memories are fluid and that we play an active role in (re)constructing and influencing our memories. Similarly, at this level of training, professionals such as psychologists typically construct their careers, either through passive acceptance of salaried positions or random referral patterns or through thoughtful planning and continued professional development. The latter is preferable for obvious reasons. The construction of our career paths has actually been in the works for several years now, through our choice of graduate school, research area, and practica. However, with the beginning of internship, this construction process shifts into overdrive as we select a series of experiences that will prepare us for our chosen career path.



What is the future of different types of careers in psychology?

Despite the gloom and doom that has permeated our perceptions of the psychology job market since Bill was in graduate school many years ago, students preparing for careers in psychology can reassure themselves that they are in a growth industry. Society's need and willingness to pay for psychological knowledge and service is growing every year. The caveat in this bright future is the word "knowledge". While society wants more and more psychological knowledge, it is wary of paying too generously for generic psychological services. While there is much cause for optimism, it is important to bear in mind that both the service and knowledge industries pose a number of challenges that students should be aware of as they select and prepare for their career path.

The service industry

A number of constraints exist for generic mental health care of which future doctoral level psychologists should be aware.



1. **Empirically supported therapies (ESTs).** For the most part, psychologists are in the vanguard of EST development. ESTs are potentially more attractive to third party insurers and consumers because of the implicit "warranty" status of such treatments and potential economic and personal benefits accruing to the recipients of such ESTs. Thus, the practitioner who has highly developed skills in ESTs may have some marketing advantage. However, the long-term consequences of the EST movement are likely to include the education of less expensive, practitioners to provide such services. This is already happening in some jurisdictions. For example, the UBC Hospital Changeways Program (see www.changeways.com) routinely provides workshops on ESTs for depression to mental health workers and other practitioners across Canada, and the LEAF program, developed through the Anxiety Disorders Association of B.C. and the B.C. Ministry of Health, is evaluating customer (i.e., patient) led EST group treatment for Panic Disorder. Thus, the routine provision of ESTs may increasingly become part of the service industry where product price is important.
2. **Consumer savvy.** Almost all products and services go through a phase of economic development when they initially experience little price competition and where consumers have a hard time differentiating different product values in relation to the relative prices. We call such circumstances "inefficient markets." Inefficient markets are good for people selling the product (because they can charge more or less what they want) and bad for customers. The history of most products is that there is more profit in them when they are relatively novel. While consumers of psychological services are still relatively unwary (witness the continued demand for so-called "power therapies"

such as Thought Field Therapy and Eye Movement Desensitization Reprocessing), the rapid growth of complaints to psychology regulatory bodies (e.g., the 400% increase in British Columbia between 1991 and 2002) suggests that the public is becoming aware of the limitations of psychological practice. Consumers will begin to increasingly look for the best price for their psychotherapy. In our attempts to educate consumers about the benefits of psychological therapy, we often (see the literature on ESTs for example) educate consumers to expect something very specific that may work to the disadvantage of some practicing psychologists. It is good that psychology as a discipline educates consumers to ask for better psychological products. However, such consumer education then forces practicing psychologists to improve their own products to maintain business.

3. **Competition for elective spending in a consumer-focused society.** One of the consequences of psychological services being outside the government funded health care system in Canada is that getting your personal psychotherapy must compete with all the other elective spending habits of modern society. If your average anxious 30-something buys 1 DVD player (@ \$150 after taxes), rents 1 DVD (@ \$5) per week, 1 new outfit for her day job (@ \$350 after taxes), 1 dinner out every other month (@ \$100 in Vancouver), and 1 bottle of medium priced Chardonnay (@ \$15) per month for home consumption, this amounts to an annual expenditure of \$1,540. Eleven sessions of Panic Control Therapy at the recommended individual rate of \$140/hour eats up this 30-something's entire annual entertainment budget.
4. **Competition for generic mental health care "jobs".** Parts of psychological practice (general psychotherapy, employee assistance plans) have some substantial price pressures from companies who are willing to hire B.A. or M.S.W.-level counselors to provide such service. Psychologists, while having the dubious distinction of being among the higher paid salaried non-administrative employees within hospitals, have severe limitations on their ability to improve their salaried income because of their apparent expensive nature (in comparison with R.N.s and M.S.W.s), and the fiscal constraints on government-paid health care.
5. **There are only 24 hours in the day.** How many of these hours do you want to spend talking with a distressed (and distressing) human being (other than yourself)? Scheduling 7 billable face to face hours per day for a 5-day week is pretty relentless work. Remember that in fee for service therapy you only get paid when a client is sitting across from you.
6. **Customers coming to you versus you going to the customers.** It is comforting early in one's career to allow employers like hospitals, EAP providers, and the like to provide you with a steady flow of customers so that you need not market your skills to the individual customers. However, the constraints in such a situation are that the employer controls to one degree or another how, where, when, to whom, and how often you provide the service....as well as how much remuneration you can expect. It is clear in such employment situations that your knowledge (or a proxy for knowledge such as a degree and license to practice) gets you the employment, but that you are imminently replaceable.

Thus, while it is likely that there will continue to be demand for high quality psychological services, students wishing to pursue a practice-based career will need to be more creative, flexible and articulate about what they have to offer than ever before. Remember that one of the skills we've acquired throughout our years of graduate training is the ability to very quickly become familiar with an area of literature, practice and develop the required skills to perform adequately in a new area with a minimum of lead time. Because of this, psychologists are often streamed fairly quickly into working with new populations. It is not uncommon to find senior psychologists within the service industry who are practicing within a very different context from the one that they had originally envisioned.

Also, as mentioned above, psychologists are playing an increasing role in developing and disseminating new treatments, meaning that many psychologists may continue to work in the service industry but with a much reduced direct service provision role and a much increased role in administration, program development/evaluation and supervision of other mental health professionals (e.g., psychiatric



nurses, social workers). Although much program development and evaluation work is done within specialized academic centres, with increasing pressure for accountability within the health care system, many hospitals are interested in professionals who can develop and evaluate new programs based on up to date psychological knowledge. We are very qualified for this type of work, and it bodes well for our future within the service sector.

The knowledge industry

A number of constraints also exist for work in the knowledge part of the psychology profession.

1. **Time spent in staying up to date and an “expert”.** You have to keep reading and thinking much as if you were still in graduate school. After completing graduate school, many psychologists (just like most other university graduates) quit studying because of fatigue, disinterest, or more pressing demands on their time (e.g., child-rearing, elder care, fitness activities, wine-tasting).
2. **It is hard to do this part time.** Because of the time necessary to stay current, the knowledge industry psychologist has a hard time doing this part time unless it is for brief periods. Albeit, she may be able to schedule her work in such a way as to more easily get her daughter to ballet/soccer than does the salaried clinical service psychologist. Thus, a **Specialized Consultant** or **University Professor** may shift her work hours to accommodate “taxi-mom” duties. Nonetheless, she will probably be up at midnight finishing a consultation report or manuscript in order to catch up.
3. **Short supply of knowledge industry positions.** Because most of these are academic positions, they can be in short supply and may require you to be nomadic. It can be difficult to marry your ideal knowledge industry job to your ideal geographic location, spouse, or responsibilities to extended family.
4. **Some areas of clinical/counseling psychology may have limited potential in the knowledge industry.** Bill once had a student complain that the type of applied psychology in which she was interested would never pay well. Implied within the lines was the message that this was unjust and should (would?) change some day when wrong-thinking governments or the rest of society came to their senses and recognized the great benefits to be gained by putting resources in her preferred area of practice. One can always hope.

From our perspective, the remunerative growth in psychological practice will increasingly be in the knowledge part of the industry, but there will also be plenty of demand for psychological services and reasonable remuneration. This will be especially true for those who have an awareness of the value-added skills that they bring to the field and are creative about how they present and market these skills.



The Rest of Your Life

While it is important to consider the likely future of various career options in applied psychology, the other important issue to bear in mind is how you're hoping to spend your unpaid time when you begin the rest of your life, and to carefully consider how the various career options available will mesh with your other life priorities. As you prepare for a professional career, you not only have to balance your family responsibilities with your professional interests, you also need

to look ahead to what your work life may look like 20 years in the future. How much will you have to work? Where will you be able to afford to live? What flexibility for family responsibilities or lifestyle

preferences will you need? How likely are you to get bored in a given type of work? What flexibility for changes in daily activities can you expect in different career paths?

Some career options open to people with Ph.D.s in Clinical or Counseling Psychology have a limited number of salaried positions in any given geographic area making it unlikely that you will be able to choose to set up your office an easy walk from your domestic responsibilities. Academic salaried positions are a case in point, as these positions are generally only available in urban areas where a major university exists. So if you had plans to spend your mornings teaching your graduate students and doing research in your lab and your afternoons skiing at a local mountain resort, you are probably out of luck. Similarly, if you have compelling reasons for living in a particular geographic location because of your spouse's career or extended family responsibilities, you can't be too fussy about the nature of your remunerative work.

As well, some types of professional work are more or less adaptable to the individual devoting time to domestic or avocational pursuits. This may be of special interest to women (or men) who are highly motivated to have children during the peak of their reproductive years, or to those who have parents for whom they have or anticipate some responsibility (not to mention the possibility that some of us may just like to see our family members frequently). Some career options offer financial security and support for family responsibilities (e.g., paid maternity or paternity leave, vacation leave that can be used for elder care), while in the more entrepreneurial careers, no work, for whatever reason, means no money.

Some career paths or work areas can also be rather tiring or tedious. While psychology is a fascinating profession, seeing several therapy patients every day, five days per week, can be awfully tiring and may be even more tedious as you age.

Finally, we all seek variety and a sense of change and growth. Some career paths appear to reach a dead end pretty quickly, while others have more opportunities for change, flexibility, or evolution. If you think 5 to 6 years of graduate school is monotonous, try having the same job from 30 to 65!

In short, after you complete your internship, you will be faced with the limitations of 24-hour days, mortgages, clinical and/or research demands, domestic demands, and desires for a recreational and social life. It behooves us all to think now about how our chosen career path will fit into the larger context of our lives.

With all this in mind, one final thought is warranted: remember to be excited about your future. Although it may not look exactly as you had imagined it when you first contemplated a career in psychology, there is no doubt that your career can be as challenging, diverse and exciting as you want to make it.

Good luck!

PART VII: THE NEXT GENERATION

“A Match Made on Earth”, a guide to navigating the psychology internship process, grew out of my effort to pass on the things I learned through the internship application process to other students in my program as senior students had done before me.

Interestingly, it was not only students contemplating internship in the immediate future who were receptive to my efforts but also students earlier on in their graduate career.

One bright and eager student emailed me...

“As I’m at an earlier stage in the process I’m particularly interested in any tips you might have about getting experience before applying. For example, recommendations on breadth vs. depth, number of hours required and how they are broken down, experience with structured interviews, experience with particular populations (e.g., dual diagnosis, psychosis), what kinds of references to cultivate, and importance of my research/publication record (especially for non-research oriented sites). Basically anything you can think of that might help my cohort and I avoid panics in the year prior to application!”

UBC M.A. Level Clinical Psychology Graduate Student

While I think flipping through the entire guidebook would be helpful to psychology grad students at any stage in their career, the last 2 chapters are specifically designed for “the next generation” of internship applicants.

Chapter 35: Helpful Hints from a Director of Internship Training for Individuals Who are Early on in Their Graduate Careers

Wendy Hawkins, Ph.D.

Planning to go on internship is like any other life goal – wanting to go to graduate school, buying a house, developing a long-term relationship, having children, and so on. How you arrive at a decision about any of these life choices is a process; part of it involves examination of internal factors (i.e., knowing your needs, desires) and part of it involves examination of external factors (i.e., family/significant other needs, market demands/needs, availability, financial needs). Since we cannot control external factors, focusing on internal factors is most helpful. Ultimately, you have to be able to live with your choices and, hopefully, to gain something from them. Knowing yourself, your wishes, your needs, your desires, and other important “you” things can help a great deal in selecting internships. In the following chapter I have tried to describe some of the things to keep in mind as you come closer to internship.

Preparing for Internship

Preparing for internship occurs on many levels. For example, in the year prior to internship you are working at counting hours, putting together applications, arranging letters of reference, researching programs, and so on. Some of the elements of the preparation, however, can occur earlier than your final year. Here are some suggestions:

1. **Keep track of practicum hours and other experiences as you go through your graduate training.** The AAPI contains a large number of categories and experiences. No one will have experiences in all areas, nor with all client types. The June 2002 AAPI asks for client information in terms of gender, age, ethnicity, sexual orientation, disability, language, number of hours of direct service, number of hours of supervision, number of hours of support service, types of tests administered, reports written, and so on. See sample table at the end of this chapter for an idea of the type of information you may wish to gather.
2. After you have completed your first and second years of graduate training, carefully reflect upon the following questions... “What did you like? What did you dislike? Are any career directions coming to mind? Are there things you definitely do not want to do? Are there experiences you want to pursue in more depth? What do you want from internship? What role do you want internship to play in your life? Will it be a finishing experience, leaving you in the expert role? Will it be a transition period from the student role to a more professional role? Will it be just one long extended practicum experience? Will it be another graduate school experience to endure??”

List your insights. These are good things to think about when you are deciding what you want in an internship. Remember that while internships do make decisions about choosing you, you also make decisions about choosing them. You can’t match to a site to which you have not applied.

3. Start researching internship programs early in your graduate school experience. Think of it like you’re planning to buy a house. Maybe you won’t be buying it today or tomorrow, but you’re informally gathering information every time you visit someone or watch a decorating show about building materials, where you would like to live, what style of house you prefer, and so on.

In researching programs, consider a variety of information sources. Talking to colleagues about their experiences is invaluable. Graduate schools often have internships that are regularly attended by students in the program – find out about these programs; why are these internships regularly attended?

Do they match well with the students from the program? Perhaps these internships are in an excellent location? Perhaps these internships pay more money than most?

Talking to professors or other supervisors can also be an excellent way of obtaining information about internship programs. The psychology community in Canada is relatively small – and often you will know someone who can provide you with some helpful information. Or – you may know someone who knows someone who knows something that can be of interest.

Researching sites via the internet, specifically via the APPIC website, can be helpful. The site has a variety of “search” functions, so you can browse to your heart’s content! You might wish to search by location, or perhaps by areas of interest.

You may wish to organize an internship coffee klatsch for students on all levels. Perhaps you would like to invite a Director of Clinical Training [DCT]/Director of Internship Training [DIT] (remember that your senior colleagues now have contacts that include creatures like DCTs!) to talk or to answer your questions. Many DITs are eager to brag about their programs, and recruit students.

What Internships Want

There are specific answers to the question “what do internships want in an applicant?” A general answer is that all internships want interns who have some experiences, abilities and skills, who are intelligent and willing to learn. It is **extremely** likely that you meet all these criteria. Congratulations!! Already you’ve taken several steps towards internship!! As well, internships want interns who match with their programs in some way (this could mean a match of prior experience *or* of future goals).

More specifically, each internship wants something a little different from applicants. The best way to find out what program Z wants is to read program Z’s literature and information, talk to others about program Z, and email the DIT at program Z. CPA, APA and APPIC are very clear in requiring programs to have their websites, brochures and other information pamphlets updated regularly. As well, CPA, APA, and APPIC are stringent in requiring programs to be extremely accurate about the information they present. If you encounter programs that are misrepresenting talk with your university program DCT, or speak directly with the accreditation offices of CPA and/or APA. As well, informing APPIC would be appropriate. It is extremely important that programs provide as much accurate information as possible. The vast majority of programs make a good faith effort to provide all the information they can.

Programs vary in their emphases, which often include: (1) the match between the internship and intern; (2) research abilities; (3) clinical abilities; (4) wide range of practica; (5) in-depth experiences. There is a great deal of variability, as you can imagine. Try not to worry about this. The more information you gather can inform decisions you make about practica and other experiences.

Specific Questions You Have

At an early point in your training you might be asking questions like “should I focus on breadth or depth in my practica”, or “how important is my research/publication record?” These are very specific questions.

It is common for most students to have a fairly general level of training. Prior to internship, you typically have completed at least three (usually more) years of graduate training comprised of classes, practica, research, and other experiences. Many students have a little of a lot of things – i.e., interventions with at least two different populations, some assessment experience, some research experience, perhaps one or two publications or conference papers. You are not expected to have all experiences. If you did, then there wouldn’t be much point to internship. Some programs, however, do prefer or require certain experiences or skills from their interns. If you have a



question, it is always reasonable to ask the site. If, for example, you are very interested in the geriatric rotation at X internship, you should email X internship and ask their advice.

I have three suggestions about contacting internships.

- (1) The clearer your question, the better the response will be (e.g., asking “ what do you want in an intern” is quite vague, as compared to “do you expect incoming students to have experience with a geriatric population” or “how important is a candidate’s research/publication record to you”).
- (2) Internships are very busy with incoming applications in November and December. January is a busy interview time. You would probably have a longer, more thoughtful response from a DIT if you asked your questions from February to October. Remember that many internships have limited administrative or clerical support, so often the DIT is answering a lot of queries him or herself, and this can be time-consuming.
- (3) Email is probably the best way to communicate, as email can be answered at any time and does not require anyone to be on the other end at a particular time. Telephone tag can be very frustrating for both individuals, particularly if one or both of you are very busy.

Below is a sample email to a DIT.

Dear Dr. Helpful,

Dream Internship Program is of tremendous interest to me, particularly your pediatric rotation. I plan to apply to your program in 2005, and am curious about whether you prefer and/or have any requirements for applicants to have experience with a pediatric population. I am currently in the process of arranging classes and a practicum experience, and any information you could give me would be very helpful. Thank you.

Sincerely, Aheadof Thegame

Final Thoughts

You won’t match with all internships. All internships won’t match with you. The good news is that you would likely be happy with any one of a variety of internships, and internships are almost always very happy with the interns they hire, even if these internships or interns aren’t their “first choices”.

Many people compare the internship application process to a job. However, internship is different in that internship is meant to be a training experience, perhaps the final intensive ‘formal’ clinical training you receive. In this way, the internship application process is different. You do not have to have 500 WAIS administrations under your belt just because a site indicates that they routinely use that test. In fact, the site might want someone who has little experience in that area and so is excited about receiving training in that area. The reality is that there are many “best” applicants for each intern position, and there are many “best” internships for each intern.

A more realistic goal is to find an internship with which you can be happy – professionally and personally; somewhere you can live and work for a year. This internship probably won’t be perfect. I can guarantee, though, that you will gain some valuable things from the program and *vice versa!*

DOCTORAL PRACTICUM AND ASSESSMENT DOCUMENTATION FORM

Instructions

Use this form, or one like it, to track your clinical experiences over your graduate career:

- ◆ The categories listed encompass all categories listed on the AAPI as of June 2003, and are subject to change. Be sure to update your records each year according to current AAPI requests.
- ◆ An hour is a clock hour. A 45-50 minute client hour may be counted as one hour.
- ◆ An hour should be counted only once.
- ◆ Under the Activity category, the AAPI lists individual therapy, career counseling, group therapy, family therapy, couples, therapy, school counseling interventions, sports psychology/performance enhancement, medical/health related interventions, intake interview/structured interview, substance abuse interventions, psycho-diagnostic test administration/psychological assessment, neuropsychological assessment, program development/outreach programming, outcome assessment, system intervention/organizational consultation/performance improvement, supervision of other students, other.
- ◆ For Audio Tape or Videotape indicate which it is (A or V)

*** No one is expected to have all experiences. ***

Chapter 36: Hindsight is 20/20: Helpful Hints for Students Early on in their Graduate Careers

Mandy Steiman, M.S.

Students who are just beginning their graduate careers often want to know what they can do to prepare for internship applications. In the early stages of graduate school, students can seek out and cultivate many experiences that will help them secure a pre-doctoral internship. Luckily, these experiences largely consist of activities that are required or encouraged by clinical psychology graduate programs. Therapy and assessment experiences, exposure to varied populations, training in different therapy modalities, research experiences, and supervision are basic elements within many clinical programs. These are also the elements needed to prepare for internship.

Effective preparation for internship applications need not be an additional burden on graduate students. Instead, preparation can be thought of an opportunity to explore interests that will help toward career goals beyond internship. The following is a list of suggestions for students who are early on in their graduate careers, and want to be ready for the internship application process:

1. Explore your interests.

One of the most difficult aspects of applications involves defining sites that would be a good match for your interests. In the first few years of graduate school, learning about what clinical experiences you like (and dislike) will help guide later decisions concerning internship sites. Although it often feels like there is pressure to define your path early on, it can be difficult to know what you like until you try it. Keeping an open mind, and trying many different experiences, can help confirm your interests, open you up to new possibilities, and help you learn about paths that you may not want to pursue.



2. Talk to people.

Communication with advanced graduate students, post-doctoral students, and mentors is an integral part of gathering information about internship. They will likely tailor the information to where you are in your graduate career, and help you keep perspective of what level of preparation is needed at any given time. More advanced graduate students can help prepare you for the application process and current interns can tell you about the sites that they are currently attending. In addition, post-doctoral fellows and faculty can share the strengths and weaknesses of the internship programs that they attended. All these individuals may also be familiar with a range of internship sites that you would want to consider. Peers and faculty can be a great source of support, and help demystify the internship application process, as well as set reasonable expectations for preparation early on in your graduate career.

3. Work toward some diversity in clinical experiences.

Many internship sites expect students to have some breadth of experience. This does not mean that you must have most of the experiences outlined on the internship application. Instead, it can mean that you have worked with different populations of clients, have used a variety of treatment modalities, have practiced varied assessment instruments, and have been exposed to different theoretical orientations. Depending on the individual site, preferences for breadth and depth of experience will vary immensely. For example, specialized programs in neuropsychology will expect a greater depth in that area of practice. Preferences may not be clear until



the application process begins, unless you do advance research on programs. For this reason, getting some diversity in experience can at least keep options open and help guarantee that you seem well rounded on your application for those sites that expect a greater breadth of clinical experience. Diversity in client populations is also becoming an increasingly important feature of the application process. A whole essay on the currently AAPI form is devoted to this topic so be sure to attend to/cultivate your experience working with individuals of different ethnicity, sexual orientation, disability status, etc.

4. Participate in clinical practica and courses with an assessment/treatment focus.

Participating in different clinical practica can help expose you to multiple areas of practice, and help with the goal of gaining diversity of clinical experience. Taking courses focused on assessment and treatment can serve multiple purposes. Not only will you learn about treatments and assessment instruments, but you may get opportunities to practice those skills as part of the course. In any case, sites may like that you are informed about a wide range of treatment and assessment options.

Although students want to know the “magic number” for how many hours they should have, there is no such number. Some sites expect a certain number of clinical hours, while others are more flexible. When an internship program is specialized, they may require a minimum number of hours in a certain area of practice (e.g., pediatric sites may expect a minimum amount of experience with children/families). Asking more advanced peers and faculty about expectations for hours can be helpful. In addition, the APPIC website (www.appic.org) provides information for specific internship sites, including the number of practicum hours that interns had before applying to their site.



5. Keep track of clinical hours.

It is essential to keep track of your hours throughout your graduate career. Internship applications ask you to list your hours of clinical experience according to different categories (e.g., type of site; type of therapy, etc.). You can look at the application to see how they want you to list hours. Applicants vary a lot in how they choose to keep track of their hours. Some keep a detailed list of hours, while others retrospectively count hours while preparing their application. There is no “right” way to count hours. How you choose to compile your list of hours, and how detailed you choose to make your list, is a matter of personal preference. At the very least, it will be helpful to have some estimates of hours to later facilitate the application process. It is possible to forget about some experiences, and relevant details, after many intense years of graduate school!

6. Start to define individuals who can provide you with good references.

Even in the first couple years of graduate school, it can be helpful to define mentors who may be good references for you in the future. References can come from clinical supervisors and Ph.D. thesis/research supervisors. Often, applicants will send letters that reflect their competence in both clinical and research arenas. For reasons beyond that of the internship application, it can be very helpful to cultivate professional relationships with people with whom you feel comfortable. Internship faculty, like all employers, would often prefer letters from people who have worked with you for a while, and know you well. If you feel comfortable with a certain supervisor, it may help to have them supervise you in various roles so they will have more to say about you when they write a letter.



7. Consider the importance of research publications and experiences.

Sites can vary tremendously on their expectations for research experiences. Some sites may expect you to have several publications or conference presentations, while others will exclusively focus on clinical experiences. Many sites fall within a middle ground. If you think you are interested in a more academically oriented internship site, research activities may be important. Of course, if you are pursuing an academic career, you have

likely already planned to gain much research experience during graduate school. Consequently, this may be an issue more related to eventual career goals, than to preparation for internship.

You may be wondering, “How many publications is the right number for the site?”. You may be frustrated that no one ever gives you a straight answer. The fact of the matter is that there is not one! In general, it is about finding an internship program that fits you (however many publications you have 0 or 20). If there is a high priority site for you, email the DCT or a current intern in advance to determine their expectations.

8. Consider internship applications in your “graduate school timeline.”

Often, students like to make a timeline for milestones in graduate school so they can anticipate when they will complete their programs. If you are planning your timeline in the first couple years of graduate school, it can be helpful to account for internship application-related activities. Preparing the application can take several months over the summer and fall of the year you are applying. If you visit several sites, travel over December and January will be likely. In addition, many sites want you to have passed comprehensive exams, completed required coursework and have your Ph.D. thesis proposal approved by the time you apply for internship. By considering the timing of these events, you will be better able to estimate when you will complete program requirements. Also, you’ll have a more clear sense of when you should schedule program requirements.

9. Join a professional organization (e.g., the Canadian Psychological Association) and consider gaining some committee experience in your department, university or professional society.

10. Focus on other more pressing concerns!

Internship applications are far in the future if you are in your first couple years of graduate school. It may not be helpful to increase your anxiety level about internship too much in advance. First, consider focusing on, and completing, more immediate requirements of graduate school. That way, you will be in a better emotional and professional position to apply for internship when the time comes.

In sum, applying for internship can be a daunting process, especially when there seem to be so many tasks to complete before being ready to apply. Although the process may not seem completely clear to you in the first few years of graduate school, you are probably already doing many of the things needed for effective preparation. The details of the process are not as important, at this point, as having a general idea of requirements and expectations. If you have this information, and you practice periodical communication about internship and career goals with faculty and peers, you will ensure that you are on track and that you will be ready to apply for internship when the time comes.

CONCLUSION

Phew! Did you get all that? Even if you didn't, do not worry. Remember, it's all about "the match", "be yourself", "you can't fit a square peg into a round hole" etc.

Be true to yourself and you will end up where you are meant to be.

Planning ahead can never hurt but ruminating and catastrophizing are unhealthy!!! Stop those distorted thoughts and engage in action-focused coping...go work on your Ph.D. thesis!!! Speaking of Ph.D. theses, I better practice what I'm preaching and get to work on finishing mine...

Best of luck with the process of applying for and completing your internship!!!

***Cheers,
Melanie Badali***



About the Editor

Melanie Badali, M.A.

Melanie Badali is currently a doctoral candidate in the Clinical Psychology Program at the University of British Columbia (UBC) and psychology resident at the University of Washington School of Medicine. She obtained her M.A. from UBC in 2000 and her B.A. (Honours Psychology) from McGill University in 1997. After submitting applications to pre-doctoral clinical psychology internship programs November 2002, she matched to the Rehab/Pain/Health Psychology Track at the University of Washington Medical School. She is enjoying her internship experience immensely. As is the case with matches made on earth, she misses her fiancé who is currently residing in Vancouver, BC, but they both agree that opportunity for Melanie to further her clinical and research training in the areas of rehabilitation medicine, pain and health psychology are worth it!

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Dedication

*This book is dedicated to the memory of Rose Amodeo Badali, 1929 to 2001.
Without her I would not be alive.*

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Merci

The C.P.A. Reviewers

Thank you to the members of the Canadian Psychology Association who provided reviews of this book, especially the:

**Members of the Training and Education Section and
Members of the Student Section**

Workbook Feedback

We are keen to make this workbook as useful as possible to graduate students who are applying for internship. Please email any comments regarding improvement of this workbook to badali@interchange.ubc.ca.

Some questions to guide your comments follow:

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