Internship Manual and Supplement for PSY 4499 College of Psychology

August 2015

This book was created to help doctoral psychology students at Nova Southeastern University become more successful when applying for internship. It can be used with students at other universities, but with permission.

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A Note About This Book

Dr. Katell and I have been helping College of Psychology doctoral students with their internship applications for 17 years. In recent years, due to the lack of a sufficient number of available internships, it has become more difficult for students to get an internship the first time around. In this regard, it seemed a good idea to put all the materials, guidelines, instructions, and forms we have gathered on the internship application process in one place and make it available for use in the PSY 4499 Advanced Professional Development course. To this end, I created what is now an unpublished book for use in the PSY4499 course. The updated 2015 version of this book will be on Blackboard, and a bound version will be provided free to students applying for internship at no cost. This book is also the text that will be used in the PSY 4499 course.

This book is intended to make it easier for all College of Psychology doctoral students applying for internship to traverse the road of applying for and getting an internship. The information in the book and the appendices will help you successfully construct a professional curriculum vita, write site-specific cover letters, write relevant AAPI essays, and properly complete waiver forms for non-APA sites. You will learn strategies for determining to which internships you would be a good match, and how to distribute your applications to maximize the likelihood that you successfully match. Effective interviewing strategies for strengthening your chance of successfully matching at internship sites will also be discussed. The information in this book derives from many articles published on the internship application process, from suggestions from other training directors, and from nearly two decades of experience advising students about how to apply for and complete a successful internship.

We recognize that this is a very stressful time in your graduate career. If you read and follow the suggestions in this book, you will have a better chance of getting multiple interviews and your top sites. Although it is tempting to listen to your fellow students, if their suggestions are contrary to what is being recommended, please check the veracity of that information with someone in the Office of Clinical Training. Remember, we have been successfully advising students for years.

Finally, I would like to thank the hundreds of past College of Psychology doctoral students who for the past decade have sent us what are now over 350 pages of interview questions from internship interviews in which they have participated. In addition, I would also like to offer a very special thanks to Lyndsey Zoller who for two years painstakingly put an overwhelming amount of materials together for this book. Lastly, an enormous thank you goes to my close friend and colleague, Alan Katell, who taught me so much about the internship process.

Linda Sobell
August 4, 2015

I hope you find this book helpful, and I wish you a successful MATCH!
**Brief Internship Overview of the Entire Process**

1. Applicants access the AAPI Online via the "Applicant Portal," which means that they will use their internet browser to create an account, enter information into the various fields of the AAPI, and ultimately submit their completed application to internship sites. Applicants may create multiple versions of cover letters, CVs and essays (e.g., in order to tailor these items to different sites and/or settings) if they wish to do so.

2. Once an applicant completes the portions of the AAPI that need to be verified by her/his Director of Clinical Training (e.g., total hours, dissertation progress, etc.), the student will generate an electronic request to her/his DCT. The DCT will then either approve the information (via an electronic signature) or ask the student to make changes, and provides additional information as appropriate.

3. The applicant will also request letters of recommendation by generating electronic requests (via e-mail) to individuals of her/his choosing. These individuals will upload their letters directly into the AAPI Online. While the applicant will not be permitted to view the content of the letter, she/he may attach it to as many or as few applications as desired. In other words, the applicant can decide which letters of reference are submitted to each internship site.

4. The applicant also submits one official copy of all graduate transcript(s) directly to the application service via regular mail. These transcripts are verified as official, scanned into the system, and attached to each application that is submitted by the applicant. Undergraduate transcripts are no longer allowed as a supplemental upload but programs may request a copy AFTER the match for appointment reasons. Some universities will not separate the undergraduate transcripts from the graduate transcripts and these are permissible.

5. If a program requires applicants to submit materials that are not a part of the regular AAPI Online application (e.g., testing reports or case summaries), the applicant will need to obtain the required information, convert it into an electronic document (e.g. via scanning), upload it to the AAPI Online service, and attach it as "supplementary materials" to the application that is submitted to that program. These are the only allowed supplemental materials. Rank order lists or specific issues can be addressed in the cover letter.

6. Once an applicant has completed all aspects of the application, she/he chooses the "designated" sites to which the application is submitted electronically. The applicant has the flexibility to decide which cover letter, essays, letters of recommendation, CVs and if requested, supplemental materials are submitted with each application.

7. Once submitted, the application is instantly available to the internship site for review. Training Directors and selection committees may review applications online, sort and select applications based on various criteria, and download application information in various formats. Please send your transcripts to: AAPI Online Transcript Department at P.O. Box 9117, Watertown, MA 02471.
APPLICANT FEES

In establishing the fees for the AAPI Online, the APPIC Board was clear in its mission to ensure that the cost of the application process would not increase for applicants. A 2009 APPIC survey of applicants found that the average student paid $256 to submit their paper-based application materials -- including printing and mailing costs (often using overnight delivery services), costs of obtaining multiple official copies of transcripts, etc. Today (2013) these costs would exceed $500. The AAPI had a price increase in 2013 due to the contract renewal with our vendor. The APPIC board regrets passing along this increase but feel the AAPI is still a reasonable bargain compared to the other health professions.

The fees to applicants for use of the AAPI Online will be $50 to submit the first application and $25 for each additional application (up to a total of 15 applications; see next paragraph for costs beyond 15 applications). Since the average applicant submits between 13 and 14 applications (per the 2012 and 2013 surveys), submitting a similar number via the AAPI Online will cost $400, plus the cost of obtaining one official transcript for the AAPI Online service. In addition to the financial savings, it has been acknowledged by both students and DCTs that applicants and programs have benefited greatly from the conveniences and features of the service. Plus, we estimate that it has saved more than two million pieces of paper each application cycle that typically get printed and mailed each year.

Data from the APPIC Match consistently show that submitting more than 15 applications does not improve applicants' chances of being matched, and APPIC recommends that most applicants should submit no more than 15 applications. The fee structure has been designed to provide lower costs to students who stay within this guideline. For students who exceed this recommendation, the 16th through 20th application will cost $40 per application, the 21st through 25th application will cost $50 each, and each application over 25 will cost $65 each.

There is no cost to create and develop an application using the AAPI Online service. Fees are charged to applicants only when their applications are actually submitted to internship sites.

It should also be noted that the fees for the AAPI Online have lower fees for similar services provided by other professional organizations.

Here are some examples of other fee structures, including APPIC:

- **APPIC**: $50 for first application, $25 per additional. Cost per application increases after first 15. Total for 15 = $400.
- **CASPA (Physician Assistants)**: $175 for first application, variable amount per additional. Total for 15 = $805.
- **PASS (American Dental Education Association)**: $238 for first application, $80 per additional. Total for 15 = $1358.
- **CSDCAS (Communication Sciences)**: $100 for first application, $45 per additional. Total for 15 = $730.
- **PTCAS (Physical Therapists)**: $130 for first application, $30 per additional. Total for 15 = $620.
The APPIC Board of Directors is pleased to announce that the APPIC Application for Psychology Internships (AAPI Online) is now available (https://portal.appicas.org) for students. Students may now access the Application Portal for the AAPI Online to create and develop their internship applications for the 2015-2016 selection process.

Academic Directors of Clinical Training (DCTs) and individuals who provide letters of recommendation (e.g., faculty, supervisors) will have access to the AAPI Online once students reach the point in the application process when they request DCT verification and/or letters of recommendation. The Selection Portal, used by internship Training Directors to access and review applications, will be accessible beginning October 1, 2015.

The AAPI Online must be used by students to apply to all APPIC-member internship programs as well as those non-member programs that participate in the APPIC Match. All applications must be submitted online, and no site may request a printed copy of a student's application materials. The use of the AAPI Online to apply to programs that are not participating in the APPIC Match is prohibited. Students should be aware that each internship program establishes its own application deadline date for Phase I of the Match.

As noted above, all individuals who provide letters of recommendation for students will be required to use the APPIC Standardized Reference Form (SRF).

Detailed instructions for the AAPI Online may be found on the APPIC website at http://www.appic.org/AAPI-APPA. Some helpful Youtube videos include:

Other Institutions Attended: https://www.youtube.com/watch?v=vgbwIyqQsFQ
Current Grad Program: https://www.youtube.com/watch?v=xtzFe88K5F1
Summary of Doctoral Training: https://www.youtube.com/watch?v=5LdS9mKkbEY
Essays: https://www.youtube.com/watch?v=OHoYnvHMzwE
Cover Letters: https://www.youtube.com/watch?v=hetHkEJoELg

APPIC welcomes feedback about the AAPI Online. Comments and feedback may be directed to the Chair of the AAPI Online Committee, Dr. Mariella Self at mmself@texaschildrens.org. News and information about the AAPI Online, along with instructions about how to access the service, can be found at www.appic.org, click on the “AAPI/APPA” link near the top of the page.

Need help with the AAPI Online?

• For questions about the implementation or use of the AAPI Online, please contact Dr. Mariella Self at mmself@texaschildrens.org.

• For technical questions or difficulties (e.g., difficulty logging on, uploading, submitting applications, etc.), please contact the AAPI Online technical support team at (617) 612-2899 (phone hours: Mon-Fri 9am to 5pm Eastern time) or Support@APPICAS.org. You can also check the AAPI Online Facebook page (https://www.facebook.com/AAPIOnline) as a way to get up-to-date information about the AAPI Online service.
Internship milestones
1. Compute practica hours, including anticipated hours
2. Sometime in mid-July you will be able to download the APPIC Application for Psychology Internships (AAPI) from www.appic.org
3. Use the APPIC Directory to find sites that match your interests and secure their materials
4. Sign up for APPIC Match News
5. Consider subscribing to APPIC Intern Network
   - Send blank e-mail to: subscribe-intern-network@lyris.appic.org
   - You will receive an e-mail message (with the subject line, "Your confirmation is needed") that contains instructions for you to follow in order to confirm your subscription.
6. Register for the Match (www.natmatch.com/psychint) (deadline 12/1/15) – download the appropriate materials from that site and submit with current fee
6. Prepare Curriculum Vitae
7. Request letters of recommendation
8. Draft application essays (you may want to look at others’ essays as examples to get some ideas for how to structure your essays)
9. Get feedback from others on essays
10. Complete the AAPI, supplemental materials, cover letters
11. Work with the DCT to complete AAPI Part II
12. Submit materials

AAPI: Don’t obsess over practicum hours; competencies are more important than hours.

Essays: Examples of good and bad essays can be found in Appendices G through K

Essay 1: Autobiographical Statement
Sites vary on how much they want to know about you as a person outside of psychology versus how much they want to know about your life in general. Dynamically oriented programs, family programs, and counseling centers tend to want to know more about your personal life and the personal influences on your professional life – but don’t share “too much.” Cognitive behavioral and research oriented sites typically want to know more about you professionally. If your autobiographical statement matches who you are as a person, it will likely help you secure the best fit. Most importantly, tell a story and engage the reader.

Essay 2: Theoretical Orientation and Case Conceptualization
Using a real patient, provide a conceptual perspective of your orientation to describe how you treated the person. How do you proceed with treatment – interventions guided by theory?
Note: Make sure the case is totally deidentified.

Essay 3: Diversity Experiences
Use a broad definition of diversity when writing this essay. Describe a situation or case in which diversity was a client’s issue or an issue for you and what you learned. You can also explain ways in which multicultural/diversity issues influence your work and conceptualization.
Essay 4: Research Experience
In this essay you can include past research experiences and the themes of your research program. Include your dissertation/clinical research project/directed study. You can also comment on how research work has informed your clinical practice.

Cover Letter: A way to show goodness of fit (See examples in Appendix F)
- Cover letter versus essay
- Make specific to each site
- Have a clear sense of your own goals (see Goals Worksheet), which will help you write your cover letters
- List specific rotations and names of particular sites
- Be enthusiastic

Goals Worksheet (See Appendix T for list of Sample Goals)
- Complete this before applying
- I have a lot of experience in…
- I am lacking experience in…
- Do I want a generalist or more focused internship and why?
- My goals for internship are…
- My short term career goals are…
- My long-term career goals are…
- Where do I see myself in 5 years?

The Interview
- Be on time
- Bring the following with you to each interview
  - Site brochure and materials
  - Copy of your application and essays
  - Extra copies of your CV
  - Professional and comfortable attire
  - Personal items
  - Reread your publications and poster presentations to refresh your memory on what you did in case someone asks you about them
- There are over 350 pages of questions compiled from students applying to sites since 1999
  - These are listed by site and year. Students find these very helpful. Appendix W lists two sample pages.
  - Because this document is over 350 pages it is on blackboard as a downloadable document.
  - **See Blackboard: Internship Helpful Tips, Readings, and Forms ➔ College of Psychology Facts, Figures, Questions ➔ Cumulative Questions Interns Asked from 1999_2015**
- At each site you interview find out as much as you can from current interns’ experiences.
Getting Started

Reading this guide is your first step. Start early and don’t procrastinate! Also, remember some level of anxiety will accompany most stressful processes. This guide and the internship class are intended to help you reduce your anxiety and get a match. A good first step is to check Blackboard for the College of Psychology Internship course. On this you can find valuable samples and information. Additionally, you will be signed up in May for the Internship listserv.

In July, start by asking yourself some difficult questions. Is it realistic that I can leave this year? Do you have enough and varied clinical hours? Do you need more clinical experience to be competitive? For Ph.D. students, do you have much (or all) of your dissertation data collected? Keep in mind internships favor applicants whose dissertations are in progress or finished. It requires a lot of time and money. **We recommend that you think about whether you are ready for internship before applying.**

Start to think about your personal and professional priorities. Are there any factors that stand out as especially important to you? For example, what kinds of training opportunities do you want to have on internship (e.g., opportunities to work with children, minorities, or specific types of disorders)? Thinking about your priorities should also help you better know which sites to apply to.

One way to start is go to the APPIC (Association of Psychology Postdoctoral and Internship Centers) Directory On-Line (DOL) [www.appic.org](http://www.appic.org) and begin making a list of all the sites and web addresses of sites in which you have an interest. All students who participate in the APPIC Match will be required to pay a fee for the DOL. This fee is collected at the time of registration for the APPIC match in the Fall. Applicants can search for internship sites using the DOL based on certain criteria (e.g., location, specialty areas, required minimum number of hours, etc.).

Develop a “master list” of sites from which you’ll request information.

All internship sites have websites and training brochures than can be downloaded and saved on your computer. Some sites will also send out materials by mail. Print out your internship materials from websites so that you have a hard copy. Create a file for each site you are considering. We suggest purchasing a portable file box and using labeled file folders so that all of your internship brochures are organized alphabetically. **This is a very competitive process and we and others are suggesting you apply to between 21-25 sites.** It is costly, but what would happen if you applied to too few sites? You might get few or no interviews.

Start working on your CV now! See Appendix E for a sample CV. You will also be given help in the internship class on how to construct a CV. Your instructor should provide feedback on a draft copy you submit to him or her.

**A Sample CV is on Blackboard: Internship helpful tips, Readings, and Forms → Sample Forms and Application Parts → Sample CV and Tips**
When debating about the number of internship sites to which you should apply, consider the results obtained from the Phase I 2015 survey of internship applicants conducted by APPIC. These results suggest that although applying to more than 5 sites will increase your chances of being matched, **there is a point at which applying to more sites will not significantly improve your odds**! In fact, applying to more than 25 sites may actually decrease your chances of being matched. These data, however, may simply reflect the possibility that poorer candidates applied to a higher number of sites. As the table below demonstrates, those who submitted 21-25 applications had the highest match rate (90%).

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<th>Phase 2015: Number of Applications Submitted</th>
<th>Match rate</th>
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<tr>
<td>1 to 5 applications</td>
<td>59%</td>
<td>116</td>
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<tr>
<td>6 to 10 applications</td>
<td>70%</td>
<td>209</td>
</tr>
<tr>
<td>11 to 15 applications</td>
<td>86%</td>
<td>892</td>
</tr>
<tr>
<td>16 to 20 applications</td>
<td>89%</td>
<td>1004</td>
</tr>
<tr>
<td>21 to 25 applications</td>
<td>90%</td>
<td>344</td>
</tr>
<tr>
<td>26 or more applications</td>
<td>85%</td>
<td>96</td>
</tr>
<tr>
<td>31 or more applications</td>
<td>77%</td>
<td>31</td>
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Another useful tip is to ask faculty at your university whether they know any colleagues that are on faculty at any of the internship sites you are considering. Remember connections can be important and helpful. In addition to asking faculty, **knowing where other students have matched can also be helpful**! We have kept a record of past College of Psychology students over the past 10 years and where they have been accepted.

**This information can be found in Appendix A and on Blackboard: Internship Helpful Tips, Readings, and Forms ➔ College of Psychology Facts, Figures, Questions ➔ 10 year College of Psychology match data: 2005 – 2015.**

In addition, for many years, APPIC has published a report that provides information about student placement via the APPIC Match for each doctoral program. We are pleased to announce that a new report has been issued for the 2011 through 2014 APPIC Matches. This new report supplements the previous report that covered the years 2000 through 2010.

**The 2011-2014 report includes the following information for each doctoral program:**

- The number of students who registered for the Match each year
- How many students matched, were unmatched, or withdrew
- How many students were placed at APA- or CPA-accredited programs?

**IMPORTANT:** Please review the introductory section of the report in order to better understand and interpret the data provided. Many questions about the report are answered in that section. In addition, this section provides overall Match Rates for 2011-2014 by year, by degree sought (Ph.D., Speed, Ed.D.), and by Program Type (Clinical, Counseling, School, Combined).

The 2000-2010 and 2011-2014 reports are now available on the "Match Statistics" page of the APPIC web site -- www.appic.org<http://www.appic.org>, click on the "Match" pull-down
menu, then on "Match Statistics." Each report is available in two forms: (a) sorted by University name, and (b) sorted by State/Province, City, and University name.

2015 Match Statistics can be found on the APPIC website at: http://www.appic.org/Match/Match-Statistics

**This information can be found in Appendix B and on Blackboard: Internship Helpful Tips, Readings, and Forms → College of Psychology Facts, Figures, Questions → Nova Match Results 2011-2014. You can also find the 2015 Match Statistics on Blackboard: Internship Helpful Tips, Readings, and Forms → APPIC Facts, Statistics, Match Policies, Misunderstandings, FAQ Questions**

The first official step in this process will occur in mid-July when you can first register for the match. You will need to download an Applicant Agreement form and then return the signed Applicant Agreement, and a non-refundable fee in order to be assigned a “Match ID Number.” This ID number will be placed on each APPI you complete. While it is preferable to have your Match ID Number on the APPI, it is not required. Applicants will have the opportunity to provide their code numbers to sites at a later date. To register go to natmatch.com and follow the link for psychology internships.

APPIC has a web page and sponsors a free e-mail service called Match-News that provides ongoing news and information about the match. They also post questions and answers about completing the application that are sometimes useful. For more information visit www.appic.org and follow the “Match-News E-Mail List” link.
Description of the Matching Process and General Tips

Introduction

The match uses preferences on Rank Order Lists by applicants and internship programs to place individuals into positions. The matching process starts with an attempt to place an applicant into the most preferred program on the applicant's list. If an applicant cannot be matched to his or her 1st choice program, an attempt is made to match to the 2nd choice, etc. until an applicant obtains a tentative match, or all the applicant's choices are exhausted. Applicants can be matched if a program also ranks an applicant, and either (1) the program has unfilled positions or (2) if a program does not have unfilled position. Additionally, if an applicant is more preferred by a program than another applicant who is currently tentatively matched to the program the least preferred current match applicant is removed from the program to make room for a tentative match with the more preferred applicant. Other professions (e.g., medicine) use similar computer matching systems. This system is much fairer than the previous one used in psychology in where it was a very subjective process.

Thinking of Sites: Directory Online

The APPIC Directory provides an overview of all training programs. It contains information provided by program Training Directors and is updated at least once a year (in the spring). Information may change throughout year to reflect changes in different programs. It would be wise to check the directory periodically for latest information, especially time-related information (e.g., application due dates).

The "last modified" date field on the website will let you know when the program's information has been more recently updated. For a complete description of the program, please refer to the program's brochure or website. You can search the website in one of three ways:

- **Internship programs**: using various search criteria to locate programs that meet your particular interests.
- **Postdoctoral Programs**: using various search criteria to locate programs that meet your particular interests.
- **Name**: if you know name of the program, Training Director, or Chief Psychologist

Suggestions for Submission of Internship Applications

It is suggested that students stagger application e-submissions related to actual deadlines. We advise not listing sites to which you are not ready to apply in your list of program designations. Once you submit the 1st application, you can at later dates, list others and submit closer to deadlines for those programs. *Once you submit your AAPI Online to your director of clinical training for verification, you will NOT be able to modify the body of the AAPI in the future.* This is where your hours are recorded and it is your responsibility to make sure this part is complete, and that you have verified its accuracy, before submitting to Dr. Katell.
Application Deadlines

Application deadlines are in the APPIC Directory and in the program descriptions by sites. Those applications submitted electronically will arrive immediately at their destinations. We strongly recommend that you don’t wait until the last minute to submit your applications to avoid any technical problems. It is important to not assume that a site will accept applications until midnight on deadline date as some sites may choose to shut off the acceptance of applications earlier that day. The first application deadline is October 30, 2015. Also, check if the application deadline is eastern standard or some other time zone and submit accordingly.

Strategizing

When deciding how to begin the application process it is important to read all the materials, a site provides, to get a feel of how your experience matches to the site. Prior to selecting possible sites, make a list in a strategic manner. A useful suggestion is to tier your choices into the following categories:

• Dream picks
• Choose a few where you feel you will get an interview (i.e., sites that took Nova students before)
• Select some sites while not your dream sites, you could tolerate (it will only be 1 year)
• The recommended number of sites to apply to is 21 to 25.
  • Make 7 to 9 your top sites.
  • Select 7 to 8 that you think are a good fit.
  • Select 7 to 8 that you could tolerate if nothing else comes up.
• Applying for internship is like a buyer’s market where there are more of you than them (i.e., sites); they can afford to be picky. Therefore, do not apply to sites for which you have no experience (e.g., student counseling if you have no counseling experience).

Tip 1: Tiering Site Selections

To obtain basic information about locations, APA-accreditation status, stipends, and the like, utilize the Directory of the Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org. The APPIC directory for each site lists Summary of the Characteristics of the Specified Internship Class for the last three years (2012-2013, 2013-2014, 2014-2015). They list the number of completed applications, the number of applicants invited for interviews, total number of interns selected, number of interns from Ph.D. and Psy.D. programs. This directory can be found at: http://www.appic.org/directory/4_1_directory_online.asp.

Using this information you can determine if they accept Psy.D. students, % of those getting interviews with respect to number of applicants (e.g., 19 got interviews out of 84 applicants = 22.5% getting an interview if applying).

You can also determine the number of interns and how many were Ph.D. versus Psy.D. If they have never taken Psy.D. students, chances are very poor of a Psy.D. getting an interview (see e.g., VA in SF = did not take Psy.D.’s.; very common for VAs). Higher number of applicants and lower number of interviews means a lower chance of getting an interview.
Tip 2: Selection of Sites

Use the excel spreadsheet that shows where College of Psychology doctoral students have gone for internship for the past 10 years. This is on the College of Psychology Blackboard course. **See Blackboard: Internship Helpful Tips, Readings, and Forms → College of Psychology Facts, Figures, Questions → 10 Year College of Psychology Match Data: 2004 – 2014. Also see Excel spreadsheets in Appendix A for this information**

Selling Yourself: Use a Marketing Strategy

You are trying to sell yourself to the internship sites. The sites have a lot riding on the interns they take; they want a good match. **If you aren’t a good match, DON’T apply as you are wasting their time and yours.** When you find that you are a good match, make sure you let them know that by citing specifics in your cover letters and other materials.

Non-APA Sites Approval

There are some sites which are not approved by APA. They are very good sites. Many choose not to get APA accreditation because it is very costly. With respect to non-APA sites, there are no real drawbacks in terms of licensing. However, before a student can apply to any non-APA sites, the sites’ materials must be reviewed and approved by the College of Psychology’s Associate Director of Training, Linda Sobell to insure the site meets minimum requirements so students applying for licensure later avoid problems. **Instructions for submitting a waiver are discussed later and examples can be found in the Appendices L and M.** **Also see Blackboard: Internship Helpful Tips, Readings, and Forms → APPIC Waivers Example Docs**

Other Issues

- If your Ph.D. proposal is not approved by October 1\textsuperscript{st} of the year in which you are applying for internship you are not eligible for internship this year.
- New policy limits the "supplemental materials" that internship Training Directors may request; the policy states, in part, that "the only supplemental materials that may be requested by internship programs or submitted by internship applicants are (a) a treatment or case summary, and (b) a psychological evaluation report."

The Match

APPIC Internship Matching Program (the "Match") places applicants into psychology internship positions at training sites in the U.S. and Canada (see website for more information) [http://www.natmatch.com/psychint](http://www.natmatch.com/psychint). This site has all the requirements and policies for matching, dates, and cost of registration $130 ($110 for registration $20 for access to online directory). Match policies are now on College of Psychology's Blackboard. Go online, register, and pay for APPIC Match using the website above.

- **Note:** Last date by which all applicants should register for the Match is 12/1/15.
**Important Match Dates**

- **2/03/16**: Applicants and programs will be able to submit Rank Order Lists for Phase I of the Match beginning on this date.
- **2/03/16**: PHASE I: Deadline for submission of Rank Order Lists for Phase I of the Match.
- **2/19/16**: APPIC Phase I Match Day: Results of Phase I will be released to applicants and training directors.
- **2/19/16**: 11:00am (EST): Unfilled Positions: List of programs with unfilled positions in Phase I of the Match will be listed on this web site. Eligible applicants can submit applications starting as of this date.
- **2/25/16**: PHASE II: Deadline for submission of applications.
- **3/14/16**: Phase II: Rank Order List Deadline.
- **3/21/16**: APPIC Phase II Match Day: Results of Phase II will be released to applicants and training directors.
- **3/21/16**: 11:00am (EST): APPIC Post-Match Vacancy Service will provide information on the website for any remaining open positions beginning at this time on this website.

**What Happens on Match Day?**

On each APPIC Match Day, applicants will learn whether or not they have matched and, if matched, the name of the program to which they have been matched. At the same time, programs will learn the names of the applicants to whom they have been matched.

On APPIC Match Day, the DCT’s of academic programs that are APPIC Doctoral Program Associates are also sent lists showing the Match result information for all of their students.
How to Begin the Application Process

Because there is so much to do, do not procrastinate — Do a little each day. The application is very detailed and has very detailed online instructions (online instructions will be on Blackboard under my course content). There is a sample of how to complete the application on Blackboard and how to complete specific parts in Appendix O for Ph.D. students and Appendix P for Psy.D. students. In these Appendices and on Blackboard you can find samples and instructions on how to complete two very important sections. These applications parts include the Current Graduate Program Information and Summary of Doctoral Training. It is important to request letters of reference early on. When requesting a letter of reference offer to send the letter writer a CV, key points about yourself, and where you are applying. As mentioned earlier, request transcripts (all graduate programs) early as it may take several weeks to process. If undergraduate transcripts are requested you will need to scan and upload them as supplemental materials. Waivers for non-APA accredited programs are needed as well. You will also need to verify your Master’s hours by Hours Verification Day (College of Psychology and other programs). There is a section on the APPIC application on Professional Conduct Questions. Essays are a major part of the application be sure to proofread for spelling and grammar mistakes. We have provided samples of good and bad essays, as well as examples of the practicum hour’s verification forms, and waiver forms as part of the Appendices G through S.


**Important:** Here is a description of the Psy.D. directed study that needs to be inserted in its entirety on the APPIC application.

The Directed Study is the capstone research project for Psy.D. students. Its primary objective is to provide the student with a supervised experience to acquire special expertise in a specific substantive area of clinical psychology. It is also designed to enhance the student’s skills in critiquing and summarizing professional literature to inform practice. A scholarly paper, which is the product of the Directed Study, may be in one of four formats: These formats are a critical literature review; an empirical study testing one or more hypotheses; a case study; or a treatment manual. With the permission of a faculty supervisor, other formats may be considered (e.g., designing a novel intervention from supporting literature). The Directed Study is an independent project conducted under the direction/ supervision of two members of the faculty. The final document must be prepared in accordance with the current APA editorial style, and must be a minimum of 20 pages in length.

**See Appendix Z or Blackboard under My Course Content for a Sample APPI**
# Overview of the APPI Application

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Tracking Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Applicant and Educational Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Applicant</strong></td>
<td>Contact and Personal Information, Code number, professional conduct</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Educational</strong></td>
<td>Colleges attended, information on graduate program, graduate transcripts, summary of doctoral training (e.g., classes, dissertation/directed study, practicum hours, DCT information), certifications/publications/presentations</td>
<td>Official transcripts from ALL graduate programs must be submitted to APPI and include Transcript Request Form.</td>
</tr>
<tr>
<td><strong>II. Summary of Practicum Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intervention experience</strong></td>
<td>Services provided in presence of a client. Type of direct face-to-face or telehealth hours (e.g., individual therapy, career counseling, group counseling, family therapy, school counseling, other such as intake interviews) divided into age groups. Hours should only be counted in one category. Include hours of supervision provided to less advanced student here.</td>
<td>Individual therapy session: 45-50 minutes = 1 hour. Group sessions: 1-hour 8-member group = 1 intervention hour. Number of different individual in each encounter.</td>
</tr>
<tr>
<td><strong>Psychological assessment experience</strong></td>
<td>Summary of psychodiagnostic and neuropsychological assessments.</td>
<td>Scoring and report writing hours do not count in this section.</td>
</tr>
<tr>
<td><strong>Assessment instruments</strong></td>
<td>Two sections: Adult and Child &amp; Adolescent assessment instruments. Instrument used as part of practicum or research.</td>
<td>Refers to administration of full tests, not individual items (e.g., BDI, PHQ, SCID). Number clinical administrations, integrated into a report, and number of times for research.</td>
</tr>
</tbody>
</table>
### Integrated reports
Includes patient history, clinical interview results, and results from at least two psychological tests from one or more of the following categories: personality measures (objective or projective), intellectual tests, cognitive tests, and neuropsychological tests. Certain sites (especially in the northeast) may require at least one integrated battery with the Rorschach or other projective tests.

<table>
<thead>
<tr>
<th>Supervision received</th>
<th>Format of supervision (Individual or group), level of supervisor training, methods of supervision (e.g., audio tape, live/direct).</th>
<th>Hours of supervision. Didactics not included.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information about practicum experiences</td>
<td>Treatment settings (e.g. outpatient clinic, VA Medical Center), population, type of intervention. Information on groups. Theoretical orientation utilized. Classify populations by: race/ethnicity, sexual orientation, disabilities, gender, non-practicum clinical work experience.</td>
<td>For each treatment setting: track population (e.g., adult/child), number of hours for each type of intervention and assessment. Classify known racial/ethnic identification for all clients.</td>
</tr>
<tr>
<td>Support activities</td>
<td>Number of hours and description of client-related activities and indirect client hours such as session planning, chart review, didactic training, writing progress notes, report writing, scoring of tests and measures, consultation, case presentations. Excludes supervision hours.</td>
<td>Total number of support hours and description of activities engaged in.</td>
</tr>
</tbody>
</table>

### III. Additional Materials

<p>| Cover letters | 1-2 page document that includes an overview of your credentials, experiences, internship goals, and how each program fits with your goals. | N/A |
| Essays | 4 essays 500 words or less: Autobiographical statement, theoretical orientation, diversity, and research. | May be helpful to use anecdotes from clinical cases and |</p>
<table>
<thead>
<tr>
<th><strong>Curriculum vitae</strong></th>
<th>The content may vary by each site requirements. In addition to typical sections it can include lectures, courses, or workshops with topics of guest lectures, lab sections, courses taught and/or developed, public psychoeducation or information sessions delivered. Size and demographics of audience can provide useful information.</th>
<th>Update regularly through your training.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>References</strong></td>
<td>2-4 letters as requested by each internship program. Different references can be used for different programs.</td>
<td>Make sure contact information is up-to-date.</td>
</tr>
<tr>
<td><strong>Supplemental materials</strong></td>
<td>The only permitted materials include: case summary or psychological evaluation report. Not all programs require supplemental materials and some require both.</td>
<td>Keep from practicum experience and de-identify.</td>
</tr>
</tbody>
</table>

*Notes.* Experiences should only be counted once, but may fit within more than one category: Try to determine primary purpose of the session. Use ethical decision-making skills to determine appropriate category. Practicum summary hours include hours from doctoral and terminal master’s programs. Adapted from *The What, Why, and How of Tracking Your Training: A Primer for Clinical Psychology Students* (Dixon & Mahaffey, 2015).
E-Mail and Social Media Considerations

Searching the Internet for information, pictures, and so forth about internship applicants has been known to be common practice among internship directors but now it’s public. For example, the 2012 internship brochure from White River Junction VA Medical Center says “In addition to the materials submitted by applicants to the psychology internship program, the WRJ VAMC may also consider other publicly available materials including, but not limited to, information available through the internet.”

If you have your e-mail program set to request return receipts TURN THIS FEATURE OFF. If you write to any training directors, other training staff, or support personnel, you run the chance of irritating them by requesting such receipts.

Think about all the internet accessible locations where you have photos, literary musings, items for sale, and the like. If ANY of them could cast you in other than a professional light, take them down. Please be aware that photos can be stored on the Google “Images” servers for multiple years.

- If you have: Facebook, Twitter, Tumblr, Google+, Instagram, Pinterest, etc. check very carefully to ensure that all materials and information you wish to keep private is indeed private.
- **Turn off Spam filtering.** Many interview notifications and other communications from sites, will come via e-mail. Spam filters can result in not receiving messages from internship programs, APPIC, or National Matching Services. Applicants who use e-mail filtering should consider whether to continue doing so, at least for the duration of the match process.
  - We recommend making any necessary adjustments to your e-mail program to ensure that you will receive all important e-mail during the next few months.
- **Only use your NSU email address during the internship application process. If you use another email address important emails could end up as spam.** Also, do not use mail forwarding as emails can be lost/not forwarded.

Even though we have cautioned about social networking sites we ran across a very recent article that says that internship directors are googling potential internship candidates both before offering them an interview and after. **Further, the article says that directors report making offers or not making offers based on what images, text, etc. they find on students.**

While it was not widespread, it now seems that training directors are actively using internet information to make offers to potential candidates. The individual responsibility of what and how people share on the Internet presents a novel realm of choice. Deciding what to post on a blog or social networking site may be a spontaneous decision with long-term consequences. **Many posts and pictures cannot not be deleted and are stored in the Cloud only to come back and bite people.** Just think of some of the stories about athletes. Despite using privacy settings, realistically there is only so much individuals can do to control and keep their information private.
**Example:** We have had two practicum sites reject students because of what they found out about a potential student, including a mug shot site (e.g., Busted mug shots http://www.bustedmugshots.com).

**Advice:** Before applying to sites search or google yourself on the web including your name and images to see what is out there. Check your Facebook, etc. pages and take down pics that would not paint you as a psychology trainee in a favorable light.

**See Appendix C for an article on social media**

**Note:** You are to refer to yourself in letters and your e-mail signature block as a Psychology Trainee and nothing more. Several of you have email signature blocks that are in violation of the NSU College of Psychology policy and these need to be changed. To call yourself or list yourself as otherwise is a violation of College of Psychology’s policy and can result in a referral to the Professional Standings Committee so please change your email signature if it does not conform to the follow.

**This is how to list your position:**
Joe Student, M.S. (Full name and degree)  
Psychology Trainee  
College of Psychology  
Nova Southeastern University  
Email address  
Phone number

**If you are a PSC coordinator you can list this:**
Jane Doe, M.S. (Full name and degree)  
Program Coordinator, Trauma Resolution Integration Program  
Psychology Trainee  
College of Psychology  
Nova Southeastern University  
Email address  
Phone number
Where to Apply?

One of the most difficult tasks in the internship process is deciding where to apply.

Everyone has their own professional and personal priorities that will affect their final list of where to apply. Things that can affect your evaluation of a site include, but are not limited to, geographic location, number of training experiences offered, internship training philosophy, proximity to family or loved ones, or salary.

Some Suggestions for Thinking about Where to Apply

- Think about your goals for next year. What is it you would like to accomplish during your internship year? What are your professional goals? Personal goals? Will the internship sites you are considering help you meet these goals?
- Internship sites have varied training philosophies and theoretical orientations. Think about your theoretical orientation and how well you would fit in at a particular site. For example, if you subscribe to a CBT orientation you may not want to apply to a psychodynamic site and do Rorschach’s and the like.
- The top reasons for students not placed in the 2013 Match were: geographic restrictions, applying to all highly competitive programs, and applying to too few programs.
- If an internship site is in a geographic location in which you would absolutely refuse to live, then you should not apply to that site. Think about the pros and cons of each site and remember that while a site may not be in an ideal location, it may be worth applying to if it would provide you with a year of great experience. Remember, internship is only for one year, and after that, you can move!
Transcripts

An OFFICIAL copy of ALL GRADUATE transcripts must be submitted to AAPI Online service. Once you have entered an institution, please select the orange circle next to the appropriate institution to print a copy of the transcript request form. **It is important to submit transcripts ASAP as they can take several weeks to process (e.g., Nova takes about 2 ½ weeks to process a transcript).** You must also submit with each transcript the AAPI Transcript Request Form (generated on your APPI) and Nova Southeastern University’s form. Without this form your transcript will not be processed by APPIC. It is the applicant's responsibility to ensure all required transcripts are mailed to AAPI Online in a timely fashion which means no less than 5–6 weeks before the 1st deadline. **Don’t send undergraduate transcripts, they will not be accepted.**

**See Appendix D for sample APPI Transcript Request Form**

Once received and accepted by AAPI, your transcripts are automatically included with all your submitted applications. If transcripts are not submitted by a site’s deadline the student cannot apply to that site. It is important that you stay on top of these deadlines as AAPI Online will not contact applicants regarding missing transcripts. You will only be contacted if there is a problem encountered with a graduate transcript (e.g., wrong transcript, missing data). **Students need to send transcripts to APPIC from ALL graduate programs in which they were enrolled whether in the field of psychology or not (e.g., engineering, chemistry, public health, etc.) and whether you completed the Master’s degree.**

Tell your university to submit graduate transcripts to

**AAPI Online Transcript Department**

P.O. Box 9117
311 Arsenal Street
Watertown, MA 02471

When APPIC receives a transcript the student will be notified. Below is the APPIC transcript section and what it looks like if APPIC has not received anything yet.

![Status > Transcripts](image)

Linda S

When Transcripts have been received it will look like this.

<table>
<thead>
<tr>
<th>Status &gt; Transcripts</th>
<th>001509 - FL – Nova Southeastern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College or University</td>
<td>University</td>
</tr>
<tr>
<td>Date Received</td>
<td>09/18/2013</td>
</tr>
<tr>
<td>Status &gt; Transcripts</td>
<td></td>
</tr>
</tbody>
</table>
LOTTERY: Limiting the number of College of Psychology applicants

There are a few internship programs that LIMIT the number of applicants from College of Psychology. Their stance is if the number of College of Psychology applicants exceeds a certain number, NO APPLICANTS from College of Psychology will be considered. Whatever our feelings about this, we have decided to use a fair and sensible solution to maximize students’ chances to match with these programs.

Lotteries: Below is a list of the current sites that are known to limit the number of College of Psychology applications at the present time.

1. Tampa VA [limit 6]
2. Medical College of Georgia/VA Consortium [limit 4]
3. Cincinnati VAMC [limit 4]
5. Atascadero State Hospital [limit 4]

Steps to Participate in the Lottery:

Early in October we will send all students an email asking students interested in any of the lottery sites to send an email to sobelll@nova.edu and express interest in 1 or more programs. The subject header needs to say one word: Lottery.

- First, make sure you qualify by checking the site.
- If you are interested in more than one site provide rank-ordering of 1st choice, 2nd, etc.
- Dr. Cuc will randomize the list not using names. After this we will notify applicants of the results.
- Dr. Katell will then let sites know the names of lottery applicants.
- If accepted and you decide not to apply let us know.
- Applying to any of the above sites without having been selected as part of the lottery would be a professional violation and could result in no one being able to apply.
Constructing a CV: Do’s and Do Not’s

What is a CV? After your cover letter your CV is your first introduction to the search committee. It serves as a summary of your educational background, research, and professional experiences. A well put together CV will help move your application to the next stage, an interview invitation.

***See Appendix E for sample CV. A sample CV is also on Blackboard: Internship helpful tips, Readings, and Forms \(\rightarrow\) Sample Forms and Application Parts \(\rightarrow\) Sample CV and Tips***

Writing a thorough CV is an extremely important part of the internship application process. A CV is an opportunity to display all of your experience, including research work, employment history, education, and other facts about yourself that internship sites would like to know about. It also gives you a chance to highlight special skills or awards you have received, or special skills you may have in speaking foreign languages. It is highly recommended that you devote a good deal of time making your CV an accurate, thorough representation of yourself.

**Providing detail:** Remember, you want to be honest and you want to communicate your experiences and credentials. Provide sufficient detail to do so. For example, on papers presented, provide the full reference. Do not over burden the document with details that are not important. A sample CV to help you start is shown in Appendix E and is on Blackboard.

**What not to do when writing a CV**

- Don’t try and do it all by yourself the first time. Seek help from others. Your 4499 instructor should be giving you feedback too.
- Don’t worry too much about length — there are no rules on length. The CV should be professional and should include your important information.
- Don’t include the following information as they are not necessary: age; ethnic identity; political affiliation; religious preference; hobbies; marital status; sexual orientation; place of birth; photographs.
- Don’t include information that is humorous. The CV is not the place for humor or being "cute."
- Don’t pad your CV: One cardinal sin in CV writing is padding. Padding is when a reader reacts to the vita as more form than substance ("Who is he trying to kid?!)"). Thus, it refers to an audience reaction, not a specific CV writing behavior.
- Don’t list excessive details about research or teaching. Instead, provide the titles of research projects and course names along with brief summaries of your work.
- Don’t try to overly personalize the CV. Leave that for your cover letter or the interview. It’s unprofessional to include hobbies, dog’s name, high school activities, and the like. This can kill any chance of getting interviewed.
- Don’t put your GPA or SS# on your CV.
- Remember that if you are qualified, there are also a dozen others who are too. The slightest little stimulus could be reason enough to weed out your application. Poor attention to form, detail, content, or "what not to say."
• Co-investigator vs. co-author in NSU grants. *Per the application students are only considered as a “Co-Author” not a Co-PI. Therefore, students should not be writing that they are the Co-Investigator on a NSU presidential grant, but rather they need to list themselves as a co-author.*

• Do NOT include conference attendance, workshop attendance, or class lectures.

• See [http://psych.hanover.edu/handbook/vita2.html](http://psych.hanover.edu/handbook/vita2.html) for more information.

### What Sections to Include in a CV

**See sample in Appendix E and on Blackboard**

- Contact information, Education, and Experience
- Honors and Awards (from post-secondary school)
- Teaching and Research Interests
- Publications, Presentations, and Professional Activities (committee memberships, intern experiences, relevant volunteer work)
- Skills (2nd language, computer proficiencies)
- References (include or put “available on request”)

### How to Format CV

No extra spaces for fillers between sections and your information. No more underlining, that was for typewriters. Listings are chronological from the most recent to the oldest. Use 1 size font throughout (e.g., 12 point Times New Roman is recommended). Your name should not be in a bigger font. Margins should be 1” all around.

### Finalizing your CV

Proofread, do a spellcheck and grammar check with Microsoft Word; Double check formatting and descriptions.

**KEEP IT SIMPLE, KEEP IT PROFESSIONAL.**
Cover Letters
(See Sample in Appendix F)

Your cover letter should be in the format of a standard cover letter used for a typical job application. A cover letter usually includes date, recipient’s address, salutation, body of letter, closing, and signature line. Please note that your signature is simply your typed name.

You should write a separate, site-specific cover letter for each site to which you are applying. While there is not a word limit on the cover letter, it is prudent to be circumspect in the length of this letter. It is recommended to keep it to one page single spaced.

Before submitting your cover letters to the AAPI Online service, you should compose them offline using a word processing program. Once you are ready to import a finished cover letter into the AAPI Online, you may begin by clicking on the “Add New Entry” button. On the next page, you will be asked to specify a title for the letter. You can specify any title that you prefer; however, we recommend choosing a title that clearly describes the site to which this letter will be sent (e.g., “Ohio State University”). This will help you accurately identify the proper letter when you are e-submitting your applications.

**Very important: Instructions for APPIC Application Cover Letter Section**

Your cover letter should answer the question of how you envision our internship site meeting your training goals and interests. You are to address site-specific issues and training opportunities, therefore you most likely will write a site-specific cover letter for each site to which you are applying.

Cover letters are typically 1-2 pages in length. The accepted file formats are MSWord (.doc, .docx), Rich Text Format (.rtf), Portable Document Format (.pdf), and Ascii Text file (.txt). **Do not password protect your files.**

**Note:** If you are having problems uploading your document please make sure you are using one of the following browsers. Internet Explorer 9.0 and above, Safari 5.1 and above, Current and prior major versions of Mozilla Firefox, Current and prior major versions of Google Chrome. In this section of the application you may upload a maximum of 100 separate cover letter files at 2MB each.

**You may have to compress your PDF files in order to upload them on the APPI.** Go to [https://appic.org/AAPI-APPA](https://appic.org/AAPI-APPA) and then read the articles on “How to Shrink PDF Files Using Adobe Acrobat” or “Using a PC – Using PDFcreator to save a PDF with lower quality” to help.

**Sample Cover Letter in Appendix F and on Blackboard: Internship Helpful Tips, Readigns, and Forms ➔ Sample Forms & Application Parts ➔ 2015 Sample Full Cover Letter**
Writing the APPI Essays

There are four required essays for the APPIC application. Each essay should be no longer than 500 words. You have the choice of tailoring your essays to particular internship sites (or types of sites) or you can send the same set of essays to all of your sites. **See Appendices G through K for Sample Essays**

Our experience has been that after several years of reading students’ internship applications and essays, the best essays are organized, well written, and also help the reader gain a good sense of the applicant’s experience, goals, and the reasons why he or she would be a good match for the internship site. From our experience, the best essays are written and revised several times. Further, the best essays tell the reader a lot more about the applicant than a CV. The hardest task in the entire application process is writing essays that capture who you are, what you have done, your strengths, and the reasons why you are applying to a particular internship site.

APPIC Application Instructions for the Essay Section

You are required to create only one essay document. Should you prefer to tailor your essays per internship program designation, you have the option to create multiple essay documents. Essays should be formatted in sets of four per uploaded document. You may upload a maximum of 75 separate essay files at 2MB each. Please address the following topics in order:

- Please provide an autobiographical statement. There is no "correct" format for this question. Answer this question as if someone had asked you "tell me something about yourself." It is an opportunity for you to provide the internship site some information about yourself. It is entirely up to you to decide what information you wish to provide along with the format in which to represent it.
- Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.
- Please describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization.
- Please describe your research experience and interests.

Starting your essays: Some Helpful Tips

- Start with a blank piece of paper for brainstorming each essay. Write down whatever comes to mind when you read the question. Do not judge or erase anything yet.
- Each week, take 2 to 3 hours of uninterrupted time and work on one essay at a time. Keep focused on the questions and try to make your answers meaningful. Do not worry about the length of essays at this time, just produce a first draft.
- After writing the 1st draft put your essays away for a few days so that you can get a fresh perspective when you come back again.
- When you get feedback from your 4499 instructor have an open mind and do not be defensive.
Overarching Goals for the Four Essays

Present yourself and your training as a unique psychologist in-training. You are not writing as a 1st year graduate student or as a licensed psychologist with years of experience. ASK
YOURSELF: Have I written something in these essays that could not have been written by 75% of other applicants to a particular site. The essays are intended to set you apart from other applicants.

You will spend several hours writing these essays; those reading them will only spend a few minutes. The essay portion is where your entire application can be tossed out if you ramble, are confusing, not clear or have grammar or spelling errors.

Essay #1 Autobiographical Statement

- Answer this question as if someone has asked you “Tell me something about yourself.” There is certainly more than one correct format for answering this question.
- Add a personal “touch” to your autobiographical essay without becoming too personal or weird.
- Remember all drafts can be improved and your instructor has more experience than you do. Also do not fall in love with your 1st drafts.
- Key Points
  For the autobiographical essay, you want something novel if possible—not I want to help people. This essay should have clear, short simple pithy ideas. It is advised to stay away from warm and fuzzys.

- Pitfalls on Essay #1
  Here are some common pitfalls. Your essay’s focus is too cutesy and was the theme of the entire essay. The essay ends up being more about why you want to be a psychologist and told them little to nothing about you and or critical events in your life (e.g., making a touchdown with a broken leg or rescuing a child from a burning car). Some other pitfalls are rambling, having grammatical problems, contractions (do not us don’t), and just repeating what was on the CV. Do not tell them about being in therapy in this essay.

- Difficulties to Keep in Mind
  The autobiographical essay might often be most difficult because it is most ambiguous. You may wonder “how am I supposed to know what a site wants?” Because you do not know what the site wants, tell a story—describe yourself and experience(s) with a beginning, middle, and end to the story. Tell them why you are a good fit for them and state your goals for internship.

What is wrong with these examples of poor autobiographical essays?
- “From a young age I thought that I wanted to enter into the field as I was fascinated by the work my mother provided as a psychologist.”
- “Soon after I registered for an introductory psychology course in high school I realized I found my niche in psychology. I was instantly captivated by gaining knowledge of human development and the idea of working with individuals in therapy.”
- “As a sophomore at … University I was told that I had to declare a major to register for the next semester’s classes. I chose psychology, a subject I had been interested in since I helped mediate an argument between my parents when I was thirteen years old. However, my advisor had a different plan and so I graduated with a B.A. in economics.”

- “My evening psychology classes at … University put a serious dent in my productivity while running my company and was not a very popular decision with my wife, but it did not matter.”

- “While the goal to become a clinical psychologist has long been rooted in my mind, I have evolved and changed as a person through each significant step I have taken towards that goal. My interest in psychology began as an interest in child development. As an undergraduate, I…. In pursuit of my desire to help children and families, I sought a master’s degree. …. It is for this reason I decided to pursue a doctoral degree in clinical psychology.”

- “I also was able to learn how mental illness is developed and maintained through the understanding of personality structure and intra-psychic conflict. I also found the people I saw to be utterly fascinating and charming.”

Tips for Essay 1

**Autobiographical essay (Essay #1):** Most students agree this is the hardest to write. While there is no exact method that is “right”, there is some strategy to it. Below are some tips for how to make the best impression and maximize the impact of your essay #1.

1. **Make it personal.** There is very little in your application, apart from this essay, that really gives directors a feel for who you are as a person; this is entirely different than the credentials you submit that are focused exclusively on your training. In addition to good training, training directors want to work with someone they feel they can connect with, and this is your opportunity to talk about yourself.

2. **Do not reiterate your CV.** This essay should focus on you as a person, so while you need to keep it relevant (see #6), this means more than just listing your training experiences or graduate school accomplishments.

3. **Be authentic. Be genuine. Be yourself.** Do not try to write an essay about something that you think sounds good but is not truly authentic; trying to figure out what kind of intern sites are looking for and trying to create a narrative to fit that, is not a good strategy. If you identify that your training goals and selected sites are a good fit, then your narrative should appeal to directors of those sites. When deciding on a focus for the autobiographical essay, consider what you really want to say, what experiences make you uniquely a good therapist.

4. **When disclosing, keep it contained and focus on positives.** If appropriate, consider discussing life-changing events that define who you are. Even negative life events (e.g., loss, illness, adversity) can be discussed, but focus on how these events were transformative in a
positive way and what lessons or insights you learned, not on how tragic they were. The emphasis should be on how you coped with it, learned from it, overcame it, and eventually, used it, to become more self-aware and grow from it. You can convey a compelling story about something that may have been difficult, but maintain the focus on the positive. If, and only if, relevant you can relate it to being a psychologist.

5. **Be compelling:** This essay should move readers and let them really get a glimpse of who you are. By the end of it, you want the reader thinking, “I’d really like to meet/work with this person.” Try to stay away from clichés and the trap of writing about how you were “always interested in psychology” or “everyone always thought I was a good listener.” If you create a sincere and engaging narrative, you will have a more compelling and successful essay.

6. **Keep it relevant.** Not everything that has happened to you that you think is important will be relevant for this essay. Ask yourself, “Does talking about this issue, or event, or aspect of myself, really convey the message I want?” Is it genuinely related in some way to your evolution as a clinician? “Do not force” a connection, it should be a natural one. If it is not, then reconsider rewriting the essay.

7. **Making it personal without disclosing anything private.** If your interest in psychology was naturally more academic than related to a personal event or circumstance, or you would simply prefer not to talk about your private personal life that is okay. However, it still needs to be a personal essay, so consider some aspect of your work with patients that is genuinely compelling for you, and try to craft an essay around that.

8. **Engage the reader.** **Remember, directors are reading LOTS or even hundreds of these essays, so keeping them engaged is half the strategy.** Having a compelling story with a well written narrative is necessary. Consider starting with a very engaging, or “seductive” first sentence that can really grab the reader, from the beginning, and make them want to read on. It doesn’t have to be a long sentence; anything that captures the essence of your message. Start with that and build the essay around it. Wrapping up your essay by connecting it back to the beginning is also a good strategy.

9. **Write a cohesive essay.** It should tell a story about you, with a beginning, middle and end. Try to utilize transitional sentences when bridging topics, and do not forget a summary statement at the end that ties it all together and brings your message home. It should wrap back, at the end, to how this story about you ultimately translates into who you are as a clinician. If it is something transformative that really had an impact on you, chances are you have learned something profound from it and about yourself, which, if it helps your understanding of patients include it in your essay.

10. **Remember the word limit but forget it when writing.** We all know the word limit is 500. However, try not to censor yourself and worry about the length during your first couple of drafts—just write. **You can edit later.** If your essay is way too long, consider whether you need a “hatchet” or “scalpel” approach—that is, do you need to delete entire sections or sentences or just crisp up the essay.
11. Do not forget it is a writing sample! Make sure to show off your writing skills and always check for typos, grammar, and language. Have someone with good editing skills read it and comment on it, but be careful about taking advice about the content of the essay if your audience does not have a context for knowing what training directors are looking for. Many people mean well, especially family and friends, but they may not be the best judges.

Essay #2 Theoretical Orientation

- Irrespective of your theoretical orientation, your approach to case conceptualization, assessment and treatment should follow some logical reasoning. In this essay, you might start by describing your theoretical orientation, and how this has influenced the way you assess and treat patients.

- Case conceptualization should be based on a theoretical framework that guides your assessment and treatment of patients. For example, a behaviorist might conduct an assessment that includes a functional analysis of a patient’s problems, to determine the antecedents and consequences that maintain the behavior. In turn, behavioral treatments might focus on helping patients change certain maladaptive behaviors and to implement more positive, healthy behavioral coping strategies.

You will be asked about this at almost each interview (you can use what you did in your CCE).

Poor Examples or Excerpts from Past Theoretical Orientation Essays: Ask yourself why are these bad or poor essays?

1. My preferred theoretical orientation in conceptualizing and providing interventions for patients is Eclectic Psychotherapy. The therapist who considers himself/herself to be an eclectic will adopt a “use whatever works” approach in treating clients.

2. I am of the opinion that our early experiences shape how we perceive the world. We learn from experiences with our first caregivers, our first attachments, how the world will treat us. If our earliest caregivers are cold to us yet they are the ones who feed, clothe, and shelter us, the outer world likely will be crueler. If our earliest attachments are loving and warm, the outside world may be kind to us. We are also strongly influenced by our temperament. Temperament is probably completely out of our control. I state this opinion because temperament likely is regulated more so by DNA than by prenatal stressors. That is, if the mother is under significant duress during her pregnancy, the fetus may be affected by the increase in cortisol and adrenaline stress hormones that will be released into the mother’s blood stream. However, temperament is also linked to DNA. In my approach to therapy, I am primarily humanistic. Though I believe that we are affected by how we perceive what happens to us, I respect a client’s right to choose if they wish to proceed or to cease uncovering their past. I am fascinated when I gather a client’s history of their family of origin. I realize that all conceptualizations are anecdotal. That is to say, no one has the proof for which conceptualization is ultimately correct for all clients. If you look hard enough, you can find it. I can find the object relations link that constructed the lens that clients view the world through. Indeed, I believe that we have the power to revise how we perceive our situations. It is important to conceptualize a client with some framework and theoretical approach because, for one, information is infinite; we could search for years to figure out why this person is experiencing their trouble. To have a focus is also helpful for the client.
focus that is openly discussed will help mitigate a client’s floundering and will illuminate his or her path. The conceptualization, importantly, makes the therapist accountable. I have to know where I am leading this person and I must give them fair warning so that they can decide along the way if it is working, if it is not, or if it is too painful. It is important to discuss the conceptualization of the client’s problem aloud with them. They need to be a copilot in their treatment.

3. Cognitive behavioral therapy (CBT) is the lens through which I approach most cases theoretically. From my own academic/training experiences, I find that approaching problems systematically by identifying maladaptive thoughts and dysfunctional emotions and behaviors through a goal-oriented approach is largely effective.

4. My theoretical orientation stems from the way in which I understand myself and the world and it has been heavily influenced by the cognitive-behavioral training that I have received, as well as by my commitment to the integration of science and practice through the integration of evidenced based treatments. My approach to case conceptualization and intervention flows from the way that I best understand human behavior: I believe that a person’s thoughts significantly impacts her feelings and behaviors…. During my internship year, I would like to expand my knowledge of psychodynamic, interpersonal and existential treatments, as certain modalities work best for different clients. I am eager to learn new ways of conceptualizing and have found it highly rewarding when I have been faced with unique perspectives and have been challenged to think beyond the world of CBT.

**Essay #3 Diversity**

*Describe your experience and training in working with diverse populations. Your discussion should address how multicultural/diversity issues influence your clinical practice and case conceptualization. Do not make these essays too general. Select a specific example with a client if you can.*

**Poor Essays or Poor Excerpts from Past Diversity Essays:** Ask yourself why these were selected as bad or poor essays.

1. I feel fortunate in that I was born and raised in…, which is a cross-roads not only for citizens of the United States of America, but also other nations. This has allowed me the chance to be exposed to people of vastly different cultures […] including my martial arts experience with Korean styles.

2. At another facility, I worked with a bisexual client who shared her frustration with coming to terms with her sexual identity. Therapy focused on processing her feelings related to her discomfort associated with having a relationship with a woman. In addition, her feelings related to being pressured into a relationship with a man were explored. My review of the literature cued me in to closely examine possible substance abuse. My client reported an extensive history of substance abuse. As the research focused my attention on substance- and alcohol-related problems among this population, we focused additional attention on relapse prevention during her therapy.
3. With whomever I meet, I try to really see the person and I believe that I extend respect. Regardless of if you are a busboy whose language I do not speak or if you are a CEO, I will acknowledge your presence. I was brought up to do so. Race, ethnicity, culture, sex, gender, sexuality, handicap, religion, and generation all interplay to create a uniquely distinct experience in each of our worlds..... In all instances, I saw the person; I saw their pain, their joy, their passion and if I was very lucky, their soul. I am only able to do this by not judging. I learn from them. I listen and I most importantly respect their uniqueness. My inquisitiveness has served to expand my awareness about diversity and what that means to people from many different backgrounds.

4. Diversity is made up of many different factors such as gender, sexual orientation, culture, socioeconomic status, level of acculturation and religious background. It is important to understand and accept that I may not know that much about those differences. Without understanding and addressing the diversity issues I cannot be the most effective clinician. Working with the .... in South Florida, I have been exposed to many of these diverse populations, many of which have more than one diversity difference.

Essay #4 Research Experience

Describe your research experience and interests. College of Psychology Psy.D’s can write about their directed studies and how science helped informed their practice (make sure your examples are relevant). Describe past research experiences, themes of your research, your dissertation or directed studies project. Here it is important to address how research has informed your clinical practice.

Ideas to Start Essay #4

• As a psychology trainee, my research experiences have been molded by the clinical and educational opportunities to which I have been exposed.
• I was given an opportunity to work as a Graduate Research Assistant for a research project that focused on…
• I assisted on a research project that examined …
• I decided to pursue a research study for my Directed Study titled … which focused on. The study found…
• My literature review addressed in the following areas…
• Subscribing to the practitioner informed by science model, the research in which I have been involved has had an impact on my clinical training during my graduate career.
• My research on … has also enhanced my ability to effectively work with … clients in a clinical setting.

Problems with Essay #4 for Psy.D. Students

Pretending you are a researcher when you are not comes across as naïve and uninformed, especially if you use certain words without examples (e.g., evidence based practice, co-investigator, informed by science). Some directed studies are literature reviews, thus do not try to pass them off as a research study. Do not write about research goals for internship if you are not a researcher.
Poor Essays or Excerpts of Poor Essays for Essay #4: Ask yourself what is wrong with these examples.

1. My undergraduate research work focused on mediators of forgiveness. When working on this project, I aided the team in gathering information about forgiveness-related behaviors among college students who believed that they had been emotionally hurt. I also assisted in the analysis and interpretation of research data, and administered and scored tests. Additionally, I conducted written and oral interviews of participants enrolled in the study.

2. This type of research allowed me to understand individual’s difficulties covertly. I continued my research interests in graduate school. I have been fortunate to have had several research experiences that have also shaped my and informed clinical interests and practice. Working at the hospital as a research assistant for a year on several government-funded projects with veterans and soldiers was the catalyst for my desire to apply to graduate school. Once in graduate school, my interests were piqued by the opportunity to become involved in substance use and intervention research.

3. I am primarily a consumer of research. I keep myself abreast on the latest empirically validated treatments discussed in peer-reviewed journals. I have a responsibility to be a discriminating consumer of research as well as effectively incorporate the current literature findings into my practice. Providing treatment to clients with anxiety disorders requires current knowledge regarding the subtleties necessary to reach the most effective treatment outcomes. For example, the nuances within anxiety disorders such as social anxiety disorder versus generalized anxiety disorder become clearer by studying treatment outcomes. The knowledge of maintenance factors of the disorder and follow up efficacy to treatment is learned by perusing empirically validated studies. Additionally, I enjoy reviewing literature. Finally, with regard to my research interests, I have enjoyed collaborating on research.

4. As a psychology trainee my research experiences have been molded by the clinical and educational opportunities to which I have been exposed. These experiences have shown me the importance of practicing as a clinician informed by science. This is a modal to which I currently and plan to continue to prescribe. I find that research is an integral component in understanding people and their behaviors.

Note: The words before the parentheses (sic) above are misspelled words or words that are grammatically incorrect. These kinds of mistakes are fatal flaws that will typically get an applicant rejected from consideration for an interview immediately. Internship programs are unlikely to appoint an intern who may have trouble spelling and writing notes coherently.

Primer on writing internship essays for the AAPI
There is a YouTube video that Dr. Mitch Prinstein put together that provides some very good suggestions for writing the 4 AAPI Essays and listing of your goals.
https://www.youtube.com/watch?v=B7aqCd3zGbK
Completing the Application: Seven Critical Questions Asked on the APPIC Application That You Must Answer Honestly

1. Has disciplinary action, in writing, of any sort ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board?

2. Are there any complaints currently pending against you before any of the above bodies?

3. Has there ever been a decision in a civil suit rendered against you relative to your professional work, or is any such action pending?

4. Have you ever been put on probation, suspended, terminated, or asked to resign by a graduate or internship training program, practicum site, or employer?

- You must report any action taken against you by the Professional Standing Committee.
- Besides graduate or internship training program, must report being terminated, or asked to resign by ANY employer involving some professional. This does not include employers for restaurants or stores.
- Must report being terminated or suspended from an internship or practicum site.

5. Have you ever reneged on an APPIC internship match agreement (i.e., refused to attend or left an internship program that you obtained through the APPIC Match or Clearinghouse) without prior approval from APPIC and the internship site?

6. Have you EVER been convicted of an offense against the law other than a minor traffic violation?

Note: Students who have had an arrest and been told it is expunged or it is no longer on their record need to confirm that with an arrest record or else report it as these kinds of things show up and it is better to report it with a brief explanation which we can help you with. (See next few pages for a further discussion of this topic from someone at APPIC. Contact Dr. Linda Sobell with help for how to write this paragraph. All information is confidential.

7. Have you EVER been convicted of a felony?

Note: Students over the years have reported a variety of arrests (e.g., DUI, domestic violence, petty theft, and so forth) and none have ever been denied internship interviews or an internship site based on such an arrest. The trick is for us to craft the statement. See below for some examples.
**Some tips if ever arrested**

- If you are not sure what will show up on a background check, you can request or pay for your own criminal history. Some people think things are expunged, only to find out that they are not.

- Sites will consider underage drinking in college a number of years earlier differently than a DUI last year or plagiarism during graduate school. The recency, severity, and relevance of the offense will make a difference.

- A number of people wanted to know where else they should address prior offenses besides in the APPIC space left for explanation in response to a particular question. Again, this depends on the situation. The more it is recent or directly relevant, the more need there may be to address it in a cover letter or autobiography in addition to the AAPI itself. For other circumstances, the AAPI alone will suffice. If the negative event occurred prior to graduate school and shaped your life, behavior, decisions, and choices in some important way, then you may choose to address it. For example, if a DUI actually reflected a substance use problem that you got assistance for this might be handled differently than a DUI that was not associated with a drinking problem. Regardless of where you address the problem, the more you take responsibility and acknowledge what you did to address your part in the problem (e.g., therapy, substance use treatment), the less concerned people will be about a repeat act.

- There is no answer to how much difference it will make to one's application if they have a criminal history (misdemeanor, felony) or a history of probation or problems in graduate school. Sites will vary dramatically on this. What we do know, however, is that if students are not honest and get caught, the consequences are likely to be serious (e.g., dismissal).

- Some people are afraid of telling supervisors or mentors, about their history. People who care about you and respect you, will be able to keep your difficulties in perspective and continue to support you. Typically, if someone has paid a fine for any offense that is considered a guilty plea and it will be on their record. Minor traffic violations only show up on your driving record, whereas other misdemeanors show up on your criminal history.

- We recommend that if there is any chance that something will appear on a criminal record it is better to explain it in the AAPI. Most training director's understand underage (under 21 years) offenses and would not use that against anyone, but appreciate the honesty. I have even personally seen applications where the individual had a felony conviction as a minor but it was handled well by applicant and training program, and we interviewed them.

I hope this helps! Good luck and please let us know if you have additional questions.
My best, Sharon APPIC Board of Directors
Arrest Disclosure Examples

1. In 2007, when I was xx years old and an undergraduate student, I was charged with having a false ID. The ID was taken when I tried to enter an establishment for persons 21 and older. The establishment turned the ID into the local police department, which had me meet with a police officer. I paid a fine, there were no further penalties, and the record was then sealed by the country clerk’s office. I was young and recognize this was not the right thing to do. I have had no other encounters with the legal system since then.

2. In 2010 I went to a football game in Gainesville, Florida and I had an open container of alcohol. I was unaware of the county-wide ban on open containers in public in Gainesville as there were no such laws were I had previously lived. I was not booked or taken to jail, but only charged with an open container violation. The county expunged this charge and I paid a small fine. If I had taken known about this law I would have not have had an open container in the stands. With the exception of this one incident I have never had any other encounters with the legal system.

3. Ten years ago in 2002 when I was 17 I was fined for underage drinking. While I was never taken to jail, I paid a small fine and I was told my record would be expunged. This situation taught me the importance of taking responsibility for one’s actions and accepting consequences when a mistake is made. Except for this one incident, I have had no other encounters with the legal system.

4. Over a decade ago in 2000 and 2001 in New York I was fined for having an open container of alcohol in public. At the time I was young and unaware of the ban on open containers in public. While I was never arrested, on both occasions I paid a fine. What I have learned is that people need to be aware of the rules and regulations that govern where they live and that drinking in public places is not appropriate. I have had no other encounters with the legal system since them.

5. 8 years ago, when I was ?? years of age I used very poor judgment. I was out with my friends drinking and decided to get behind the wheel. The decision was selfish and I was fortunate that I did not cause harm to anyone on the road that night. I was pulled over and charged with driving under the influence. To this day, I will not forget what a terrible experience that was. I learned very quickly that there were consequences for this type of reckless behavior and I knew that I never wanted to repeat the same mistake. I was fortunate to not have harmed anyone, including myself. I have never driven under the influence again and I have had no other charges since. This was a hard way to learn a very important lesson. I did learn and have communicated to others since that time that if you choose to drink then you should designate another driver who will not.
Response from APPIC about how to answer professional conduct questions

I am responding to the recent posting about handling past behaviors on applications, such as prior DUIs. Let me give you a few general guidelines.

First and foremost, be honest. There will be more negative consequences for students who are not forthcoming when the information is discovered. Second, explain what you learned from your past mistakes and how you have dealt with them. We all make mistakes, it is how we learn from them that matters. Third, you are not defined by your mistakes, they are only part of you. So put them where they belong on the application and explain them, but they don't need to appear everywhere. Fourth, be sure that someone from your grad program knows about what you will be sharing, so if they are contacted, they can make informed statements. Fifth, it may be reasonable for one of your letter writers to address the issue as well, particularly if you believe they think you have dealt with the issue(s) effectively.
Letters of Reference: Start Early

Letters of reference need to come from faculty you had in class, your mentors, your dissertation chair, your directed studies chair, clinical supervisors, practica, and intensive supervisors who have a doctorate in psychology. At least two of the three letters should come from College of Psychology faculty. For Ph.D. students your dissertation chair should write a letter for you. For Psy.D. students it is recommend that your directed studies supervisor write a letter unless all that person did was review a literature review directed studies and you had them for nothing more over your graduate career.

If you are wondering what to expect from letter writers be advised that short letters are not good. Check with writers if they are willing to write a letter before submitting their names. To help letter writers, send them your CV, or general idea of what sites you are applying to, points to emphasize, and the date when the letters are due. Follow up with writers if they have not submitted your letter within two weeks of the deadline.

THE NEW APPIC STANDARDIZED REFERENCE FORM

For many years, there have been concerns expressed regarding the utility and consistency of letters of recommendation, specifically in the area of student needs for future growth and development. A workgroup of the Council of Chairs of Training Councils (CCTC), which is comprised of the presidents/chairs of thirteen graduate and post-graduate training councils, was formed in 2013 to consider ways in which the process of recommendation letters for internship could be improved. After considering multiple options, the workgroup adopted a modified version of the Guidelines for Letters of Recommendation that was developed by the Canadian Council of Professional Psychology Programs (CCPPP). Canadian internship sites have been using standardized recommendation letters for a number of years and have found them to be a significant improvement over traditional letters.

The APA Association of Graduate Students (APAGS) had input into the final version of the form, and CCTC formally endorsed its use in February, 2015. CCTC believes that this form encompasses a comprehensive array of variables typically covered in letters of reference, and that this standardized format is in the best interests of both students and internship programs. APPIC will solicit feedback about the SRF from the training community once this selection cycle is over.

Thus, beginning with the upcoming 2015-2016 internship application cycle, APPIC will require all internship programs, students, and letter-writers who participate in the Match to use the APPIC Standardized Reference Form (SRF) in lieu of a typical, free-form letter of recommendation. Students should ensure that those who will be providing their references are informed about the requirement to use the SRF.

A copy of the new APPIC SRF may be downloaded here: http://www.appic.org/Portals/0/downloads/Standardized_Reference_Form_Final_1.27.15.doc
FAQs about the SRF may be downloaded here:
http://www.appic.org/Portals/0/downloads/FAQ_SRF_2.5.15.docx

Standardized letter form and discussion:
http://www.apic.org/AAPI-APPA

Letter Instructions Online

This year a Standardized Letter of Reference will be used. This will be more of a form with standardized information from students and letter writers. Designate three who will write letters of recommendation for you and do so early like September. Almost all sites require 3 letters of recommendation. It is important that you review each site’s requirements. **While it might be tempting to send more letters to a site than it requires, do not do this while a few sites request four letters, follow the site’s application procedures.**

More Instructions

Your reference is required to supply their recommendation by using the “Standardized Reference Form for the AAPI” (Formally known as the Canadian Council of Professional Psychology Programs form). This form is for both Canadian and US references. To download the Standardized Reference Form for the AAPI click on the icon. This same form may also be downloaded directly from the reference provider’s account.

Applicants will enter the contact information for the persons they have asked to complete Standardized Reference Form(s). Click on the blue ‘ADD NEW ENTRY’ button and fill in all fields. Please title each Standardized Reference Form and enter any referee specific instructions in the “Notes to Reference” field. Upon completion of the section, click on the ‘SAVE’ icon. Clicking on the ‘SAVE’ icon automatically generates an e-mail notification to your referee.

The standard requirement is to have at least 2 Standardized Reference Forms; however, you can list additional referees if desired. Only four Standardized Reference Forms may be attached per site. Please be mindful that sites may not appreciate receiving more application materials than required. It is in the best interest of all applicants to check the selection criteria of each training site before choosing your referees.

If you choose to have a referee write more than one Standardized Reference Form on your behalf you will need to create multiple requests. For example, if you need a referee to write three Standardized Reference Forms you will need to create three requests. Every request is identified by the title and appropriate instructions detailed in the “Notes to Reference” section. After submitting the initial request, please click on the blue “Add Another Request for this Reference” button and fill in all fields. Please title each Standardized Reference Form and enter any referee specific instructions in the “Notes to Reference” field, (The other fields in this section are locked and no changes will be allowed.) click on the ‘SAVE’ icon. Please repeat these steps for each additional Standardized Reference Form required of this referee.
Note: You are permitted to submit your application with “New” or “Incomplete” Standardized Reference Forms to an internship program. However, please be aware that this application will be considered incomplete until all attached letters or forms have been completed.

**See Appendix Y for FAQ regarding use of Standardized Reference Form and the APPIC Standardized Reference Form**

AAPI requires a minimum of 2 and no more than 4 letters of recommendation with each submitted application. Most students will instruct AAPI service to send the same letters of recommendation to all sites to which they are applying. However, the AAPI Online allows you some flexibility. It is possible to send different combinations of letters to different internship sites. You can have one person write multiple versions of a letter as well (e.g., 1 for hospitals, 1 for university counseling centers). **In the past, DCT’s would provide a separate “letter of readiness” that would be sent to internship sites in addition to the three letters of recommendation. This is no longer a requirement**, as the AAPI Online provides other ways for DCT’s to supply that information.

**Letters of Recommendation**

**Always request letters of recommendation EARLY!!** During the summer prior to applying to internship, begin to approach faculty to see whether they would be willing to write you a good letter of recommendation. Choose faculty who know you well, and who can speak about your abilities in more than one domain (e.g., research abilities, clinical abilities, etc.). It is usually a good idea to ask your main faculty mentor, as well as other faculty who also know you well. You may also ask clinical supervisors to write you letters of recommendation. **All letter writers need to be doctoral level psychologists that supervised you during your graduate career.**

- Make sure that all of your recommendations are sent. Follow up with faculty if letters have not been sent. You can see who has sent a letter for you on the APPIC portal.
Instructions for Submitting Waiver Requests

Those applying to ALL non-APA accredited internship sites have to have those sites approved. Why? Because it provides some protection for students going on internship that programs in all probability allow you to get eventually licensed. Must submit requests—see form on **Blackboard: Internship Helpful Tips, Readings, and Forms → APPIC Waiver Example Docs → 2015 Waiver Form Instructions and 2015 Blank Waiver Form.**

Waivers: 2015 Instructions for Submitting a Waiver Request

Those applying to non-APA accredited internship sites have to have those sites approved. Dr. Linda Sobell has been doing this for Dr. Katell and will continue doing this this year. You must submit the following information. If the required information is not submitted then the waiver will be returned for the necessary information.

- APPIC directory printout needs to be attached.
- In addition, scan a complete copy of what the internship site sends out to all applications.
- The following information needs to be highlighted with colored marker of some sort and labeled as #1, #2, and so on the internship materials you provide from each internship site. If the material is not highlighted and numbered, it will be returned to you and this will only slow the approval process down. If some cases you may have to email the site to get this information in which case attach the email answers.

Steps

1. A listing by name of the sites’ doctoral level psychologists and whether they are licensed in the state where the internship site is. (Please note that you must have a LISTING by name of the licensed psychologists at this site for this to be approved if you only provide the names of psychologists without noting that they are licensed the site cannot be approved; this must be either in the brochure or in an email from the director.

2. How much money the internship site offers per year and other benefits (Please note that we are not approving sites that do not provide funding). Also you need to provide the benefits information from the site’ brochure or an email from the training director and not the APPIC directory page as it may not be up to date.
3. Number of total hours the internship offers must be listed for the entire year benefits
   (Please note that we are not approving sites that do not specifically state that they
   will provide 2,000 hours on your internship)

4. Weekly supervisory hours must be listed and whether this is in group or individual
   format (Please note that the sites must state that you are supervised by a licensed
   psychologist).

5. Length of the internship (e.g., 12 months) and number of hours worked per week,
   numbers of direct clinic hours per week.

6. Educational/workshop experiences are to be listed.

7. A statement of how evaluation/feedback is provided to the intern in terms of routine and
   annual evaluations must be included.

8. Types of clinical activities in which interns could be engaged.

Again, the above items must be highlighted and numbered and if they are not, this will delay the
approval process. In addition, if the site materials do not address the above points, you cannot
write in the information yourself. You must get the site to either send you a letter, a fax, or an
email confirming the above information. Please scan all materials into one file and email it to
Linda Sobell at sobelll@nova.edu

**See Appendices L and M for Waiver List 2015-2016 Example of Request and what to complete, and a Blank Waiver Form**
Practicum Hours Verified to Submit Your APPIC Application

Instructions and detailed sample forms are in the Appendices section (Appendices N through S) at the end of this manual.

Part of completing the AAPI On-Line is providing information about your program-sanctioned hours; that is, assessment, intervention, and consultation hours completed as part of meeting matriculation requirements. Use the Blank Practicum and Other Program Sanctioned Activity Records on Blackboard or in this manual for each practicum and other program sanctioned activities you have completed. Remember only hours completed by November 1, 2015 can be recorded here. If you completed the program minimum of 480 hours for first year practicum and 720 hours for second year practicum, no program-sanctioned hours forms or other documentation are required. Of these 480 and 720 hours, we would anticipate that very few students would have more than 50% of them as assessment, intervention, and/or consultation, and supervision. The balance would likely be support hours.

For Students Who Had Their Hours Verified Last Year and NOTHING HAS CHANGED

Anyone who had hours verified last year will still need to scan and email last year’s verification forms and training goals in again and will have to complete a new APPIC form for the Summary of Doctoral Training and for the Current Graduate Program Information. Email them to Erica Zarchin (ezarchin@nova.edu) so that she can give them to Dr. Katell.

For Students Currently Living Outside of South Florida

If you are living outside of South Florida and cannot make the appointment for hours verification you will have to prepare ALL the same materials with faculty signatures and so forth (see this section for more information on required materials) and email them to Erica Zarchin (ezarchin@nova.edu) so she can get them to Dr. Katell.

What to do if you’ve completed more than the minimum hours

If you completed more than the minimum 480 and 720 hours in either the 1st or 2nd practicum year, we need you to have them verified by the Office of Clinical Training. Substantiation can be done in one of two ways. First, your supervisor could have put them in the space provided at the end of the practicum evaluation of the year(s) in question: ask Erica to make you a copy of those pages and bring them in at your verification appointment September 26 and September 27, 2015. Second, the practicum supervisor in which you completed more than the minimum number of hours can help you complete a program-sanctioned hours form, and sign it for you.

Minimum Hours Requirements

“We ensure students represent their program-sanctioned hours accurately, and they already have sufficient hours to be entry level interns. I think it prudent for them to pass on the sites wanting 1000 intervention and/or 500 assessment hours if they do not have them.” – Dr. Katell
Avoid applying to sites where you do not meet the minimum criteria for required hours. The number of hours we are approving will be on your APPIC application and they will reject applicants that do not meet their requirements. Do not waste money on applying to a site where you do not have sufficient hours. One alternative is to email a site and tell them how many intervention/assessment hours you have and ask if you can apply.

**Verification of Hours:**

On hours verification day you will need to have completed and with you, the Current Graduate Program Information and Summary of Doctoral Training sections of the AAPI. This can be found in the Applicant and Educational Information Section (See above). You will also need a printed and USB copy of your goals with the faculty member who will provide the strongest letter of recommendation on the document. Lastly, you need to have a Practicum Sanction Hours Record Form (for each practicum completed) and the Total Hours Activity Record completed and signatures where warranted. Make a copy of this to have for your records as you will turn these in.

**See Appendices Q through S for example of completed practicum and other program sanctioned activity records, instructions, and blank practicum and other program activity**

**For help on completing the Current Graduate Program Information and Summary of Doctoral Training see Appendix O or P**
Practicum Hours from a Terminal Master’s Degree Program

Practicum hours from a terminal master’s degree program can be counted toward program-sanctioned hours for internship applications under the below listed circumstances. A terminal master’s program is one that is NOT part of a doctoral degree program (e.g., the one you are currently enrolled in), and hence leads to a degree no higher than a master’s. If you accumulated supervised master’s practicum hours in NSU’s MHC program or in a comparable program at another university, these hours can be counted as program-sanctioned IF AND ONLY IF Dr. Katell’s office has been notified in writing on that university’s letterhead stationery and it must include the following:

1. Name of university
2. Name of training program (e.g., M.S. in Mental Health Counseling)
3. Name of training director at time verification is provided
4. Total number of supervised practicum hours
5. Date span during which hours were accumulated.

It will be assumed that the number of hours verified will include (1) direct contact (i.e., assessment, intervention, and/or consultation), (2) supervision received, and (3) support activities (e.g., writing notes, scoring tests, reading relevant literature). The hours of which Dr. Katell is notified must then be divided accordingly. Such notification of these hours must be sent to Dr. Katell’s office no later than October 1, 2015. You can bring the letter to your verification day appointment if you want instead.

**Also see Blackboard: Internship Helpful Tips, Readings, and Forms → Sample Forms & Application Parts → Hours Tracking Information → 2015 Practicum Hours Verification Instructions**

**Goals**

Blackboard has a sample of goals for you to consider. These lists are not comprehensive. You may want to modify them to correspond to your internship and career interests. In choosing goals, please keep the following principle in mind. Because Dr. Katell can verify only ONE version of the Summary of Doctoral Training, be sure your goals are specific enough to define who you are, but broad enough not to knock you out of consideration for internships you are considering. Write all goals in the 3rd person---use pronouns he or she rather than I as Dr. Katell is writing on your behalf. See Appendix T for list of sample goals.

**Also see Blackboard: Internship Helpful Tips, Readings, and Forms → Sample Forms & Application Parts → Sample Internship Training Goals**
Preparing the APPIC Application: Calculating Hours

APPIC Application

The APPI is the only application used by doctoral psychology internship programs participating in the match process. To apply for internship, an applicant must submit the APPI, transcript, CV, cover letters, and four essays. Some sites require supplementary materials. Most of the sections of the APPI are relatively straightforward and simply require thought, time, and patience to complete. One of the more complex sections is **Section 2: Summary of Practicum Experiences.** Among other things, this section requires applicants to report hours spent engaged in face-to-face patient contact and support activities. These logs should have been kept throughout your graduate career at the College of Psychology.

**See Appendix U for Intervention Experience Breakdown**
**Also see Appendix V for Additional Information on Practicum Experience Breakdown**
**Both can be found on Blackboard: Internship Helpful Tips, Readings, and Forms → Sample Forms & Application Parts**

Tips for Completing Some of the Subsections

**Intervention and Assessment Experience**

*Intervention (Therapy) Experience:* The APPI requires that you report “face-to-face” therapy hours and the number of cases seen in the listed categories (e.g., individual, group, couples, etc.). Review your therapy logs, assign a category to each case (only one category) and then count the number of cases and face-to-face hours in each category. **A therapy hour is considered 1, 45 minute session.** In sections 1 to 4 under Summary of Practicum Experience section, you only want to consider practicum hours for which you were supervised and received credit. Section 5 provides you with an opportunity to describe other clinical work experiences.

*Assessment Experience:* Assessment hours are more complex to estimate since the amount of time spent performing the assessment and providing feedback will likely vary depending on the type of evaluation. For example, an assessment for a learning disability with an 8 year old child may require several hours of testing while a chronic pain evaluation may require less time. If you have documented the actual amount of time spent in this activity that’s perfect. If not, you will have to estimate these hours.

- In the *Psychological Assessment Experience* section you will summarize your practicum assessment experience in providing psychodiagnostic and neuropsychological assessments. You should provide the estimated total number of face-to-face client contact hours administering instruments and providing feedback to clients/patients. You should not include the activities of scoring and report writing, which should instead be included in the “Support Activities” section.
- Do not include any practice administrations. Testing experience accrued while employed should not be included in this section and may instead be listed on a curriculum vita. You should only include instruments for which you administered the full test. Partial tests or administering only selected subtests are NOT to be included in this accounting. You should
only count each administration once.

**Intervention Support Hours:** Look at your therapy hours and estimate the amount of time spent on the phone with parents, teachers, or with medical staff discussing each of your cases, or preparing a treatment plan. Include these hours in support activities. Hours spent in didactic training, grand rounds, and seminars are included here as well. These hours may be more difficult to calculate if you did not document support hours throughout graduate school.

**Assessment Support Hours:** Time spent scoring questionnaires and report writing should be in this section. The estimate needs to be realistic. If you have not documented this time you will need to provide an estimate of those hours.
Interviews: After Applications are Submitted

Scheduling your Interviews: Helpful Tips

APPIC recently adopted the policy to require that internship training directors notify all applicants who submit a complete set of application materials as to their interview status. Each site’s interview notification deadline is listed in the APPIC directory.

- It is acceptable to call (if it is early January) to ask the department secretary whether decisions have been made about interview offers, and whether you are on the list.
- IMPORTANT ADVICE: When places first start calling/emailing, if they give you any option at all of when to interview, try to leave your Fridays and Mondays open. Many places only interview on Fridays or Mondays in January. If you have a choice, schedule your interview for another day during the week.

- Plan out your interview schedule so that you are not flying to a particular city several different times. Try to interview at all sites in a particular geographic area in the same week, if at all possible. However, some repeat trips may be unavoidable.

Notifying Applicants of Interviews

Notification of interview status for Phase I of the Match must occur no later than the interview notification date that appears in the program’s APPIC Directory Online listing. The notification may also be communicated via e-mail, telephone, regular mail (to be received no later than the interview notification date), or other means. For Phase II of the Match, notification of the interview status is not required. APPIC recommends a December 15th interview notification date. Some internship sites are unable to meet this recommended, thus (i.e., optional) date. Applicants should consult the APPIC Directory Online to determine the specific interview notification date for each APPIC-member program to which they are applying.

Match Policy #4: Interview Notification

We would like to remind applicants and Training Directors about the APPIC Match Policy regarding interview notification. This policy is designed to make the interview notification and scheduling process considerably easier and less stressful for applicants.

Match Policy #4 states:

4. For Phase I of the Match, internship programs that conduct on-site or telephone interviews must make a reasonable effort to notify every applicant who submits a complete set of application materials as to his/her interview status.
a. Sites that conduct open houses to which all applicants are invited and conduct no other interviews are exempt from this interview notification requirement (this process should be clearly stated in the APPIC Directory Online and/or sites’ publicity materials).

b. Notification of interview status for Phase I of the Match must occur no later than the interview notification date that appears in the program’s APPIC Directory Online listing and/or other publicity materials, and may be communicated via e-mail, telephone, regular mail (to be received no later than the interview notification date), or other means.

c. For Phase II of the Match, notification of interview status is not required.

It is important for applicants to understand that Training Directors work very hard to meet this notification date, and notifications can sometimes arrive at the last minute. Furthermore, some sites don’t send all of their notifications out on the same day. Applicants should contact a site to inquire about their interview status only if they haven’t heard from that site by the end of the day on its published interview notification date. Applicants should never make assumptions about their interview status with a site until they have received the notification from that site. In the event that you don’t receive an interview notification in a timely manner, then (1) check your "junk mail" or "spam" folder to see if it ended up there, and/or (2) contact the site the day after that site’s notification date to inquire about your status.

**Interview Attendance**

Applicants who decide to cancel or move a scheduled interview should provide as much advanced notice to the site as possible. Please do not be a “no-show” for your interview! Most sites have a limited number of available interview slots and unused slots can be filled with other applicants.

**Applicants with Disabilities**

Information from APA on interviewing applicants with disabilities:

Information from APA on general issues related to interns and postdoctoral fellows with disabilities:

**Scheduling Interviews**

Try to schedule geographical similar interviews close together, if possible. It is cheaper to fly on to another city and pay for an extra hotel night than to fly home and fly out again. Multiple site tickets are easy to schedule. If one site offers you a date and you accept and another site says they only have that time available call and see if you can reschedule.
Be Prepared

Review the site’s materials the night before and have a folder for each site. Have some specific and good questions about each site—look prepared and interested in each site. The majority of past College of Psychology applicants report that almost all sites expected them to come with questions because good questions show that you have done your homework about the site. Be prepared to talk about your conceptual orientation to cases. When asked a question, if you do not understand, say I am not sure I understand, could you please repeat the question. Ask to specifically speak with the current interns and find out their likes and dislikes directly. Turn off phones! No texting during interviews. Practice by doing mock interviews with fellow students especially if interviewing is not your thing. Review the Frequently Asked Questions from past interns.

**See sample pages in Appendix W. Also almost 350 pages of actual questions for past students applying for internship are compiled in a document on Blackboard.**

**See Blackboard → Internship Helpful Tips, Readings, and Forms → College of Psychology Facts, Figures, Questions → Cumulative Questions Interns Asked from 1999 – 2015**

How to Dress for Your Interview:

- Although we do not anticipate something happening, it is always good to be prepared. Remember they are looking at you and thinking do I want this person treating our clients.
- Bring two outfits in case you spill something.
- Press or iron your clothes as they can wrinkle while traveling.
  - Place a pillowcase over your clothes to protect them.
- Tennis shoes may be more comfortable but do not look as good as dress shoes.
- Males should wear a tie and polish your shoes.
- Females should wear panty hose.
- Those traveling outside of Florida, check the weather of your interview site.
- You want to leave them with the impression that you are a professional—avoid the latest trendy clothes—you are not interviewing for a place on American Idol.
- Showing off tattoos, multiple earrings, or a tongue ring should be done at your own risk.

Thank Yous after the Interview

Thank you notes are not necessary and they will not help you get a match for internship.

Legal Issues Regarding Interviews

There are appropriate interview questions and a general rule for interviewers is to ask only questions directly relevant to the applicant’s qualifications, or to the internship position and duties.
There are also inappropriate interview questions which may be related to areas in which applicants presumably have some interest in protecting their privacy. For instance, asking about physical or mental status or health, marital, familial, or other close personal relationships, religion, are considered inappropriate. Personal questions should not be asked unless they relate to bona fide qualifications, or the applicant first raises such issues.

**See Appendix X for an article on appropriate and inappropriate interview questions**

**Exceptions to the Rule**

Here are some exceptions to the rule of not asking inappropriate questions; Citizenship (some sites require U.S. citizenship). Some sites may require some explanation of any criminal record other than misdemeanors. Some personal questions may be permissible when the internship center is a government agency or government-affiliated entity.

**Impermissible Questions may Become Permissible**

As mentioned before, there are some instances when it might be okay for internship sites to ask certain questions. For example, if the applicant asks questions about the hours of work and mentions family responsibilities or his/her religion and requests accommodations in work hours or asks about the physical demands of the position and mentions physical limitations, the interviewer may follow up on such questions. Some questions might become permissible once hired such as, proof of age, marital, or parental relationship status for tax, insurance, and emergency contact purposes. Photographs may be required for identification cards. Questions that are never permissible are ones asking about sexual preference or specific disease (e.g., AIDS).

Questions Submitted to APPIC by Unhappy Applicants

1. In what ways do you think your older age will make it hard for you to fit in with the other interns?
2. Do you have a partner/spouse and, if that person will not move, can you manage being parted from that person?
3. Who is your therapist, and what specific issues have you worked on?
4. Will a nose ring (an indicia of religion on someone from India) be problematic?

Why are These Problematic Questions?

Questions about being older may make an applicant suspect that being older is a disadvantage, creating a possible allegation of age discrimination. Questions about child care may make applicants suspect that being married or involved in a relationship, or having children will place them at a disadvantage. The question about the name of the therapist and the specific issues worked on relate to an area in which applicants may be presumed to have a significant privacy interest, so that they are unwilling to disclose that information. Applicants may feel pressured to disclose the information and may believe that, if they refuse to do so, they will be at a disadvantage in the selection process.
**Possible Interview Questions**

The following topics can be covered during the interview.

- Education
- Language proficiency (e.g., speaking Spanish proficiently during therapy sessions)
- Training and experience in psychology/mental health areas
- Past practice and placement
- Career interests and goals
- Professional memberships
- Any other subjects directly related to the internship and the profession of psychology
- Same basic questions should be asked of all applicants/interviewees insofar as possible

**Possible Interview Questions**

See Appendix W for a sample of a cumulative document containing questions asked of interviewees. This document can be found and downloaded from Blackboard. Because it is so long, the appendix provides a few pages of what some of the questions look like.

Keep in mind, these questions and comments have been gathered since 1999 from interviews from past College of Psychology graduate students. What appears in Appendix Y are students actual comments, they have not been edited or verified, but rather are listed in their entirety to give future internship candidates a chance to see what kinds of questions one might encounter during the interview process.

Please note that these questions have been collected for several years now and thus, you may find some duplicated or similar questions. In addition, in recent years students have been providing site specific information.

**Helpful Hint:** The document is organized by site, therefore if you are applying to a specific site and want to see if any questions from that site have been reported just put the site name in and do a FIND command in the downloaded document.

**Restrictions on Communication between Applicants and Internship Programs**

There are some restrictions on communication between applications and internship programs. Programs vary greatly in nature and amount of communication they initiate with applicants, particularly after interviews. Some programs notify applicants if they are not under consideration after the interview, others do not. Additionally, some programs initiate post-interview contact with applicants while others do not. These differences in communication can be stressful for applicants. If applicants have questions about a program’s selection process, contact the program directly.

**Do’s and Do Not’s of Communication between Applicants and Internship Programs**

Match Policies prohibit communication, solicitation, acceptance, or use of ranking-related information, and were developed to provide applicants and programs with pressure-free environment to make their ranking decisions.
• NOT acceptable for programs to ask, "How do we rank?" or to tell an applicant how they are going to be ranked.
• NOT acceptable for applicants to say, "Your program is my top choice"
• NOT acceptable for applicants to inquire about how they are ranked by a program.
• OK for applicants and programs to express interest and enthusiasm for each other without violating policies.
• OK for applicants to say, "Your program seems like an excellent fit for my interests" or "I was very impressed by your child rotation", or “I'm very excited about the possibility of working there."
• OK for programs to convey they are impressed with an applicant's credentials and the apparent goodness of fit.

Myth, Realities, and Facts

Below are two common myths regarding communication with internship sites and the reality of those myths.

• MYTH: Above restrictions are a "muzzle" on programs and applicants, and all concerned need to be stoic and convey no interest or enthusiasm.
• REALITY: The policy only restricts communication of "ranking-related information", and is in no way meant to restrict any other communication.
• MYTH: There is a "quiet period" when programs and applicants are not allowed to contact each other.
• REALITY: There is no such "quiet period." Applicants and programs are welcome to contact each other at any time throughout the process.
Interviews: How to prepare, what to wear, what to ask while you’re there

- **This is a Must.** Practice out loud answering questions that might be asked on an interview. Practice in front of your mirror and with friends. This will help you get rid of “like”, “ums” and “ahs” (See Appendix W and Blackboard for questions you may be asked on interviews). Keep practicing until you feel you can answer questions smoothly. **Watch the provided 20 internship videos that we handed out on DVD in the 4499 class.**

What to Bring With You on Interviews

- **Extra copies of your vitae** (bring enough copies to hand one to each interviewer)
- **Print out precise directions to your hotel and interview site** (see mapquest.com)
- **Arrive Early!** Even if you plan to arrive at the interview site on time, finding the right little office in a huge medical complex can be a daunting task sometimes.
- **Money** -- $$ never leave the house without some cash. Do not miss out on having lunch with current interns or training director because you have to run to find an ATM. Also, have change for subways or buses. Some internship sites will have you traveling to different rotation sites in the city on your application day. You need to be prepared!
- **Bring copies of all of your application materials, and read them over prior to the interview. This will help you remember what rotations you asked for.**
- **Write down a list of questions to ask about the internship site.** The night before your interview, look over the internship brochure and think of questions you can ask.
- **Have a professional looking note pad and pen with you at all times, particularly at lunch.** You will be writing down interns’ e-mail addresses and phone numbers, as well as information about rotations.

Things to Pay Attention to During Interviews

1. Do the interns seem satisfied with their internship experience?
2. **Can you picture yourself at this site for a year?**
3. What does the site facilities look like?
4. Does the facility emphasize service or training?
5. How many hours do interns work per week?
6. Are there any pending changes in the internship program (faculty, on probation)?
7. Does the internship interview day appear well organized?
8. Is the area surrounding the internship site a safe place? Is there a safe place to park? Would you feel comfortable working here?
9. Are faculty members friendly? Can you picture yourself working with them for an entire year (or longer if you stay for a postdoctoral position)?
10. How are the computer facilities? Will you be provided with computer access, an e-mail
11. Will they give you time to work on your dissertation?

Questions for Current Interns

- What is the relationship between interns and faculty?
- How have you liked your experience here?
- Do you feel you get adequate supervision?
- What is the best/worst rotation? Why?
- Are the faculty members supportive of interns?
- How many hours do you work per day/per week?
- What is the quality of the didactic seminars?
- Any changes they would make in the internship?
- Availability of post-docs at that site?
- What is it like to live in that geographic area?
- Is housing affordable?
- If you had to choose this site again, would you still rank this site high on your list?

Questions for Faculty

- What are you looking for in an intern?
- I am particularly interested in _____ rotation. Could you expand on ______? 
- Will there be opportunities to get ______ experiences.
- Can you tell me more about your research?
- What opportunities do students have to work with diverse populations?
- What types of jobs do interns usually take after finishing here?
- Are there any opportunities for interns to stay on and take postdoctoral positions here?
- What types of theoretical orientations do the faculty have?
- Are supervision experiences typically held in an individual or group format?
- How are assessment/therapy/research experiences allocated in a typical week?
- Are there library/on-line computer resources available to interns here in the hospital/university?
- What do you feel are this internship’s biggest strengths?
- Do you foresee any changes occurring in the next year in the rotations offered?
Travel Tips

- If you are taking a flight in which a layover is required, use a travel bag that will fit in an overhead compartment rather than checking your luggage.

- Consider carrying a backpack in which you can place snacks, notes, and internship program brochures to review on the plane. Do not rely solely on the airline or airport food. Remember, you have to keep up your energy so that you can withstand the stress of interviews while remaining healthy.

- Cabs are convenient but expensive. For short distances from the airport to your hotel, call the hotel to see if they have a courtesy van. They can also take you to your interviews in the morning for free. For longer distances, call the airport that you will be flying into in advance to see if they have ground transportation such as shuttle services available.

- Many students have found it helpful to book flights through student discount travel agencies. These travel agencies often have discounts that are better than those that can be found through APPIC or through other travel agencies. Check out these agencies either on the web or by phone prior to booking your tickets, as cheap tickets may be available. Flights can also be booked at the actual airline site. Check out and compare multiple sites for the best price.

- If you park your car at the airport take a picture on your cell phone where you park so you do not forget.
Travel Links and Discounts

To help applicants reduce travel costs, APPIC has a list of resources for booking discounted travel. Under Training Resources For Students go to Other Useful Links/Information and then Discount Student Travel: http://appic.org/Training-Resources/For-Students

Some of companies listed at the above link have agreed to provide APPIC with special discounts. Commissions generated from links are used to fund projects that directly benefit students (e.g., APPIC student research awards) and will NOT increase cost of travel.

Plane Travel Discount Websites (no fees): Many of these also list car and hotel discounts

- www.cheapflights.com
- www.expedia.com
- www.hotwire.com
- www.orbitz.com

- www.studentuniverse.com (Student travel discounts and student airfare deals)
- www.kayak.com

Here are some airlines that offer cheaper flights but may not show up on search engines: JetBlue, Southwest, Virgin Airlines. You can often find cheaper flights on Tuesday night to Thursday nights.

Airport and Travel Tips

- Take plane flights the day before interview because of delayed flights and bad weather during January Interviews
- Check departure times in advance (can be delayed by bad weather)
- Checked bags can cost with some airlines charging $25 for the first bag (some airlines the first bag is free: Jet Blue, Southwest)
- 2 bags for carry on best (clothes/3 x 3 cosmetics/liquids), 1 roller board & 1 computer bag or purse: 8%-15% of the airlines lost luggage last year
- Book ticket in name as shown on the ID you will use
- Have ID with you (passport, driver’s license)
- Wear comfortable clothes; shoes that you can take on and off at security
- No free snacks; long flights take food with you

Hotel Tips

- Have confirmation # with you at check-in
- Some hotels have free breakfasts
- Arrange 2 wakeup calls
- Use your own phone to wake you
- Arrange taxi or transportation day before interview
- Have printed directions for driver to use: www.mapquest.com

Cheap Hotel and Car Rental

- www.hotels.com
- www.priceline.com
- www.enterprise.com/car_rental/home.do have very cheap rates on cars
- Shuttle buses (e.g., super shuttle) cheaper than taxis; check airport websites in advance
- Schedule return taxi or shuttle to airport in advance (90 minutes at airport + travel time to airport)
Match News: Communication between Applicants and Internship Programs

**Match Policy #5 addresses these issues, and a copy of this policy is included at the end of this section.**

The Match Policies prohibit the communication, solicitation, acceptance, or use of ranking-related information, and were developed in order to provide applicants and programs with a pressure-free environment in which to make their ranking decisions. Specifically, this means that it is NOT acceptable for programs to ask an applicant, "How do we rank?" or to tell an applicant how they are going to be ranked. Similarly, it is NOT acceptable for applicants to say things like, "Your program is my top choice," nor is it acceptable for applicants to inquire about how they are ranked by a program.

Other than this specific restriction on the communication of ranking-related information, it is perfectly acceptable for applicants and programs to express their interest and enthusiasm for each other without violating these policies. The best approach is simply to follow the normal rules of professional and courteous interaction and communication while avoiding the discussion of any information about rankings. For example, it is perfectly acceptable for an applicant to say things like, "Your program seems like an excellent fit for my interests" or "I was very impressed by your child rotation, and I'm very excited about the possibility of working there." Similarly, programs may convey that they are impressed with an applicant's credentials and the apparent goodness of fit.

It is also important for applicants to remember that programs vary greatly with regard to the nature and amount of communication that they initiate with applicants, particularly after completion of interviews. For example, while some programs will notify applicants if they are no longer under consideration after the interview, others will not do so. In addition, some programs will initiate post-interview contact with applicants while other programs won't initiate any such contact. These differences in communication can be a stressful part of the process for applicants. If applicants have questions about a program or its selection process, they are welcome to contact the program directly.

**Here are a few myths and realities about this policy:**

- **MYTH:** These restrictions are meant to be a "muzzle" on programs and applicants, and all concerned need to be stoic and convey no interest or enthusiasm.
- **REALITY:** The policy only restricts communication of "ranking-related information," and is in no way meant to restrict any other communication.
- **MYTH:** There is a "quiet period" when programs and applicants are not allowed to contact each other.
- **REALITY:** There is no such "quiet period." Applicants and programs are welcome to contact each other at any time throughout the process.

If applicants, programs, graduate school faculty, or others violate the Match Policies, one option is to bring it directly to that individual's attention. Another approach is to use APPIC's "Informal Problem Consultation" (IPC) service, which provides the opportunity to consult confidentially.
with an APPIC representative about the situation and to discuss possible options. The IPC service is, in fact, available for a wide range of issues related to internship and postdoctoral training, and more information may be found at www.appic.org (click on "Problem Consultation"). The complete APPIC Match Policies are available at the APPIC web site, www.appic.org, or at the NMS web site, natmatch.com/psychint.

APPIC MATCH POLICY #5:

5. Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information pertaining to either Phase of the Match prior to the release of the results for Phase II of the Match.

   a. Internship programs must include the following statement on their web sites and in their brochures: "This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant."

   b. Internship programs may choose to inform applicants as to whether or not the applicants remain under consideration for admission (e.g., whether or not the applicants will be ranked) but may not communicate any other ranking information. The spirit of this item precludes any communication of rankings for either Phase of the Match prior to the release of the results for Phase II of the Match, however "veiled" or indirect such communication might be. However, sites and applicants are allowed to communicate about matters that do not involve the sharing of ranking information.

   c. Internship programs and applicants may never solicit information regarding applicants' and programs' rankings at any time, either during the Match or after the Match results are released.

   d. Internship sites that offer more than one program in the APPIC Match (i.e., sites with more than one program code number) are expected to ask applicants to identify the site's programs to which they are applying. In addition, these sites may, for the sole purpose of arranging interviews, ask applicants to designate their preferences regarding the programs at the site for which they wish to be interviewed. These sites may request interview preference information only when it is essential for making interview arrangements, and such information may not be used for any other purpose in the selection process. Furthermore, these sites may not solicit any information about applicants' final rankings of programs. Sites requesting interview preferences must state clearly in their written materials that these preferences will be used for arranging interviews only and for no other purpose.

   e. Any ranking information that is communicated between applicants and internship programs, even though such communication is a violation of these policies, is non-binding and may be changed at any time prior to the Rank Order List submission deadline. The only binding rankings are the confidential Rank Order Lists that are submitted to the APPIC Match.

   f. Internship programs may choose to provide applicants with information about the size of the applicant pool.
TIMELINE FOR 2016 PHASE I and II OF THE APPIC MATCH

Below is the timeline for Phase I of the 2016 APPIC Match (all times shown are in Eastern Standard Time, please translate to your time zone).

**WEDNESDAY, FEBRUARY 3, 2016 11:59pm Eastern Standard Time (EST)**

Deadline for submission and certification of Rank Order Lists for Phase I. All Rank Order Lists must be finalized AND CERTIFIED by this deadline. If you have registered for the Match but do not plan to submit a Rank Order List for Phase I, you must withdraw from Phase I of the Match (applicants who withdraw from Phase I of the Match will be permitted to participate in Phase II and in the Post-Match Vacancy Service).

**IMPORTANT:** In order to avoid potential system access problems when submitting your Rank Order List, APPIC recommends submitting and certifying your Rank Order List no later than the day prior to the above deadline. Please do not wait until the last minute!

**After Submission Deadline**

Now that the frenzy of applying, interviewing, and ranking is over, applicants and programs face one of the most challenging parts of this process: Waiting for the Match results.

We very much understand that waiting can be extremely stressful, and APPIC and NMS have done everything possible to minimize the amount of time that applicants and programs must wait for their results.

**FRIDAY, FEBRUARY 19, 2016 (APPIC Phase I Match Day): 10:00 am EST**

Match results will be distributed to internship programs and applicants. Academic programs that are APPIC Associates will also receive the Match results for each of their students.

**February 19, 2016: 11:00 am EST**

Internship Training Directors and the applicants to whom they have matched may contact each other after this time.

Phase II of the Match begins at this time for unmatched applicants and programs with available positions. The list of programs with available positions in Phase II of the Match will be provided on the NMS web site. Applicants who are not matched may begin submitting applications using the AAPI Online service to programs that are participating in Phase II. It is vitally important for applicants (and other individuals who may wish to act on their behalf, such as doctoral program faculty) to understand that, prior to 11:00 am Eastern Time on Phase I Match Day, they are not permitted to contact internship programs to inquire about unfilled positions (see APPIC Match Policy # 8c).

**DELIVERY OF PHASE I MATCH RESULTS**

Phase I Match results will be available on Friday, February 19, in a confidential manner via the NMS web site beginning at 10:00 a.m. Eastern Time. Results will also be sent via e-mail by 10:00 a.m. EST. Applicants who are from academic programs that are APPIC Associates, and who are unable to get their Match results via the web or by e-mail, may be able to obtain
their Match results directly from the Director of Clinical Training of their academic program. Results will also be available by telephone from NMS after 11:00 am EST in the event that you are unable to receive your results by one of the above methods. More specific information on these various forms of delivery is provided in the ranking instructions that applicants and programs received from NMS and are also available at the NMS web site: www.natmatch.com/psychint (click on "For Applicants" or "For Internships", then "View Match Results")

Applicants and internship programs will be told whether or not they matched and, for matched applicants, the name of the program to which they matched. Internship programs will also receive a list of the Match results obtained by each of the applicants who were ranked by the site.

**After You Receive Your Match Results**

Internship Training Directors and matched applicants should NOT contact each other prior to 11:00 am EST on **Friday, February 19, 2016**. This gives all participants sufficient time to receive their results. However, after that time, Training Directors and matched applicants are strongly encouraged (though not required) to contact each other by telephone as soon as possible in order to acknowledge the Match results. **Applicants are reminded that they specified on their AAPI a telephone number where they could be reached by Training Directors between 11:00 am EST and 1:00 pm EST on Match Day** (if you are unable to be at that number, your new Training Director will really appreciate your giving them a call soon after 11:00 am EST).

APPIC Match Policies require internship Training Directors to send a letter (or e-mail) of appointment to each applicant matched to their site, with a copy to each applicant's academic program director, within seven days following receipt of the Match results. Please see Match Policy #7 for details.

For unmatched applicants and programs with available positions, **Phase II begins at 11:00 am Eastern Time on Friday, February 19**. The list of programs with available positions in Phase II of the Match will be provided on the NMS web site. Applicants who did not match may begin submitting applications using the AAPI Online service to programs that are participating in Phase II. It is vitally important for applicants (and other individuals who may wish to act on their behalf, such as doctoral program faculty) to understand that, prior to 11:00 am Eastern Time on Phase I Match Day, they are not permitted to contact internship programs to inquire about unfilled positions (see APPIC Match Policy # 8c)

**Phase II:**
- **Thursday, February 25, 2016:** The deadline for applicants to submit applications to programs that are participating in Phase II of the Match.
- **Monday, March 14, 2016:** Deadline for submission of Rank Order Lists for Phase II of the Match.
- **Monday, March 21, 2016:** APPIC Phase II of Match Day: Results of Phase II of the Match will be released to applicants and training directors.
Ranking Instructions for Applicants

Instructions on how to submit your rankings and receive your Match results are sent as a PDF document by e-mail from National Matching Services Inc. to all registered applicants. If you are an applicant who registered for the Match prior to January 8, 2016 you should have already received these instructions; if you registered after January 8, your instructions will be sent within 3 business days following your registration (excluding weekends and holidays). Please contact NMS directly if you do not receive your instructions by e-mail within the indicated time frame. The instructions are also provided on the Match website.

The password that you previously provided on the Match web site will be required to submit your rankings for the Match and to access your Match result and other restricted information on the NMS web site. Be sure that you KEEP YOUR PASSWORD CONFIDENTIAL -- to prevent use by unauthorized individuals (yes, it has happened).

ONLINE RANKING INSTRUCTIONS: NMS has posted complete information for applicants on preparing and submitting Rank Order Lists on the APPIC Internship Matching Program web site: http://www.natmatch.com/psychint Click on "For Applicants" near the top of the screen, then choose the appropriate option from the left-side menu.

The online ROLIC (Rank Order List Input and Confirmation) system will be available for entering or changing Rank Order Lists and related information as follows:


Phase II of the Match: Opens February 25, 2016 and Rank Order List Deadline March 14, 2016 at 11:59 p.m. ET.

LISTS OF REGISTERED INTERNSHIPS AND APPLICANTS: The following lists are available on the Match web site (http://www.natmatch.com/psychint):

1. **FOR EVERYONE:** A list of programs that are participating in the Match may be accessed by clicking on "About the Match" near the top of the screen, and then "List of Participating Internships" from the left-side menu.
ROLIC System (Rank Order List Input and Confirmation) (from listserv)

NMS needs to receive either a Rank Order List or a withdrawal from EVERY registered applicant and program no later than 11:59 pm Eastern Time on Wednesday, February 3, 2016. If you do not intend to submit any rankings for Phase I of the Match, you MUST formally notify NMS via the online system, as explained below under "NO RANKS TO SUBMIT."

http://www.natmatch.com/psychint
(Click on the "For Applicants" or "For Internships" tab near the top of the screen, then choose "Log in" from the left-side menu).

RANKING TIPS: VERY important tips for applicants about how to rank programs will be distributed via MATCH-NEWS.

CODE NUMBERS FOR THE MATCH APPLICANTS: If you have not yet entered your five-digit Applicant Code Number into the AAPI Online service, please do so as soon as possible. To enter your code number into the AAPI Online, log in to https://portal.appicas.org/ using your AAPI Online login information and select "Applicant Code Number for the APPIC Match." Once you have entered your five-digit Applicant Code Number in this manner, you do not need to do anything else to communicate your code number to programs. Applicants should obtain Program Code Numbers from the list of internships participating in the Match that is available on the Match web site, http://www.natmatch.com/psychint (select the option for "List of Participating Internships" from the menu on the left side of the page). Applicants can also obtain Program Code Numbers when submitting rankings via the ROLIC system. If you have difficulty locating the Code Number for a particular program, please contact the program directly.

NO RANKS TO SUBMIT APPLICANTS: Applicants who do not wish to submit any rankings of programs for Phase I of the Match MUST withdraw using the online system. Applicants who withdraw from Phase I of the Match may still choose to participate in Phase II of the Match. (For more information on the implications of withdrawing from Phase I, see http://www.natmatch.com/psychint and select the tab "For Applicants" near the top of the page, then select the option for "How to Withdraw from the Match" from the left-side menu.) Please note that applicants may only participate in Phase II of the Match if they have registered for the Match on or before February 3, 2016.

WHERE IS MY PASSWORD FOR THE ROLIC SYSTEM?

APPLICANTS: If you are an applicant who has already registered for the Match but you cannot remember your 5-digit Applicant Code Number and/or password, you can obtain this information by going to the Match web site and selecting the tab "For Applicants" near the top of the page, then selecting the option "Log-in (Registered Applicants)" from the left-side menu. A link is provided on that page for applicants who do not know their Applicant Code or password. You will be required to provide the answers to your security questions in order to obtain your Code Number (which will be displayed on the screen) and your password (which will be sent to you by e-mail). Please Note: To obtain either your Applicant Code Number or your password, you must first identify yourself by entering your name and e-mail address. These all must match
EXACTLY with what is on file for you. If you have registered previously but the system does not recognize you, it may be because you are entering your name differently (e.g., with or without a middle name or initial or punctuation) or are providing a different e-mail address. If you have registered for the Match but are unable to retrieve your Code Number or password from the system, please contact NMS.

CHECK YOUR E-MAIL ADDRESS: When submitting your Rank Order List, please carefully check your e-mail address for accuracy. Specify the e-mail address at which you wish to receive your Match results. You may use the online system to make any necessary changes. Also, please remember that "spam" filters used by your e-mail server or program can result in your not receiving any e-mailed messages from NMS, including your Match result. If possible, adjust your e-mail program to always allow incoming e-mail from psychint@natmatch.com, matchinfo@natmatch.com, and/or any other address with the domain @natmatch.com. If you don't receive your e-mailed Match results in a timely manner, be sure to check your "spam" or "junk mail" folder.

VIEWING AND PRINTING YOUR RANK ORDER LIST

Applicants and programs may view and print the information they entered into the Rank Order List Input and Confirmation (ROLIC) system for Phase I of the Match until 11:59pm on Monday, February 23 (three days after Phase I Match Day). Applicants and programs may view BUT NOT CHANGE the information they entered into the ROLIC system. This feature provides applicants and programs with some additional "peace of mind" in knowing that their information has been properly entered for the Match.

Applicants can view and print their Rank Order List information from within the ROLIC system. To log in to the ROLIC system, go to the Match web site (natmatch.com/psychint), select the tab "For Applicants" at the top of the screen, and then select the option “Log in (Registered Applicants)” from the menu on the left side of the page.

Programs, including those that submitted information for the Match outside of the ROLIC system (e.g., multiple lists, reversions), may view and print the information submitted by going to the Match web site (natmatch.com/psychint) and then selecting the tab "For Internships" at the top of the screen. An option to view your program's Rank Order List is provided at the top of that page.

HOW DOES THE MATCH WORK?

Some of you may be curious about how the computerized matching process actually functions. Information about the matching process and algorithm, including a short video that provides an example of how the algorithm works, may be found at the NMS web site:

natmatch.com/psychint
Choose "The Matching Algorithm" from the left-side menu.
Very Important Considerations in Developing Rank Order List

There is only one correct "strategy" for developing your Rank Order List—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 as rank #2, and so on. The previous statement is so important we are going to repeat it—list your sites based on your true preferences.

In deciding the SEQUENCE of your rankings, do NOT take into consideration where you believe that you are ranked by programs. Do NOT worry about such things as a program's popularity, the number of positions offered by a program, how other applicants might rank a program, how a program might rank you or other applicants, the length of your Rank Order List, etc. Do NOT spend time trying to develop ranking "strategies" to supposedly increase your chances of getting your highly-ranked programs. Taking any of these factors into consideration when determining the sequence of your choices may ultimately hurt you because it may reduce your chances of getting the best possible match. The Matching Program has been specifically designed to allow you to ignore those extraneous factors, and will work best for you if you simply rank your programs in the order in which you prefer them.

We also strongly encourage you to rank ALL programs that are considering you and that you find acceptable, even if you believe that you will be able to match to one of your more preferred programs. If you decide that a program is no longer acceptable to you and you do not want to be matched to that program under any circumstances, even if that means you will be left unmatched, simply leave that program off of your Rank Order List. You cannot be matched to a program that does not appear on your Rank Order List.

If you rank a site highly even if you believe you have little chance of being ranked highly by them, you do NOT reduce your chances of being matched at other sites. Similarly, if you believe that one of your lower-ranked sites is very interested in you and plans to rank you highly, you may safely rank other more preferred sites higher without jeopardizing your standing at this lower-ranked site. Do NOT waste your time trying to develop "strategies" to supposedly increase your chances of getting your highly-ranked sites. Do NOT engage in "making deals" with sites, or other behaviors that violate Match policies. Due to the design of the Matching Program, any of these behaviors will ultimately hurt you because they will reduce your chances of getting your best possible match.

Previous internship selection system used actually encouraged and rewarded strategizing and deal-making, resulting in lots of stress for applicants. New Matching Program eliminates many incentives for this kind of behavior, and rewards participants for listing their true preferences by guaranteeing them best possible match. It’s best to not try to beat the system.

THE MOST IMPORTANT THING FOR APPLICANTS TO REMEMBER: Simply rank internship programs based on your TRUE preferences, without consideration for where you believe you might be ranked by these programs. List the program that you want most as rank #1, followed by your next most-preferred program as rank #2, and so on.
QUESTION: If a program doesn’t appear very interested in me, how should that affect my rankings?

ANSWER: It should not affect your rankings in any way. Let’s use an example to address this question. Suppose that you applied to five programs,

Examples of Ranking

1. Assume you have applied to 5 sites, and your TRUE order of preference for these programs are as follows:
   1. Wonderland VA – Psychology Internship
   2. Atlantis Mental Health – Child Rotation
   3. Emerald City Counseling Center – Psychology Internship
   4. Atlantic Mental Health – Adult Rotation
   5. Transylvania Medical Center -
   6. Graceland Hospital – Psychology Internship

In this example, Wonderland VA is ranked #1 because it’s the program that you most want to attend. Assume Wonderland does not appear to be very interested in you. Should you move them down your list, given your assumption that they may not rank you highly?

The answer is NO! If Wonderland VA is truly your top choice, you should absolutely leave them at the top of your list. The Matching Program will attempt to match you to Wonderland without penalizing you and without reducing your chances of being matched with other programs if you are not matched to Wonderland. Changing the sequence of your rankings based on how you perceive a program has ranked you is a serious mistake that could negatively affect your outcome.

QUESTION: What if a program seems to be very interested in me, yet they are not very high on my list. Should I move them higher on my list?

ANSWER: Using the previous example: let’s assume that Graceland Hospital has expressed very strong interest in you. In fact, they have violated the Match Policies and told you that they will be ranking you #1 on their list. Should you move them up your Rank Order List, given their strong interest in you?

The answer is NO. If Graceland is truly your fifth choice, then leave them ranked fifth. The Matching Program will attempt to match you to your higher-ranked choices. If it is unable to do so, and if Graceland has truly ranked you as their #1 choice, then you will be matched to Graceland. Thus, as you can see in this example, you have been able to rank Graceland according to your true preferences, without being penalized if your higher-ranked choices don’t work out for you.

QUESTION: I’m still a bit confused. Here is a hypothetical situation: If I “reach for the stars” and rank six highly-competitive programs as my first six choices, and then if these programs do
not rank me very high or at all, have I then wasted my top choices on programs that were long-shots?

**ANSWER:** There is no such thing as having “wasted” your top choices. If those six programs are truly your top six choices, then you should rank them as your top six. Doing so will give you the opportunity to be matched to those programs, even if you consider your chances to be low. By ranking those programs as your top six choices, you will not reduce your chances of matching with other less-preferred programs if your top six don’t work out.

**FOLLOW-UP QUESTION:** Ok, let’s say I take your advice, but I don’t get matched to those top six programs. If I had also ranked the Transylvania VA as #7, and John Doe ranked Transylvania as #1, wouldn’t John Doe then get Transylvania over me?

**ANSWER:** This will depend on whether Transylvania prefers you or John Doe, not on whether John Doe ranked Transylvania higher than you did. If Transylvania ranks you higher than John Doe, and you don’t get your top six choices, then you (not John Doe) would be matched with Transylvania (assumed Transylvania doesn’t fill their positions by matching with other applicants who they prefer over BOTH you and John Doe). On the other hand, if Transylvania ranks John Doe higher than you, then John Doe would be matched to that program. Thus, even though Transylvania was ranked #7 on your list, you haven’t reduced your chances of being matched to Transylvania by providing your true rankings.

**QUESTION:** Which programs should I include on my Rank Order List?

**ANSWER:** Most people will choose to include on their Rank Order List all programs at which they are being considered. However, if you decide that one or more of these programs are no longer acceptable to you (i.e., you would prefer to remain unmatched rather than be matched to these programs), simply leave these programs off of your Rank Order List. You cannot be matched to any program that does not appear on your Rank Order List. Be aware, however, that reducing the number of programs on your List potentially increases your chances of remaining unmatched.

**FOLLOW-UP QUESTION:** I received a lot of interviews, and I’m pretty confident that I will be matched to one of my top-ranked sites. Do I really need to include all programs at which I’m being considered on my Rank Order List?

**ANSWER:** Yes, we strongly recommend doing so. Better safe than sorry, since submitting additional choices will not reduce your chances of matching to a more preferred choice. Sometimes, applicants make assumptions about where they are going to match based on a positive interview experience and/or enthusiasm expressed by a program, and those assumptions aren’t always accurate (e.g., because programs often don’t have enough positions to accommodate all of the applicants about whom they are genuinely enthusiastic). Thus, ranking all programs that are acceptable to you is the best approach. There is no limit to the number of programs you can rank.
This advice is also very important for couples who participate in the Match. We strongly recommend that couples submit all acceptable pairings of programs, even though constructing such a long list may be time-consuming. More information about participating as a couple may be found here: natmatch.com/psychint/applcouple.html

**QUESTION:** I’m worried about not matching to any program on my Rank Order List. Does the order in which I rank programs affect whether or not I will be matched at all?

**ANSWER:** No. the order of your rankings only affects WHERE you will be matched, not WHETHER OR NOT you will be matched.

**Example #1:** Suppose you rank eight programs and don’t match to any of them. That means that each of the eight programs either did not rank you or filled all their available positions with applicants that they preferred to you. Each program’s preference for other applicants over you is not affected by the order in which you ranked the eight programs. As a result, you would have been unmatched regardless of the order in which you ranked those eight programs.

**Example #2:** Suppose you rank eight programs and are matched to your #1 choice, the “Ben & Jerry’s Psychology Internship.” Now suppose you had instead ranked the same eight programs, but in a different order, say with Ben & Jerry’s as the last choice. You would still be as desirable to Ben & Jerry’s, and therefore at worst would match to that program. However, in this case you may match to one of the other programs that you prefer to ben & Jerry’s. Regardless of the order in which you rank the eight programs, you will still match, either to Ben & Jerry’s or to a program you list as preferred to Ben & Jerry’s.

**QUESTION:** One program at which I interviewed told me that I am no longer under consideration (i.e., that I won't be ranked). However, I haven't heard from the other programs that interviewed me regarding my status as an applicant. How do I know whether or not a program is ranking me?

**ANSWER:** While some programs provide post-interview feedback as to whether or not you remain under consideration, many don't. Thus, if you interviewed at a program, you should assume that you remain under consideration (and will be ranked) unless that program specifically informs you otherwise.

**FOLLOW-UP QUESTION:** If I'm not sure whether or not I will be ranked by a particular program, should I still rank it?

**ANSWER:** Probably so. As explained previously, there is no "risk" or "penalty" to ranking a program, even if you believe that program may not have you ranked highly (or may not have ranked you at all). So, unless you've been informed by a program that you are no longer under consideration, it's probably best to go ahead and rank that program if it is acceptable to you.

**QUESTION:** What if I didn't receive an interview at a particular program, and they haven't explicitly told me that they aren't ranking me? Should I still rank this program?

**ANSWER:** The answer to this question depends on whether or not the program in question
conducts interviews as part of the evaluation process. While many programs conduct personal interviews with applicants, some programs do not interview applicants but instead rely on the written applications as the primary source of information in making their selections. This issue will be addressed separately for programs that conduct interviews and those that do not.

**FOR PROGRAMS THAT CONDUCT INTERVIEWS:** Being matched to a program that usually interviews applicants but didn't interview you is, in general, unlikely. But, it can happen. In our experience, most programs do not rank applicants whom they haven't interviewed. However, a small number of programs do. So, if you still want to attempt to be matched to a program that didn't interview you (even though you may know very little about the program), you are welcome to include it on your Rank Order List. We recommend, however, that you very carefully consider whether you really want to be matched to a program that you may know very little about. Remember that if you do rank that program and are matched there, you are obligated to accept the position at that program.

**FOR PROGRAMS THAT DO NOT CONDUCT INTERVIEWS:** Some programs do not conduct personal interviews or only conduct Open Houses to provide information to applicants. Thus, by definition, all of the applicants that these programs rank have not been interviewed. For these programs, you should assume that you are still under consideration (and thus rank the program if you find it acceptable to you) unless you have explicitly been notified otherwise.

**Remember that, in either case, if you do rank the program and are matched there, you are obligated to accept the position at that program.**

**QUESTION:** What if I have submitted and certified my Rank Order List, but then receive a rejection letter from one of the programs that I ranked? Do I need to login again to the ROLIC system in order to remove this program from my Rank Order List?

**ANSWER:** Not really, though you are welcome to do so if you wish. If you include a program on your Rank Order List that ultimately does not rank you, the computer will simply skip over that program on your list, without reducing your chances of being matched to any other programs. You can go ahead and remove this program from your List before the Rank Order List deadline, if you wish, but doing so will not change your Match result (if you do decide to change your list, remember that you will have to re-certify the list in the online system by the Rank Order List deadline in order for it to be used in the Match).

**QUESTION:** Does the Matching Program favor applicants' or programs' rankings?

**ANSWER:** Neither. Applicants' and programs' rankings are given equal weight in the process. More information on this question may be found here:

[http://www.appic.org/Match/FAQs/Applicants/Matching-Process-and-Results#q1](http://www.appic.org/Match/FAQs/Applicants/Matching-Process-and-Results#q1)

**QUESTION:** I heard a rumor that the Match algorithm attempts to place the greatest number of applicants into positions, even if it means placing some applicants at less-preferred programs, and thus I should rank only a few programs. Is this true?
**ANSWER:** This is absolutely FALSE. The Match algorithm is designed to give each individual applicant and program the best possible outcome based on the rankings they submit. It does NOT in any way attempt to maximize the number of applicants placed. It will NOT place an applicant into a less-preferred position in order to permit other applicants to be matched. Similarly, it will NOT place a less preferred applicant into a program in order to permit more positions to be filled in other programs. As noted above, we strongly encourage you to rank ALL programs that are considering you and that you find acceptable. Doing otherwise will not get you a better position, but may reduce your chances of matching.

More information about the algorithm used by the APPIC Match: [natmatch.com/psychint/aboutalg.html](http://natmatch.com/psychint/aboutalg.html)

**QUESTION:** I've heard that I should tell my "first choice" program that they are ranked as my #1 choice. Is this true?

**ANSWER:** Absolutely not, as this is prohibited by the APPIC Match Policies. Applicants may not communicate any ranking information to sites, nor may sites communicate any ranking information to applicants (see APPIC Match Policy #5).

**QUESTION:** Is it OK to share information about my rankings and preferences with my friends on a social networking site, such as Facebook?

**ANSWER:** You should refrain from posting your rankings or program preferences on Facebook, other social networking sites, e-mail lists, or discussion boards/forums. In recent years, we have heard feedback from Training Directors who inadvertently learned about individuals' rankings from one of these forums. The Match Policies state, "Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information pertaining to either Phase of the Match prior to the release of the results for Phase II of the Match."

**QUESTION:** What if I still have questions about the ranking process or other aspects of the Match?

**ANSWER:** For questions about your Match Registration or difficulties using the online system on the Match web site, please contact National Matching Services at (800) 461 – 6322. Other questions may be directed to the APPIC Match Coordinator, Dr. Greg Keilin, at gkeilin@mail.utexas.edu or (512) 410–0002.

Applicants who have not received the ranking instructions sent to them by NMS via e-mail may download the instructions from: [natmatch.com/psychint/MatchParticipation.pdf](http://natmatch.com/psychint/MatchParticipation.pdf)

**Additional information about constructing a Rank Order List may be found at:**

2. natmatch.com/psychint - Choose the "For Applicants" or "For Internships" tab, then choose the appropriate option in the left-side menu

**Points to Consider**
If an internship site offers more than 1 program, sites and applicants should discuss which program(s) each applicant is interested in and which program the site is willing to consider the applicant for. Specific rankings should NOT be communicated, but it is NECESSARY that both sides are clear about which program(s) each applicant is considering and is being considered for. Sites should provide applicant with the current program code number(s) and program description(s) used to identify the program(s) on the applicant’s Rank Order List. Prior to submitting rankings, applicants should check NMS web site for latest list of participating programs and code numbers: [http://www.natmatch.com/psychint](http://www.natmatch.com/psychint).

For each program offered, a site should rank applicants who have expressed interest in being considered for that program. Creating the rank order list; treat individual programs as an individual item to be ranked. For example; if you are interested in 6 sites each offering 4 separate programs, you would rank 24 different code numbers.

**Ranking Tips**

- Before taking a site off your ranking list, consider if you would rather remain unmatched and have to use the Internship Clearinghouse or would you rather attend that site.
- Remember that the same internship site can have multiple match numbers representing different programs of study (e.g., pediatric developmental vs. pediatric neuropsychology). The APPIC website contains a list of match numbers for each program. **Check to be sure you rank the proper site and program.**
- **Review your ranking list several times before submitting it.**
- You will have an opportunity to review your rank order list to be sure that it has been properly entered.
- **Do not wait to the last minute to submit your rankings.** You never know when your hard drive will crash, or the university server will go down. Also all deadlines are listed in Eastern Standard Times.
Ranking Sites with Multiple Programs

Many internship sites that are registered for the APPIC Match are offering positions in more than one program, with each program represented by a unique six-digit code number. This e-mail will clarify the procedures related to ranking internship sites that offer multiple programs.

Matches are made between applicants and programs (not sites). For a match to be made between an applicant and a program: (a) the applicant must include THAT PROGRAM'S code number on his/her Rank Order List, and (b) the internship site must include the applicant's code number on the Rank Order List FOR THAT PARTICULAR PROGRAM. If a site ranks the applicant only on the list for Program "X", but the applicant only ranks Program "Y" for that site, NO match will be made.

The following points should be noted:

1. If an internship site offers more than one program in the Match, sites and applicants should discuss which program(s) each applicant is interested in, as well as which program(s) the site is prepared to consider the applicant for. While specific rankings should NOT be communicated, it is NECESSARY that both sides are clear as to which program(s) each applicant is considering and is being considered for. A site may then rank an applicant for none, some, or all of the program(s) in which the applicant is interested.

2. Sites should ensure that each applicant being considered for one or more of the site's programs knows the correct program code number(s) and program description(s) used to identify the program(s) on the applicant's Rank Order List. Sites that have added or changed programs should ensure that their applicants are informed about these changes and are instructed about how to use the correct code numbers.

3. It is also recommended that, prior to submitting their rankings, applicants check the NMS web site for the latest list of participating programs and code numbers -- this list is updated daily and is available at: http://www.natmatch.com/psychint (Click on "List of Participating Internships")

4. For each program offered, a site should rank those applicants who (a) have expressed an interest in being considered for that program, and (b) the site considers acceptable for that program. As we've discussed in previous e-mail messages, applicants should be ranked based on TRUE preferences. Below is an example of how an applicant can rank sites that offer more than one program.

**QUESTION**: How do I rank a site that has several different programs, and thus uses more than one code number?

**ANSWER**: You may rank any or all of a site's programs simply by including the proper code number(s) for the program(s) on your Rank Order List.
Thus, if you applied to ten sites, each with five separate programs, your Rank Order List could contain as many as 50 (10 x 5) different code numbers. Of course, your list would be shorter if you decided not to rank every single program at all ten sites.

For example, let's say you applied to three sites, some with two programs (sample code numbers are listed in parentheses):

- **Site X has two programs:**
  - Geropsychology (999911)
  - Neuropsychology (999912)

- **Site Y has two programs:**
  - Child Track (999811)
  - Adult Track (999812)

- **Site Z has only a single program:**
  - Psychology Internship (999711)

If you are interested in all five of these programs, then you would rank all five code numbers, for example:

1. 999811 Site Y - Child Track
2. 999911 Site X - Geropsychology
3. 999711 Site Z - Psychology Internship
4. 999912 Site X - Neuropsychology
5. 999812 Site Y - Adult Track

Of course, you could list these programs in any order you wish. The Matching Program attempts to match you to the programs in the order that you specified. In this example, the "child track" position at Site Y is your most-preferred choice, while the "adult track" position at the same site is your least-preferred choice.

If you did not wish to match to the "adult track" position at Site Y under any circumstances, then you would simply omit code 999812 from your Rank Order List. If you did not want to match to the neuropsychology program at Site X, you would omit code 999912 from your List.
**Match: FACTS and Common Misunderstandings**

**Misunderstanding:** The Match is a computerized assignment of applicants to programs. It will interfere with or limit the freedom of choice of applicants and programs.

**Fact:** The Match does not have to be computerized. The matching process itself could be completed as effectively by hand. A computer system is used only to facilitate and ensure the accuracy of the matching process.

The Match does not involve an arbitrary or contrived assignment of applicants to programs. A program cannot be matched with an applicant who is not listed on the program's Rank Order List. Similarly, an applicant cannot be matched with a program that is not listed on the applicant's Rank Order List.

Applicants and programs are free to obtain information about each other and to rank their choices according to their preferences without pressure and undue haste. The matching process simply follows the instructions embodied in the Rank Order Lists to facilitate the placement of applicants into positions. However, the matching process removes the time pressures from the traditional process of making offers, and accepting or rejecting offers.

If a program wishes to recruit a particular distribution of applicants based on specific applicant characteristics, the program can attempt to do this within the matching process by dividing its available positions into separate types and submitting separate Rank Order Lists for each type of position. Furthermore, the matching process can accommodate other special requirements, such as the matching of applicants as "couples", and the reversion of unfilled positions from one program to another in order to facilitate the filling of available positions.

**Misunderstanding:** To ensure a match, an applicant should rank those programs which seem to prefer the applicant higher on the Rank Order List than other programs which the applicant prefers, but which may prefer other applicants. Ranking these "likely" programs lower on the list may jeopardize the applicant's chance of matching, because the applicant may not be able to obtain a position at a more preferred but "less likely" program that he or she ranked higher. (The same logic applies to programs in making out their Rank Order Lists.)

**Fact:** Applicants and programs should make out their Rank Order Lists based on their true preferences. The likelihood of being able to obtain a position at a program, or being able to attract an applicant, should not be considered when listing preferences on a Rank Order List.

First consider the issue from the applicants' perspective. In the matching process, attempts are made to place an applicant into a program in sequence according to the applicant's stated preferences, as discussed in the Match Process section of this web site. When attempting to place an applicant into a particular program, the only reasons an applicant will not match to the program are either the program did not rank the applicant, or the program has filled all its positions with more desirable applicants. The fact that an applicant could not match to a preferred program does not affect the applicant's chances of matching to the next program on the applicant's list. Similarly, ranking additional less preferred choices will not jeopardize or affect
the applicant’s chances of matching to a more preferred program.

For example, suppose Program A has one position. Both Applicants X and Y feel they have a very good chance of obtaining a position at Program A. However both in fact prefer other programs, Programs C and D, where they may be less desirable. Consider the following Rank Order Lists:

<table>
<thead>
<tr>
<th>Program A: (1 Position)</th>
<th>Applicant X</th>
<th>Applicant Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applicant Y</td>
<td>1. Program A</td>
<td>1. Program C</td>
</tr>
<tr>
<td>2. Applicant X</td>
<td>2. Program C</td>
<td>2. Program D</td>
</tr>
<tr>
<td>3. Program D</td>
<td>3. Program A</td>
<td></td>
</tr>
</tbody>
</table>

Applicant Y has listed programs according to his true preferences. Applicant X has listed programs according to likelihood of being able to obtain a position.

In the matching process Applicant X will first be tentatively matched with Program A. Next, attempts will be made to place Applicant Y into Program C, and if that is unsuccessful, into Program D. If Applicant Y cannot match with Programs C or D, an attempt will be made to place Applicant Y into Program A. Since Program A prefers Applicant Y to its current tentative match with Applicant X, Applicant X is removed from Program A and Applicant Y is matched with Program A.

Thus Applicant Y has not jeopardized his chances of matching with Program A by putting that program lower on his list. Similarly, Applicant X has not increased her chances of matching to Program A by putting that program higher on her list.

Similarly for programs, when an applicant is tentatively matched to a program, the program will retain that applicant until a more preferred applicant can be placed into the program. Only then will the program reject the less preferred applicant, and only then will that applicant attempt to match to a program lower on his or her list. A program cannot be bypassed by a less-preferred program on an applicant's Rank Order List, regardless of how the two programs ranked the applicant.

**Misunderstanding:** In the Match, it is important for applicants and programs to know how they will be ranked by each other.

**Fact:** As shown in the previous example, applicants and programs should make out their Rank Order Lists based on true preferences, regardless of how they will be ranked by other participants. For example, suppose Program A knows that Applicant Y is not going to rank the program first. If Program A feels Applicant Y is most preferred, it does not hurt Program A to put Applicant Y first. If Applicant Y cannot be matched with Programs C or D, Applicant Y will be placed into Program A. If Applicant Y is matched with either Program C or D, Program A’s chances of matching with Applicant X have not been reduced because it ranked Applicant Y first. However, if Program A lists Applicant X first because it knows Applicant X is going to list Program A first, all that will be accomplished is that Program A will lose the opportunity of matching with Applicant Y, who it feels is in fact a more preferred applicant.
As a further extension of this logic, **applicants and programs need not submit to inappropriate pressures in making out their Rank Order Lists (e.g., "I'll rank you high only if you rank me high").** Applicants and programs will not know how they are actually ranked by other parties. If, for example, a program has made this statement to an applicant, the applicant is in fact not disadvantaged by making out her list according to her true preferences. If the applicant matches to this program, the program may continue to think the applicant ranked it first, regardless of where she actually ranked the program. However, if the applicant matches to another program, the first program may not be pleased, but the applicant will in fact have received a position with a more preferred program. Therefore, trying to pressure applicants or programs into inappropriately high rankings does not necessarily help in the Match (and is a violation of APPIC Match Policies).

**Misunderstanding:** Applicants or programs can subvert the process or "beat the system" based on how they make out their Rank Order Lists. Conversely, some applicants or programs may be treated unfairly as a result of how other applicants or programs make out their lists.

**Fact:** The best strategy for applicants and programs to follow is to make out their lists based on their true preferences. Any other strategy may result in a worse result for the applicant or program that did not follow this "true preferences" strategy. For example, consider Applicant X in the previous example. If Program A in fact lists Applicant X first, Applicant X will match to Program A, because she has listed that program as her first choice. She will not match to Program C or D, which she in fact prefers, even if either of those programs prefers her to other applicants. Thus Applicant X will obtain a position with a program she prefers less because she has not made out her list according to her true preferences.

**What to do if a Match Policy is Violated**

If applicants, programs, graduate school faculty, or others violate the Match Policies, one option is to bring it directly to that individual's attention or to use APPIC's "Informal Problem Consultation" (IPC) service, which provides the opportunity to consult confidentially with an APPIC representative about the situation and to discuss possible options.

**Internship Offer**

Tendered offer (verbal or written by an internship program and accepted by an applicant constitutes binding agreement between the program, the applicant, and APPIC that may not be reversed without APPIC's consent. Internship training director must put in writing appointment agreement with applicant in letter postmarked no later than 72 hours following acceptance of offer by the applicant.

It is important for all participants to remember that they have agreed, via the Match Agreement, to abide by the results of the Match. Internship programs that submit a Rank Order List are required to accept the applicants to whom they are matched. Similarly, applicants who submit a Rank Order List are required to attend the internship program to which they are matched.
The Match Policies state:

"Results of the APPIC Match constitute binding agreements between applicants, internship programs, and APPIC that may not be reversed without APPIC's consent."

We appreciate that, for some applicants, personal and professional circumstances may complicate your decision-making process related to the submission of your Rank Order List and/or your attendance at a particular site. Examples of such situations include one's academic progress, separation from a partner, child care issues, etc. We encourage those of you with complex personal and professional considerations to consult with all relevant parties (e.g., family members, Director of Clinical Training, other doctoral faculty) PRIOR to submitting your Rank Order List. This will minimize, if not prevent, the likelihood of your not being able to follow through on your commitment.

The APPIC Board of Directors intends to carefully monitor and enforce the policy that the Match constitutes a binding agreement. Violations of APPIC Match Policies or Match Agreements by applicants or programs may result in sanctions by APPIC (e.g., being barred from future matches) or legal action by other Match participants. In addition, violations by applicants may result in disciplinary action by the applicants' graduate and/or internship programs.

If you have doubts about your willingness or ability to fulfill your obligations through the Match, we strongly recommend that you withdraw from the Match and not submit a Rank Order List. If you wish to consult with APPIC about your specific situation, you may use APPIC's "Informal Problem Consultation" service (for details and contact information, see www.appic.org and click on "Problem Consultation").

Please note that applicants who withdraw from Phase I of the Match may still choose to participate in Phase II of the Match and/or the Post-Match Vacancy Service if their personal or professional circumstances change, enabling them to fully commit to an internship position at that time.
MATCH NEWS: The Waiting Game

Now that the frenzy of applying, interviewing, and ranking is over, applicants and programs face one of the most challenging parts of this process: Waiting for the Match results.

We very much understand that waiting can be extremely stressful, and APPIC and NMS have done everything possible to minimize the amount of time that applicants and programs must wait for their results.

One of the most frequently asked questions that APPIC receives at this point is, "Why do we have to wait two weeks to get our results?" This e-mail provides details about what happens during this time.

IMPORTANT: If you receive a call or e-mail from NMS in the coming days, PLEASE RESPOND TO NMS IMMEDIATELY.

Basically, NMS is extremely busy throughout this period, providing extensive checking and re-checking of the data to ensure the accuracy and integrity of the Match results. For example:

1. NMS works very hard to ensure that no one "falls through the cracks" in the process. They do their best to see that each of the more than 4,000 applicants and 700 internship sites have submitted either a Rank Order List or a formal withdrawal from the Match. They attempt to contact Training Directors and applicants from whom they are expecting a response, but who have not submitted either a Rank Order List or a withdrawal.

2. There are a significant number of sites with very complex requirements that must submit their Rank Order Lists to NMS in writing. Each of these written submissions must be reviewed and analyzed to ensure they have been prepared correctly, then entered and carefully proof-read (twice) by NMS staff. Each year, NMS contacts a significant number of Training Directors to ensure that their Rank Order Lists accurately reflect their preferences. Programs that have submitted these complex requirements are then given an opportunity to review and confirm that their requirements have been set up properly for the Match.

3. Once all rankings have been successfully entered and proofed, NMS performs a number of integrity checks on this data. These checks allow them to identify potential inconsistencies in rankings between lists submitted by applicants and those submitted by programs (e.g., applicants ranking the wrong program at a site, programs ranking the wrong applicant). They are able to catch some (but not all) errors made by sites and applicants, and it does take a significant amount of time to reach these participants to follow-up, verify, and correct these mistakes. Training Directors and applicants are generally busy and can be very difficult to reach.

4. Once the Match has been run, another set of integrity checks are conducted by the NMS staff to ensure that the Match has been processed correctly, and that every applicant and every training program has received the best possible match.

5. Then, the results and statistics must be prepared for distribution via the various methods available.
6. An additional set of tasks are the preparations that must be made for Phase II of the Match. These tasks include generating a master list of available positions and providing information to the AAPI Online Service that will allow unmatched applicants and Training Directors at programs with available positions to participate in Phase II (which begins immediately after the release of the Phase I results).

This is only a partial list of NMS' activities during this period. And, they are able to do all of this in an amount of time that is equal to or less than that of other matching programs of comparable (or even smaller) size in other professions.

This is the 18th year that NMS has conducted the APPIC Match, and we continue to rely upon their thoroughness, attention to detail, and commitment to accuracy. While the next few weeks may require what seems like an extraordinary amount of patience, we hope that you can appreciate the importance of allowing NMS the time to get the job done accurately. Thanks for your patience and understanding.
Phase I Match Results

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

It is important for all participants to remember that they have agreed, via the Match Agreement that they accepted at the time of registration, to abide by the results of the Match. Internship programs that submit a Rank Order List are required to accept the applicants to whom they are matched. Similarly, applicants who submit a Rank Order List are required to accept the match result and attend the internship program to which they are matched.

The APPIC Board of Directors closely monitors and enforces the policy that the Match constitutes a binding agreement. Violations of APPIC Match Policies or Match Agreements by applicants or programs may result in sanctions by APPIC (e.g., being barred from future matches) or legal action by other Match participants. In addition, violations by applicants may result in disciplinary action by the applicants' graduate and/or internship programs.

What happens once I successfully match to an internship position?
Congratulations! Once you have been notified that you have successfully matched, two things will happen:

1. Most Training Directors prefer to contact the applicants to whom they have been matched in order to give the day a more personal touch. Such contacts may begin after 11:00 am EST on Match Day. You may recall that you specified, in your AAPI, a telephone number where you can be reached by Training Directors between 11:00 am and 1:00 pm EST on Match Day. Training Directors and applicants should NOT contact each other prior to 11:00 am EST on the Match Days for Phase I and Phase II.

2. According to the APPIC Match Policies, Training Directors are required to send out a written appointment agreement shortly after Match Day, which must include confirmation of the conditions of the appointment, such as the stipend, fringe benefits, and the dates on which the internship begins and ends. If you don't receive this agreement within two weeks of the applicable Match Day, please contact your new internship Training Director to inquire about its status.

APPLICANT SURVEY: After Phase I of the Match, APPIC will begin conducting a survey of internship applicants. The internet address of the survey will be e-mailed to all applicants who were registered for the Match. APPIC greatly values student input, and this survey will provide an excellent opportunity for applicants to provide feedback directly to APPIC about their experiences with the AAPI Online, the APPIC Match, and the entire selection process.

We hope that ALL applicants -- matched, unmatched, and those who withdrew or did not submit a Rank Order List -- will take a few minutes to complete this survey. This is really your opportunity to make a difference, as your participation will directly benefit future applicants.

Current applicants may not be aware that they have experienced significant benefits from the surveys that have been conducted in previous years, as APPIC has made many changes and refinements to the process as a direct result of applicant feedback. For example, the implementation of the AAPI Online and the two-phase Match process was greatly influenced by
applicant feedback from previous years, as was the decision to eliminate the APPIC Clearinghouse. The ability to view one's own Rank Order List after the ranking deadline was also a direct result of applicant feedback.

This year's survey of applicants is particularly important because APPIC will be continuing to look at some major issues that directly affect internship-bound students. These issues include internship "supply and demand" and the factors that affect the outcome of the internship selection process. Due to the complex research questions involved in this study, the success of this project depends on our receiving responses from a very large number of applicants. Thus, your participation will be greatly appreciated.

Results from this survey will be posted to the APPIC web site. Internship training directors and academic DCTs will be able to provide feedback about the selection process via separate surveys, to be distributed later.

CONTACT ON PHASE I MATCH DAY: Training Directors and applicants should NOT contact each other prior to 11:00 am EASTERN time on Friday, February 19. This gives all participants a minimum of a one-hour window to receive their results.

After 11:00 am EASTERN time on Match Day, most Training Directors prefer to contact the applicants to whom they have been matched in order to give the day a more personal touch. Some Training Directors have told us about attempting to contact their new interns on Match Day, only to be disappointed that some cannot be reached. Applicants are reminded that they specified on their AAPI Online applications a telephone number where they could be reached by Training Directors between 11:00 am EASTERN time and 1:00 pm EASTERN time on Match Day. If your plans have changed and you are unable to be at that number during that time, do NOT contact sites to correct that information -- instead, APPIC simply encourages you to call your new Training Director after 11:00 am EASTERN time on Match Day.

SPAM FILTERS: Remember that spam filters used by your e-mail server or program can result in your not receiving the e-mails from National Matching Services that will contain your Match results. If you use spam filtering, you may wish to: (a) Adjust your filtering to ensure that e-mail from psychint@natmatch.com is not blocked, (b) Disable spam filtering entirely, or (c) If you do not receive your e-mailed Match results, check your "spam" or "junk mail" folder to see if that e-mail was mistakenly identified as "spam".

If you do not receive your Match results via e-mail on February 20, you should NOT call NMS to ask that the e-mail be resent. You can access your results after 10:00 am EASTERN time from the NMS web site (natmatch.com/psychint) - your Code Number and password will be required to obtain your result from the web site.

APPOINTMENT AGREEMENTS: APPIC Match Policies require internship training directors to send an appointment agreement to each applicant matched to their sites, with a copy to the applicant's academic program director, postmarked or e-mailed within seven days following receipt of the Match results. Details about these policies may be found at www.appic.org - click on "MATCH," then "Match Policies."
Phase II of the APPIC Match

Information about Phase II of the Match is available on the APPIC web site:

http://www.appic.org/Match/APPIC-Match-Phase-II

This page includes a "Getting Started" guide for applicants who will be participating in Phase II, detailed "Frequently Asked Questions" for applicants and internship Training Directors, and information about the web-based "late-breaking news" service that will be available for Phase II.

Beginning at 11:00 a.m. EASTERN time on Match Day, applicants who registered for the Match but did not obtain a position in Phase I are permitted to contact internship programs that have positions available for Phase II, in order to ask questions about the program, inquire about application requirements, etc. However, applicants (as well as individuals acting on their behalf, such as faculty) should not contact sites prior to the Phase II application deadline simply to get a "head start" on the process. Similarly, internship programs should wait until after the application "deadline" to contact applicants or faculty members, hold interviews, or related activities.

The AAPI Online service will be unavailable between 12:00 noon EASTERN time on Thursday, February 18 and 11:00am EASTERN time on Friday, February 19 in order to prepare the service for use during Phase II. Please note that once the AAPI has been submitted to an internship site, it cannot be changed. However, applicants may still create new cover letters, vitas, and essays and may choose to request new letters of recommendation.

ELIGIBILITY FOR PHASE II OF THE APPIC MATCH

APPLICANTS: Any applicant who registered for the Match on or before February 3, 2016, and who did not obtain an internship position in Phase I, is eligible to participate in Phase II. This includes applicants who (a) withdrew from Phase I, (b) did not submit a Rank Order List in Phase I, or (c) did submit a Rank Order List but remained unmatched in Phase I. Applicants who did not register for the Match by February 3, 2016 are not eligible to participate in Phase II, but may participate in the Post-Match Vacancy Service that begins in late March. An applicant who has accepted an internship position at a program that is not participating in the APPIC Match is NOT eligible to participate in Phase II or the Post-Match Vacancy Service.

Applicants who withdrew from ONLY Phase I in the NMS online system will automatically be reinstated/made active again for Phase II.

Applicants who withdrew from both Phase I and Phase II in the NMS online system are still eligible to participate in Phase II if they wish to do so. In order to participate, these applicants must reinstate themselves in the NMS online system. These applicants will continue to be shown as withdrawn on information provided to programs until such time as they reinstate themselves in the online system. Therefore, if you previously withdrew from both Phase I and Phase II but now wish to participate in Phase II, you should reinstate yourself as soon as possible after the NMS online system reopens on February 25. Applicants can access the online system beginning on February 25 by going to the Match web site (natmatch.com/psychint), selecting the tab "For
Applicants” at the top of the screen, and then selecting the option “Log in (Registered Applicants)” from the menu on the left side of the page.

**PROGRAMS:** All positions that remained unfilled in Phase I of the Match must be offered to applicants in Phase II. Very limited exceptions are outlined in APPIC Match Policy 8b, and requests to remove unfilled positions from Phase II must be approved by APPIC.

Additional positions that become available after Phase I of the Match may also be offered in Phase II of the Match. Training Directors who wish to add positions should consult the Phase II FAQs for Training Directors for instructions on notifying NMS and APPIC about the change.
Last Things to do after Matching or Not Matching

The AAPI Online Applicant portal closes April 15th of each year.

Applicants are strongly encouraged to download and keep a copy of the applications that they submitted via the AAPI Online service (if they haven't done so already). Students have told us that an increasing number of postdoctoral programs, licensing boards, and other entities are requesting copies of the AAPI. Once the portal closes in mid-April, it will no longer be possible for you to access or download your applications.

How do I get my application?

An applicant who has submitted at least one application may download a copy of her/his applications by logging in to the AAPI Online Applicant Portal and clicking "Internship Program Designations" located at the bottom of the application checklist. This will display a list of submitted applications, where one may view or download (in .pdf format) the application that was submitted to each site. Transcripts, letters of recommendation, supplemental documents, and DCTs’ verification of eligibility are excluded from each download.

For those applying again next year applications cannot be carried over. For those that did not match there may still be available sites.

POST-MATCH VACANCY SERVICE: The PMVS will continue to operate through October 31, 2016. Information about that service, along with a list of current vacancies, can be found at: http://www.appic.org/Match/Post-Match-Vacancy-Service

From this page, you may sign up to receive an e-mail notification that is sent whenever the list of vacancies is updated.

Post-AAPI Tracking

It is important to track your internship hours as well as your postdoctoral program hours postdoctoral programs and jobs often require a description of your internship training experiences. Additionally, these clinical hours are often needed for state licensing boards. For example New York requires 3,500 hours of documented clinical/professional experience in psychology, hours that must occur after the doctorate degree. Some states require the training director or postdoctoral supervisor to approve the hours, but each state has its own requirements. Some states also require that the supervisor is licensed in the state where you were trained, which may be difficult at Veterans Affairs Medical Centers (VAMC) where the psychologist can be licensed anywhere in the U.S. The ASPPB Credential Bank and National Register of Health Service Psychologists can be helpful for this process. Overall, one should track type of clinic or setting (e.g., outpatient clinic, primary care clinic, etc.), number of clinical hours for each rotation and total hours, types of interventions or assessments provided (e.g., cognitive-behavioral therapy, group/individual, assessment instruments), general demographics of the patients (e.g., adults, children, Veterans), and supervision information (e.g., number of hours, specific supervisors).
An Examination of Inclusion and Exclusion Criteria in the Predoctoral Internship Selection Process: A Must Read

Ginkel, Davis, and Michael,
Training and Education in Professional Psychology, 2010, 4, 213-218
This full article is on Blackboard.

Overview
There have been several studies that have examined factors that influence a student being accepted into predoctoral internship position (e.g., practicum experience, interview, type of doctoral program attended, letters of recommendation). In 1999 Rodolfa, et al., listed 36 inclusion and exclusion criteria used to select students for internship. The current study involves 118/610 (19.3%) US internship sites (APPIC directory) surveyed to examine changes in criteria over time. While several traditional factors remain influential to the selection process (e.g., fit between applicant goals and site opportunities), greater emphasis is placed on applicant’s personality now. **Top 3 inclusion criteria now:** fit between applicant goals and site; interview; applicant's professional demeanor. **The top 3 exclusion criteria:** interview; fit; letters of recommendation.

Take home points from this research are candidates can better position themselves for increasingly competitive and limited internship placements by focusing on personality characteristics, presentation considerations, and academic qualifications. Therefore, it is important to practice interviews, and take additional consideration of essay materials submitted, and receiving candid feedback on interpersonal style enhance preparedness for interviews and future professional careers. Fit, fit and fit (must be qualified for site). Interview is critical for selecting and rejecting candidates so do not act bizarre in interviews (dress, questions).

Critical Issues and Questions and Answers

**Question:** What if an internship sites says it requires a taped audio or video session with a client (e.g., Montana State U).

**Answer:** Under no circumstances can a tape, audio or video EVER be released as voices can be identified using voice print analysis. It would be a HIPAA violation for which a student could be prosecuted. If you get such a request you can tell them why you cannot comply and offer the alternative of a transcript.

Good News: Fewer People in Match and More Slots in 2013

As of December 31, 2013, the total numbers of applicants and internship sites registered to participate in the 2014 APPIC Match were: • 4,252 registered applicants • 3,522 positions offered by 749 registered internship sites (712 of these registered sites are APPIC members) These numbers reflect a decrease of 132 applicants and an increase of 187 positions as compared to last year at this time. The increase in positions is the largest seen since the APPIC Match began in 1999. The decrease in the number of registered applicants is only the third such occurrence since 1999. Furthermore, the number of participating internship sites increased by 24, all of which reflect an increase in APPIC membership (from 688 to 712). There is no change in the number of participating non-member sites (37) as compared to last year.
References


Kaslow, N. J. (2013). Navigating the internship process. Slides


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## College of Psychology Internship Placements in the Past Ten Years

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## NOVA SOUTHEASTERN UNIVERSITY (FT. LAUDERDALE, FL)

### CLIN-PHD (PhD)

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<th>Percent (n) Matched</th>
<th>Percent (n) Not Matched</th>
<th>Percent (n) Withdrawn</th>
<th>Percent (n) of Matched Applicants who Matched to:</th>
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<td>19.3 / yr</td>
<td>68% (15)</td>
<td>18% (4)</td>
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<tr>
<td>2011</td>
<td>22</td>
<td>68% (15)</td>
<td>18% (4)</td>
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<td>2012</td>
<td>21</td>
<td>62% (13)</td>
<td>29% (6)</td>
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<td>2013</td>
<td>17</td>
<td>65% (11)</td>
<td>35% (6)</td>
<td>0% (0)</td>
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<td>2014</td>
<td>17</td>
<td>76% (13)</td>
<td>12% (2)</td>
<td>12% (2)</td>
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### CLINICAL (PsyD)

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<th>Percent (n) of Matched Applicants who Matched to:</th>
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<td>Accredited Internship</td>
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<tr>
<td>2011-2014</td>
<td>83.0 / yr</td>
<td>81% (69)</td>
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<td>59% (41)</td>
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<td>81</td>
<td>85% (69)</td>
<td>14% (11)</td>
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<td>59% (41)</td>
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<td>80% (75)</td>
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<td>86</td>
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### SCHOOL (PsyD)

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<td>Accredited Internship</td>
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<td>33% (2)</td>
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**NOTE:** Please see the introduction to this report for important interpretive information.
More college officials learn about applicants from Facebook  
By Mary Beth Marklein, USA TODAY

The number of college admissions officials using Facebook to learn more about an applicant has quadrupled in the past year, underscoring the effect social media has on U.S. culture and academic life, a survey shows. Googling is nearly as prevalent.

More college admissions officials are looking up potential students on Facebook and searching their names on Google, a new Kaplan survey finds. More college admissions officials are looking up potential students on Facebook and searching their names on Google, a new Kaplan survey finds.

The rise suggests a growing acceptance of the practice, despite concerns that it invades student privacy.

"This is the world we live in now," says Paul Marthers, vice president for enrollment at Rensselaer Polytechnic Institute. "If you were able to find out that somebody misrepresented themselves in their application, I think it could be used to help you make a decision."

Nearly a quarter (24%) of admissions officials at 359 selective colleges say they used Facebook, up from 6% the previous year, and 20% used Google to help evaluate an applicant, says the survey, conducted by Kaplan Test Prep. Kaplan, which did not identify participating colleges, queried 500 colleges listed in U.S. News & World Report rankings and in Barron's Profiles of American Colleges.

Of survey takers who went online, 12% say what they found "negatively impacted" the applicant's chances of admission. That's down from 38% in 2008, when 10% said they consulted social networking sites while evaluating students. Among offenses cited: essay plagiarism, vulgarities in blogs and photos showing underage drinking.

Marthers and others say such checks are not routine — it's too time-consuming, for one thing. But "if ever a post is brought to our attention, you can be certain we'll check it out," says Ray Brown, admission dean at Texas Christian University. He says he rejected one applicant who, he discovered through an anonymous tip, had posted pornographic images of herself online.

The debate over whether it's appropriate for colleges to look beyond what prospective students submit in their applications remains unsettled. Kenyon College explicitly forbids such activity. "We are not Luddites, mind you. We are trying to practice ethical admissions," says Admissions Dean Jennifer Delahunty. "Reading their Facebook pages is like, in another era, wire-tapping applicants' phones and reading their diaries."

Marthers notes, though, that information students post online is "fair game."

Others offer a more positive reason for checking an applicant's Facebook profile. Wake Forest University Admissions Dean Martha Allman says her younger staffers like to see (an applicant's) "digital personality." Although Syracuse University School of Information Studies professor Anthony Rotolo discourages efforts by admissions officials to "catch" applicants misbehaving online, he encourages them to evaluate a student's digital literacy skills. Given the importance of social media in society, a student with a strong online presence "could be considered a highly qualified applicant by a reviewer who understood the potential value."
Transcript Request Form
Association of Psychology Postdoctoral and Internship Centers (APPIC)

Applicant Instructions
Applicant: __________________________________________________________

Name

Submit your completed AAPI Online Transcript Request Form to the Registrar of every U.S. and Canadian Graduate Institution that you have attended. It is important to use this form so AAPI Online can properly match your official transcript to your AAPI Online application. The Registrar should attach this form to your official transcript and mail both items directly to AAPI Online.

NOTE: The Registrar’s office may charge you a fee for this service.

Please complete the following information of this Transcript Request Form and send it directly to the Registrar’s office of the Graduate institution(s) that you attended.

Applicant’s Signature: __________________________ Date: ______________

Institution Details
Institution: NOVA SOUTHEASTERN UNIVERSITY

________________________________________________________________________

________________________________________________________________________

Former Name used while enrolled at the Institution: __________________________

Applicant Former Name (Last, First, Middle)

Name of Institution: ______________________________________________________

Campus attended: _______________________________________________________

Former Name of Institution (If Applicable): __________________________

Dates of attendance (MM/DD/YYYY): FROM: ______________ TO: ______________

Degree earned (If applicable): _____________________________________________

Date earned (MM/DD/YYYY): __________________________

Transcript Details

Does this transcript contain your most recent Fall grades? YES NO

Are there grade changes within this transcript? YES NO

Instructions to the Registrar
Please attach this form directly to the official transcript for the above applicant and forward the official transcript (see requirements below) in a sealed envelope directly to:

AAPI Online Transcript Department
P.O. Box 9117
Watertown, MA 02471

The transcript must meet the requirements below to be considered “official” by APPIC:

- A Registrar’s seal and/or legible signature included on the transcript.
- Must be mailed directly to AAPI Online from the Registrar’s Office.
- Cannot be marked “Issued to Student” or “Student Copy.”
- Must reflect all relevant, correct information for the student identified above.
Curriculum Vitae

DAVID DOCTOR

Date CV Prepared: October, 2014

Current Address: 555 Seabreeze Lane
Fort Lauderdale, FL, 33314
(123) 456-7890
email@nova.edu

EDUCATION

For Psy.Ds
08/10-06/15 (expected): Psy. D., Clinical Psychology. Nova Southeastern University, Fort Lauderdale, FL, American Psychological Association, accredited clinical psychology program. Concentration: Health

Directed Study Title: Randomized controlled trial of an evidence-based alcohol intervention using two media formats: iPhone and email. Supervisor: Linda C. Sobell, Ph.D., ABPP

Note: Title of directed study and dissertation only have the first letter of the first word capitalized and the first word after a colon, not every word


01/05-05/08: B. S., Psychology (Magna Cum Laude). Major: Psychology, Yale University, New Haven, CT. (Note: can include a minor and your thesis title here if you want)

For Ph.Ds
08/10-06/15 (expected): Ph. D., Clinical Psychology. Nova Southeastern University, Ft. Lauderdale, FL, American Psychological Association, accredited clinical psychology program.

Dissertation Title: Randomized controlled trial of an evidence-based alcohol intervention using two media formats: iPhone and email. Dissertation Chair: Linda C. Sobell, Ph.D., ABPP

Note: only include only if completed and approved and turned in for a grade

08/10-01/13: M. S., Clinical Psychology. Nova Southeastern University, Fort Lauderdale, FL, American Psychological Association, accredited clinical psychology program

9/06-5/08: M.A, English Literature. Indiana University, Indianapolis, IN.
Note: can include degrees with a BA or MA other than psychology if completed.

01/05-05/08: B. S., Psychology (Magna Cum Laude). Major: Psychology, Yale University, New Haven, CT.
Note: You do not write out Bachelor of Arts. You use the accepted abbreviation, e.g., B.A.

HONORS AND AWARDS (include dates and scholarships go here)
- Division 12, American Psychological Association, Best Poster Award, 2012
- Undergraduate Dean’s List, American University, 2007-2011
- Emerson scholarship, Yale University, 2007
- PSI CHI National Psychology Honor Society, 2007-201

Note: You need to list where the award was or the name of the university from which the award was given

PROFESSIONAL AFFILIATIONS (professional related)
- Association for Behavioral and Cognitive Therapies, student member (2014-present)
- American Academy of Sleep Medicine, student member (2013-2014)
- American Psychological Association (Division 12), student member, (2010-present)
- American Psychological Association of Graduate Students, (2010-present)
- Society for Behavioral Medicine, student member (2009-2010)
Note: You must list that you are a student member if that is the case.

CLINICAL PRACTICA AND INTERNSHIP EXPERIENCE

Sample formatting for practica (see below)
Dates: month/year - month/year
Position Name
Agency Name, City, State
Description of responsibilities
Supervisor: Name, degrees
08/14-Current: Psychology Trainee. Healthy Lifestyles Guided Self-Change Program. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.

**Description:** Supervising first-year practicum students. Training students on clinic protocol, charting procedures, and documentation. Providing feedback and evaluation of students’ clinical work. Providing specialized training on smoking cessation and cognitive-behavior therapy.

**Supervisors:** Linda Carter Sobell, Ph.D., ABPP, and Mark Sobell, Ph.D., ABPP

08/12-08/13: Psychology Trainee. Neurology Department, Behavioral Sleep Medicine. Miami Veteran’s Affairs Hospital, Miami, FL.

**Description:** Conducting assessment interviews, creating and implementing personalized treatment plans, and providing treatment, progress evaluations, and follow-up for veterans diagnosed with a range of sleep disorders. Treatment included individual, evidence-based, cognitive behavioral therapy for individuals diagnosed with insomnia (CBT-i). Conducting treatment in the form of brief motivational enhancement therapy for veterans struggling with adherence for prescribed treatment of Obstructive Sleep Apnea (OSA). Leading weekly group sessions discussing risks for, etiology of and treatment for OSA among newly diagnosed veterans.

**Supervisors:** William K. Wohlgemuth, Ph.D.

08/11-12/12: Psychology Trainee. Healthy Lifestyles Guided Self-Change Program. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.

**Description:** Conducting intake interviews consisting of a comprehensive clinical interview, mental status exam, and population-specific measures. Providing individual therapy using a cognitive behavioral approach with a motivational interviewing style for the treatment of clients with substance use (alcohol, smoking, and illicit drug use) and lifestyle (eating, exercise, sleep, gambling, and procrastination) concerns. These clinical services were provided in both English and Spanish. Conducting screenings for potential clients. Facilitating smoking cessation groups through the Nova Southeastern University Area Health Education Centers (AHEC) Tobacco Training and Cessation Program. Serving as motivational coach in NSU’s “Biggest Loser” weight loss program. Facilitating group therapy at The Starting Place for court-mandated adolescents and young adults with cannabis related charges.

**Supervisors:** Linda Carter Sobell, Ph.D., ABPP, Mark Sobell, Ph.D., ABPP

**Note:** When writing a supervisor’s name and credentials you do not write Dr. in front of their name; their credentials, e.g., the Ph.D., communicates the title. This is wrong Dr. Sally Fields, Ph.D. Also it is Ph.D. not PhD.

8/10-08/12: Psychology Trainee. Neurological Assessment Center. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.

**Responsibilities:** Administer, score, and report full test battery for evaluation of intelligence, personality, and neurological dysfunction for children and adults. Wide range of neuropsychological tests.

**Supervisor:** Charles Golden, Ph.D., ABPP

**OTHER CLINICAL EXPERIENCE (clinical psychology related jobs)**
02/12-05/14: **Program Coordinator.** TRIP Psychology. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.
**Description:** Conducting screenings for potential clients and scheduling intake interviews. Coordinating and facilitating DBT groups. Managing daily functioning of the program. Training students on clinic protocol, charting procedures, and documentation, as well as providing feedback and evaluation of students’ clinical work.
**Supervisors:** Steve Gold, Ph.D.

01/11- 02/12: **Graduate Assistant.** Healthy Lifestyles, Guided Self-Change Program. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.
**Description:** Assisting in managing client database for the smoking cessation program. Assisting group facilitators in smoking cessation groups. Assisting Program Coordinator in daily organization of the smoking cessation program.
**Supervisors:** Linda Carter Sobell, PhD, ABPP, and Mark Sobell, PhD, ABPP

08/08 – 12/09: **Therapist.** Western Michigan University, Center for Autism, Kalamazoo, MI.
**Responsibilities:** Provided evaluations and assessments for children suspected of autism (e.g., direct observation, diagnostic checklists). Participated in parent-training sessions.
**Supervisors:** by James Smoth, Ph.D.

**TEACHING AND TRAINING EXPERIENCE**
**Clinical Presentations and Lectures to Outside Groups**

2014: **Graduate Course Instructor:** College of Psychology, Nova Southeastern University, Fort Lauderdale, FL.
**Course:** 1703 Pre-Practicum I. Prepared lecture, facilitated class discussions, role-plays, provided direct feedback to students on interviewing skills in preparation for 1st practicum.
**Supervisors:** William Dorfman, Ph.D., and Ana I. Fins, Ph.D.

2013: **Graduate Teacher’s Assistant:** College of Psychology, Nova Southeastern University, Fort Lauderdale, FL.
**Course:** 1409 Professional Issues and Ethics. Assisting in weekly class preparations, grading exams and term papers, and handling students’ questions about the course and readings and managed the course’s Blackboard.
**Instructor:** Linda Carter Sobell, Ph.D., ABPP

7/06-6/09 **Clinic Coordinator,** Healthy Lifestyles, Guided Self-Change Program. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.
**Responsibilities:** Conducted screenings and scheduled intakes for clients. Coordinated and scheduled intake appointments with practicum students. Assisted in managing daily functioning of the Healthy Lifestyles Guided Self-Change Program.
**Supervisors:** Linda Sobell, PhD, ABPP and Mark Sobell, PhD, ABPP

**CLINICAL PRESENTATIONS/LECTURE**

- **10/2014** Motivational Interviewing, Helping People Change Their Behaviors, Association of Black Psychologists, Ft. Lauderdale, FL
- **05/2013** Health and Wellness and the Employee Assistance Program, Broward Sheriff’s Office/Child Protective Services, Ft. Lauderdale, FL
- 05/2013  Guest Lecture: The Basics of Sleep. Farquhar College for Arts and Sciences. Nova Southeastern University, Kendall, FL.
- 11/2012  Beck’s Cognitive Behavior Therapy Basics: Student Training. College of Psychology, Nova Southeastern University, Fort Lauderdale, FL.

RESEARCH EXPERIENCE: (RA, paid and unpaid psychology research related jobs)
Sample formatting only
Dates: month/year - month/year: Position Name, Agency Name, City, State
Responsibilities: Description of position and duties
Supervisor: Name, degrees

12/11 – 06/13: Graduate Research Assistant. Nova Southeastern University President’s Research and Development Grant. Grant Title: Thinking of Changing your Alcohol Use? There’s an App for that! Nova Southeastern University, Fort Lauderdale, FL.
Description: Designing a smartphone and web-based application with an interdisciplinary research team from Nova Southeastern University’s Health Professions Division and College of Psychology to help individuals with mild to moderate alcohol abuse and dependence change their drinking. The long-term goal of this project is to provide free or low cost services to a broad population of individuals who are in need of assistance to reduce their alcohol use.
Supervisors: Linda Carter Sobell, Ph.D, ABPP (Principal Investigator)

09/10 – 01/11: Graduate Research Assistant. Erica Hill, Ph. D., Fort Lauderdale, FL.
Description: Performing literature reviews and data analysis. Assisting in the preparation of clinical presentations on diabetes and chronic disease management.
Supervisor: Erica Hill, Ph.D (Principal Investigator)

08/07 – 05/10: Research Assistant: Division of Social and Behavioral Sciences, Farquhar College of Arts and Sciences, Nova Southeastern University, Fort Lauderdale, FL.
Description: Conducting a systematic literature review on current educational requirements, cost, and financial rewards of the field of Psychology as it compares to other fields. Data collection in the Northeastern United States using Qualtrics.
Supervisor: Thomas Fagan, Ph.D (Principal Investigator)

PUBLICATIONS AND POSTER PRESENTATIONS (List in chronological order from most recent earliest; use APA 6th edition of style manual)


OFFICES AND SERVICE IN PROFESSIONAL ORGANIZATIONS (i.e., committee members)
- American Psychological Association (Division 12), Student representative on Board of Directors (2012-present)
- College of Psychology, NSU, Student Government, Vice-President (2014-present)

VOLUNTEER ACTIVITIES/COMMUNITY SERVICE (professionally related only)
- 2011, Event Organizer, “Holidays for Heroes” package drive for soldiers overseas, Fort Lauderdale, FL
- 2011, Volunteer, NSU Health & Fitness Fair, Davie, FL
- 2011, Volunteer, Pembroke Pines Community Church Annual Health Fair, Pembroke Pines, FL

LANGUAGES SPOKEN: (include if other than English)

COMPUTER SKILLS: (put down statistical skills only such as MPlus, SPSS18; do not put down programs like Microsoft Word)

LICENSES (professional only)

REFERENCES
Preferred way is to say available upon request
Name of Clinical Training Director, Degree of Clinical Director, Clinical Training

Dear Dr. insert name;

Beginning Section
I am a fourth-year graduate student in the APA-accredited Clinical Psy.D. program at Nova Southeastern University’s College of Psychology. I am very interested in the insert name of internship. My clinical interests, as well as my career goals, are in insert. I have experience in insert as one of my practica rotations was at the insert. I believe that my clinical experience and training makes me a good fit for your internship program.

or
I am writing to express my interest in your predoctoral internship program. I am a fourth year Psy.D. student in an APA accredited clinical psychology program at Nova Southeastern University (FL). My clinical experience and training I feel make me a very good fit for your program as I have acquired the necessary assessment and intervention skills to work with individuals in insert name of settings or programs. My long term goal is to work in insert name of setting or programs (e.g., forensic, health, neuropsychologists, hospital, hospital focusing on primary care correctional, family systems)/ As my CV reflects I have a wide range of clinical and worked related experiences in insert specifics.

or
I am writing to express my interest in your psychology predoctoral internship program. I am a fourth year Psy.D. student in an APA accredited clinical psychology program at Nova Southeastern University (FL). My clinical experience and training I feel make me a very good fit for your program as insert reasons or leave blank and go to next paragraph (e.g, acquired skills to work with insert population type with or insert setting)

or
I am writing to express my interest in your psychology My clinical interests are in insert what they are in, which parallels the focus of your insert name of program or rotation. My practicum rotation at the insert name of program has prepared me well for these clinical areas. This practicum provided me with a strong foundation in insert type of therapy (e.g,, cognitive behavior therapy approach) in the treatment of insert area.

Middle Section
My interest in your program relates to the insert your program insert as it provides specialized training that is consistent with my professional goals, which include insert your goals. The insert name of the program rotation or clinical track this site is offering is of particular interest as it parallels my practicum experience in the insert the name of one or two of your practica site(s), which has provided experience in the assessment and treatment of survivors of abuse and trauma. My clinical training also provided extensive training in insert brief description here and make it brief a sentence or two at the most.
There are several goals I would like to accomplish during my internship year: to enhance my insert skills, to provide evidence-based treatments to insert populations or groups, to gain additional training in conducting insert, and to work in or with a insert something relevant to the site (e.g., multidisciplinary treatment team in a health care setting). I feel these opportunities will allow me to accomplish my goals on internship.

End Section

In summary, I am very interested in doing my internship with you because of the wide range and quality of training opportunities with regards to insert reason(s). I am also fully bilingual and have provided assessment and treatment in Spanish and English.

I have asked the following individuals to write letters of recommendation for me: insert names and degrees (e.g., Linda C Sobell, Ph.D., ABPP, etc). Thank you for your time and consideration in my application.

In summary, I feel that my clinical experience and training will allow me to benefit from and be an active intern in your program. I am also fully bilingual and have provided assessment and treatment in Spanish and English.

I have asked the following individuals to write letters of recommendation for me: insert names and degrees (e.g., Linda C Sobell, Ph.D., ABPP, etc) Thank you for your time and consideration in my application.

In summary, I am very excited about your program as I feel it will allow me to meet many of my internship goals that include insert. These goals I believe will help me strengthen by clinical skills and build my professional identity as a psychologist. I am also fully bilingual and have provided assessment and treatment in Spanish and English. (only insert if bilingual)

I have asked the following individuals to write letters of recommendation for me: insert names and degrees (e.g., Linda C Sobell, Ph.D., ABPP, etc) Thank you for your time and consideration in my application.

Sincerely,

Your Name, Degree
Good Autobiographical Essay

I always wanted to answer yes when someone asked me “what are you, some kind of _____?” I finally answered that question after performing at the famous ____. With hundreds of spectators watching my every move, I accomplished a lifelong dream of mine. I remember the piercing lights aimed at me, the shallow breaths I took before hitting the stage, and the rolling laughter of the crowd. However, what I remember most were the connections I made with the audience. It is these connections and desire to relate to others that has served as the impetus for me applying to graduate school in clinical psychology.

What captivated me about psychology was its reliance on storytelling. I became impressed with the intersection and power of storytelling and the process of psychotherapy. An important part of the therapeutic process involves composing an authentic and coherent narrative of self. To construct a story is to make meaning of one's life. Moreover, understanding the individual’s story helps align scientific knowledge with the specific needs and preferences of individual clients.

The same reparative qualities in storytelling resonate through therapy as it not only makes connections, but heals. Stories become a way to feel linked to others and the telling of stories is a transformative process that engenders connections and relationships. These personal narratives became the bridge between my transitioning to psychology from previous educational and career paths.

Narratives tell us how people are shaped and how they defined their identity. Working in varied clinical settings has allowed me to relate to those who are telling their stories, often to themselves, for the first time. I found that I was good at helping clients tell their stories, which I then used to help empower and motivate them to become an active participant in their own change process. My practica involved individuals with alcohol and drug use problems, severe and persistent mental illness, and forensics and corrections. While narratives are meaningful when they are heard, too often those with severe mental illness who are incarcerated are not afforded such opportunities.

Storytelling continues to influence my clinical and personal world. The more I listen and gather stories, the more I am reminded that more things connect us than separate us. I would very much like an internship that will enrich my clinical training through challenging clinical cases.
Good Diversity Essay #1

It was my first day working at the hospital. I was excited; yet, could not help but feel a bit out of place. Will these men and women see me as someone they can trust? Having no experience working with veterans I felt quite challenged when I began this rotation. Coming from a multicultural family background, I had always seen myself as having somewhat of an advantage in terms of understanding the importance of diversity issues in my clinical training. Throughout my training experiences, I quickly realized the naivety of this approach. This new setting certainly placed me out of my comfort zone and gave me the opportunity to further understand these matters from a broader perspective. My experience working with veterans in a medical setting, served as a challenging but highly rewarding experience, which allowed me to expand on my case conceptualization and clinical skills.

One particular case comes to mind. A retired in his mid-30s came to the clinic because he was having difficulties adhering to treatment for his. Despite him recognizing the health risks involved when this condition goes untreated, he was not motivated to use his. During our conversation, I learned he had recently retired due to being diagnosed with, which prevented him from continuing to serve in the, something he was very passionate about. As I listened to him talk about his time in and his transition to retirement, it became apparent how tied his identity was with his life in the and how shattering it was to his self-concept to have a chronic, debilitating illness at such a young age. He found himself without a sense of purpose.

In this case understanding health and disease from an acculturative perspective, allowed me to tailor my approach to treatment in order to address his unique difficulties. Much like individuals struggling with acculturation, people who are diagnosed with a chronic illness that disables them may experience similar challenges developing a new sense of personal and social identity. Once this issue was identified in our sessions, my client decided to work on acceptance and eventually felt motivated to begin engaging in a treatment, which, at first, was not important to him. He learned to recognize that despite his disability, he did not want his health to decline even further. In the end, I became more aware of the importance of applying a comprehensive conceptualization approach to clients, and how diversity is not limited to differences in race, ethnicity, gender, or sexual orientation.
Good Diversity Essay # 2

My practicum experiences at a XXX center and a XX center have given me the opportunity to work with diverse populations. One most memorable example involved treating a XX year old male presenting to the xxx center with depression and interpersonal difficulties. It was unusual to see an older adult at a, so it was important to consider the ways in which his college experience would differ from most of his peers. Much to my surprise the most salient diversity issue in this case was the client’s strict religious and political affiliation. He often experienced distress due to the inflexibility of his beliefs that often clashed with other students’ beliefs. Consequently, he tended to isolate himself from others who did not hold the same convictions, leaving him with little social support.

An important aspect of my treatment with this client was my awareness of the strong differences in our beliefs and making sure that this did not interfere with his treatment. I considered what I knew about the client’s history, how his experiences may have influenced his beliefs, and why they were important to him. A main focus of treatment was identifying why such enduring values were causing him such distress at this time in his life. At times I asked the client to clarify his views in order to enhance my understanding of his experience, rather than make assumptions about his religion and political party affiliation. This allowed him to feel accepted and to have the experience of a relationship with someone whose religious and political affiliations were unknown to him. It also allowed us to explore what it may be like for him to find a healthy balance between maintaining his beliefs and developing healthy relationships.

Establishing a strong therapeutic relationship with a client that facilitates a safe environment in which they can identify maladaptive patterns is very important when conducting therapy.
Good Theoretical Orientation Essay

After many sessions that focused on my client’s depressive symptoms, she revealed something that changed the course of therapy. She was struggling with many significant family and personal issues, and reported she had NO friends or supportive family members. When she mentioned that a friend had helped her run some errands, I asked her if she was aware that this was the first time she had told me about her friend. She said she had never told me because she was afraid her friend would leave her as had so many others. At this point it became clear that her thoughts about herself and others suggested that she might see herself as unworthy of love and friendship.

Through my two years of practica and clinical training I have come to feel most comfortable with a cognitive-behavior therapy (CBT) orientation. What I have learned of clients who seek treatment perceive the world and themselves in limiting ways. Judith Beck who uses CBT when treating clients with many psychiatric disorders does so because she says that the way many people think can alter their reality in the same way as if they were looking at the world through black-paint-covered eyeglasses. What CBT allows clients to do, is to scrape the paint away slowly so that they are able to see a more realistic perspective by expanding their realm of possibilities. With clients, I also used Socratic questioning to explore a client’s distorted automatic thoughts. Such questioning was very powerful for my client as it allowed her to examine her accompanying emotions that were not allowing her to see the evidence that she did have supportive people in her life.

Throughout my training, I have acquired a strong case conceptualization foundation. Starting with an in-depth assessment that often continues throughout the of treatment, I formulate hypotheses about my clients and their presenting problem(s). One way to characterize what I do in developing a treatment formulation and plan might be akin to what detectives do. Many clients present with desperate clues that must be woven together in an integrative manner to develop a relevant and individualized treatment plant.

Also, I use a communication style with my clients known as motivational interviewing (MI). Using MI where empathy is paramount allows me to build a strong therapeutic alliance with my clients. Empathy, helping clients increase their self-efficacy, and having them give voice to the change process (vs. be told by a therapist) have all been shown to be associated with positive treatment outcomes.

During my internship I want to gain further experience with CBT, particularly Acceptance and Commitment Therapy. As for my client, even though her circumstances did not change, some of her perceptions did, as we chipped slowly away the paint on her eyeglasses.
Bad Research Essay

Throughout my graduate training, I have recognized the importance of a well-informed and comprehensive approach to case conceptualization, assessment and treatment. I believe in order to achieve such approach; there must be a focus on the exploration and integration of current research. In accordance with the practitioner informed by science model, I have sought research opportunities that support and build on my clinical interests. My involvement in two research experiences during my clinical training has significantly contributed to my understanding of the importance of assessments in case conceptualization and direction of treatment.

My first research experience facilitated my recognition of the intricacies involved in the creation of a measure used to inform diagnosis, conceptualization and treatment. I became involved in a study that aimed to create a screening measure of compulsive sexual behavior among survivors of prolonged childhood abuse. The content of the measure was based on the hypothesis that a number of individuals with cyclical patterns of maladaptive sexual behavior often experience the numbing of emotions during sex and are not driven by sexual desire to engage in sexual activities. The participants were asked to report the presence and frequency of feelings, thoughts and behaviors related to sex behaviors. As a result of joining the project after data collection, my role involved helping to interpret the statistical analyses. One of the most notable outcomes was the type of items on the measure that significantly differentiated participants with or without the presence of these specific sexual behaviors, which suggested specific symptomatology. This research experience reinforced the importance of assessments for not only the diagnostic formulation but also in the conceptualization of a client’s symptoms and ultimately the selection of the appropriate treatment.

My second research experience built upon my first, in that it helped me to recognize the importance of utilizing a measure to capture the complexities of childhood physical abuse to inform client conceptualization. My study involved the exploration of trends across multiple perpetrators of childhood physical abuse. The theory behind this study suggests that children who are physically abused are often a part of a family system that grooms a child’s vulnerability for abuse. To explore this hypothesis, I utilized archival data collected from a structured interview assessment given to clients participating in a trauma treatment program. The results suggested that physical abuse typically begins within the family and as the number of perpetrators increases, the more likely they are to be extrafamilial in nature and be in further proximity from the child. This study was unique in that the assessment tool collected data on up to three perpetrators, which provided a more accurate depiction of childhood physical abuse as most survivors are victimized by more than one perpetrator. In addition to facilitating greater knowledge of childhood physical abuse, this study reinforced the importance of using a measure to inform a comprehensive conceptualization and treatment planning.
Bad Theoretical Orientation Essay

Given my tendency to adapt my perspective and interventions to each client’s needs, I feel compelled to describe my theoretical perspective as integrative. With that being said, I understand the importance of using a consistent framework to guide treatment. I have developed a steady approach to understanding clients and their presenting concerns, while still remaining flexible in my perspective when formulating plans for treatment.

My first training experience at the had a strong emphasis on cognitive-behavioral therapy (CBT). This allowed me to obtain a solid foundation of cognitive-behavioral skills. I remember feeling excited learning about CBT because it felt natural for me to conceptualize clients from this point of view. I began to find myself naturally identifying automatic irrational thinking patterns while my clients were sharing their stories, which would lead to me to identify their maladaptive schemas and core beliefs. The CBT model seemed to fit perfectly with the way I was making sense of my clients’ issues. One of my most successful treatment outcomes was in my work with a 20-year old male presenting with social anxiety. By modifying maladaptive schemas, and disrupting the cycle of social anxiety through exposure to feared social situations, my client reduced anticipatory worry over social interactions and modified his pessimistic view of the world, which enabled him to trust others and effectively engage in social interactions.

As I began to gain more clinical experience in different settings, I examined my theoretical framework from a different view. I can recall a specific case when this shift in my technique and theory came about. I saw a client who suffered from chronic anxiety and depression. In the beginning of treatment, I used cognitive restructuring and relaxation training to decrease symptom severity. As he began to show improvement, I was skeptical about where this improvement was coming from. In addition to reporting improvements he began complimenting my skills as a therapist. As our treatment progressed, I recognized qualities he possessed that challenged my original conceptualization. He presented with traits of borderline personality disorder. I remember wondering if it was the cognitive-behavioral techniques that were benefitting him or if he was showing improvements and complimenting my skills due to him idealizing me and attempting to gain my admiration of him in order to avoid abandonment. It was at this point that I began to draw parallels from our therapeutic relationship to his dysfunctional relationship with his girlfriend. At that point I saw a need to treat him from a more interpersonal approach and began using our relationship as the tool for change.

Although CBT is my primary method for understanding and treating clients, I understand the importance of using other perspectives and techniques based on the presenting concerns and the course of treatment. I am willing to pull from other perspectives if it fits for the clients needs, especially if I suspect that CBT techniques are not assisting in facilitating a long-term change. Overall, flexibility is key in applying theoretical perspectives. The client informs and guides our interventions, and it is our job to be well-versed in a variety of empirically validated methods and styles of relatedness in order to ensure therapeutic growth. I look forward to gaining additional exposure to and learning to implement other orientations during internship.
REQUEST FOR NON-APA INTERNSHIP WAIVER

The following information must be submitted on one of these forms for EACH “Non-APA” site to which you are applying. **All information on this form is mandatory.**

**Student Name:** ____________________________________________________________

**Your Telephone #:** 123-432-1122  
**Program:** Ph.D. _ _ ___ Psy.D. _____

**NOVA Email:** cps123@nova.edu

**Full Name and Department** of the site to which you are applying: ________________________________

**Name of the City and State of the above site:** ________________________________

**PROGRAM DESCRIPTION** *(Attach a scanned copy of the internship site brochure)*

I. ATTACH A SCANNED COPY OF THE SITE INFORMATION INCLUDED IN THE LATEST APPIC DIRECTORY

II. HAVE NOVA STUDENTS PREVIOUSLY COMPLETED INTERNSHIP AT THIS FACILITY? (See list in internship packet).
   
   **If yes, most recent year:** No

   • The following information needs to be highlighted with colored marker of some sort and labeled as #1, #2, and so on on the internship materials you provide from each internship site. **If the material is not highlighted and numbered, it will be returned to you and this will only slow the approval process down.** If some cases you may have to email the site to get this information in which case attach the email answers.

   1. A listing by name of the sites’ doctoral level psychologists and whether they are licensed in the state where the internship site is. *(Please note that you must have a listing by name of the licensed psychologists at this site for this to be approved)* PAGES 14-16

   2. How much money the internship site offers per year and other benefits *(Please note that we are not approving sites that do not provide funding)* PAGE 1 and 14

   3. Number of total hours that the internship offers must be listed for the entire year benefits *(Please note that we are not approving sites that do not specifically state that they will provide 2,000 hours on your internship)* PAGE 2

   4. Weekly supervisory hours must be listed and whether this is in group or individual *(Please note that the sites must state that you are supervised by a licensed psychologist)* Page 8

   5. Length of the internship (e.g. 12 months) and number of hours worked per week, numbers of direct clinic hours per week. PAGE 7

   6. Educational/workshop experiences are to be listed. PAGE 7

   7. A statement of how evaluation/feedback is provided to the intern in terms of routine and annual evaluations must be included. PAGE 9

   8. Types of clinical activities in which interns could be engaged. PAGE 8
REQUEST FOR NON-APA INTERNSHIP WAIVER

The following information must be filled in from you computer not a hand written copy as we cut and paste information from this page

The following information must be submitted on one of these forms for EACH “Non-APA” site to which you are applying. All information on this form is mandatory.

Student Name: _______________________________________________________________

Your Telephone #: __________________________ Program: Ph.D. _____ Psy.D. _____

NOVA Email: _______________________________________________________________

Full Name and Department of the site to which you are applying:

_____________________________________________________________________________

Name of the City and State of the above site: ______________________________________

PROGRAM DESCRIPTION (Attach a scanned copy of the internship site brochure)

I. ATTACH A SCANNED COPY OF THE SITE INFORMATION INCLUDED IN THE LATEST APPIC DIRECTORY

II. HAVE NOVA STUDENTS PREVIOUSLY COMPLETED INTERNSHIP AT THIS FACILITY? (See list in internship packet).

If yes, most recent year: ____________________
The following information needs to be highlighted with colored marker of some sort and labeled as #1, #2, and so on on the internship materials you provide from each internship site. If the material is not highlighted and numbered, it will be returned to you and this will only slow the approval process down. If some cases you may have to email the site to get this information in which case attach the email answers.

1. A listing by name of the sites’ doctoral level psychologists and whether they are licensed in the state where the internship site is. 
(Please note that you must have a listing by name of the licensed psychologists at this site for this to be approved;)

2. How much money the internship site offers per year and other benefits (Please note that we are not approving sites that do not provide funding)

3. Number of total hours that the internship offers must be listed for the entire year benefits (Please note that we are not approving sites that do not specifically state that they will provide 2,000 hours on your internship)

4. Weekly supervisory hours must be listed and whether this is in group or individual (Please note that the sites must state that you are supervised by a licensed psychologist)

5. Length of the internship (e.g. 12 months) and number of hours worked per week, numbers of direct clinic hours per week.

6. Educational/workshop experiences are to be listed.

7. A statement of how evaluation/feedback is provided to the intern in terms of routine and annual evaluations must be included.

8. Types of clinical activities in which interns could be engaged.
Fall Internship Year 2015: Instructions to Verify Your Practicum Hours

Yes this is a long set of instructions, but if you don't read it carefully and follow the direction you will only have to do this when you come to verify your hours and then it will take you longer.

For verification of program-sanctions hours, all students planning to apply for internship MUST present documentation of their hours, have them verified by Dr. Katell. The number of hours verified will then be used to corroborate the hours on the Summary of Doctoral Training form the AAPI server submits to Dr. Katell when you submit the corresponding portion of your application (AAPI On-Line). At the end of September, early October is when Dr. Katell will be at the College of Psychology to meet with students for 20-30 minutes each to complete this first stage of the verification process. Per APPIC's definition, program-sanctioned hours are those clinical hours accrued during the first practicum year, the second practicum year, and any elective practicum year(s). Additional program-sanctioned hours may have been accrued from assessment, intervention, and/or consultation hours performed while participating in faculty supervised research or (2) serving as a PSC program coordinator who screened clients in person or by telephone, conducted assessment or intervention services, or provided other direct client services.

There are three ways to document your program-sanctioned hours for the meetings:

1. If you are willing to accept a total of 480 hours for the first practicum year, 720 hours for the second practicum year, and 480 hours for any elective practicum year (or 320 hours for 8 months), no documentation is required.

2. If you wish to claim more program-sanctioned hours than the program minimums listed in the preceding paragraph, you can do so by checking with Erica Zarchin in the Clinical Training Office to see if the final practicum evaluation form for any completed practicum year has the number of hours listed next to the grade on the final page of the form. Be mindful that only about half of practicum supervisors complete this item. If one or more practicum years has this number, obtain a copy of the completed and signed form and bring it with you for the practicum year(s) in question.

3. If you completed more than the program specified minimum hours, but the number of hours is not on your final practicum evaluation for the year in question, complete the first page of the attached Program-sanctioned Hours Verification Form, have your supervisor(s) sign it, and bring the signed form with you for the practicum year(s) in question.

4. If you wish to claim program-sanctioned hours from activities other than clinical practica, complete a copy of the attached Program-sanctioned Hours Verification Form for each one, work with the faculty member who supervised such work to determine the number of program-sanctioned hours completed, have him or her sign it, and bring the completed and signed form(s) with you. Please bear in mind that ONLY activities that constitute assessment, intervention, and/or consultation can be counted. Use a separate Program-sanctioned Hours Verification Form for each applicable activity.
5. Use the second page of the attached form to sum your assessment, intervention, consultation, supervision received, and support hours for all program-sanctioned activities. This form will include ALL hours from each year of practicum. This page need not be signed by a supervisor. However, Dr. Katell will use it in the verification process.

Here is what you need to bring with you to have your program-sanctioned hours verified:

1. Completed (and signed where warranted) individual activity as well as total program-sanctioned hours verification forms as delineated above. Signatures or Grade forms with hours will need to be provided for those claiming more than the minimum hours.

2. Start your internship application on-line, complete all the information requested in the Summary of Doctoral Training section, and bring a PRINT copy. A sample is on Blackboard.

3. Make sure to calculate your hours for Intervention, Assessment, and Supervision. This will show up in your Summary of Doctoral Training section. These hours MUST match the hours verification forms that have been signed off on.

4. Also complete the section on the APPI titled Current Graduate Program Information and bring a PRINT copy. The way to fill this out will be on Blackboard.

5. Bring a list of 4-6 goals for the internship year in .DOC or .DOCX format on a thumb drive or a data CD. Also bring a PRINT copy of your goals with the faculty member who will write your strongest letter of recommendation. We will provide a sample list of such goals shortly via the internship list serve. Be sure to review your goals with your faculty mentor or another faculty member who knows you well.

6. Provide along with your internship year goals the name of the faculty member whom you believe will write your strongest letter of recommendation. Dr. Katell must delineate your areas of strength in the DCT Summary of Doctoral Training, but if he is not writing an individualized letter of recommendation for you, he can ask the internship reviewers to refer to a colleague’s letter of recommendation in lieu of his own. This strategy has proven very effective.

Notes About the Foregoing:

In completing the DCT Summary of Doctoral Training on behalf of the faculty, Dr. Katell must specify what the program believes are the most important goals for your internship year. Be certain to state these goals in the third person ("he" or "she" rather than "I"). Also, take care not to state them so specifically that any internship programs to which you plan to apply get the impression they cannot meet your training needs. We offer this proviso because all internship programs to which you apply will receive the same DCT Summary of Doctoral Training.
Many students will have program-sanctioned hours ONLY from their first and second year practica.

**Minimum Hours:** If you completed the program minimum of 480 hours for first year practicum and 720 hours for second year practicum, no program-sanctioned hours forms are required. Of these 480 and 720 hours, very few students will have more than 50% of them as assessment and intervention.

The balance will be support and supervision hours.

**Intensive Supervision:** Students doing rotations outside of PSC programs can claim 50 hours per first or second year practicum for intensive supervision without documentation.

Files provided on flash drives or data CDs (internship year goals, should follow the naming convention **Lastname, Firstname contents**. For example, **Katell, Alan internship goals.doc**, **Katell, Alan SDT screens.pdf**.

**List of what to bring on Hours Verification Day:**

- Both a PRINT and USB version of your goals, with the faculty member who will write you the best letter of recommendation listed. Put your name on this.
- A PRINT version of the Summary of Doctoral Training and Current Graduate Program Information sections of the APPI. See Blackboard for samples and how they should look when you print them. These will be reviewed when you verify your hours.
- Appropriate paperwork to verify your hours (i.e., grade forms with hours delineated, signatures on the program sanctioned hours forms, and the total program sanctioned hours form completed). The TOTAL hours should match the hours on your Summary of Doctoral Training section of your APPI.

**Other program-sanctioned Hours:** If the student engaged in other activities during his/her doctoral training (classes not work) that were supervised by a faculty member and included

1. Assessment (psychodiagnostic or neurological only, not intake or biopsychosocials) and/or intervention (e.g., elective practicum, research study, coordinator at PSC programs doing screenings, etc).

2. Supervision received for such assessment and intervention (e.g., intensive supervision) needs the faculty supervisor to complete a program-sanctioned hours form for EACH such activity. These activities may include participation in a research project, participation in a clinical service delivery project (e.g., service grant), or similar activities. Only the hours that fit into categories (1) and (2) can be counted.
Successful Student [Email: gsc@nova.edu]

Please make sure to save this section before leaving this page.

Important Note: It can take 7 to 10 business days from the time your transcript is placed in the mail to the time that it will post to your account. Please plan accordingly, and be sure to include the transcript request form for each individual institution. The transcript request form has a barcode at the top that is directly linked to your account as well as the institution whose name is printed on the form. Please do not alter this form in any way as this could lead to errors or delays when processing your transcript.

Application > Current Graduate Program Information

Once you have entered an institution a link on the applicant check list will appear. Please select this link to print off a copy of the transcript request form for the entered institution.

| - Required Information |

Current Graduate Program Information

| Current University/School Name: | NOVA SOUTHEASTERN UNIVERSITY |

Click here to select colleges from the list

| Department Name: | College of Psychology |
| (e.g. Psychology) |

| Current Graduate Program Name: | Ph.D. in Clinical Psychology |
| (e.g. Clinical Psychology Program) |

| College Name: | N/A |
| (e.g. College of Arts and Sciences) |

What is the designated subfield of your doctoral program in Psychology?

- Clinical
- Counseling
- School
- Combined
  - If “Combined”, please specify:
    - Respecialization
    - Scholar-Practitioner
    - Other
      - If “Other”, please specify the field in which you are currently enrolled and why you are applying to a Psychology internship;

(Limit 1500 characters)

What Degree are you seeking?

- Ph.D.
- Psy.D.
- Ed.D.
- Respecialization
  - Please Specify:

- Other
  - Please Specify:

Cumulative GPA: __________
### Doctoral Training Information

<table>
<thead>
<tr>
<th>Doctoral Program Accreditation Status:</th>
<th>APA Accreditation</th>
<th>CPA Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td>Accredited, on-probation</td>
</tr>
<tr>
<td></td>
<td>Accredited, inactive</td>
<td>Accredited, inactive</td>
</tr>
<tr>
<td></td>
<td>Not Accredited</td>
<td>Not Accredited</td>
</tr>
</tbody>
</table>

If not APA/CPA-Accredited, is the school regionally accredited/provincially chartered?
- Yes, regionally accredited/provincially chartered
- No, it is not regionally accredited/provincially chartered

If Yes, please specify: ________________________________
(e.g., Developmental, Local Clinical Scientist)

**What is your Department's Training Model? (Ask your Training Director if unsure)**
- Clinical Scientist
- Practitioner
- Scholar-Practitioner
- Practitioner-Scholar
- Scientist-Practitioner
- Other
  Please Specify: ________________________________

**What is your dissertation/research title or topic?** Write the title of your dissertation here

**What type of research is involved?**
- Critical literature review/theoretical
- Original data collection
- Use of existing database
- Other
  Please Specify: ________________________________

Select 1 of the 4 topics that best fits what your dissertation is about

If no dissertation is required, describe the status of any major project (if applicable):

(max 1500 characters)

### Dissertation/Doctoral Research Advisor

**Dissertation/Doctoral Advisor's Name:** Fill in name of advisor

**Co-Supervisor Advisor's Name:** Can complete if you want

**Advisor's Phone:** Fill in advisor's #
  xxx-xxx-xxxx
  (Please enter complete phone number including area code or country code.)

**Advisor's Email Address:** advisor.name@nova.edu

[ ] CANCEL [ ] SAVE
### College of Psychology Internship Manual

**Summary of Doctoral Training**

**Current University/School Name:** NOVA SOUTHEASTERN UNIVERSITY

**Department Name:** College of Psychology

#### Doctoral Program Information

- **Status:**
  - Did you complete your academic coursework? (excluding dissertation and internship hours)
  - Have you successfully completed your program’s comprehensive/qualifying examination?
  - Master Thesis:

- **Date Completed or Expected (MM / YYYY):**
  - April 2016
  - October 2015
  - N/A

- **Required to participate in APPIC match?**
  - Yes
  - No

- **Required to attend an internship?**
  - Yes
  - No

---

**Thesis**

- **Proposal Approved:** September 2014

- **Data Collected:** January 2016

- **Data Analyzed:** April 2016

- **Defended:** March 2017

---

**Practicum Hours Information**

These items are automatically calculated from the information that you specified in the "Intervention Experience," "Psychological Assessment Experience," and "Supervision Received" sections of the APPIC Online. Prior to submitting this page to your DCT, please be sure that those sections are complete and accurate so that this section reflects the correct information.

**Practicum Hours Information**

<table>
<thead>
<tr>
<th>Intervention Hours</th>
<th>Assessment Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>290</td>
<td>250</td>
</tr>
</tbody>
</table>

The hours for all sections MUST be filled in by Hours Verification Day.
### Anticipated Practicum Experience

**PRACTICUM EXPERIENCE ANTICIPATED (NOV. 1ST TO START OF INTERNSHIP)** - This section summarizes and describes anticipated practicum experience. Please include type of experience anticipated, approximate hours per week, supervision hours anticipated on a weekly basis, duration of the training, as well as a description of the duties.

**Number of Hours Anticipated:** 200

*These hours are for Nov. 1st to internship start if you have an EL practicum*

*Note: Estimate realistically*

*Keep it short. Just a few sentences. Fill in information related to the Elective Practicum if you are currently in one to start of internship and fill in the number of hours anticipated from Nov. 1st to start of internship.*

### Doctoral Program Information - Contact Information for Academic DCT/TD

**First Name:** Alan

**Last Name:** Katell

**Email Address:** katell@nova.edu

**Street Address Line 1:** NSU/College of Psychology

**Street Address Line 2:** 3301 College Avenue

**City:** Ft Lauderdale

**State/Province:** Florida

**ZIP/Postal Code:** 33314

**Phone:** 954-262-5749

*Fill in as shown: This is for Dr. Katell*

*Do NOT sent to DCT/Training Director until approved on Hours Verification Day*
Successful Student [Email: gsc@nova.edu]

Please make sure to save this section before leaving this page.

Important Note: It can take 7 to 10 business days from the time your transcript is placed in the mail, to the time that it will post to your account. Please plan accordingly, and be sure to include the transcript request form for each individual institution. The transcript request form has a barcode at the top that is directly linked to your account as well as the institution whose name is printed on the form. Please do not alter this form in any way as this could lead to errors or delays when processing your transcript.

Application > Current Graduate Program Information

Once you have entered an institution a link on the applicant check list will appear. Please select this link to print off a copy of the transcript request form for the entered institution.

- Required Information

Current Graduate Program Information

Current University/School Name: NOVA SOUTHEASTERN UNIVERSITY

Department Name: College of Psychology
(e.g. Psychology)

Current Graduate Program Name: Psy.D. in Clinical Psychology
(e.g. Clinical Psychology Program)

College Name: N/A
(e.g. College of Arts and Sciences)

What is the designated subfield of your doctoral program in Psychology?
- Clinical
- Counseling
- School
- Combined
  If "Combined", please specify:
- Respecialization
- Scholar-Practitioner
- Other
  If "Other", please specify the field in which you are currently enrolled and why you are applying to a Psychology internship;

(Limit 1500 characters)

What Degree are you seeking?
- Ph.D
- Psy.D
- Ed.D.
- Respecialization
  Please Specify:
- Other
  Please Specify:

Cumulative GPA: __________________
## Doctoral Training Information

### APA Accreditation
- Accredited
- Accredited, on-probation
- Accredited, inactive
- Not Accredited

### CPA Accreditation
- Accredited
- Accredited, on-probation
- Accredited, inactive
- Not Accredited

If not APA/CPA-Accredited, is the school regionally accredited/provincially chartered?
- Yes, regionally accredited/provincially chartered
- No, it is not regionally accredited/provincially chartered

If Yes, please specify:

<table>
<thead>
<tr>
<th>What is your Department's Training Model? (Ask your Training Director if unsure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Scientist</td>
</tr>
<tr>
<td>Practitioner</td>
</tr>
<tr>
<td>Scholar-Practitioner</td>
</tr>
<tr>
<td>Practitioner-Scholar</td>
</tr>
<tr>
<td>Scientist-Practitioner</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Please Specify: Pract. Informed by Science</td>
</tr>
<tr>
<td>(e.g., Developmental, Local Clinical Scientist)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your dissertation/research title or topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the title of your directed studies here</td>
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</table>

<table>
<thead>
<tr>
<th>What type of research is involved?</th>
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</thead>
<tbody>
<tr>
<td>Critical literature review/theoretical</td>
</tr>
<tr>
<td>Original data collection</td>
</tr>
<tr>
<td>Use of existing database</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Please Specify</td>
</tr>
</tbody>
</table>

If no dissertation is required, describe the status of any major project (If applicable): Go to NSU internship Blackboard page for what to write here. Under Internship Helpful Tips, Readings, and Forms go to Sample Forms and Application Parts. Insert what is written under 2014_PsyD Direct Studies Description for Application.docx (max 1500 characters)

## Dissertation / Doctoral Research Advisor

<table>
<thead>
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<th>Dissertation / Doctoral Advisor’s Name:</th>
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</thead>
<tbody>
<tr>
<td>Fill in name of advisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Supervisor Advisor’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can complete if you want</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisor’s Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in advisor’s #</td>
</tr>
<tr>
<td>xxx-xxx-xxxx</td>
</tr>
<tr>
<td>(Please enter complete phone number including area code or country code)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisor’s Email Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:advisor.name@nova.edu">advisor.name@nova.edu</a></td>
</tr>
</tbody>
</table>

Select 1 of 4 topics that best fits what your directed studies is about
### College of Psychology Internship Manual

**Summary of Doctoral Training**

**Required Information**

**Current Graduate Program Information**

- **Current University/School Name:** NOVA SOUTHEASTERN UNIVERSITY
- **Department Name:** College of Psychology (e.g., Psychology)

**Doctoral Program Information**

#### Did you complete your academic coursework? (excluding dissertation and internship hours)

- **Completed**
- **Expected**
- **N/A**

**Have you successfully completed your program's comprehensive/qualifying examination?**

- **Completed**
- **Expected**
- **N/A**

**Master Thesis:**

- **Completed**
- **Expected**
- **N/A**

**What is the current status of your dissertation / doctoral research project?**

- **Proposal Approved:**
  - **Completed**
  - **Expected**
  - **N/A**
- **Data Collected:**
  - **Completed**
  - **Expected**
  - **N/A**
- **Data Analyzed:**
  - **Completed**
  - **Expected**
  - **N/A**
- **Defended:**
  - **Completed**
  - **Expected**
  - **N/A**

#### Practicum Hours Information

These items are automatically calculated from the information that you specified in the "Intervention Experience," "Psychological Assessment Experience," and "Supervision Received" sections of the AAPI Online. Prior to submitting this page to your DCT, please be sure that those sections are complete and accurate so that this section reflects the correct information.

**PRACTICUM HOURS INFORMATION**

- **Total Intervention Hours:** 290
- **Total Assessment Hours:** 250

*These hours MUST be input by Hours Verification Day*
College of Psychology Internship Manual

**Note:** Estimate Realistically

These hours are for Nov. 1st to internship start if you have an EL practicum

---

**Doctoral Program Information - Contact Information for Academic DCT/TD**

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Alan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name:</td>
<td>Katell</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:katell@nova.edu">katell@nova.edu</a></td>
</tr>
<tr>
<td>Street Address Line 1:</td>
<td>NSU/College of Psychology</td>
</tr>
<tr>
<td>Street Address Line 2:</td>
<td>3301 College Avenue</td>
</tr>
<tr>
<td>City:</td>
<td>Ft. Lauderdale</td>
</tr>
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<td>State/Province:</td>
<td>Florida</td>
</tr>
<tr>
<td>ZIP/Postal Code:</td>
<td>33314</td>
</tr>
<tr>
<td>Phone:</td>
<td>954-262-5749</td>
</tr>
</tbody>
</table>

**Do NOT** send to DCT/Training Director until approved on Hours Verification Day
EXAMPLES OF COMPLETED PRACTICUM AND OTHER PROGRAM SANCTIONED ACTIVITY RECORDS

**Note 1:** Include all College of Psychology practicum rotations through November of year applying for internship. Can also include research studies where you personally screened, tested, assessed, treated, and/or followed up patients; **however, each of these activities need a signed off by the faculty member** that supervised these activities. You can also get an email approval and attach it.

**Note 2:** No work related clinical or testing hours are to be counted on these forms. These hours go elsewhere in the internship application.

---

**EXAMPLE 1**

**PRACTICUM AND OTHER PROGRAM SANCTIONED ACTIVITY RECORD**

For EACH clinical practicum and other program sanctioned activity you have completed, fill out a copy of this form. REMEMBER that only hours that will have been completed by November 1, 2009 can be recorded here. After completing a form for each practicum and other clinical activity supervised by a faculty member, total your hours across all activities on a single copy of the second page, and bring all documentation with you when you meet with us to verify your hours.

**Practicum/Activity Name:** Guided Self-Change (1st practicum)

**e.g., first year practicum, second year practicum, elective practicum**

**Dates of Practicum/Activity:** August 2013 to August 2014

**Faculty or On-site Supervisor’s Name:** Dr. Mark Sobell, Ph.D.

**TOTAL Intervention HOURS (1):** 325  
**TOTAL assessment HOURS (2):** 40  
**TOTAL SUPERVISION HOURS (3):** 150  
**TOTAL SUPPORT HOURS (4):** 225

**TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2):** 365  
**TOTAL HOURS FOR THIS PRACTICUM/ACTIVITY (1+2+3+4):** 740

**Comments** (add any comments about the activity you feel are relevant or necessary to explain your hours; no comments are required):

Support hours include didactics, case conferences, reviewing of audio-taped sessions and note writing.

---

**EXAMPLE 2**

**PRACTICUM AND OTHER PROGRAM SANCTIONED ACTIVITY RECORD**

For EACH clinical practicum and other program sanctioned activity you have completed, fill out a copy of this form. REMEMBER that only hours that will have been completed by November 1, 2009 can be recorded here. After completing a form for each practicum and other clinical activity supervised by a faculty member, total your hours across all activities on a single copy of the second page, and bring all documentation with you when you meet with us to verify your hours.
Practicum/Activity Name:  **NSU Student Counseling (2nd practicum)**

Dates of Practicum/Activity:  **August 2014 to August 2015**

Faculty or On-site Supervisor’s Name:  **Dr. Roxanne Bamond, Ph.D.**

**TOTAL intervention HOURS (1):**  **450**
**TOTAL assessment HOURS (2):**  **0**
**TOTAL SUPERVISION HOURS (3):**  **200**
**TOTAL SUPPORT HOURS (4):**  **310**

**TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2):**  **450**

**TOTAL HOURS FOR THIS PRACTICUM/ACTIVITY (1+2+3+4):**  **960**

**Comments** (add any comments about the activity you feel are relevant or necessary to explain your hours; no comments are required):

Support hours included didactics, case conferences and note writing.

---

**EXAMPLE 3**

**PRACTICUM AND OTHER PROGRAM SANCTIONED ACTIVITY RECORD**

For **EACH** clinical practicum and other program sanctioned activity you have completed, fill out a copy of this form.  **REMEMBER** that only hours that will have been completed by November 1, 2009 can be recorded here.  After completing a form for each practicum and other clinical activity supervised by a faculty member, total your hours across all activities on a single copy of the second page, and bring all documentation with you when you meet with us to verify your hours.

**Only direct client contact is to be recorded here (i.e., assessment and/or intervention)**

**Practicum/Activity Name: Coordinator TRIP**

**Dates of Practicum/Activity: August 2014-present**

**Faculty or On-site Supervisor’s Name:**  **Dr. Steve Gold**

**TOTAL intervention HOURS (1):**  **_______**

**TOTAL assessment HOURS (2):**  **80**  **CANNOT HAVE SUPPORT OR SUPERVISION HOURS FOR COORDINATORS**

**TOTAL SUPERVISION HOURS (3):**  **NA**  **CANNOT HAVE SUPPORT OR SUPERVISION HOURS FOR COORDINATORS**

**TOTAL SUPPORT HOURS (4):**  **NA NA**  **CANNOT HAVE SUPPORT OR SUPERVISION HOURS FOR COORDINATORS**

**TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2):**  **80**

**TOTAL HOURS FOR THIS PRACTICUM/ACTIVITY (1+2+3+4):**  **80**

**Comments** (add any comments about the activity you feel are relevant or necessary to explain your hours; no comments are required):

**Screened clients for PSC Faulty Clinic**
EXAMPLE 4
PRACTICUM AND OTHER PROGRAM SANCTIONED ACTIVITY RECORD

For EACH clinical practicum and other program sanctioned activity you have completed, fill out a copy of this form. REMEMBER that only hours that will have been completed by November 1, 2009 can be recorded here. After completing a form for each practicum and other clinical activity supervised by a faculty member, total your hours across all activities on a single copy of the second page, and bring all documentation with you when you meet with us to verify your hours. Only direct client contact is to be recorded here (i.e., assessment and/or intervention)

Practicum/Activity Name: Emergent Literacy Project
  e.g., first year practicum, second year practicum, elective practicum)

Dates of Practicum/Activity: October 2013

Faculty or On-site Supervisor’s Name: Dr. Sarah Valley Gray

TOTAL intervention HOURS (1): ________
TOTAL assessment HOURS (2): ____________
TOTAL SUPERVISION HOURS (3): NA CANNOT HAVE SUPPORT OR SUPERVISION HOURS FOR RESEARCH STUDIES
TOTAL SUPPORT HOURS (4): NA CANNOT HAVE SUPPORT OR SUPERVISION HOURS FOR RESEARCH STUDIES

TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2): 25
TOTAL HOURS FOR THIS PRACTICUM/ACTIVITY (1+2+3+4): 25

Comments (add any comments about the activity you feel are relevant or necessary to explain your hours; no comments are required):

Administration of DIAL-3 and Woodcock Johnson at Jack and Jill children’s center.

EXAMPLE 5
PRACTICUM AND OTHER PROGRAM SANCTIONED ACTIVITY RECORD

For EACH clinical practicum and other program sanctioned activity you have completed, fill out a copy of this form. REMEMBER that only hours that will have been completed by November 1, 2009 can be recorded here. After completing a form for each practicum and other clinical activity supervised by a faculty member, total your hours across all activities on a single copy of the second page, and bring all documentation with you when you meet with us to verify your hours. Only direct client contact is to be recorded here (i.e., assessment and/or intervention)

Practicum/Activity Name: Project Screener
  e.g., first year practicum, second year practicum, elective practicum)

Dates of Practicum/Activity: January 2013 to June 2014

Faculty or On-site Supervisor’s Name: Dr. Linda Sobell, Ph.D.
TOTAL intervention HOURS (1): 50
TOTAL assessment HOURS (2): _____
TOTAL SUPERVISION HOURS (3): NA CANNOT HAVE SUPPORT OR SUPERVISION HOURS FOR RESEARCH STUDIES
TOTAL SUPPORT HOURS (4): NA CANNOT HAVE SUPPORT OR SUPERVISION HOURS FOR RESEARCH STUDIES

TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2): 50
TOTAL HOURS FOR THIS PRACTICUM/ACTIVITY (1+2+3+4): 50

Comments (add any comments about the activity you feel are relevant or necessary to explain your hours; no comments are required):

Screen participants for eligibility in study

---

OVERALL TOTAL HOURS EXAMPLE

TOTAL HOURS FOR ALL PRACTICA AND OTHER PROGRAM SANCTIONED ACTIVITIES

For ALL Program Sanctioned Practicum and Other Activity forms you completed, calculate and record in the column below the total for each item. For example, add the intervention hours across all program-sanctioned activities, and put that total in the appropriate space below. These figures will be checked and then used in verifying your AAPI On-Line.

TOTAL intervention HOURS (1): 825
TOTAL assessment HOURS (2): 145
TOTAL SUPERVISION HOURS (3): 350
TOTAL SUPPORT HOURS (4): 535

TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2): 890
TOTAL HOURS FOR THIS PRACTICUM/ACTIVITY (1+2+3+4): 1855

DO NOT INCLUDE HOURS THAT HAVE DECIMALS THEY CANNOT POPULATE INTO THE APPIC FORM. ROUND ALL HOURS OFF TO A WHOLE NUMBER
ACTUAL PRACTICUM AND OTHER PROGRAM SANCTIONED ACTIVITY RECORD

NOTE: For EACH clinical practicum and other program sanctioned activity you have completed, fill out a new copy of this form.

Name: _____________________________________

REMEMBER that only hours that will have been completed by November 1, 2012 can be recorded here. After completing a form for each practicum and other clinical activity supervised by a faculty member, total your hours across all activities on a single copy of the second page, and bring all documentation with you when you meet with us to verify your hours.

[Note: Students who served as coordinators for PSC programs may only include direct contact hours with clients such as assessment and/or interventions.]

Note: Work related hours do not belong on these sheets. They go elsewhere on the Internship Form.

Practicum/Activity Name: ____________________________________________
e.g., first year practicum, second year practicum, elective practicum

Dates of Practicum/Activity: ___________________________

Faculty or On-site Supervisor’s Name: ___________________________

TOTAL INTERVENTION HOURS (1): _______

TOTAL ASSESSMENT HOURS (2): _______

TOTAL SUPERVISION HOURS (3): _______

TOTAL SUPPORT HOURS (4): _______

TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2): _______

TOTAL HOURS FOR THIS PRACTICUM/ACTIVITY (1+2+3+4): _______

Comments (add any comments about the activity you feel are relevant or necessary to explain your hours; no comments are required):
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
ACTUAL PRACTICUM AND OTHER PROGRAM SANCTIONED TOTAL HOURS ACTIVITY RECORD

TOTAL HOURS FOR ALL PRACTICA AND OTHER PROGRAM SANCTIONED ACTIVITIES

For ALL Program Sanctioned Practicum and Other Activity forms you completed, calculate and record in the column below the total for each item. For example, add the intervention hours across all program-sanctioned activities, and put that total in the appropriate space below.

These figures will be checked and then used in verifying your AAPI On-Line.

TOTAL INTERVENTION HOURS (1) _______

TOTAL ASSESSMENT HOURS (2) _______

TOTAL SUPERVISION HOURS (3): _______

TOTAL SUPPORT HOURS (4): _______

TOTAL ASSESSMENT AND INTERVENTION HOURS (1+2): _______

TOTAL HOURS FOR ALL PRACTICA/ACTIVITIES (1+2+3+4): _______
Sample Internship Training Goals

- Add to her experience in applying evidence-based assessment and intervention.
- Extend her skills in treating children and adolescents, including parent training and family consultation.
- Add to her training in administering a range of neuropsychological batteries to assess and make treatment recommendations for children and adolescents with suspected neurodevelopmental and neurological impairments.
- Extend her experience working as a member of a multidisciplinary team.
- Facilitate her obtaining experience providing clinical supervision.
- Add to his ability to conceptualize cases using multiple empirical and conceptual models.
- Add to his experience in administering, scoring, interpreting, and writing reports on full batteries given to a diverse range of clients.
- Extend his multicultural competence through additional clinical work with diverse populations.
- Extend his training in working in couples, family, and group formats.
- Advance his skills in employing both brief and long-term therapeutic modalities.
- Enhance his knowledge and skills for providing consultations and outreach services to the community.
- Augment his capacity for conceptualizing problems and developing treatment formulations based on a range of theoretical and empirical bases.
- Add to his skills in psychological evaluation, particularly in the use of projective and personality measures.
- Extend his knowledge and experience in integrating diversity issues into both assessment and treatment.
- Help him acquire skills in providing clinical supervision.
- Extend his skills in integrating clinical research and practice.
- Add to his skills in working as a member of a multidisciplinary team.
- Add to her knowledge of evidence based approaches to behavioral assessment.
- Expand her knowledge of the role of both cultural and individual differences in assessment and treatment.
- Extend her experience working as a member of a multidisciplinary treatment teams.
- Add to her skills in providing consultation and liaison services.
- Add to her experience assessing and treating adolescents and young adults in a variety of settings.
- Further develop her understanding of the biopsychosocial processes and mechanisms contributing to physical health and disease.
- Add to her experience in assessing and treating adult and older adult clients, particularly those with more severe psychopathologies.
- Further her skills in administering, scoring, interpreting, and writing comprehensive psychological evaluations.
- Add to her skills in being directive and/or confrontational when warranted.
- Extend her experience working as a member of a multidisciplinary treatment team.
- Enhance her skills in conceptualizing therapy cases, particularly using CBT and associated models (e.g., schema therapy, commitment and acceptance therapy).
- Extend her experience assessing and treating dually diagnosed clients, especially those with more severe mental illnesses.
- Add to her skills in administering, scoring, interpreting, and writing comprehensive psychological evaluations.
- Further her experience working as a member of a multidisciplinary treatment team, particularly in a hospital or other residential setting.
- Enhance her training in employing a biopsychosocial model with a range of presenting problems in a variety of settings.
- Increase her preparedness to work with inpatient and partial hospitalization clients.
Please make sure to save this section before leaving this page.

Application > Intervention Experience

Select Degree of Terminal Masters: ▼

If ‘Other’, Please specify: __________________________________________________________

Select Area of Concentration of Terminal Masters Degree: ▼

If ‘Other’, Please specify: __________________________________________________________

How much experience do you have with different types of psychological interventions?

NOTE: Remember that hours accrued while earning a master’s degree as part of a doctoral program should be counted as doctoral practicum hours.

Please be advised that you don’t have to enter 0 for hours. If you don’t have any relevant experience, please leave this section blank.

<table>
<thead>
<tr>
<th>Individual Therapy</th>
<th>DOCTORAL (to Nov. 1, 2014)</th>
<th>TERMINAL MASTERS</th>
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<tbody>
<tr>
<td></td>
<td>Total Hours Face-to-Face</td>
<td># of Different Individuals</td>
</tr>
<tr>
<td>Older Adults (65+)</td>
<td>___________________________</td>
<td>______________________</td>
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<tr>
<td>Adults (18 - 64)</td>
<td>___________________________</td>
<td>______________________</td>
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<tr>
<td>Adolescents (13 - 17)</td>
<td>______________________</td>
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<tr>
<td>School-Age (6 - 12)</td>
<td>___________________________</td>
<td>______________________</td>
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<tr>
<td>Pre-School Age (3 - 5)</td>
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<tr>
<td>Infants / Toddlers (0 - 2)</td>
<td>______________________</td>
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<table>
<thead>
<tr>
<th>Career Counseling</th>
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<th># of Different Individuals</th>
<th>Total Hours Face-to-Face</th>
<th># of Different Individuals</th>
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</thead>
<tbody>
<tr>
<td>Adults</td>
<td>__________________________</td>
<td>______________________</td>
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<tr>
<td>Adolescents (13 - 17)</td>
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<tr>
<th>Group Counseling</th>
<th>DOCTORAL (to Nov. 1, 2014)</th>
<th>TERMINAL MASTERS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total Hours Face-to-Face</td>
<td># of Different Groups</td>
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<tr>
<td>Adults</td>
<td>___________________________</td>
<td>__________________</td>
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<tr>
<td>Adolescents (13 - 17)</td>
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<tr>
<td>Children (12 and under)</td>
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<table>
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<th>Total Hours Face-to-Face</th>
<th># of Different Families</th>
<th>Total Hours Face-to-Face</th>
<th># of Different Families</th>
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<tr>
<td><strong>Family Therapy</strong></td>
<td><strong>Couples Therapy</strong></td>
<td><strong>Total</strong></td>
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<td><strong>Couples</strong></td>
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<td><strong>School Counseling</strong></td>
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<td><strong>Hours</strong></td>
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<td><strong>Couples</strong></td>
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<td><strong>Consultation</strong></td>
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<tr>
<td><strong>Direct Intervention</strong></td>
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<td><strong>Other</strong></td>
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<td>If &quot;Other&quot;, please</td>
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<tr>
<td><strong>Other</strong></td>
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<tr>
<td><strong>Psychological</strong></td>
<td><strong>Interventions</strong></td>
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<td><strong>Couples</strong></td>
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<td><strong>Sport Psychology</strong></td>
<td><strong>/ Performance</strong></td>
<td><strong>Total</strong></td>
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<td><strong>Enhancement</strong></td>
<td><strong>Hours</strong></td>
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<td><strong>Medical</strong></td>
<td><strong>/ Health-Related</strong></td>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Interventions</strong></td>
<td><strong>Interventions</strong></td>
<td><strong>Hours</strong></td>
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<tr>
<td><strong>Intake Interview</strong></td>
<td><strong>/ Structured Interview</strong></td>
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<td></td>
<td><strong>Substance Abuse</strong></td>
<td><strong>Interventions</strong></td>
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<td><strong>Consultation</strong></td>
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<td><strong>Couples</strong></td>
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<tr>
<td><strong>Other Interventions</strong></td>
<td>(e.g., milieu therapy, treatment planning with the patient present)</td>
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</tbody>
</table>

Please describe the nature of the experience in 'Other Interventions':

(max 1000 characters)
<table>
<thead>
<tr>
<th>Other Psychological Experience with Students and/or Organizations</th>
<th>Total Hours Face-to-Face</th>
<th>Total Hours Face-to-Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of other students performing intervention and assessment activities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Program Development/Outreach Programming</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Outcome Assessment of programs or projects</td>
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<td>[ ]</td>
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<tr>
<td>Systems Intervention / Organizational Consultation / Performance Improvement</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

If "Other", please specify:

(max 250 characters)

Comments (if any)

(max 3000 characters)
Please make sure to save this section before leaving this page.

Application > Additional Information About Practicum Experiences

<table>
<thead>
<tr>
<th>Treatment Setting</th>
<th>Intervention Doctoral to Nov. 1, 2014</th>
<th>Intervention Terminal Masters</th>
<th>Intervention Total Hours</th>
<th>Assessment Doctoral to Nov. 1, 2014</th>
<th>Assessment Terminal Masters</th>
<th>Assessment Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Guidance Clinic:</td>
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<tr>
<td>Community Mental Health Center:</td>
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<tr>
<td>Department Clinic (psychology clinic run by a department or school):</td>
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<tr>
<td>Forensic / Justice setting (e.g., jail, prison):</td>
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<tr>
<td>Inpatient Psychiatric Hospital:</td>
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<tr>
<td>Medical Clinic / Hospital:</td>
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<tr>
<td>Outpatient Psychiatric Clinic / Hospital:</td>
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<tr>
<td>Partial Hospitalization/Intensive Outpatient Programs:</td>
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<td>Private Practice:</td>
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<tr>
<td>Residential/Group Home:</td>
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<td>Schools:</td>
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<tr>
<td>University Counseling Center / Student Mental Health Center:</td>
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<tr>
<td>VA Medical Center:</td>
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</tbody>
</table>
Other:

If "Other", please specify:

Have you led or co-led any type of groups?

What is your primary theoretical orientation?
(Choose up to 3 and please rank order)

- Behavioral
- Biological
- Cognitive Behavioral
- Eclectic
- Humanistic/Existential
- Integrative
- Interpersonal
- Psychodynamic/Psychoanalytic
- Systems
- Other

If "Other", please specify:

What is your practicum or program sanctioned work experience with diverse populations in a professional therapy/counseling or an assessment capacity?

Please indicate the number of clients/patients seen for following each of the diverse populations.

**RACE/ETHNICITY**

<table>
<thead>
<tr>
<th>Population</th>
<th>Intervention</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American / Black / African Origin:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-American / Asian Origin / Pacific Islander:</td>
<td></td>
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<tr>
<td>Latino-a / Hispanic:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### American Indian / Alaska Native / Aboriginal Canadian:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Assessment</th>
</tr>
</thead>
</table>

### European Origin / White:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Assessment</th>
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### Bi-racial / Multi-racial:

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<tr>
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<th>Assessment</th>
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### Other:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Assessment</th>
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</table>

If "Other", please specify:

(max 450 characters)

---

**SEXUAL ORIENTATION**

(This information may not be known for all clients; Please indicate only when known.)

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Intervention</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesbian:</td>
<td></td>
<td></td>
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<tr>
<td>Bisexual:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If "Other", please specify:

(max 450 characters)

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**DISABILITIES**

<table>
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<tr>
<th>Disability</th>
<th>Intervention</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Physical / Orthopedic Disability:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blind / Visually Impaired:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf / Hard of Hearing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning / Cognitive Disability:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Disability (Including Mental Retardation and Autism):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious Mental Illness (e.g., primary psychotic disorders, major mood disorders that significantly interfere with adaptive functioning):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
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<td></td>
</tr>
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If "Other", please specify:

(max 450 characters)
### GENDER

<table>
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<tr>
<th></th>
<th>Intervention</th>
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<tr>
<td>Other:</td>
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</table>

If "Other", please specify:

### NON-PRACTICUM CLINICAL WORK EXPERIENCE

Non Practicum Clinical Work Experience:

This section was left intentionally blank
Two of 350+ Pages of the Types of Questions You Might Be Asked on Internship Interviews:

DISCLAIMER: These are two pages from over 350 pages of questions and comments that have been gathered from interviews that past College of Psychology graduate students have reported encountering when interviewing at internship sites. The full 350 plus pages are on Blackboard and are listed in whole to give future internship candidates a chance to see what kinds of questions one might encounter.

NOTE: These questions have been collected for several years now and thus, you may find some duplicated or similar questions. In addition, in recent years students have been providing site specific information. Consequently, if you are applying to a specific site and want to see if there are any questions from a specific site, just put the site name in and do a FIND command.

INTERNSHIP SUGGESTIONS

The following is a list of suggestions that were obtained from students who have completed their internships in the past. For many of these suggestions the site and the state is listed in parentheses

1. James Haley VA (3 interviewers – two staff and one intern)
   - Questions
     - What are your career goals?
     - Tell me about a negative/challenging supervisory experience and how you handled it.
     - Tell me about your research.
     - What are your strengths and weaknesses?
     - What is your approach to assessment?
     - What assessment tools do you have experience with?
     - What has been your experience with more long-term therapies (DBT, CPT, etc.)
     - Tell me about your work with groups.
     - How do you deliver feedback to a patient using MI?
     - What do you want to accomplish during your internship year?
     - Why did you apply to this site?
     - Why are you a good fit?
     - Discuss a difficult clinical case.
     - How does diversity play a role in your assessment, conceptualization, and treatment?
     - Tell me about your directed study – has it been completed/defended?
     - Tell me about your experience with CBTi.
     - Tell me how you incorporated MI into cPAP adherence groups.
     - What rotations are you interested in?
If an adult female came to see you with complaints of anxiety, what assessments would you use to help you formulate a diagnosis? What information would you need?

What information would you want to know in a short 30 min evaluation and how would you obtain it? (This was regarding the primary care rotation)

Given your experience with multidisciplinary teams, how do you handle conflict? Provide an example.

2. Yale Adult Outpatient Track
   - Questions
     - Tell me about your upbringing
     - Tell me about a difficult case
     - Why do you want to work with SMI
     - Tell me about your dissertation
     - Questions about clinical training
     - What’s your theoretical orientation?

3. Baylor College of Medicine Child Clinical Track
   - Questions
     - Why this track?
     - What experiences have you had that make you a good fit for this track and internship as a whole?
     - Tell me about your experience with autism.
     - Tell me about your group therapy skills

4. FIU Student Counseling
   - Questions
     - Why FIU?
     - Tell me something about yourself that I wouldn’t get from your application?
     - Given a very brief vignette with limited amount of information and asked to conceptualize the case and consider how to address the client’s issues.
     - If a fellow intern were doing something unethical, how would you handle it?
     - What do you do to manage stress?
     - How would your colleagues describe you?
     - What are your career goals?
     - What is your worldview?

**Go to blackboard for the entire 350 plus pages of questions: Internship Helpful Tips, Readings, and Forms → College of Psychology Facts, Figures, Questions → Cumulative Questions Interns Asked from 1999_2014**
Questions During Interviews, Revisited
by Mona Koppel Mitnick, Esq.

As Match season approaches, the issue once more arises about the types of questions site interviewers may ask applicants. Or, conversely, what questions either violate applicants' legal rights or infringe upon their privacy. I addressed this issue in my first Newsletter article as the APPIC Board's Public Member, in November 2000.

The issue is a recurring concern among intern applicants. Improper or inappropriate personal questions to applicants/interviewees also should be of concern to Training Directors and their staffs because such questions, ultimately, could have legal consequences. Even questions that are not inherently illegal may raise the specter of an illegal motive or action. This article is another attempt to provide guidance, both to interviewers and interviewees about permissible and non-permissible (or non-recommended) questions.

A general rule for interviewers is to ask only questions directly relevant to the applicant's qualifications; or to the internship position and duties. When in doubt, don't ask!

In particular, improper or inappropriate areas of questioning relate to areas in which applicants presumably have some interest in protecting their privacy, e.g., their physical or mental status or health; their marital, familial, or other close personal relationships; religion, etc. Generally, it is inappropriate - and possibly even illegal - to ask questions in these areas unless they directly relate to the internship or the applicant raises the issue first.

As I stated in my previous article:

- Generally, you may ask questions about an applicant/interviewee's education, language proficiency (if directly relevant to the requirements of the position), training and experience in psychology/mental health areas, past practice and placement, career interests and goals, professional memberships, and any other subjects directly related to the internship and the psychology profession. Ask the same basic questions of all applicants/interviewees insofar as possible.

- Conversely, you may not ask personal questions before hiring (i.e., either on an application or during an interview) unless, either, they relate to bona fide qualifications; or the applicant first raises such issues him/herself. For example, you should not ask questions about a candidate's marital or family status, religion, or physical conditions or limitations. An exception to this rule is that Federal government agencies, states and municipalities, and many state universities generally require an employee to be a U.S. citizen. They also may require some explanation of any criminal record other than misdemeanors. While it is not always clear whether an intern is an employee or a student, such questions may be permissible when the internship center is a government agency or government-affiliated entity.
Notwithstanding the above guidance—

- Even impermissible questions sometimes may become permissible if the applicant first raises the issue. For example, if an applicant/interviewee asks questions about the hours of work and mentions family responsibilities or his/her religion and requests accommodations in work hours; or asks about the physical demands of the position and mentions physical limitations, the interviewer may follow up on such questions.

- Other questions, which may be impermissible on an application or during an interview, may become permissible after the intern is hired. For example, proof of age and marital or parental/relationship status may become relevant, after hiring, for tax, insurance, and emergency contact purposes. Photographs also may be required after hiring for identification cards. Some questions are almost never permissible. For example, you should never ask questions about sexual preference or whether someone has a particular disease, such as AIDS.

Interviewers, however, continue to ask inappropriate or improper questions. While they may view these questions as establishing rapport with, or expressing personal concern about, the applicants, many applicants take offense at such questions. The following were samples of interview questions recently submitted to APPIC by unhappy applicants:

- In what ways do you think your older age will make it hard for you to fit in with the other interns?
- Do you have a partner/spouse and, if that person won't move, can you manage being parted from that person?
- Who will care for your children?
- Who is your therapist, and what specific issues have you worked on?
- Will a nose ring (an indicia of religion on someone from India) be problematic?

As mentioned above, while these questions may not be inherently illegal, they may suggest to some applicants improper motivation by the interviewer: The question about being older may make the applicant suspect that being older is a disadvantage, creating a possible allegation of age discrimination. The question about child care may make the applicant suspect that being married or involved in a relationship, or having children will place him/her at a disadvantage. Of course, the question would become a permissible one if the applicant first raised the issue of the hours and concern about child care.

The question about the name of the therapist and the specific issues worked on relate to an area in which an applicant may be presumed to have a significant privacy interest, so that he/she is unwilling to disclose that information. The applicant may feel pressured to disclose the information and may believe that, if he/she refuses to do so, he will be at a disadvantage in the selection process.

Note: The information in this article merely is intended to provide practical guidance. It is not intended to be definitive or to be relied on without first consulting your legal counsel.
FAQ regarding Use of Standardized Reference Form

- Why is APPIC requiring a Standardized Reference Form (SRF)?

In 2013, a workgroup of the Council of Chair of Training Councils (CCTC) was formed to consider ways in which the process of recommendation could be improved. For many years internship training directors expressed concerns about the lack of consistency and a general global inflation across letters of recommendation undermining their utility, as they routinely neglected student areas for growth and development. After considering multiple options the committee decided to recommend a modified version of the Guidelines for Letters of Recommendation put forth by the Canadian Council of Professional Psychology Programs (CCPPP). CCTC then asked APPIC to move forward with implementing this revised version of the letter, the SRF.

- Why is it important that the SRF be related to health services provider competencies?

Although the competencies listed in the SRF are not identical to the health service provider competencies that will be required by the Commission on Accreditation, APPIC hopes that eventually, once the competencies are set and there is a standard way to assess them, the AAPI can increase the focus on competencies and reduce the focus on the collection and detailed reporting of hours. Also, since education and training are designed to be developmental and sequential, it should be helpful for students and programs to see progress on shared competencies, eventually from practicum to internship to postdoctoral experiences and licensure.

- By emphasizing competencies, isn’t there a risk of turning the reference letter into a checklist?

The SRF asks for your narrative description of competencies observed in the student. By describing the learning opportunities mastered and highlighting examples of demonstrated competence, it is hoped that a rich depiction of the applicant will be provided.

- What benefits can the SRF provide to internship programs?

At present, letters of recommendation are often so vague, general, overly positive, and without a standard format, they are not very helpful in determining a student’s strengths and growth areas. The objective of the SRF is to level the playing field for applicants and to give internship programs access to more useful data as they make decisions about interviews.

- What benefits can the SRF provide to applicants?

The standardized reference form provides more certainty within the evaluation process for students throughout their training, as well as when requesting letters. Because students have access to the form, they are able to consider their choice of letter-writer with less ambiguity about what will be addressed in the letter. Additionally, some students experience anxiety when requesting letters, understanding that supervisors are asked to write several over the course of the year. The hope is that using a standardized reference form across students makes the task less onerous for the writer and less anxiety provoking for the letter requester. Furthermore, students will know they are being compared on similar domains, with the length of letters and areas addressed similar across all students. Lastly, having a section that specifically addresses areas for
growth encourages honesty about trainee performance and development, potentially assisting in optimizing fit between applicants and programs, as well as facilitating more individualized training at the internship level.

- **Is this same form to be used by Canadian programs?**

Yes, the SRF will be used by all programs involved in the APPIC match, including all Canadian programs. The current form will replace the reference form that was originally endorsed for the 2003-4 application process and that has since been used annually on a voluntary basis by member programs of the Canadian Council of Professional Psychology Programs (CCPPP). Representatives of CCPPP have participated in the current revision of the form and agree that the revision aligns well with the Core Competencies for an Internship Program recognized and accredited by the Canadian Psychological Association as well as by the American Psychological Association. We believe that having one standardized North American reference form will be easier for referees and for students applying to programs in both countries, may benefit programs that accept students from both Canadian and American programs, and may facilitate increased cross border training for students.

- **What if there are competencies I can’t speak to?**

It is anticipated that letter writers may not be able to address each competency area. When that occurs, they may leave that area blank or state that it is not relevant to their contact or setting.

- **The form now asks about various health services provider program competencies. I am primarily this student’s academic mentor. How should I use this new form?**

It is understood that academic mentors often are asked to write letters of reference for their students even though they may not have supervised them clinically. Such letters complement those from clinical supervisors. The nature of your involvement and the type of activities you have directly observed and supervised (e.g., teaching, research and data analysis) are described along with your setting and the training provided. You may be in a strong position to comment on a student’s foundational competencies such as communication skills, professionalism and ability to work with diverse individuals effectively, as well as research interests, publications, and career plans. You can also relay your indirect knowledge of functional competencies in assessment and therapy learned through practica by incorporating information from practicum evaluation ratings and comments. There is also a section to describe the applicant’s personal characteristics and resources, about which you might be the most knowledgeable observer.

- **As a reference writer, am I able to include information from secondary sources in my reference letter?**

Letters of reference are primarily about one’s direct knowledge of the applicant as acquired through working together. Historically, letter writers have included supplemental information such as the status of dissertation progress as assessed by the advisor or particular examples of laudatory applied work provided by a supervisor. Adopting the standardized reference format does not change or preclude such comments.
The form specifically asks me to address areas for future growth. I am concerned about the internship match imbalance. If I provide such information would it not be a disadvantage to the applicant?

The practice of psychology demands that we all strive to grow and expand our clinical competencies. Implementation of a standard reference form that highlights a student’s existing strengths as well as addresses gaps in training captures this philosophy. We appreciate that students who are in the process of applying to doctoral internship programs already possess academic prowess and are well on their way to becoming highly skilled clinicians. Asking referees to provide thoughtful comments on a student’s gaps in training or areas for future growth can benefit the application process in that it increases the likelihood of better fit between what the internship program provides and a student’s current training needs. Internship Training directors reading this section will be able to solidify their sense of “good fit” between the applicant’s training needs and the unique training opportunities that exist in their program. For example, if a referee identifies an area for future growth as gaining competency in couples counseling or group therapy and a program offers that training, there is a greater potential for evaluating and facilitating goodness of fit.
Association of Psychology Postdoctoral and Internship Centers (APPIC)

APPIC STANDARDIZED REFERENCE FORM

Introduction and Instructions

Workgroups of the Council of Chairs of Training Councils (CCTC) were formed in 2013 and 2014 to consider ways to improve the reference process. In order to improve consistency across reference letters, the Council decided to endorse a modified version of the standardized reference form developed by the Canadian Council of Professional Psychology Programs (CCPPP).

Please be aware that applicants for APPIC internship programs are required to use this form. We believe the form encompasses a comprehensive array of variables typically covered in letters of reference and that a standardized format is in the students' best interests. You will note that this form reflects the state of the field with regard to competencies, and gives the letter writer opportunities to communicate about the student regarding areas for further growth and development.

The form is attached and also available via electronic download on the APPIC website (www.appic.org). In addition, the form will be embedded in the AAPI.

CCTC and APPIC sincerely appreciate your participation in this endeavor.

Sincerely,

Council of Chairs of Training Councils
APPIC STANDARDIZED REFERENCE FORM

A: Student Information: Please complete the following items about the factual nature of your supervisory or academic relationship with this particular student.

Nature of Clinical/Research Supervisor/Faculty Member Contact

1. Student name:

2. Supervisor name:

3. Describe the nature of your involvement with this student and how long you have known the student:

4. Starting and ending dates of contact:

5. Activities performed by student (e.g., assessment, therapy, teaching, consultation, research design, data collection, analysis):

6. Nature of supervision by this supervisor: ___live ___audiotape ___videotape ___discussion ____other (e.g., clinical seminar leader; please specify):

7. Population seen by this supervisee (e.g., child, adolescent, adult, geriatric, couple, family):

B: Clinical/Research Supervisor / Faculty Member Recommendation:

Please address each of the following areas to the greatest extent possible.
- You may wish to download the Word document from the APPIC website (www.appic.org), on which you may work directly.
- Please endeavor not to omit any section. However, if any areas are omitted, please indicate your reason (e.g., insufficient information).
- There should be ample room available in each section, but you need not feel obliged to fill them.

Clinical/Research Supervisor / Faculty Member Recommendation

B.1: Description of training experience and setting: (Supervisors are invited to describe the training experience offered to this student, if so desired):
B.2: Current student competencies – Please address each in as much detail as possible, according to your knowledge of the student:

**Evidence-Based Practice in Intervention and Assessment**
Degree of familiarity with specific theoretical models and skills; Ability to formulate a diagnosis and treatment plan; Application of various assessment and therapeutic practices (e.g., individual, couple, family, group); Ability to integrate research with clinical expertise, as well as patient/client characteristics, culture, and preferences.

**Communication and Interpersonal Skills**
Quality of written communications (e.g., assessment reports, notes, papers and publications) and oral communications (e.g., discussion with patients/clients, colleagues, professional presentations, teaching); Interpersonal skills may include the ability to develop rapport and build alliances in clinical work, as well as the ability to work effectively with supervisors, mentors, and colleagues.

**Professional Values and Attitudes, Ethical and Legal Standards, and Reflective Practice**
Demonstrates integrity, accountability, concern for the welfare of others; Knows and adheres to the professional standards associated with health care practice/research practice including relevant statutes and laws; Is knowledgeable about policies relevant to the delivery of services; Engages in ethical decision-making in collaboration with others; Values and collaborates with other health professions; Engages in reflective practice conducted with personal and professional self-awareness.
Individual and Cultural Diversity
Exhibits awareness, respect, knowledge, and skills to work professionally with diverse individuals, groups, and communities that represent various cultural and personal backgrounds and characteristics; Is knowledgeable about the literature on diversity factors and health disparities and applies that knowledge in clinical or research settings.

Research
Expertise with psychological research design, methods, and techniques of data collection and analysis; Ability to conduct independent research such as master’s thesis and doctoral dissertation, Can apply research skills in practice, including familiarity with randomized controlled trials/manualized and empirically supported interventions; Ability to critically evaluate relevant health and behavior research related to populations to be served.

Consultation/Interprofessional/Interdisciplinary; Supervision
Quality of contributions to interprofessional team functioning; Knowledge about the core competencies for interprofessional practice and application of that knowledge; Knowledge about theories, models, and effective practices in supervision.
Other Work Skills and Personal Resources:
Organizational ability, motivation, initiative, determination, timeliness, reliability, independence, interest in discovery, resiliency, capacity to cope with the internship experience, openness to supervision, other relevant personal characteristics.

C: Areas for growth and development
Recognizing that all psychologists continue to develop throughout their careers, please comment on areas where you believe the student will most benefit next (i.e., during the internship year) from supervisory guidance. How can the internship continue to contribute to the course of learning and development of this student? This information is requested for the purposes of determining the internship’s ability to meet the intern student’s training needs. Therefore, please provide detailed comments (i.e., more specific than “more experience” or “the training you have to offer”):

D: Summary recommendation
In summary, please note your overall level of knowledge of student and the student’s skills. You may wish to note the strength of your recommendation. Any comparison made to other students (supervised in the past) may be included here:
### Contact Information and Signature:

- **Supervisor name:**
- **Address:**
- **Email:**
- **Telephone:**
- **Supervisor signature (may be electronic):**
- **Date:**
Contact Information

Address: 4 Logan Street
City: Roxbury
State: Massachusetts
Country: United States
Zip: 02119
Primary Email: alethalee317@aol.com

Personal Information

Citizenship Status: U.S. Citizen
Country of Citizenship: United States
Other Citizenship Country:

Do you Hold a Visa? No
Visa Type:
Visa Number:
City of Visa Issue:
Visa Current and Valid? 
Visa Permits Work?

General

Applicant’s Preferred Name or Nickname:
Do you have any materials under another name: No
If Yes, Specify Other First Name Used:
If Yes, Specify Other Last Name Used:

Language(s) other than English (including American Sign Language) in which you are FLUENT enough to conduct therapy.

Certifications/Publications/Presentations

License 1 Jurisdiction 1
License 2 Jurisdiction 2
License 3 Jurisdiction 3
License 4 Jurisdiction 4

Number of articles published in refereed journals:

Number of chapters or books: 1

Number of professional presentations made at regional, state, national, or international meetings/conferences:
Has disciplinary action, in writing, of any sort ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board?

- If 'Yes', please elaborate:

Are there any complaints currently pending against you before any of the above bodies?

- If 'Yes', please elaborate:

Has there ever been a decision in a civil suit rendered against you relative to your professional work, or is any such action pending?

- If 'Yes', please elaborate:

Have you ever been put on probation, suspended, terminated, or asked to resign by a graduate or internship training program, practicum site, or employer?

- If 'Yes', please elaborate:

Have you ever reneged on an APPIC internship match agreement (i.e., refused to attend or left an internship program that you obtained through the APPIC Match or Clearinghouse) without prior approval from APPIC and the internship site?

- If 'Yes', please elaborate:

Have you ever been convicted of an offense against the law other than a minor traffic violation?

- If 'Yes', please elaborate:

Have you ever been convicted of a felony?

- If 'Yes', please elaborate:
### Previous Colleges Attended

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<th>College Name</th>
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**Degree Date:**

- **GPA:** 2.95

**Highest Degree Earned in a Mental Health Field?**

### Current Graduate Program Information

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<tr>
<td>676 NEW YORK UNIVERSITY</td>
<td>Psychology</td>
<td>Psychology Program</td>
<td>College of Graduate Studies</td>
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**Designated Subfield of Doctoral Program in Psychology:**

- Counseling

**Degree Seeking:**

- Ph.D

**If Combined, Please Specify:**

**If Other, please specify the field you are currently enrolled and why you are applying to a Psychology internship:**

**Degree Seeking:**

- Ph.D

**If Respecialization, Please Specify:**

**If Other, Please Specify:**

**Doctoral Program Accreditation Status:**

- APA Accreditation: Accredited
- CPA Accreditation: Accredited

**If not APA/CPA-Accredited, regionally accredited/provisionally chartered?**

- If Yes, Please Specify:

**Department's Training Model:**

- Practitioner-Scholar

**Dissertation/Research title or topic:**

**Type of Research Involved?**

- If Other, Please Specify:

**If no dissertation is required, describe the status of any major project:**

**Dissertation / Doctoral Advisor's Name:** Rob Montgomery

**Co-Supervisor Advisor's Name:** Joni Yaras

**Advisor's Phone:** 617-612-2080

**Advisor's Email Address:** rmontgomery@liaison-intl.com
**Doctoral Program Information**

**Current University/School Name:** 676 NEW YORK UNIVERSITY  
**Department Name:** Psychology

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<th>Required to attend an internship?</th>
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**Summary of Practicum Experience**

**Terminal Masters Hours Verified by Director of Clinical Training (DCT)?** Yes

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**Anticipated Practicum Experience**

**Number of Hours Anticipated:** 300  
**Description of the Anticipated Practicum Experience:**  
Clinical Experience=

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**Contact Information for Academic DCT/TD**

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<tr>
<th>DCT Name:</th>
<th>Robert Montgomery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>555-566-2356</td>
</tr>
<tr>
<td>Address:</td>
<td>865 Throns St</td>
</tr>
<tr>
<td>City:</td>
<td>Boston</td>
</tr>
<tr>
<td>State/Province:</td>
<td>Massachusetts</td>
</tr>
<tr>
<td>Zip:</td>
<td>12345</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:rmontgomery@liaison-intl.com">rmontgomery@liaison-intl.com</a></td>
</tr>
</tbody>
</table>
**Intervention Experience**

**Degree of Terminal Masters:** MSW
**If Other, Please specify:**
**Area of Concentration of Terminal Masters Degree:** Clinical Psychology

<table>
<thead>
<tr>
<th>Individual Therapy</th>
<th>Doctoral</th>
<th>Terminal Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Hours Face-to-Face:</td>
<td># of Different Individuals:</td>
</tr>
<tr>
<td>Older Adults (65+)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults (18-64)</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>Adolescents (13-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Age (6-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-School Age (3-5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infants/Toddlers (0-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescents (13-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescents (13-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children (12 and under)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Therapy</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>Couples Therapy</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>School Counseling Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</table>

If other, please specify:
## Intervention Experience (continued)

<table>
<thead>
<tr>
<th>Other Psychological Interventions</th>
<th>Doctoral</th>
<th>Terminal Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Hours Face-to-Face:</td>
<td># of Different Individuals:</td>
</tr>
<tr>
<td>Sport Psychology/ Performance Enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical/Health-Related Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake Interview/Structured Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance Abuse Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the nature of the experience in "Other Interventions":

<table>
<thead>
<tr>
<th>Other Psychological Experience with Students and/or Organizations</th>
<th>Doctoral:</th>
<th>Terminal Masters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of other students performing intervention and assessment activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Development/Outreach Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Assessment of programs or projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Intervention/Organizational Consultation/Performance Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If other, please specify:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Summary of Psychological Assessment Experience

<table>
<thead>
<tr>
<th>Total Hours Face-to-Face</th>
<th>Doctoral:</th>
<th>Terminal Masters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychodiagnostic test administration (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients.</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Integrated Psychological Reports

Adults: 1
Children/Adolescents: 2

Adult Assessment Instruments

<table>
<thead>
<tr>
<th>Symptom Inventories</th>
<th># Clinically Administered/Scored:</th>
<th># Clinical Reports Written with this Measure:</th>
<th># Administered as Part of a Research Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beck Anxiety Inventory</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projective Assessment</th>
<th># Clinically Administered/Scored:</th>
<th># Clinical Reports Written with this Measure:</th>
<th># Administered as Part of a Research Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Completion</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>
## Child Assessment Instruments

<table>
<thead>
<tr>
<th>Parent/Youth-Report Measures</th>
<th># Clinically Administered/Scored</th>
<th># Clinical Reports Written with this Measure</th>
<th># Administered as Part of a Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Assessment System for Children (BASC)</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
# Supervision Received

<table>
<thead>
<tr>
<th>Supervised By:</th>
<th>Doctoral Total Hours</th>
<th>Terminal Masters Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual</td>
<td>Group</td>
</tr>
<tr>
<td>Licensed Psychologists</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Allied Mental Health Professionals</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Others*</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* For example, supervision provided by an advanced graduate student who is supervised by a licensed psychologist

## Optional Comments about Other Supervisors:

**Total Supervision Hours**

<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Total Hours:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Group Total Hours:</td>
<td>2</td>
<td></td>
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</tbody>
</table>

**Have you made recordings of clients/patients and reviewed them with your supervisor?**

- Audio Tape: No
- Video Tape/Digital Recording: No
- Live/Direct Observation by Supervisor: Yes

## Description of Support Activities

- Total Doctoral Support Hours
- Total Terminal Masters Support Hours

Description of Support Activities:
### Additional Information about Practicum Experience

<table>
<thead>
<tr>
<th></th>
<th>Doctoral</th>
<th></th>
<th>Terminal Masters</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention</td>
<td>Assessment</td>
<td>Intervention</td>
<td>Assessment</td>
<td>Intervention</td>
<td>Assessment</td>
</tr>
<tr>
<td>Child Guidance Clinic</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Community Mental Health Center</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Clinic</td>
<td></td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
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</tr>
<tr>
<td>Forensic/Justice Setting</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inpatient Psychiatric Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Clinic/Hospital</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Outpatient Psychiatric Clinic / Hospital</td>
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<td>10</td>
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<td>10</td>
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</tr>
<tr>
<td>Partial Hospitalization/Intensive Outpatient Programs</td>
<td></td>
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<tr>
<td>Private Practice</td>
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</tr>
<tr>
<td>Residential/Group Home</td>
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</tr>
<tr>
<td>Schools</td>
<td></td>
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</tr>
<tr>
<td>University Counseling Center / Student Mental Health Center</td>
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</tr>
<tr>
<td>VA Medical Center</td>
<td></td>
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</tr>
<tr>
<td>Other</td>
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<tr>
<td>If other, please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Have you led or co-led any type of groups?

#### Primary Theoretical Orientation

- Behavioral: 1
- Biological
- Cognitive Behavior
- Eclectic
- Humanistic/Existential
- Integrative
- Interpersonal: 3
- Psychodynamic/Psychoanalytic
- Systems: 2
- Other

If other, please specify:
### Additional Information about Practicum Experience (Continued)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Intervention</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American/Black/African Origin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian-American/Asian Origin/Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino-a/Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native/Aboriginal Canadian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Origin/White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bi-racial/Multi-racial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If other, please specify</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>Intervention</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay</td>
<td></td>
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</tr>
<tr>
<td>Lesbian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bisexual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<tr>
<td>If other, please specify</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Disabilities</th>
<th>Intervention</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical/Orthopedic Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blind / Visually Impaired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning/Cognitive Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Disability (Including Mental Retardation and Autism)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious Mental Illness</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td>If other, please specify</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Intervention</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transgender</td>
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<td>Other</td>
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<tr>
<td>If other, please specify</td>
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<td></td>
</tr>
</tbody>
</table>

**Non-Practicum Clinical Work Experience**
Application Certification

I certify that all of the information submitted by me in this application is true to the best of my knowledge and belief. I understand that any significant misstatement in, or omission from, this application may be cause for denial of selection as an intern or dismissal from an intern position. I authorize the internship site to consult with persons and institutions with which I have been associated who may have information bearing on my professional competence, character, and ethical qualifications now or in the future. I release from liability all internship staff for acts performed in good faith and without malice in connection with evaluating my application and my credentials and qualifications. I also release from liability all individuals and organizations who provide information to the internship site in good faith and without malice concerning my professional competence, ethics, character, and other qualifications now or in the future. I authorize the internship site and my doctoral program to release evaluative information about me to each other, now or in the future. In addition, I authorize the internship site and my doctoral program to consult with APPIC should the need arise.

I further understand that it is my responsibility to inform the internship sites to which I have applied if a change in my status with my academic program, (e.g., being placed on probation, being dismissed, etc.) occurs subsequent to the submission of my application. In addition, I understand I have the same responsibility to inform the internship site to which I match if a change in status occurs after the match has occurred.

If I am accepted and become an intern, I expressly agree to comply fully with the Association of Psychology Postdoctoral and Internship Centers (APPIC) policies, the Ethical Principles of Psychologists and Code of Conduct and the General Guidelines for Providers of Psychological Services of the American Psychological Association, and with the standards of the Canadian Psychological Association which are applicable. I also agree to comply with all applicable state, provincial and federal laws, all of the Rules and Code of Conduct of the State or Provincial Licensing Board of Psychology, and the rules of the institution in which I am an intern.

I understand and agree that, as an applicant for the psychology internship program, I have the burden of producing adequate information for proper evaluation of my professional competence, character, ethics, and other qualifications and for resolving any doubts about such qualifications.

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications performance, and character, in whatever form maintained, may be provided by my academic program to any internship training site to which I have applied and/or will match. I further agree that, following any internship match, similar information may be provided by the internship site to my graduate program and by my graduate program to the internship site. I understand that such exchange of information shall be limited to my graduate program, any internship site, and/or representatives of APPIC, and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

Electronic Signature: Aletha Billingsley
Electronic Signature Date: 10/04/2010