

MATCH MADE ON EARTH

2ND EDITION

EDITORS

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Dr. Melanie Badali, RPsych

A Match Made on Earth, 2nd Edition

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Please share your kudos and criticisms with us. We hope to update the book every few years so do let us know if there is a way to make this better for the next cohort of intern applicants at matchmadeonearth2@gmail.com

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As the editor of the first edition of Match Made on Earth, she was inspired to create it after she applied for internship fifteen years ago (and successfully matched to the University of Washington Psychology Internship program). As committed now as she was then to helping people navigate stressful life transitions, she hopes this new edition will be a trusted resource for students on their internship journeys.

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Dedication

This book is dedicated with love to the husbands (Steffan and Richard), children (Liam, Amelia and Abigail), and mother-in-law (Sharon) who helped behind the scenes to make this book happen. We are grateful to all of them for supporting us as we worked on this book from the corners of our overflowing desks.



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Chapter 1

To Internship and Beyond: Introduction to the Second Edition

Melanie Badali & Rebecca Pillai Riddell

The History of the Book

Once upon a time, there were students applying for psychology internships. They dreamed of ideal internships and living happily ever after in their post-graduate school life. Sound familiar? Your co-editors leaped into the internship application process way back in 2002, moved to new cities for internship, moved again a year later, and lived to tell the tale. The tale turned into the original edition of *“Match Made on Earth: A guide to navigating the psychology internship application process”*. When Melanie (the editor of the first edition of this guide) looped Becca in for the ride, neither of us envisioned the book would have the longevity it has.

It has been a long time since we went on internships ourselves but not so long that we forget how stressful the internship application process was. Interestingly, if you had asked us 15 years ago what we would be doing post-internship, we both would not have given an answer that matches what we are currently doing. However, our career journeys have given us both a clearer picture of what the experience means in the context of one’s career as a psychologist. We realized that internship is not a destination - it is a bridge between graduate studies and your independent professional career. We believe that framework should impact everything from your decision to apply to your rank-ordered list.

Despite having started in the same program and the same lab, we not only live on opposite ends of the country but we now find ourselves at almost opposite ends of the practice spectrum. One of us is doing mostly clinical work and one of us doing mostly research. We have joined forces in the internship application prep game to assemble expert advice to support new generations of interns. We think a strength of this book is that the editorial team reflects the diversity of practice that defines psychological practice today. But after 15 years, we’ve joked about our worries that we have gone from a “girlfriend’s guide” mentality in the first edition to a “grandmother’s guide” mentality in the second edition. But hey, grammas rule - right?

The original workbook was written primarily by students for students. A ‘hot off the internship application track’ perspective. The workbook came as a response to a meeting of keener students in the Department of Psychology at the University of British Columbia (UBC). The purpose of the meeting was for the students who had recently completed the internship application process to pass on their collective wisdom to the next round of applicants. After the meeting, Melanie wrote out some notes to share with future internship applicants. The UBC Director of Clinical Training (DCT) at the time, the amazing Dr. Sheila Woody, suggested that she add a few sections and share it with the Canadian Psychological Association (CPA). Melanie then convinced many of her peers and colleagues to contribute (including Becca, who is now leading the team on this second edition of *Match Made on Earth*) and the rest is history.

We never would have expected that people would still be using the guide 15 years later (at that point, 15 years was more than half of our lives). But since they were, and because it contained outdated information, we decided it was high time for an update. So, here you have it. Just for you. Better late than never. A second edition.

The Present of the Book

Although we felt we were now benefitting from the 20/20 vision that only hindsight can provide, we also wanted to preserve the spirit of the original workbook. Part of the appeal of the original book was that it represented the voices of people who still had sweat on their brows from their own application process within the past few years. Enter co-authors Katherine Birnie, Melanie Khu, Melanie Noel, and Nicole Racine. If you are wondering whether being a “Melanie” was a consideration in being selected as an author, the answer is “yes” – preference was obviously given to Melanies, because they are generally awesome (but exceptions were made for a stellar Nicole, Katie and Becca). So, if your name is Melanie – not to worry, you are so incredible, you will probably get the internship of your dreams no matter what. Everyone else, keep reading.

It is critical to acknowledge that despite brand new postdoctoral fellowships and a new professorship (in the case of Melanie N.), our co-authors ensured this book became a reality. Their timeliness and dedication always shamed us into getting caught up on our tasks so the book could be done for 2017-2018 applicants. Like they say, if you want to get something done, ask busy people!

We are also grateful to the 21 Training Directors and Directors of Clinical Training from across the country who offered their sage advice and opinions about how to best prepare for internship applications and the internship itself. Despite the wide geography physically, it was surprising how close they were conceptually. We interwove their quotes throughout the entire book because of our feeling that it is the Directors of Clinical Training and the Training Directors who are the foundation of the internship process and profoundly influence the future of our profession!

So – who is this book for? This book is generally written for psychology students currently attending accredited clinical psychology programs in Canadian Psychological Association (CPA) and/or American Psychological Association (APA) accredited programs in Canada. If you are attending a program in another area of psychology such as counseling or education, you will find this book helpful (and we have tried to be inclusive) but always check our information specifically with your Directors of Clinical Training to ensure we do not set you astray. Students in Quebec – if you are not planning on applying for a site as part of the APPIC “match” and you are not attending a CPA/APA accredited program, this guide will not be helpful as it revolves around the APPIC match.

With the generous support of the Canadian Council of Professional Psychology Programs, we shifted to a format that can be easily viewed on multiple types of devices and easily printed in book or workbook form. We aspire to update and revise this book on a more regular basis from here on in. If you have some valuable tips or insight or criticisms to share, please feel free to contact us at matchmadeonearth2@gmail.com. We promise to check it every so often, but if it is a little more urgent, do contact us directly by finding our contact info on our websites (www.yorku.ca/ouchlab or www.nssac.ca/professionals_Badali.html).

An Orientation to A Match Made On Earth, 2nd Edition

We recognize that trainees will pick up this book at different stages; however, it is hard to target the book to every stage within a training program. The bulk of this book is therefore aimed at students who are planning on applying to internship programs in the next year. Ideally, you are picking up this book in spring/summer with the goal of submitting applications in November-ish. However, DCTs across the country talk about internship preparation beginning with your very first practicum!

In that vein, Chapter 2 and 3 provide extensive practical advice for students that can be applied early in their program. On the other end of the journey, there are students who have just matched or are about to match. This means that job applications, moving, and registration are on the horizon. Chapter 8 covers topics that come up after the match is made.

What follows is a quick chapter by chapter summary of the book. Trainees can choose to read the entire book or pick and choose chapters that are of interest. We recommend at least skimming through the whole book; it is jam-packed with information and hacks to get you through every step of the process and beyond.

In **Chapter 2**, an important orientation to whether or not you are ready to apply for internship is provided. Taking an integrated approach of practical, personal, and professional readiness, the goal of the chapter is to ensure that you are in the internship application sweet spot. Or, if you are not there, suggestions about how to get there are provided.

Successful tips about making a game plan is how **Chapter 3** unfolds. The idea is that you have decided to apply and want advice about strategic ways to approach the APPI form. It's never too early to have an internship game plan and rally your team. Many of the suggestions can apply to students early in the program. If you are about to apply, it provides some helpful last minute tips (now when we say last minute we mean the summer before you apply...) to organize your information and maximize the time you have pre-application. There is a great timeline chart to help you gauge what needs to be done and when.

Determining what sites you should apply to is the focus of **Chapter 4**. A strong case is made to be flexible and open to as many sites as possible so that you can apply to around 11-15 sites that match your interests and training goals.

Our team guides you through the process of submitting your internship applications in **Chapter 5**. This is the most nitty gritty of the chapters. It takes you through getting your critical NMS Applicant Code (don't know what that is? Go to Chapter 5 to find out!), formulating your essay ideas, straightening up your CV, making it easy on your referees, and what to do once the application is submitted. Of note, in the **Appendices** to our book, we have samples of everything discussed in this chapter (essays, CV, cover letters).

When December comes around, so do internship interviews. So **Chapter 6** focuses on strategies that can maximize your interviewing performance. Not only what to say, but pragmatics of packing and travelling, will be addressed. The chapter ends with over 100 sample questions to practice answering and asking!

Chapter 7 is the critical chapter on ranking and matching. The time for reality sets in and you need to decide whether or not you can commit to interning at each site

that gave you an interview by ranking them. Guidance on how to rank is given, as is strategy about what to do if you don't match in Phase I (there is a second chance to match in Phase II). Special topics such as applying to internship outside of Canada and applying as a couple are addressed as well.

The final chapter, **Chapter 8**, is about preparing for life both during and after internship. We did not want to freak you out before the whole internship application process but now that you are through it, there are few things you should keep in mind before you start at your internship site...

Closing Thoughts: The Present State of Internships in Canada

The Internship application process can be very stressful, particularly due to the application details, the competitive elements, and the uncertainty (oh the uncertainty that needs to be tolerated at both the interview notification and the match notification steps!). However, one thing to keep in mind is that the vast majority of applicants DO get an internship. Really, it's true! This is despite the current statistics showing a slight imbalance between internship spots and interns. Overall in 2017, there were 165 internship positions in the Canadian Match (i.e. 165 spots to vie for) and 170 Canadian students who submitted Match rankings. Note 193 students initially registered, so about 14% dropped out before ranking. Ultimately, after the dust had settled on the ol' 2017 matching algorithm, 161 Canadian students matched. This translates into 95% of students matching. Remember this throughout the application process. **Ninety-five percent of students matched!**

But this is the critical part, these high match rates are due to students putting in a very diligent effort, making sure they are really ready to go, and facing some difficult choices. This is the reason for the title, "Match Made on Earth". We want students to have a reality-based approach to this process. Dreams are good but delusions are not. Rational thinking and planning will help you through this next stage in your career development.

The reality is that there are more excellent internship applicants each year than there are spots for everyone to have their top choice. The reality is that many students will have to consider moving to ensure they have enough application options. The reality is that students may have to wait a year because they don't get approval from their DCT to apply. The most grounding reality for some is that they may not match at all.

We are not writing this to scare you, but rather to try to inoculate you against the outbreak of 'imposter syndrome' that seems to come up during the internship application process. Face every stage of the process with a positive attitude by focusing on the successes and lessons rather than on the failures. Even the best Canadian students – the crème de la crème – the poutine – the maple syrup on top of pancakes – the superstar extraordinaires – may not end up with a perfect match or a match. And this is all going to be okay.

You have all gained acceptance into one of the most competitive programs in the country (clinical psychology is as or even more competitive than other professional programs such as law and medicine) and, by virtue of your dissertation, you are experts in a topic where few people in the world know as much as you. You got this! It may take longer than you anticipated but life has a great way of working out for the best when you have the right attitude.

This book will outline procedures to guide you to a match made on earth, with ideas about things like planning lists, excel files, cheat sheets, and idiosyncratic rating systems. But we fully know that the match process happens on earth. Despite all of us being of the more obsessive ilk, none of us did all of these suggestions. We all matched in the end to complete our program and move onto our professional careers. By virtue of even picking up a planning book, we are pretty confident that you will be able to do this too. Happy Applying!



Chapter 2

Are You Ready? Practical, Personal, and Professional Readiness

Rebecca Pillai Riddell & Melanie Badali

An important starting point when picking up a book is consideration of whether it is worth the effort to get through it. For this book, this question goes beyond the metaphorical turning of pages (as most of you will likely be reading this electronically) and directly to the larger question **“Are you ready to apply for internship?”**.

This chapter is about helping you answer this question. While we would bet our houses (and we live in Toronto and Vancouver so we must really be sure), that there will be keeners who will pick up this book years before they plan to apply, most of this book is targeted to hit students in the internship application sweet spot. In a nutshell, if you are not in the sweet “match ready” spot denoted by the star in Figure 1, your goal of reading this book will be to plan the rest of your pre-application PhD time to get there.

If you are close to being in the sweet spot but not quite there, a place where most applicants find themselves, hopefully this chapter will help you think about the things that you need to think about to ready yourself for this November’s or next November’s application cycle.

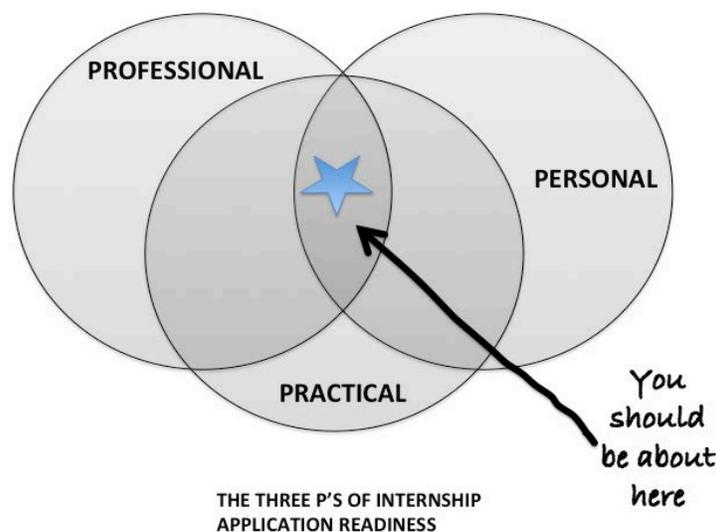


Figure 1: The Three P's of Internship Application Readiness

Wow. There are a lot of Three-P mnemonics to help people out there...for business success, to manage pain, to improve personal wellness, and a surprising number in the Urban Dictionary that I dare not mention here. However, Becca came by her tried and true Three-P's of Internship Application Readiness honestly so we are going to simply go with it.

Becca's Three-P's of Internship Application Readiness are ordered to facilitate self-reflection. When debating about applying for internship, it helps to think about practical reasons, then personal, and then professional. Many students reverse this order or omit one area. In our own experiences, when contemplating important decisions having practical and personal reasons a-go, was the motivation we needed to push ourselves to make the professional factors work too. But in reverse, if personal or practical factors were not aligning, professional stuff would flounder too. Whichever way you do it, we hope the following sections help you navigate your own way.

Practical Readiness: The Foundation

Key Practical Readiness Questions

- Do I have enough time to actually apply and interview for internship?
- Can I afford to apply to internship this year and live on an internship salary next year?
- Can I afford NOT to apply to internship this year and not earn a professional wage?
- What do I want to actually do after internship?

A good starting point is simply thinking about resources and your end goal. As graduate students, time and money are two resources that are often in short supply. However, this is exponentially amplified during the entire internship process.

Don't be too hard on yourself if plans change. It is better to be further along with your dissertation than to think you "have to" apply at a particular time. The path you take is unique, life can "get in the way", and your best intentions can change. It happens, and that is absolutely okay.

Dr. Mary Desrocher,
Director of Clinical Training,
York University



Let's talk about the time it takes to qualify to apply. Every year in April, the Psychology Department at York University hosts a pre-application workshop. We ask a few of the recently successful matched applicants to come in and offer advice. The students who struggle to qualify to get an internship most are the ones who have major family or extracurricular job commitments, on top of major program commitments. In essence, trying to do too much in too little time.

Then there is the applying itself. One of the most common comments offered is that applications took much longer than expected. Moreover, for those who are applying to the approximately magic number of about 11-15 sites, the entire month of January is lost to interviews. One of

the best pieces of advice we have heard is to consider the internship application process like another part-time job that can take about 10 hours a week from about late summer to November and a full-time job in the month of January when you

are interviewing. So when you read below to think about professional readiness (what you need to get done before you leave), you must ensure that you either have or can make the time in your schedule for this new 'job' in the year prior to starting internship. Some programs actually host a mandatory course to help students structure their time.

Not only can time be in short supply, but often times so is money. For many clinical psychology students, internship is a time where money is extremely tight. Many clinical doctoral students have survived due to a combination of scholarships, Teaching Assistantships, and perhaps a small smattering of research or clinical positions. This all stops on internship. You will only be able to hold the internship position and stipends can start from the low 20K to mid-30K range. For some this will be a raise in salary. For those who have scholarships and TAs, this may be a drop. From a practical perspective, you may need to be ready to finance a move and make home, car, or loan payments on a reduced salary for one year (assuming you get a job right after internship, see Chapter 8 about the end game). This may mean asking family for support, taking a new loan/line of credit, tolerating debt a little longer, selling property, or waiting a year to apply so you have longer to save up.

On the financial flip side, you also need to ask yourself if you can afford to stay a student for yet another year. Generally speaking, every year you are a student is another year that you are not making a professional wage, not receiving full benefits such as a livable parental leave, and not contributing to your savings. It is important to ask yourself about how pushing yourself to complete the program requirements in the short-term could actually pay off with a bigger salary sooner in the long-term.

Pragmatically, the last thing to consider is what internship actually means in terms of your training. Becca speaking here- I have to admit that this is the area where I struggled the most when I was at that stage. I saw internship as the end point and did not think of anything past the idea of matching/interning. I pushed so hard around the clock to get to internship that I was wholly unprepared for what was required during internship to land seamlessly in a job after internship. I was fortunate to go into a professorship from internship but I believe that the stress I put on myself contributed to challenges I experienced at the end of internship. With the benefit of hindsight, I now realize that internship was a bridge to the end of my training, and not the end of my training.

I have seen many successful students who decided to take an extra year and accomplished many things during that year (like publish their dissertation, get different clinical experiences). The extra year actually made them ahead of the game for the job market because they had defended their dissertations and were ready to spend time on crafting great job applications.

Assuming the end of training is actually being a registered clinical psychologist (doctoral-level), students have another 1 to 2 years post internship before becoming registered. At this stage, it is best to not be concerned about the details of the internship and post-internship years (but we are well aware of how doctoral psychology students think, so we discuss this stuff in Chapter 8). One step at a time.

The key of the practical readiness section is to recognize that you need to ensure that your time, money, and energy budgeting during the application and internship process will not leave you broke. If you think it may do this, consider waiting

another year to apply! If you think your pragmatics are in order, time to talk about the personal readiness angle.

Personal Readiness

Key Personal Readiness Questions

- 1) Who will be impacted financially if I am on internship?
- 2) Who will be impacted geographically if I had to move for internship?
- 3) Who will be impacted when I lose my schedule flexibility on internship?
- 4) What are my shared personal goals post-internship (such as starting a family, going back to a home city, being around to support a loved one)?

Often a key to work-life balance is to remember and prioritize life outside work. So this section is completely biased by the fact that we are mothers, wives, sisters, cousins...well you get the point. Moreover, these roles are central to who we are. For your own reflection, you may have other important roles or personal commitments like being in a choir or attending medical treatments that come into play. Regardless of the roles, it is important to think about who you are outside of being a clinical or counselling psychology doctoral student and how those roles will be affected on internship. One of the great benefits of being a graduate student is flexibility. You have a lot of control over when and where you work. On internship, the nature of seeing patients/clients and working on clinical teams makes having days with flexible hours and locations a much rarer occurrence. This may mean thinking about your readiness to find new ways to balance childcare, household management or travel time (e.g., having to buy a car to get to a new location).

On the extreme end, this may mean having to move children and a spouse in order to go to where you matched for internship. When planning ahead, think about the people who would be directly influenced and how the timing of internship applications and the internship will impact your significant others. Discuss with your significant others possible solutions and how being on internship sooner versus later could be helpful (or not). Having the support of loved ones is an important piece of the puzzle.

Professional Readiness:

Key Professional Readiness Questions

- 1) Are my clinical skills in a place where I will benefit from internship rotations?
- 2) Do I have strong clinical referees who will attest to my skills and abilities?
- 3) Will all my program requirements be done before I leave for internship?
- 4) Will I have all my data cleaned and in hand ready to analyze for my dissertation by November applications?

This section is where the rubber really hits the road. Full disclosure – we are biased but with good cause. Most clinical programs will not let you apply for internship if

you do not have all your requirements done except for the dissertation. You often make the decision to apply for internship in the spring/summer of the year you apply. This means the decision to apply is being made about 18 months before you start internship. Anticipating dissertation completion requires an extensive amount of insight and foresight on behalf of the applicant about their probable progress.

Melanie was not excited to return to working on her dissertation after internship. In fact, we have never met an intern who was excited go back to being a graduate student to finish their dissertation. We have never met an intern who happily worked evenings and weekends on their dissertation after putting in a 40-50 hour clinical week on their internship either. The reason we have not met these people is because these mythical rainbow unicorn interns do not exist.

We totally get that unanticipated hiccups (full fledged belches?) can happen at the end of a research project which means a student ends up on internship not done despite both student and supervisor confident it would be done. However, that is not our target audience. We are talking to the student who does not strongly examine their research progress over the past 3 or so years to decide whether they are capable of completing their dissertation (or close to it) prior to internship.

No one has a crystal ball but as a Professor (Becca here again) I have gleaned insight from watching many students go through the internship application process. York University has one of the largest clinical psychology training programs in North America, so we are talking between 15-20 internship applicants per year between our Clinical and Clinical-Developmental programs. Allow me to share some logistics I have witnessed - over and over again.

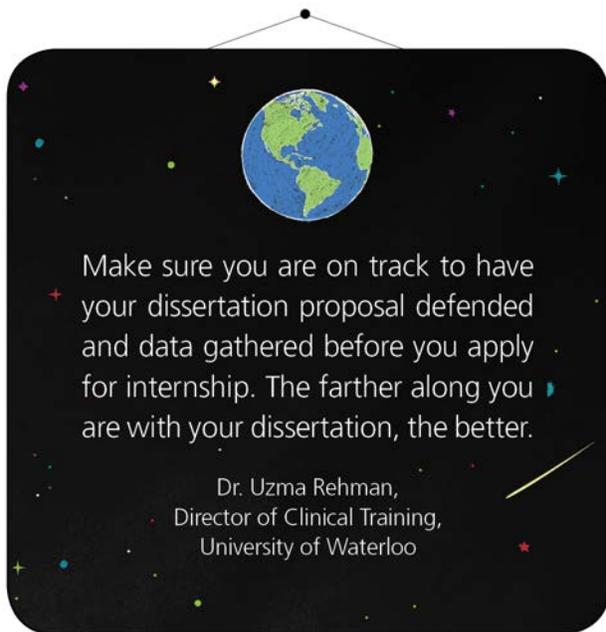
I would like to call this Becca's law of dissertation completion, but apparently some guy named Hofstadter (no relation to Leonard from Big Bang Theory) would say I really just stole his idea about estimating the time to completion in complex tasks. Anyways, whatever research project you are doing, it takes about double the time you think it will.

Thus, in a smooth state of affairs when you have your data collection and any data coding complete in hand, you spend a few weeks cleaning and creating your dataset, a month or two working with your committee to execute and approve your analysis, a few months writing up iterations with committee, and then a month to set a defense date. So let's estimate about 6 months - in rainbow unicorn land.

In reality, that means about a year, and again this is a year after your data collection is complete. This is not even taking into account that you need to factor in that you lose October and January to intensive internship application stuff...and then July and August are the worst possible months to try to get feedback or even schedule a dissertation defense with professors!

Bottom line, if you would not bet on the fact that your data will be collected by about the time you apply for internship (November in the year BEFORE you start internship), chances are that you will not have a full polished draft of your dissertation done BEFORE you start internship. You will be in either the 'working on your dissertation during internship year' scenario, the 'work on your dissertation after your internship year' scenario, or the heinous situation where you do both. Melanie was in that boat and - while there is nothing to be ashamed of if you end up there - it is not great.

Trust me when I say, the students I have seen that take the extra year are ultimately happier and more prepared to take off for internship than the ones who wilfully miscalculated and are struggling being a graduate student and an intern at the same time.



Two final and very important professional questions to ask yourself that cuts to the heart of the purpose of internship: 1) Are you ready to be in your final year of clinical training and 2) would two to three supervisors agree with you? Stripping away all the other issues, internship is an amazing clinical training opportunity to work in a brand new setting with increasing independence. Most of us believe that some of our best clinical opportunities happened on internship because we were at a stage of our training where we were not focusing on the minutiae and were able to really get a sense of what being a clinician would be like.

There are the amount of hours needed and what those hours mean to feeling ready. The CCPPP notes in their Guiding Principles in Internship Preparation and Selection, *“While 600 hours of practicum experience before beginning an internship has been set within the CPA accreditation standards as the minimum in which this competence might be gained, more typically 1000 hours of wisely chosen practicum experience is required to attain sufficient breadth and depth”* (<http://ccppp.ca/resource-documents>).

But beyond the hours is your perception that you are ready. Some practicums may give you the hours but not the confidence or direction you need to thrive on internship. Moreover, if the supervision was less than stellar for whatever reasons, this may impact the strength of the reference letter you need to get an internship position. Thinking about these ideas in the spring before you apply allows you to be proactive over the summer and fall to help consolidate any gaping holes you may have in your clinical training.

Diligence is the mother of good luck

Many times a year for many years now, I often have the privilege to lead all sorts of mentoring activities to prepare graduate and undergraduate students for some type of elite competition or another. Scholarships, practicums, fellowships, internships... It can sometimes seem that graduate school is an unending series of applications.

There is a saying by Benjamin Franklin that really encapsulates a philosophy that I think applies to all of these competitive application processes we have to undergo to be a psychologist...*Diligence is the mother of good luck.*

Obviously, it would be great to have a stash of Felix Felicis or liquid luck in your pocket (have we lost your respect with that reference?). But in lieu of that we must make our own luck. Applying for internship is no exception.

I may not be a philosopher (or a witch for that matter) but I do know that the students that end up getting the match not only worked extremely hard to be qualified for that honour but also likely had some luck on their side. There is a random element to all of these types of competitions. You don't know when an interviewer you connected with best will go on sick leave or your application just happened to come to the top of the pile when they were deciding. So it is important to acknowledge that there are external factors out of our control related to our success or lack of success. All you can do is diligently work on the known factors of the equation.

We hope this chapter has helped ensure you are ready to start the application process or know what you need to do to be ready to start the process. Being in the right combination of practical, personal, and professional readiness and then being diligent in your approach may be all the luck you need to find your own internship match on earth.

Chapter 3

The Pre-Game Plan: Preparing to Apply

Nicole Racine, Kathryn Birnie & Rebecca Pillai Riddell

Getting Set in Advance

You have likely observed upper year students in your program thrive and survive through the internship process. Although it can be unproductive to worry about something too far in advance, there are some things that you can do early on to make the application process easier and more efficient. If you are a last minute applier with a few weeks to go before the AAPI needs to be submitted, this ain't the chapter for you (although we have snuck in supportive ideas for the skilled procrastinator).

If you are a keener student just fresh into your program or you have a looong time horizon before you apply, read on friend. Bask in the bliss of preparation. But note, while there are tips for you people who are early in the program, the bulk of the book is for the months leading to the application period. The chapter ends with a handy-dandy chart that lays out one potential plan for the months prior to your application being submitted in November.

Over the last decade you might have become an expert in the art of planning. Throughout your academic career you have applied to graduate school, scholarships and funding opportunities, practicum placements, and the list is ongoing. This experience will serve you well in the internship application process. Having a solid plan helps you to be successful in your applications, but ultimately also helps to reduce anxiety. You might already know what is required and have a game plan for how you are going to get everything done. If not, or if you are in the market for some extra planning suggestions, we've got your back.

Our hope is that this chapter provides practical tips and helps you to reflect on the best way to plan and get organized. In many ways you've already started to prepare through coursework, research, and clinical placements. Now is the time to bring all of these experiences together and present them in a cohesive way that allows internship sites to understand who you are and where you are headed. It is definitely worth taking stock of all of the hard work you have done to date and putting some thought into where you see yourself in the future.

Internship is the capstone of your doctoral training. Most of the work you have done in the classroom and with your patients or clients has been helping to prepare you for the supervised independence (how's that for an oxymoron!) of internship. However, the internship application process is a bit like following instructions to build a piece of IKEA © furniture - if you take your time and go step by step, you will end up with a great piece of furniture. However, skipping ahead, trying to do too many steps at once, or trying to go rogue with new steps, can leave you with a chipped chipboard disaster.

As was mentioned in Chapter 2, there is a certain degree of readiness (progress in the program) that is needed. This chapter assumes you are ready and provides



suggestions for the months leading up to the application deadlines. We know that some people prepare over a year in advance and some people start preparing months in advance. Different approaches work for different people. There is no one “right” way to apply for internship!

The suggestions we provide in the current chapter are strategies and approaches that we found helpful in our preparations and in Rebecca’s experience in supporting and watching many interns over the past decade. However, it’s important to note that this is an individual process. You need to prepare in a way that works well for you. It’s a good idea to reflect on how you have prepared for major applications or milestones in the past. What worked well for you in that process? Do you like to prep far in advance or do you prefer to do everything at the last

minute? What would you have changed? How do you want to feel when you click the submit button on your online application?

Along with the suggestions and tips we provide below, think about what you need to put your best application forward and imagine yourself being successful. A word of advice for those of you who tend leave things until the very last minute: Although applications may not be due until Late October/Early November, the absolute latest that you will want to be getting started is September (and did we mention we DO NOT recommend this?). Between getting your APPIC standardized reference letters, transcripts, finding sites you want to apply for, and organizing your hour tracking, it will absolutely NOT be possible for you to complete all of the pieces of the APPIC application over a couple weeks.

Track Clinical Hours and Practicum Details

One of the single most important ways that you can make your life easier when applying is to use an effective strategy for tracking your clinical hours. We can’t stress this enough! Over the years students in psychology graduate programs have used many different approaches including excel tracking sheets, word documents, and notebooks. More recently, many graduate programs have moved towards using online tracking websites. Time2Track (www.time2track.com) and MyPsychTrack, which is a program developed by APPIC (www.mypsychtrack.com) both work well with the AAPI system.

Tracking your clinical hours online has several advantages. First, these programs allow you to manage and keep track of your hours in an organized fashion. Second, because your hours are entered, online tracking programs allow you to select several different output formats to view your hours. One of the generated output formats lines up with the requirements for the AAPI (APPIC Application

for Psychology Internships) which you submit through the APPIC website (see Chapter 5 for more information). Third, if you stay on top of entering these hours on a daily basis (or at least semi-regularly!), these types of websites save you a lot of time in completing your application. For some of these websites you can even download an app to your phone to directly upload your hours on your commute home or at the end of the day. This helps you accurately capture what you did that day.

If your university does not use one of these tracking systems, it may be worth talking to your DCT to see if this might be something they would consider implementing. Of note, some individuals we know (including us) continued to use Time2Track while on internship to keep track of hours for our internship programs and registration as clinical psychologists with our provincial organizations.

If you have not used a mechanism to track your hours as of yet, we recommend downloading the APPIC form for the year you are applying (typically available in July) right away! Create an excel file based on the categories you need as the columns (e.g. diversity, tests administered). Next, you will want to go through each of the cases you saw at your practicum placements and classify them on the 'columns'. See why we recommend track as you go!! Additionally, if you need help jogging your memory, you could ask your DCT about forms you would have submitted during your training with hours and number of cases seen.

For many students, some practicum placements are completed at the beginning of graduate school and many years have passed by the time they are applying to internship. You do not want to have to piece together your past practicums. A little bit of work during your practicum rotations can save you a lot of time when you are completing your applications! A tracking website like Time2Track can also help you beyond hour tracking. It can help you to record how many assessments or treatment sessions you completed, the various measures you administered, the clients you saw, and the number of reports you wrote. Recording an informal summary narrative about what you did during the placement, what you learned, what went well, and what didn't can refresh your memory when you are preparing for your internship interviews.

And now a few final notes about the "hours" part of the AAPI. This part of the form should be prioritized first over the summer. This is the part that must be finalized so the DCT can ensure your eligibility and write their letter of support. Also, if you are early in your program, keep a copy of all the forms you submit to your program regarding program- approved hours. It is always good to have the documentation for your hours as you go along. In case there are discrepancies between your hour tracking and their hour tracking. Lastly, also on the subject of keeping things, keeping copies of any written evaluations you have received from your placements would be helpful to have in case you end up asking the supervisor for a reference letter. You can use their evaluations to refresh their memory about how wonderful they thought you were!

Track Interesting Cases

When you start to write your essays (see Chapter 5) and prepare for your interviews (see Chapter 6), you will quickly realize that it is helpful to have written down details from interesting case examples you have been involved in along the way. It can be hard to remember several years later the exact details of a case or what you were thinking and feeling at the time. It can be very helpful to have kept a log of interesting clinical cases.

As you advance through your training, thinking about your career goals will help you choose practicum experiences to fill gaps in training and to develop a good range and depth of competencies, rather than choosing experiences just because they are safe, convenient, paid, or will bump up your practicum hour counts.

Dr. Cheryl Thomas,
Director of Clinical Training,
University of Windsor



Factors to consider in the cases you keep track of include whether the case had an interesting diversity component, whether the case went particularly well and why, whether the case was particularly challenging and why, or whether it was a case that presented an ethical dilemma and why. When it comes time to prepare for your internship applications and interviews, you will want to reflect on all of your practicum placements for cases that may be a good examples of when you took initiative, when you may have disagreed with a supervisor, when you faced an ethical dilemma, when your theoretical orientation did not work, or when you were exposed to a rarer population (e.g. minority, rare disorder, etc.).

One last point is that really interesting cases may be more easier to identify because of the case's unique characteristics. Take care when de-identifying the case for discussion on the internship circuit. Change a few key variables to protect the patient's privacy.

Seek Experiences to Compliment your Assessment and Intervention Training

Depending on the city in which you are completing your graduate training, it may be more or less difficult to obtain experiences with clients from diverse populations. It can be helpful to have an eye out for these types of experiences or clients, as you will be required to report on the ethnicity, sexual orientation, age, and diagnoses of your clients in your application. Being mindful of getting exposure to diverse populations, will be especially helpful when it comes time to writing the essay on diversity.

It is also worth asserting that, way beyond the basic importance of having experiences with diverse backgrounds to fill in boxes on your APPI form, patients/clients from diverse backgrounds teach us important lessons about different cultures, sensitize us to new ways of conceptualizing the human condition, challenge the relevance of our knowledge base, and ultimately allow us to grow as clinicians.

The year or the summer before internship applications are due are ideal times to pick up a case or two that rounds out your assessment or intervention training. Approaching supervisors/sites you have had experience with in March of the year you are to apply, likely gives them enough time to think about cases on their waiting list that could support the experiences you want. Additionally, if you feel you have enough hours to apply but think you might benefit from additional breadth or depth, it may be worth doing a short practicum for which you can use the projected hours in your application and talk about your experiences in your interviews.

Potential Need for Reports

Although most Canadian internship sites do not require sample written assessment or treatment reports as part of their application, it may be useful to have a discussion with current clinical supervisors about the process if you do need to obtain a sample report for your internship applications, particularly if you are applying to neuropsychology sites. Some practicum sites have policies or an informed consent process to release this information even if it is de-identified. These are discussions that are worthwhile to have well in advance with your clinical supervisors.

Getting Set to Apply

We have outlined the tasks that you can complete in the years leading up to your internship application (or how to play catch up if you have not been as on the ball as you could have been). Next we discuss specific topics to consider when getting ready to apply for internship. Among these topics are instrumental preparation tips, including making sure that you've set aside enough time and money required for this process. Then we discuss the importance of obtaining all of the information that you need to complete the process. We also discuss how others can help you and what items you will need to request from others in order to complete your application. Finally, we provide some quick tips to ensure you put your best face forward in the application process!



SHOW ME DA' MONEY

According to the APPIC survey in 2017, Canadian applicants reported the average cost to apply to internship was \$2495 (SD=\$1848). On average applicants reported spending \$466 on application costs, \$1756 on travel, and \$500 on other costs, like new clothing or application support materials.

Count Your Pennies

There's no doubt that applying for internship is expensive. Although the total cost of applying to internship will vary from person to person, all applicants will have to incur the costs of submitting applications and ordering transcripts. Being aware of the costs associated with applying to internship is the first step in being able to prepare and plan financially.

Okay, so we know pennies don't exist anymore in Canada but the point is applying to internship is a costly endeavor. In 2016, the cost of an APPIC application was ~\$70 CAD with each additional application costing ~\$35 CAD. This means that 15 applications would cost approximately \$600 CAD. One of

the benefits of a unified application through APPIC is that individuals are only required to send one transcript to APPIC for all the applications. Most universities charge between \$15-20 CAD to send an official transcript.

By far the most expensive part of the internship application process is travel. For individuals who are planning to fly across Canada and the United States, travel will be more expensive. For example, a low fare return flight from Vancouver to Toronto in the month of January is approximately \$540 CAD, a return flight from Toronto to Halifax is \$350, and a cross-country flight from Vancouver to

Halifax is roughly \$700. There are several ways to reduce travel costs as discussed in chapter 6, but ultimately the more sites you apply to and the farther you travel, the more money you will pay. If you travel to multiple Canadian and American sites, the total cost of applying to internship could exceed \$3,000 CAD. That is a lot of pennies!

Other potential application/interview costs include: increased phone bill costs (especially for those doing phone interviews), lost wages from part-time employment, as well as extra childcare or pet-care costs. You will also want to put some money aside to purchase an outfit for your interviews. We recommend considering buying 2 or 3 blouses or shirts to wear under your suit that you can rotate at different interviews. It is helpful to view spending this money as an investment in your professional career and development. Internship is one step closer to your first pay cheque as a psychologist! Ultimately, it can be helpful to consider these costs and to start planning for these expenses in advance in order to reduce financial hardship during this time. These are a part of the necessary costs to get you there, like tuition or books.

Putting money aside can be challenging as a graduate student, especially when you are just getting by on scholarships and/or teaching assistantships. Some students take out a loan to help pay for costs associated with internship applications as well as costs associated with moving and relocating during the internship year. Furthermore, although stipends at various internship sites do vary, most Canadian internship sites have stipends in the ballpark of \$30 000 before taking tax and tuition into consideration. Unfortunately unpaid internships exist and are particularly prevalent in Quebec. Many students who have had tax-free scholarship funding over the course of their PhD will find themselves having a lower take-home pay than they did as a full-time graduate student. So if you need to go the loan route, take the income of internship into account in terms of payments over the year. Lines of credit are particularly helpful at providing low monthly payments. Hold tight - you are going to make a good salary one day!

Count Your Minutes

The most important thing to budget in the internship application process is your **time**. First, it is important to consider the time it will take you to get all the components of the application together and submitted. Of course this time commitment fluctuates based on the month, but it will be important to consider this additional time requirement in your schedule. For example, the Fall you are planning to apply for internship is not the right time to take on loads of additional work at the private practice or TA-duties. The year prior to leaving for internship or your application year is best spent ensuring you are in a position to complete your dissertation and put your best effort into your internship applications/interviews. Trust us, this research intensity will pay off in spades down the line.

Also in the year prior to internship, it will be important to clear lots of time in October for the application end game and most of your schedule for the month of January for internship interviews (assuming you go with applying for the recommended 11-15 sites and get the majority of interviews). With all the time spent travelling and interviewing, it is very challenging to fit anything else in during that month. Talk to your research supervisor, employers and course directors in advance about these application responsibilities and how they will interfere with your other commitments. This is a great conversation to have the summer before you apply.

Also, as you will keep reading throughout, getting your dissertation done before defense is a critical step for internship success. Between September and February in the year before internship, there is little time for much else other than applications, interviews and the dissertation push.

Be in the Loop: Get Informed

An essential part of starting to embark on internship applications is to gather information from the right places. Chapter 5 will get into the nitty gritty of the application but allow us to provide some overview orientation.

- 1) The first and most important place to gather information is from the APPIC website (<http://www.appic.org>). This website has all the information you need for registering and completing your application as well as information about sites that participate in the match. The CCPPP website also provides information specific to Canadian sites (<http://ccppp.ca/directory-internship>). Print off a sample APPIC form for the year you plan to apply (comes out in July of your application year). Read through it carefully at the very start to get a “forest-view” of what is required and create your to-do list.
- 2) Register for helpful and relevant listservs. The APPIC email listserv (Match-News) provides reminders and updates that are directly related to the APPIC match. This is the formal listserv run by APPIC and you can subscribe by simply sending a blank email to: subscribe-match-news@lyris.appic.org. Other listservs exist but be warned! Many students find that they do not generally include helpful information and can, in fact, be quite anxiety- provoking. Finally, for an overview of the magic behind the Match application process, watch this video put together by Greg Kelin for the American Psychological Association: <https://www.natmatch.com/psychint/applanding.html>

Rally Your Team

It takes a team to support a Clinical Psychology Internship Applicant! Being able to access the networks of support around you is an important part to being successful in the internship application process. Here’s who we think are top draft picks for your fantasy, ...oops made on earth, internship team.

Head coaches (DCT and Research Supervisor)

Critical to the plan is to have your research supervisor in explicit agreement that they believe it is probable your dissertation will be done by internship time (or at least a polished draft). Strong dissertation progress depends on strong planning from the very beginning

SET A COFFEE DATE

A great way to start the application process is to take a senior student out for coffee. Treat a senior student who just matched to a congratulations coffee and get some mentoring in the process!



of the PhD. Before you apply to internship, you may find it helpful to explicitly discuss with your supervisor ideas about what support you will need to ensure your dissertation will be ready (or close to ready) before you leave on internship. Be proactive and take responsibility for anticipating barriers to completion and having Plan B if something does not go according to plan. You want your supervisor to write a compelling and explicit narrative in your reference letter about your dissertation progress and completion plan. When these dissertation ducks are in a row, then it is time to go to the other head coach, the Director of Clinical Training (DCT), about your readiness to apply to internship.

Outside the dissertation, all programs have requirements that need to be met prior to applying for internship. Make sure you know these requirements, that you have met these requirements or that have an initial plan about how you will meet these requirements before approaching your DCT about your potential application. You will need a strong letter of support from your DCT for your application.

Training coaches (Practicum Supervisors)

When you apply for internship you will need to ask clinical supervisors for reference letters. Details on this process and factors to consider are presented in Chapter 5. Focusing on good relationships with clinical supervisors as potential referees is paramount. If it fits for you, consider reconnecting with clinical supervisors by sending them an update on your progress and letting them know you would like to ask them to be a referee in the future. This can be a nice way to maintain a relationship with them even if it has been several years since you worked with them. When you have the choice, always go to clinical supervisors that are more recent for reference letters. Remember internship sites want to read about where you are pre-internship not where your clinical skills were 4 years ago.

Senior players from the field (Senior students).

It is incredibly helpful to see the full application of a peer who has recently and successfully completed the process. In the summer before applying to internship, reach out to senior peers whom you trust and who would be willing to share their application materials with you. Not only will seeing a full application provide you the opportunity to see exactly what is expected of you, but it will also give you an idea of how that individual approached their essays and cover letters. It is important to see many examples of essays from successful applicants to appreciate the variability and help you create your own essays. To help add to your repertoire, we also provide samples in our Appendix at the end of the book. Senior students not in your lab would make great reviewers for your research essay because they will get stuck if you have not simplified it enough.

Teammates (Fellow Applicants)

It's worth considering working with a small group of peers who you trust to support each other through the internship application process. Working with one or two other individuals from your program to split the work of researching sites, to review essays and cover letters, and to generally provide moral support could be extremely helpful. Make sure you select individuals who you trust and get along with well. It can be stressful to work with someone who isn't open and honest or who constantly makes you feel like you are in competition. In addition, do consider visiting the CCPPP facebook page for helpful dialogue and updates regarding the Canadian match experience (<https://www.facebook.com/ccpppstudent>).

One word of advice may be to select individuals who have different training goals or different internship sites in mind. That way you can work collaboratively

without feeling you are directly competing with each other. That being said, the autobiographical essay and research essay have to be individualized so can easily be peer reviewed by fellow applicants. Moreover, every accredited site has more than one position so the competitive factor, while present, is not as much of a factor for internship.

Social Media Cleanse

In the day of social media, it is especially important to be mindful of your online presence when applying for internship. Clinical directors and supervisors at various internship sites may investigate your online presence. Ensure that your privacy settings on social media are set so that only approved friends can see or access your personal profiles. It is also important to be mindful of your activity on platforms like Twitter and keep public posts professional. You may also want to update any profiles that are research-related (e.g. ResearchGate, Google scholar, or LinkedIn) so that potential supervisors can get accurate information about your research productivity. By no means are these types of profiles required to apply for internship, but if you typically use them or already have them, keep them up to date so that they are consistent with the information you provide in your application.

Internet hygiene (ensuring you have a professional internet presence) is simply good practice for life. Remember that your online presence reflects upon the field as a whole. Given the memory of the internet is forever plus two days, avoid ever posting pictures you would not feel comfortable showing in a talk at a conference. Have 'that talk' with friends and family to avoid any of them posting pictures of you in circumstances that could be particularly unprofessional. No matter the privacy setting, accidents can happen.

Conclusion

Although there are a number of tasks to prepare for in order to get ready to apply to internship, taking small steps along the way in your program will ultimately help you to submit an application of which you are proud. In addition to the little things you can do in advance to be efficient and save time (e.g., recording clinical hours, noting practicum experiences, noting diverse cases and experiences), it is also important to use your time and resources wisely. Some of the best resources are the team of people who have surrounded you throughout your graduate career including your colleagues, supervisors, and director of clinical training. Following these steps will definitely start you off on the right foot for completing your applications.

References

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Internship Application Timeline



Chapter 4

Choosing Where on Earth to Apply

Nicole Racine & Kathryn Birnie

Once you have determined you are ready and willing to apply, the next step is deciding what internships sites interest you. The match between your training needs, your future goals, and each site's training goals and experiences is critical to where you will end up being *matched* by the National Matching Service program. Deciding where to apply is so important, we dedicated an entire chapter just to this process! Remember that applying is not the same as ranking. Applying to sites is about casting the net as widely as possible and carries no commitment to have to go to a site. Ranking happens after you secure interviews. When you submit a ranking for a site, you commit to going there should you be matched there.

Although the first step of actually applying may seem overwhelming, we found it helpful to see this as an opportunity to explore what the various sites have to offer and how these align with your training goals. Don't be afraid to explore outside of your comfort zone. Is there a great site with rotations that would fit well with your training goals but is in a city you hadn't really considered? Now is the time to get informed and think about your priorities for your internship year.

As we alluded to earlier in the book, self-reflection is a key part of this process. For some, it will be most important to get a specific training experience. For others, it may be more important to stay close to home. A wise mentor once advised us to think about priorities in terms of degrees of freedom - something all psychologists know about. In statistics, degrees of freedom are the number of values in the final calculation of a statistic that are free to vary. The more degrees of freedom you can free up, the better the statistics for matching to a site that will truly match your end goals.

Step 1: Do Your Research About You

It can be helpful to make a list of the potential variables in applying to internship such as location, family, training and career goals, prestige, work-life balance, finances, and your "degrees of freedom". Decide which variables are most important to you and which you will leave free to vary. It is important to consider that you are looking for the internship site that is the best match (on earth) for your life circumstances and your needs. Remember, just because you apply to a site doesn't mean you are committed to going there for internship! The worst thing that could happen at this stage is that a site does not interview you. Work through the activity at the end of this chapter to see what parameters you can use to increase your degrees of freedom.

We encourage you to be open in the application process while being mindful of not applying to so many sites that the quality of your application suffers. It is important from the start of the application process to think about your career goals. What do you want to be when you are all grown up and in what type of setting can you envision yourself working? This critical self-reflection determines your training goals. Your training goals are a key aspect of making the 'match' with a site and how you will write your cover letters/essays. "To thine own self be true" isn't just for Shakespeare fans!

Step 2: Do Your Research About Them

Start by generating a list of the potential internship sites where you are considering applying. At first, keep the list broad and make note of what particularly attracts you to the site as well as potential barriers and drawbacks. Don't worry about having too many sites on the list for now; you can go through a process of narrowing down your list gradually. It will be helpful to have a list of your personal and professional goals handy as you review sites.

MAKING THE MATCH

For applicants who make the minimal number of hours, we look at lot at the essays and cover letter to get a sense of the person, what they want from a site, and whether we could match their needs.

Dr. Robin Adkins,
Director of Clinical Training,
Glenrose Rehabilitation Hospital



Once you have a list of all the possible sites, start to narrow down your list. Although you don't need to decide what internship sites you will apply to until a month or 2 months before applications are due, you may have an idea of sites (or cities) that are of particular interest, or the general types of internship program you will apply to (e.g., child-focused, neuropsychology-focused). Many sites like to hire their interns after internship, so thinking of places you may want to work longer-term may be factored into generating your potential sites list.

Having a general sense of what sites are looking for is helpful. For example, if you are interested in an internship site that would

provide training with both children and adults, are there particular graduate coursework requirements? If you are potentially interested in doing a rotation in neuropsychology or a neuropsychology-focused internship, do they have specific practicum or course requirements? Although most sites do not specifically outline a minimum number of hours, it is helpful to know whether sites include a range of hours for previously successful applicants.

In order to generate your list and obtain the information we describe above, you will need to access the internship sites and preferably their documents. There are at least five places you will be able to find this information.

- 1) The Canadian Council of Professional Psychology Programs (CCPPP <http://ccppp.ca/directory>) includes a directory list of all Canadian internship sites. This is good place to start your search.
- 2) The directory on the APPIC website (<https://membership.appic.org/directory/search>). The directory details the list of Canadian and American internship sites that are involved in the match. This website offers detailed and informed summary pages as well as links to the program brochures if you need more information. Be aware that just because a site is registered on the APPIC website, does not mean that it is accredited by CPA (or APA). This brings up the issue of unaccredited internships.

We think it is best practice to prioritize trying to obtain an accredited site, despite the fact you may have heard that a friend of a friend got away with

an unaccredited internship (i.e., got their PhD). An accredited internship makes licensure easier and some jobs have an accredited internship as a requirement. Moreover, for a program to stay accredited by the CPA, the program must require that students attend an accredited internship. It is best to generally consider unaccredited internships as an option to avoid.

- 3) People in your program. Another important resource when making your initial list of sites is speaking to senior students, your Director of Clinical Training, and your research supervisor. These individuals may have suggestions of sites based on what they know about you and your training goals.
- 4) Some internship programs will post brochures and additional information directly on their website.

Once you have generated your initial list, you will definitely want to acquire the most recent internship program brochure. Many sites do not post their brochure for the upcoming academic year until late August so it is best to wait until then to download the brochure. Most brochures do not change substantially from year to year so you can likely obtain major pieces of information about the program from the previous brochure. However, available rotations will change from year to year depending on availability of supervisors and other resources. Make sure you obtain the most recent brochure once it is available so that you have the correct deadlines, due dates, and contact information for your cover letter and applications.

- 5) Conferences such as the Annual Convention of the Canadian Psychological Association are also a great place to network with current and past interns. CCPPP and CPA host an “Internship Fair” every year at the annual convention. Many Training Directors attend from across the country and this is a valuable and efficient opportunity to get intel on sites you are considering.

This information can be easily tracked in a spreadsheet. We strongly recommend that you have a master document of all the sites, their deadlines, contact info and any special application instructions the site provides. Make notes in one column about why this site excites you. Think about what your top sites are shaping up to be and why. While this can and likely will change post interview (see Chapter 7), you need to know why a site is a match for you when writing your essays and when trying to prioritize interview slots (something you don’t need to think about until early December!).

A clear cover letter that expresses the top two or three rotation choices is important. We want to see accurate choices that are clearly offered in our brochure suggesting they have read the brochure well.



Dr. Rupal Bonli,
Training Director,
Saskatoon Health Region
Psychology Residency Program

Step 3: Making Your Application Choices

Once you have generated an initial list of internship sites that interest you, start to consolidate your list. Take into consideration whether or not a given site is a good match for your personal and professional goals and whether you would even consider travelling there to intern. However, at this stage of the game, it is more important to ensure that you are applying to enough sites to increase your chances of getting interviews. As discussed below, the best strategy is to apply to between 11-15 sites.

The following section discusses potential issues you may wish to consider in narrowing down your application choices. We recommend first applying broadly (cast a wide net) and then considering side to side comparisons after you interview (Chapter 6) and you need to rank. You do not want to spend a lot of time sweating over whether or not to apply to a site and then find out you did not get an interview. If in doubt, take Nike's advice and just do it! But there has got to be some limits in mind, right? Glad you asked us...

So, How Many Should I Pick?

How many internship sites should you apply to? Although there is no magic number, there are some reasonable earthly stats that can inform your decision. We recommend considering the statistics published with regards to the APPIC match results from 2017 for Canadian Schools and Programs (<https://www.appic.org/Match/Match-Statistics>).

In the 2017 Match, only the combined Canadian and US statistics provided data for number of applications submitted. For Phase I, both the mean and the median number of applications submitted were 15 applications but the average number of ranks submitted was 8 for those that matched (for those that did not match they submitted ranks for an average of about 4 sites). To us, this underscores the importance of applying broadly initially to ensure you get enough interviews to rank. If you don't match in the first phase, there is a second phase match. The average number of applications submitted in Phase II was about 13, with the average number of ranks submitted by successful students being about 7.



Remember you will have to tailor a cover letter for every site you apply to; in order to do this well, the 11 to 15 zone is likely optimal. You are also priced punitively if you exceed 15 applications. On the other hand, if you apply to less than 10 sites, you may significantly reduce your chances of matching. If your choices are restricted by geographic location, this may reduce your chances. Are there sites in nearby locations that you would consider commuting to? Would it be possible for you to be somewhere during the week and home on the weekend? Are you applying to mostly unicorn dream sites (lots of applications,

Over the years it appears that the chances of matching are increased by submitting more than just a few applications, but tend to level off quickly after about 15 applications. So, generally speaking, applying to more than 6 (but not much more than a dozen) internships where there is a strong fit with the applicant's training experiences and internship goals is highly recommended.

Dr. John Hunsley,
Director of Clinical Training,
University of Ottawa



only 2 spots)? If so, you may want to hit the higher end of the range of applications. Remember that you will get to rank sites after you interview and do not have to rank sites that you don't realistically think you would choose. Given that you likely want to maximize your chances of getting interviews and of matching, applying broadly is wise. Be practical about your chances on earth but include a dream site or two.

Even if moving is not feasible (often the case for people with dependents/partners) think about how far you could commute for one year. Public transportation may provide time to work en route, so consider a 1.5 to two-hour public transit radius (public transit also helps avoid winter driving). Or maybe you could squat with a family member or a close friend in

another city during the week and go home on Friday nights? Grueling, yes, but would you rather wait and try again next year? A more extreme option is trying to move your family for the year. An adventure for the family!?! If you are lucky enough to have a house, you could rent it out like professors do when they go for sabbaticals. There is a whole infrastructure around sabbatical home swapping (organized websites, tips for when you have children, etc.) that you can tap into such as www.sabbaticalhomes.com.

To save money on interviewing, consider applying to as many sites as possible around centres that allow you to only pay for one flight for multiple interviews (e.g. Vancouver or Toronto have multiple sites within a two-hour radius, particularly if you are open to US sites).

Applying Internationally: Canada vs. the United States

Many Canadian applicants choose to apply for internship positions in the United States and have enjoyed successful internship placements south of the border. However, there are some important considerations when deciding whether to apply to American sites that are discussed in detail later in Chapter 7. At the application stage, it is simply important to be aware of potential challenges that can be associated with applying to an American site if you are not an American citizen or if you are a Canadian citizen who was not born in Canada.

The political situation for non-Americans to cross the border to work is in flux at the time of this edition. If your dream site is in the United States, you might want to just apply and figure out the logistics before you submit your rank-ordered list. The CCPPP is working to keep DCTs and TDs aware and updated of the facts involved with training at an American site.

Conclusion

Exploring site brochures and learning about all of the potential training opportunities is exciting! You have worked hard to get to this stage. Dream big and include a couple of “wish sites” on your application list but apply broadly enough to increase your chances of a match made on earth.

Internship is a unique time where you get to try somewhere new. So take a chance – remember it is only a year! Next you’ll be starting to work on the individual components of the application and getting to know the sites you have selected in much greater detail.

6.1 Degrees of Freedom Activity

Given your application number should be somewhere around the 11-15 zone to maximize your options for matching (remember just because you apply does not mean you will get an interview), it is important to try to expand your boundaries before you hit the search engines so you catch all potentially suitable sites in your net. Keep asking yourself – would I rather wait another year or expand my degrees of freedom on X?

Geographic Flexibility: Define your absolute maximum geographical region by (i.e. North America? Canada? Pacific Northwest? Greater Toronto Area? Halifax?). Can you rent out your house and take the family far away? Could you handle a 90-minute commute if you could work on a commuter train? Could you move to a new apartment in-between a potential internship site and your partner’s place of work.

Different Populations served: While diverse experiences tend to be best to set you up post-graduation such as hospitals and community mental health settings, would you consider smaller specialized sites such as a setting that focuses on children with autism or just neuropsychological rehabilitation? Moreover, if you have generally focused on health psychology sites, do you have enough experience to match to a primarily clinical or counseling psychology site?

Assessment versus treatment: Although many sites offer a balanced exposure to both, would you be willing to considering a site that has a heavier emphasis on training in one versus the other?

Accreditation Status: Would you/your program allow for an unaccredited site as the Plan B?

Research Status: Some sites have more of a research focus than others and depending on your perspective this could be good or bad news. Would you be willing to go to a clinical site that had a reputation that did not match your research intensity preference?

Chapter 5

The Application

Kathryn Birnie & Nicole Racine

At this stage, you have either carefully read the previous chapters and self-reflected your way through so you know you are ready to apply or...you have skipped all of that other stuff and gone straight for the juicy bits. Regardless, buckle your seatbelt and welcome to Chapter 5. This chapter goes over the step-by-step nitty gritty of developing and submitting your application for internship.

This chapter focuses primarily on applications for internship sites participating in the APPIC Match, as the majority of internship sites in North America participate in this process. The information provided here is based on what was currently available at the time this guide was developed. Please check the APPIC website (www.appic.org) for the most up-to-date information. If there are any inaccuracies, please send the editors a note at matchmadeonearth2@gmail.com so they can update the information.

But wait...what is APPIC? APPIC stands for the **Association of Psychology Postdoctoral and Internship Centers**. They are an organization that provides service to members who support the training of doctoral and postdoctoral psychologists. Most relevant for our purpose here is that they sponsor and supervise the **National Match Service (NMS)** to place psychology doctoral students in internship sites.

Register for the Match

Your first stop is registering for the APPIC Internship Matching Program (the "Match"). Of note, new in 2018 is that students who are not from accredited CPA or APA sites will not be eligible to participate in the APPIC Match (www.appic.org/Match/FAQs/Applicants/Eligibility-and-Participation). Assuming you are eligible, registering for the match is done through the National Match Program here: <https://natmatch.com/psychint>.

You have likely already started to familiarize yourself with the Match process. We previously recommended the video on the National Match Program website providing an overview of the Match process: <https://www.natmatch.com/psychint/appllanding.html>. If you have not watched it yet, now is the time. The most important step at this stage is to register for the Match online and obtain your NMS Applicant Code. This numerical code is unique to you and is the number that internship sites will enter to rank you in the Match system for Phase I (and Phase II, if needed; described later in Chapter 7).

Steps in registering:

- 1) **Create an account.**
- 2) **Review the Applicant Agreement.**
- 3) **Pay the fee.** The total fee (~\$175 or \$215 CAD in 2017 Match) depends on whether or not you are an applicant from an academic program that is an APPIC Doctoral Program Associate or CCPPP member. The fee is non-

refundable (even if you withdraw from the Match). It comprises both a Match fee and access to the APPIC Online Directory.

- 4) **Obtain your NMS Applicant Code.** Include this number in other components of your application (e.g., site cover letters and essays). This makes it easier for internship sites to find the information they need to rank you.

You need to register for the Match before a pre-set deadline. The deadline is typically before the end of the calendar year in which applications are due (e.g., December 31, 2017 for internships beginning in 2018). According to the APPIC website, later registration is possible, but additional approvals are needed. We recommend registering much earlier. Register before your applications are due, so that you can include your NMS Applicant Code as part of your application (e.g., under your name in your cover letters). This is an easy thing to get checked off your list in September. Doesn't crossing things off just feel wonderful?

Registering for the Match does not constitute an application to any of the internship sites. You need to do that separately through AAPI. What's that? Read on to find out...

Meet AAPI

Your second step is creating an account through the **AAPI Online Applicant Portal**. This is the centralized online system where you actually create and submit your standardized application for all internship sites participating in the APPIC match. There is no fee to set up an account (you pay when you actually submit applications). You can find the AAPI online portal here: <https://portal.appicas.org> or link to it through the APPIC website here: www.appic.org. If you need special accommodations regarding the accessibility of the AAPI Online, contact their technical support team at 1-617-612-2899.

We're going to walk through all sections in the AAPI application, but detailed instructions for each section of the AAPI application can be found on the AAPI Online Applicant Portal by clicking the "instructions for this section" tab at the top of each section. This instructional information is a very useful reference as you develop your application! You may consider printing it out for easy reference.

You can check out an example of a completed application on the APPIC website: http://www.appic.org/Portals/0/downloads/Example_AAPI_Online_Application_Basic_2017.pdf

Now is a good time to refresh your knowledge of each internship site's individual application requirements and deadlines! If you have followed the steps to prepare in Chapter 4, you should have a spreadsheet with this information easily accessible for each site.

Once you create a login through the AAPI portal, you will receive an email confirming your registration. AAPI encourages you to check back periodically on the status of your application to ensure it is complete (i.e. whether your transcripts and letter from your DCT have been uploaded, whether your reference letters have been submitted). AAPI also has a mobile site that you can access from your smartphone (<https://portal.appicas.org/mobile/>). This will be useful for checking the status of your application; however, it is probably best not to complete the application on your smartphone!

Your Details and Current Program Approval

This is probably the simplest part of the application to complete and is an easy place to start.

Demographic, education, and professional information. This includes:

- Contact information (e.g., address, phone number).
- Citizenship/residency status information. Multiple citizenships can be identified.
- Other professional information (e.g., any certifications/licenses, number of publications, and presentations).
- Details about your previous post-secondary education (e.g., name of college/university, type of degree, major, minor(s), GPA).
- Information about your current program (e.g., degree, program, accreditation status, GPA, training model, dissertation title, research supervisor(s) information and contact information).

Confirmation of professional conduct. This is a series of yes or no questions inquiring about any professional disciplinary action, complaints, and/or previous convictions or felonies you may have. Space is provided to elaborate if a response of 'yes' is given to any of the questions.

Summary of doctoral training. This section contains a broad summary of your doctoral training, including:

- Status of completed coursework, program comprehensives/qualifying exams, progress on your dissertation/doctoral research project.
- Summary of practicum experience (e.g., number of intervention, assessment, and supervision hours at doctoral and/or terminal masters' levels).
- If relevant, space is provided to list details about ongoing or anticipated practicum experience between application submission and internship start. Include brief details about activities during the practicum, as well as number and breakdown of anticipated hours (e.g., intervention, assessment, and support hours).

Approval from Director of Clinical Training (DCT). This section of your application requires electronic approval from your current program's Director of Clinical Training (DCT) through the AAPI Online application system. Submission for approval is done by entering your DCT's contact information. The online application indicates when it has been approved by your DCT.

Important Note: You cannot submit an application to an internship site until your DCT has provided approval/verification.

If you have hours from a previous program (e.g., from a terminal Master's degree at another university), you may need to provide documentation to your current DCT to confirm those hours before they give their approval.

Practicum Experiences

Here is where you enter all the information about the clinical hours you accrued during graduate training. Hours are entered separately for those accrued during a Terminal Masters or Doctoral degree.

If you're lucky (and organized), you've been using a tracking system, such as PsychTrack/Time2Track, to track your practicum hours throughout your graduate training. Even if you have, this section always takes longer to complete than you think. Give yourself lots of time! Assuming you are fully up to date, we would estimate it takes around 10 to 15 hours to go from Time2Track to the AAPI. You may also need to schedule a meeting with your program's DCT or practicum placement coordinator to confirm the number of hours and obtain their approval (described in previous section above). The AAPI website includes definitions of the different categories for intervention, assessment, supervision, and support hours if you need clarification. If you have not been as diligent at tracking, the list below gives you a sense of the data that you must report.

Information you must enter here includes:

- Number of intervention hours and assessment hours
- All assessment instruments/measures/tests you have administered separately for adults, and children or adolescents
- Number of clinical reports you have written with each assessment measure, and number you have administered as part of research projects
- Total number of psychological testing 'integrated reports' separately for adults, and children or adolescents. AAPI includes a definition to guide what constitutes an 'integrated report'. In essence, it is a report that includes a review of history, results of an interview, and at least two psychological tests from one or more categories, including personality measures, intellectual tests, cognitive tests, and neuropsychological tests.
- Number of supervision hours. This is separated for individual and group supervision, as well as the supervisors' profession (e.g., licensed psychologist, allied mental health professional, etc.)
- Number of hours by treatment setting.
- Brief descriptions of groups you have led or co-led. This might include type and nature of the group, how long the group ran, the number and type of participants.
- Practicum experience with diverse populations (e.g., number of clients based on categories of race, ethnicity, gender, sexual orientation, etc.).
- Total number of support hours. Include a brief description of activities included in support hours (e.g., clinical writing, scoring, planning/preparation, chart review, etc).

The Transcripts

The AAPI application requires official copies of all of your graduate level transcripts, regardless of whether a degree was obtained. Official printed copies of graduate transcripts must be sent directly in a sealed envelope from the institution to AAPI Online located in the United States. AAPI has a Transcript Request Form that can be downloaded and sent to your university with the transcript request. This form helps AAPI Online match your transcripts with your application. Institutions may also have their own transcript request form to complete. As mentioned earlier, we recommend doing this in the summer before your application is due (unless you are taking a course prior to November that you want to be on your transcript). It can take several weeks for AAPI to upload your transcript and you want to give yourself lots of buffer time in case the transcript is misplaced or lost. AAPI recommends sending your transcripts to them no less than 5-6 weeks before your first application deadline. It is advisable to courier them if you can afford this so that you have a tracking number. Although a simple task, ordering transcripts can inadvertently become one of the more stressful parts of the application if you are waiting for them to arrive. Do it early and know that this is an easy way to cross something off your application to-do list. When you're this thick into the weeds, take pride in every accomplishment along the way!

Use the AAPI Online portal to check that your transcripts have been received by AAPI and uploaded to your application. AAPI will only contact you directly about transcripts in rare circumstances (e.g., wrong transcript), but don't rely on this.

Important Note: Some sites also require copies of undergraduate transcripts. This is relatively rare. In these cases, undergraduate transcripts should be sent directly to the site. AAPI does not accept undergraduate transcripts.

The Four Essays

The internship application contains four standard essays that everyone must write. The wording may change slightly, but the questions to answer are:

1) **Autobiographical essay.**

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. Don't write what you think sites want to hear or mimic what a previously successful applicant wrote. Be who you are. A true match involves the real you. Write in a professional manner but write from the heart too.

Some previous clinical experiences should be in the ballpark of the rotations that applicants eventually apply for (e.g. if a top choice is a Borderline Personality Disorder clinic, there should be some Dialectical Behaviour Therapy experience, or experience with a similar type of therapy orientation or population). Often the closer the experience the more excited the supervisors get.

Dr. Niki Fitzgerald,
Training Director,
Centre for Addiction and Mental Health



- 2) **Theoretical orientation essay.** 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. This essay can provide an opportunity to show how you match to a site or would benefit from a new perspective.
- 3) **Diversity essay.** 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. You may also want to include comments about inclusion (pun intended).
- 4) **Research essay.** Please describe your research experience and interests. This is another opportunity to demonstrate how you match to a site.

Each essay has a recommended maximum length of 500 words. You can write as many different versions of the essays as you want, although it's not necessary. Most people choose to write one version that they submit to all sites. Unless you have a very compelling reason not to, it's easier and less time consuming to write only one version of your essays that you use for all applications.

The American Psychological Association YouTube channel has a 25-minute video that describes the essays and provide some guidance. Great watching while sitting on a bus to school. Not so great if you drive to school though... 'A Primer for

Writing AAPI Essays' <https://www.youtube.com/watch?v=B7aqCd3zGbk>



THROW AN ESSAY REVIEW PARTY

Yes a geeky endeavor. No need to post pics on your Instagram feed but hosting an essay review potluck can be a great way to have peers edit and review your essays. Make it a BYOE and so everyone brings enough printed copies of the essay (or 2) they most want support on, swap and comment. Share when things seem really good or yellow flag-y (e.g. I wonder if sharing that detail was too personal).

Writing style and tone. Use professional language and tone in your essays, but you can be less formal than you would be for typical academic writing. It's nice to use first person, as this is a chance for internship sites to get to know you better. It's your time to shine, so don't be too modest! Be authentic and be yourself, but be professional.

Be sure to pay attention to typos and grammar. Double and triple-check your work. Have other people read it over or read it to yourself out loud. Don't give sites an easy way to discount your application.

Include your name and NMS Applicant Code Number at the top of all of your essays.

Get samples from others. You'll notice that directions for the essays are relatively vague. It's incredibly helpful to view samples of essays from people you know or former students in your program that have successfully matched for internship. We found it helpful to *reflect on what you might include in your own essays before*

reading the essays of others. There are many different ways to approach the essays and different people will have a different style! You want to strike a balance between being authentic and original but professional. We have included some samples in the Appendices of this book to help get you started.

Get feedback from others. Ask former grad students, lab mates, classmates, your program DCT or clinical placement coordinator, research supervisor, clinical supervisors, or other faculty members to read your essays. Check the call out box about getting an Essay Posse behind you. Getting others to read your essays can be helpful for checking spelling and grammar, but is also useful to make sure that your writing is clear, that it really captures who you are, and that you haven't inadvertently included any 'red flags'. Ultimately, you want to ask people who have some experience in the field and people from whom you feel comfortable receiving feedback.

The following section presents each essay and provides suggestions that can help get your creative juices flowing.

Autobiographical

- 1) How and why did you get interested in psychology in general or a specific area of psychology (e.g., forensics, neuropsychology, pediatrics)?
- 2) What are some of your core values personally and professionally?
- 3) What inspires you about the field?
- 4) What do you bring as an individual to your work as a nearly-psychologist?
- 5) Are there things about you that would be appropriate and relevant to share that brought you to where you are today? For example, a story, metaphor, life experience. Some students describe a specific moment or experience they had that played a role in recognizing their interest in psychology.
- 6) Try to think about a unique experience, value, or inspiration (that is not too personal) to grab the reader's interest.

Theoretical Orientation

- 1) How would you label your theoretical orientation? What do you consider the hallmarks of mental health or disorder (cognitive-behavioural [thoughts, behaviours, emotions], psychodynamic [early relations experiences], interpersonal, etc.)
- 2) How does your orientation inform how you approach assessment and intervention?
- 3) How have you applied your orientation in a practicum? Was your orientation validated through your practice or did you need to consider other orientations?
- 4) In what theoretical orientation or therapeutic approaches are you most skilled or proficient?
- 5) What other theoretical orientations or therapeutic approaches are you interested in but have had limited exposure to (e.g., through coursework, clinical training workshops, on practica)?

- 6) What are you hoping to get on internship? More exposure to the same or are you open to other theoretical orientations or therapeutic approaches?

Diversity

- 1) Why do you think diversity is relevant to consider?
- 2) What diversity factors do you consider when conceptualizing cases? Are their conceptual models in your research or clinical practice that guide your conceptualization of diversity?
- 3) How do or how have diversity factors influenced your conceptualization of cases?
- 4) What experience do you have working with diverse clients?
- 5) Have you received any formal training in diversity, cultural safety, or inclusion?
- 6) Do you bring personal or life experiences that influence how you consider or conceptualize diversity?
- 7) Are there some clinical cases that stand out for you because of what you learned about diversity issues? In our experience, providing examples of clinical cases to illustrate your points in the diversity essay can be very effective.
- 8) How do you create a safe environment for your clients?

Research

- 1) What is your dissertation about? What progress have you made on your dissertation? (Highlight your dissertation progress if you are on track to be finished before internship starts; this is often a distinguishing factor between two excellent candidates).
- 2) Do you have other research areas that you are pursuing outside of your dissertation?
- 3) How does your research relate to your past or future clinical practice?
- 4) What are your main research achievements? (Go for the humble brag “I have been fortunate to have been supported by a Canadian Institutes of Health Research Fellowship so that I have had dedicated time to make dissertation progress” as opposed to “I am a Canadian Institutes of Health Research Doctoral Fellow”).

The Curriculum Vitae

You likely already have a professional Curriculum Vitae (CV) that you’ve used for funding or award applications. This is a great starting place. Your CV will benefit from some modification, tweaks, and additions for the purposes of internship applications. We have provided a few samples in the Appendix of the book.

At this stage in the game, your CV should have five main parts: Biographical Information (name, address, education, awards), Research Experiences, Teaching Experiences, Clinical Experiences, and Service/Volunteer Experiences. Depending

on the application, vary the order of the pieces after the biographical information. Your AAPI CV should be the version where the Clinical Experiences section follows right after the biographical information.

Below are some suggested sections for an AAPI CV. These include, but are not limited to:

I. Biographical

- 1) Name and contact information
- 2) Your NMS Applicant Code Number (for the Match)
- 3) Education/degree information
- 4) Awards and scholarships

II. Clinical Background

- 1) Practicum Experiences. Your practicum experiences should be listed chronologically and described in detail. Include the setting, name of primary supervisor with their credentialing, number of hours, types and numbers of clients, your major responsibilities, tests administered, number of integrated reports, treatment approaches, and primary theoretical orientation.
- 2) Clinical Workshops. Clinical workshops attended that were run by health professionals for skill development (include date, location, duration in hours, and 1 sentence to describe content, if title is not self-explanatory).

III. Teaching Background

- 1) Teaching (e.g., course directorships, guest lectures, teaching assistantships, training workshops in teaching that you took; training workshops that you offered)

IV. Research Background

- 1) Research grants or funding
- 2) Peer-reviewed publications
- 3) Non-peer reviewed publications (e.g., book chapters, newsletters)
- 4) Conference presentations (subsections for symposia/workshops versus posters)
- 5) Related employment (e.g., research assistant, clinical)
- 6) Knowledge translation (e.g., media, public talks)
- 7) Other relevant research training or experiences

V. Service/Volunteer Experiences

- 1) Professional organization affiliations (e.g. CPA, BCPA, OPA, etc.)
- 2) Committee memberships (e.g. Member, Student Clinical Advisory Board)
- 3) Leadership roles (e.g. Chair, Graduate Student Society)

The Reference Letters

Most internship sites require three letters of recommendation to support your application. Although you can append up to a maximum of four letters per site, we do not recommend including more reference letters than requested by each site. Typically one letter is included from your research supervisor, plus two others from clinical supervisors. You can ask more than two clinical supervisors to provide reference letters and then submit different combinations of letters to different sites, if desired. This is not necessary and may only be relevant if you were applying to sites with a very different focus (for example, applying to child only sites AND adult only sites). There are additional details provided in Chapter 3 about considerations when selecting referees.

Standard reference form. There is now a standard reference form for all referees to complete for all internship sites. This standard form is the only acceptable format for internship reference letters. Free form letters are no longer accepted. The form can be downloaded on the AAPI Online Applicant Portal or directly from the APPIC website (<https://portal.appicas.org/appicasHelpPages/reference-portal/>). It is important to provide this information to potential referees so that they are not surprised when it comes time for them to complete and submit their reference letter.

Who to ask. Above all you want to ask for references from supervisors that view you positively and with whom you have a good relationship. You want people who will write you strong and supportive reference letters; even if it is not directly in the area of clinical practice you are seeking for internship. A bad or mediocre reference letter can badly damage your chances of being invited for an interview. It's not enough to assume that a reference will be positive, even if you have received positive feedback from that supervisor before. Be aware that the standard reference letter form asks referees to comment directly on areas for your growth and development. When you approach them about providing you a reference letter for internship applications, ask them if they would be able to provide a strong letter of support despite your areas of development (i.e. they are about 100% confident in your ability to be an intern but recognize you have things to still learn). Sometimes, less experienced letter writers will include critical feedback that may inadvertently cast doubt on your file. Honest letters are important, so important to go with supervisors who can strongly vouch for you.

When to ask. Referees should be given a lot of extra time for these letters because of both the formatting and the number of internship letter requests they will get. Provide referees with a PDF of the form so they can judge for themselves how much time they will need. It's important to ask early enough to leave referees as much time as possible to write your letter. A minimum of 4 weeks is advisable, but 4-8 weeks is even better. Two weeks before the letter is due, check in with the letter writer to see if they need any more information because of the unique formatting of the letter (this will have the added benefit of putting the letter and specific formatting on their radar).

How to ask.

- 1) Send them a direct email with a package of information (see Box). Some people prefer paper (sorry trees). If the person you are asking gets flooded with emails, you may want to provide them with a hard copy of your package and send a follow up email.

- 2) Send reference letter request through the AAPI applicant online portal.

Referees must upload their completed reference letters to the AAPI online portal. For them to do this, you need to add them to the system by inputting their name and contact information under the References section. This generates an automatic e-mail notification to the referees with instructions for them about how to upload their letter. It's important to send a personal email request or have a conversation with your referee prior to adding them to the online portal.

REDUCE THEIR LEG WORK

Make it easy for your referees, create one package that has your CV, a summary of the dates you were under their supervision and number of hours, a bulleted list of the skills you developed on their practicum and your thoughts about your strengths and "growth areas". The letter also asks them to comment on your career goals and professional trajectory, so providing a few points on this will be helpful too! Finally, if you can also include a copy of their written evaluation in your package do it.



The Cover Letters

This part of your application is worth some careful thought, time, and attention. It's your chance to really sell yourself as a great applicant, to stand out from others, and to show why you are a good match for the site and why the site is a good match for you.

The cover letter is one of the first things TDs and internship supervisors will read. These letters should be personalized and professional. Do not simply regurgitate the program's brochure and say you are interested in every rotation. The cover letter is what will take up the lion's share of your time during the application process. Cover letters need to be personalized for each site, whereas the essays can be used across sites. We highly recommend asking senior students/previous interns that you know for samples of their cover letters. We have included sample cover letters at the end of the book.

Letter structure. Cover letters should be formatted and written as appropriate for a professional letter. They should be addressed to the site's training director and should clearly indicate the name of the site/program and specific track (if relevant) to which you are applying. If you are applying to multiple tracks at the same site, you can choose to write one cover letter for both tracks or to write two separate letters. Cover letters should be no more than 1-2 pages single-spaced in length (be sure to insert double spaces between paragraphs). Include your NMS Applicant code number with your signature and contact information at the end of your letter.

This is another important place to pay attention to typos and grammar! The cover letter is often the site's first impression of you. Don't be afraid to convey your enthusiasm about a site. Show them you want to be there.

It's all about the match. A great cover letter clearly indicates why you're an ideal match for that internship site and why it's also a great match for you. This constitutes the body and bulk of your cover letter. Now is a good time to go back and check your goals you developed for internship and beyond (Chapter 2) and why each site excites you (Chapter 4).

It needs to come across that you have carefully read the site's brochure. Be clear about how your previous practicum experiences and learning goals for internship match with what the internship site has to offer. You may include several separate paragraphs for different areas as relevant (e.g., one for assessment, one for intervention, one for research, etc.). Don't worry if you haven't had a lot (or any) previous experience in an area of interest. Sites want to see where they can fill in your training or need for further training! Convey excitement about learning opportunities and openness to growth on internship. Some sites require specific information to be included in your cover letter. Check the site brochure (or the handy-dandy spreadsheet you created earlier) and be sure to address those points in the letter, if appropriate. If the site has any specific requirements, such as graduate courses (e.g., child development, neuropsychology) or absolute minimum number of hours or integrated reports, specifically state how you meet those requirements.

We aren't looking for any specific prior experiences, rather a coherent, genuine and specific narrative from the candidate as to why our internship will help them meet their goals. My general experience is that candidates don't always take enough advantage of the opportunity to lay this out in their cover letter. We know that it is incredibly difficult to write individualized cover letters for different sites, but those who do this stand out.

Dr. Susan Vandermorris,
Baycrest Health Sciences



The Supplemental Material

Some internship sites require supplemental materials. This seems to be increasingly rare, but it's important to check each site's program brochure. Requested materials include samples of de-identified treatment or case summaries, or assessment reports. In some instances, undergraduate transcripts may be requested.

If treatment summaries or assessment reports are requested, it's ethically important that they be appropriately de-identified (e.g., removal of patient/client names, birthdates, addresses, or other potential identifying information). As mentioned in Chapter 3, check if the institution where you worked with this client has any formal procedures or required permissions to include clinical summaries or reports in internship applications – even if they are de-identified.

The Submission

The end is near! Just a few final details left.

Application certification. You need to electronically sign your application for it to be finalized. This is done within the AAPI online applicant portal.

Enter internship site and track information. To submit your application(s), you will need to enter the relevant site and track numbers. You can find this information in the site brochures or the directory in the AAPI Online submission portal. Double-check that the number, site name, and track are correct! Different tracks at the same site have different numbers.

You also need to select the appropriate documents you want included in the application for each specific site. This includes the relevant cover letter, reference letters, essays, CV, and any requested supplemental material (e.g., sample reports or treatment summaries).

All uploaded word documents are converted automatically to PDF. It is best to convert your files to PDF before uploading to the AAPI online applicant portal to ensure correct formatting and appearance. Page numbers or information at the bottom of the page could get cut off, so it is best to convert to PDF yourself to ensure this doesn't happen. Clearly and carefully label all electronic files with the site name so that you are sure you upload the right documents for each site (e.g., JonesBayHospitalCoverLetter.pdf).

Submission fees. You must pay a fee to submit your applications. The fees to applicants are associated with the number of applications you submit. The first application is the most expensive with a lower rate for subsequent applications. More details on internship application costs and planning can be found in Chapter 3. Rates can change from year to year. Check the APPIC website (www.appic.org) for current information.

Submission deadlines. You can submit and pay for each application before their individual deadlines. You don't need to submit all of your applications at once. It's your choice! Just be sure you don't leave your submissions to the very last minute. Submit your applications at least one day before they are due in case you run into any technical difficulties. This gives you time to call the AAPI Online help and still meet the site application deadline. Submit a few days before the deadline if it falls on a weekend.

And...submit. Congratulations! Make sure you have something fun planned or a way to reward yourself after submitting all of your applications.

The Waiting Game

Submitting your applications often brings a range of emotions – relief, worry, excitement, worry, relief, worry, excitement. You get the picture! And really, there is a long stretch of time (weeks to months) from submitting your final applications to hearing about interviews. So, how should you spend your time while you wait?



1. **Engage in self-care.** This is listed first for a reason. Applying for internship can be stressful. It's important to check in with yourself to do activities that keep this stress manageable. Get back to regular sleep, eat healthy, and be active. For some people, waiting is the toughest part! Not engaging in adequate self-care can make it hard to engage effectively in other useful ways to spend this time between submitting applications and interview offers (see suggestions 2 and 3). This is also time to give yourself a chance to catch your breath before the intensity of December scheduling and January interviews. If you have benefits, use them for a massage now!

2. **Make progress on your dissertation research.** This is a great time to shift your focus and efforts to your dissertation research. Often times, students have more

Dissertation status is increasingly seen as important. Applicants who will still be collecting data during the internship year tend to go down in the ranks. Applicants who, at the time of interviews, are in the writing stage tend to go up in the rankings.

Dr. Michael Teschuk,
Training Director,
University of Manitoba
Clinical Psychology Residency Program



time to do this now than at any other time. No more practicum placements, coursework, or comprehensives to complete. You're unlikely to make much (if any!) progress on your dissertation during internship interview month. Dedicating some serious time to your research now puts you that much closer to completion. Getting interviews is a great first step to matching, but then you need to set yourself up to be highly ranked. Being able to confidently assert during internship interviews that you will defend by internship will help get you to the top of the list.

3. **If you must, prepare for internship interviews.** Feeling healthy, making fantastic progress on your dissertation, and already

watched everything on Netflix? Okay, if you still want something to do, you can slowly spend November and December starting to prepare answers for the generic internship questions (i.e., not site specific). You may get interviews at every site to which you've applied, but more likely not. At this stage, it's worth waiting until you know where you've actually gotten interviews before spending too much effort preparing for site-specific interview questions. See the next chapter (Chapter 6) for more details and ideas about prepping and going through internship interviews.

But we did mention that right after AAPI submission is a good time for a massage, right?

Chapter 6

The Interviews

Melanie Khu, Melanie Noel & Rebecca Pillai Riddell

Hopefully you have come to this chapter feeling a little more refreshed and perhaps a little excited. Your applications were successfully submitted and now you have heard from sites about interviews. Don't be discouraged if you didn't get as many interviews as you wanted - it only takes one interview to get matched! Focus on doing your best for the interviews you did get. And try not to compare yourself to other students in your cohort. (Yeah, right. Good luck!)

A big part of being offered an interview is the fit between the applicant and the site. If you have many interviews and are feeling overwhelmed, just know that you will need to take an organized approach to make decisions about which interviews to attend (or not attend) in person. Your organizational skills have helped you get this far - you've got this! This chapter provides an overview of scheduling your interviews, preparing for interviews, and the interview process.

Scheduling

Overview of CCPPP Rules and Guidelines

Over the past several years, the Canadian Council for Professional Psychology Programs (CCPPP) has made an effort to standardize the interview notification process for all Canadian pre-doctoral internship sites. It used to be that sites notified applicants about offers for interviews at different times. This was a challenge! As a result, Canadian sites were asked by the CCPPP to use a universal date. The universal notification date for interviews each year is the first Friday in December. Try to schedule that day so that you are available to respond immediately to sites' requests for interviews.

The CCPPP also provides sites with guidelines that set out dates for interviews for each region across Canada. The regions are: East/Atlantic, Central (Ontario except Thunder Bay), and West (Thunder Bay and Western Provinces). Each year, interview dates are offered from either East to West or from West to East. For example, in 2017 the East/Atlantic dates were January 2-13, Central dates were January 9-20, and West dates were January 15-26. As you can see, dates in the Central region overlap with dates in the other two regions. Since 2017, interviews went from East to West, interviews in 2018 will go from West to East, interviews in 2019 will go from East to West again, and so forth. Check the CCPPP website for updates.



From our perspective as a training program, each year there are many qualified applicants who unfortunately cannot be offered an interview. Frankly, this is a difficult process as we are aware that applicants who are not offered interviews may have done well in the residency.



Dr. Caroline Schnizler,
Training Director,
Calgary Clinical Psychology Residency

Interview Notification Day and Booking Interviews

On the universal interview notification date, offers can come in throughout the day. Offers are typically made via email, although some sites also call successful applicants. Emails can end up in spam/junk folders – so make sure to check your these folders frequently as you wait for your interview offers.

Some sites might offer only a single date for your interview, while others might offer two or three dates to choose from. Although it's tempting to commit to interviews as soon as they are offered, it can be a good idea to wait to hear from all sites within a given geographical area before selecting a date, in order to coordinate your travel plans. But be aware that dates and times can fill up quickly. Also note that while some sites may offer only a single day in their interview notification, it can be worth asking if there is any flexibility in dates or times (if you do so, make sure to convey excitement about the site so that they do not feel as though they are not a priority or that you have little interest in visiting the site). Be aware that if you end up visiting the site outside of the allotted interview date(s), you may not have as comprehensive an interview experience (e.g., you might not be able to meet with as many supervisors, or attend a group lunch with current residents).

When setting up interviews, it is helpful to use a calendar to visualize your schedule. Some very eager applicants even draw out their ideal interview schedule beforehand. Recognize that when you have a lot of interview offers coming at the same time, you can only try your best to make an ideal interview schedule – but this is a match made on earth so expect scheduling can be bumpy.

When booking your interviews, ask yourself the following questions in advance to help you make those quick decisions

- 1) What are *generally* my top sites? This always changes in some way post-interview but in Chapter 4, we mentioned taking notes about why each site excites you. Ideally, you want to try to interview everywhere you are offered in-person, but you may need to make tough choices about phone interviews based on your top picks!
- 2) What is the most efficient way to organize my interviews in terms of travel time and costs? Can I book interviews so that I spend off-days/weekends in an area where I can crash with friends or family? Can I book all of my interviews in the same region or province in the same week, so that I don't have to double back?
- 3) Have I left myself a buffer in case of travel delays? Interviews occur in January - in Canada. As we are writing this in January, even Vancouver is buried under snow. Enough said, right? Try to book transportation that leaves you enough travel time between interviews to accommodate at least a 12-hour travel delay. Also, assume that your interview will run 1-2 hours over time to give you that much more buffer time.
- 4) Do I really want to have more than one interview in a day? Do not underestimate how exhausting it is to interview and prepare to interview. Every interview requires site-specific preparation right before the interview and taking detailed notes right after the interview. If you can avoid two interviews in one day, do it!
- 5) Try to schedule your highest ranked sites later in your interview schedule if you somehow luck out and get a choice. This way you will have some interview experience under your belt.

The CCPPP is hoping for a further enhancement of the Internship notification process- the creation of a Universal Response Day. That way all Canadian interview notifications will come through on one day, and then the next day, applicants will be required to accept specific dates and times. Stay tuned to the CCPPP website for updates about this exciting development. CCPPP really is awesome.

A Note about Interview Notifications from American sites

US sites do not have a universal notification date. Canadian sites typically only offer interview dates in January, so if a US site offers a December interview, you can be fairly certain it won't conflict with a potential interview date at a Canadian site. Some applicants to US sites join online forums in which other applicants will post about receiving interview notifications and rejections. Before joining a forum, reflect on whether this is something that is likely to give you peace of mind or increase your anxiety.

Should I Interview by Phone or In-Person?

If money and time are not issues, it is almost always better to interview in-person rather than over the phone or remotely. This is more about you getting to see the site than in-person interviewees getting preferential treatments. TDs are very clear that phone or skype interviews are acceptable.

Once you have been selected for an interview, you know you are qualified and meet the site's requirements to be a resident/intern. That's when putting your best face (voice) forward and conveying your enthusiasm can really make you shine (and your position in *their* ranking rise to the top). As psychologists, we know that there is a wealth of information provided through non-verbal communication. From your posture to your facial expressions (smile!) to your vocal tone, this will invariably make an impression on your interviewers. And this is what can lead to an interview and an applicant being memorable (or not).

Interviewing in-person is also hugely valuable for YOU! You can equally learn as much from an in-person visit about the supervisors, the current residents and the site. Try to read between the lines about the residents. Do they look happy and enthusiastic? What does their workspace look like? A lot can be told about how much an institution values their psychology residents by the workspaces they are given. Also you will see first hand how the residents are interacting with the supervisors at the site.

With that being said, the cost of in-person internship interviews can be prohibitive for many students, and this is understandable to sites. If you are unable to travel to internship interviews in person, we advise that you arrange for an interview using video conferencing/ software (e.g., Skype, Facetime, Zoom). This will allow you to gain much more information than can be yielded over the phone.

Treat remote interviews like an in person interview. Rest, prepare, suit up (or whatever you would wear to look professional) and put forward your best, most brilliant, enthusiastic self. Ask to speak to all of the same people you would have if you were physically there in person (supervisors, current residents). And then do all of the same follow-up.

When doing a remote interview, clarify whether the interview will happen over the telephone or over video conferencing/software. If your interview will take place over video conferencing while you are on the road for other interviews, ensure

that your accommodation has a reliable Internet connection. You may want to test this connection by video conferencing with a friend or family member before your interview. Make sure to have a back-up plan (e.g., a phone number you can call) in case of technical difficulties.

During the interview, take notes to help you keep track of what is being asked (questions may be harder to follow on the phone). It is also helpful to write down all of the interviewers' names (and positions) to help you keep track of who is in the room on their side and to direct your answers to the person asking the question. As with in-person interviews, and possibly even more so, convey enthusiasm about the site, highlight the fit between you and the site, and show them that you would be willing to re-locate to their site (even though you were not able to come for an in-person interview).

Can you still successfully match to a site you did not physically interview at? Absolutely! Many interns have matched to top internship sites in North America through remote interviews. So, don't fear that being unable to be physically there will knock you out of the running.

Preparing for Interviews

General Approach

Preparing for internship interviews is like a full-time job for a short period of time. There are no two ways about it. In a competitive environment, where the number of internship applicants exceeds the number of available spots (in Canada there were 28 more applicants who initially registered in the match than internship spots in 2017 APPIC Match), this is preparation time that will be well spent. So set aside the time to be thoughtful and deliberate about your responses to questions that sites will ask.

As an internship applicant, you have many competing demands to balance, with research, clinical practice, courses, committee involvement, and personal life commitments. Prepare others who are involved in these activities for the time you will need to take off for interviews and to devote to the internship preparation process. Letting others know you will be busy preparing for interviews will allow you to take the time that you need without the guilt. The further in advance you plan for this, the better. See...that's why we talked about losing January to interviews in earlier chapters so you could take this into account when planning your pre-internship year.

We are impressed by interns who present a compelling and coherent "story" of how their training and experiences have prepared them for residency, and how residency will prepare them for their career goals.

Dr. Karen Rowa,
Training Director,
St. Josephs' Hospital



How to Prepare to Answer Specific Questions During Your Interviews

Across all reputable internship sites in Canada, there will be an expectation that students hold and demonstrate belief in evidence-based practice. It is always good to show that you integrate research and practice, but also ensure that you demonstrate strong clinical training in both assessment and treatment. Be ready to provide examples of particular cases and experiences on practica and integrate these into your answers. This is primarily a clinical year, so show that you are passionate about the clinical practice of psychology. The chapter will end with a comprehensive list of potential interview questions. However, across sites, there are common threads that you should prepare in more detail. Use point form, NOT full sentences. The idea is to think about speaking points, not memorize a speech. You want to sound polished but not too rehearsed (you don't want to sound like you have memorized a spiel!). We have offered advice about preparation for interview questions below.

The Cheat Sheet. Create a one-page cheat sheet for each site that helps you organize your thoughts. Format it in a way that makes it easy to glance over on the morning of your interview. Remember you may have interviews day after day (back to back) which can make details for each site run together in your mind. You'll want to include things like:

- Rotations you selected in your application cover letter (and other ones you would be open to completing)
- What you love about the site and why your training needs/life goals match what they offer.
FIT FIT FIT!
- Specific in-depth questions you have for the site.

Two Cases. Have two interesting cases ready to present in multiple formats, one assessment and one treatment. Pick cases that are relevant to the work you would be doing at the internship site (e.g., child, adult, family). Key points to include are: Diagnosis, formulation from your theoretical perspective (e.g., thoughts, behaviours, emotions), and treatment recommendations/plan (e.g., cognitive restructuring, exposure, behavioral activation, homework). Try to choose cases that will naturally allow you to answer the following questions:

- What would you have done differently in your work on this case?
- What do you think went well (or didn't go well) with this case?
- What different diagnoses/treatment options did you consider and why did you make your choice?



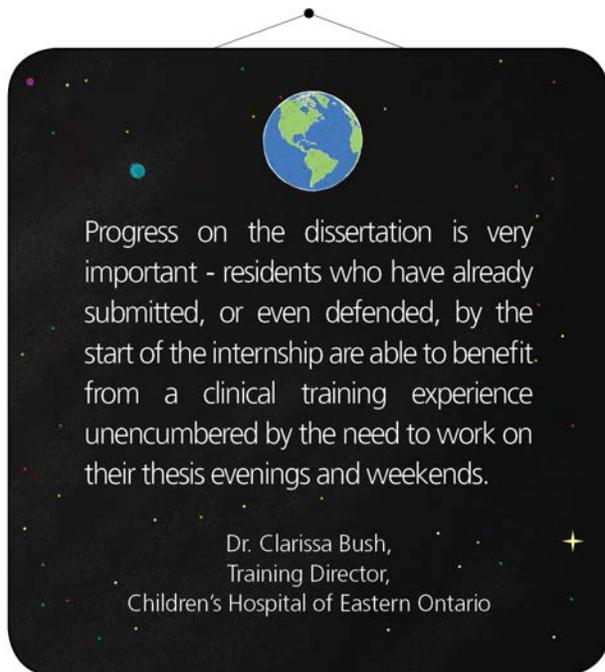
We are looking for an honest and genuine presentation and a lack of "canned" replies. We want interns who show in the interview that they can convey a sense of who they are, where they have come from and where they want to go with respect to psychology training and career.

Dr. Sharon Guger,
Training Director,
Hospital for Sick Children

- Any differences of opinion with supervisor that you successfully and respectfully navigated?
- What were some developmental and/or systemic perspectives on the case?

Ethical Dilemma. Prepare notes on an ethical dilemma that you have faced in your clinical practica. Have a clear, specific issue that it addresses. Start any response with the crux of the dilemma using a clear label (e.g., confidentiality, consent), focusing on the patient. The interviewers need to know where this is going. Don't ramble about non-specifics. Ask yourself, "does this *forward* my narrative?". Always present your dilemma in the context of the Canadian Code of Ethics for Psychologists and in the context of any relevant legislation/laws (ask supervisors for help here). The ten steps of Canadian Code of Ethics ethical decision-making process is a great way to organize your answer. Students will sometimes discuss ethical issues rather than true ethical dilemmas (i.e., where two principles conflict). If you have not faced a true ethical dilemma, present an ethical issue instead but be prepared to acknowledge this.

Dissertation Blurb. Start with the purpose of your dissertation. Give some general background and explain why your dissertation is important and novel. Briefly describe variables of interest, your population, and a summary of methodology that a smart 12-year-old could understand. Catch the interviewer's interest and show your enthusiasm! This blurb should be 2-3 minutes long in TOTAL. They can ask more questions if they need more information. Also, explain where you are in the dissertation/defense process and your expected timelines (finishing early or before internship is always ideal and should be emphasized!).



Theoretical Orientation. Knowing what a theoretical orientation is (CBT is a technique, cognitive-behavioural is the orientation that guides your case conceptualizations and therapeutic approach) and knowing how to apply it is critically important. Clinical psychology graduate programs typically adopt particular theoretical orientations (and the most common one is cognitive-behavioral) so this should be familiar to you. Be aware of the dominant theoretical orientation of the site where you are interviewing. Illustrate your theoretical orientation by using it to conceptualize a disorder or presenting problem. In discussing your theoretical background, be sure to consider developmental and/or systemic factors and acknowledge limitations of your orientation that

you have encountered. Show how your theoretical orientation informs your treatment plans and recommendations for particular disorders. Importantly, when describing your theoretical orientation and how it guides your clinical work, be sure to use language that is specific to the theory.

Practice Makes Perfect

Role play, role play, and then role play some more. The best way to feel prepared for interviews is to actually complete mock interviews with people who have been on the other side of the process (i.e., as an interviewer and someone who has been in the role of evaluating applicants). Often times, mock interviews are arranged for students within clinical psychology graduate programs by faculty. If this is not the case, we highly recommend you set these up with faculty or psychologists (e.g., Clinical Program Directors) who have familiarity with the process and who know what is required to position you well for success.

Practice responses out loud. If you can, videotape yourself to get a sense of your nonverbals and ensure that you are sending the message you want to send. If you decide to practice with another student, practice with a student who does not raise your anxiety.

What to pack

For the trip

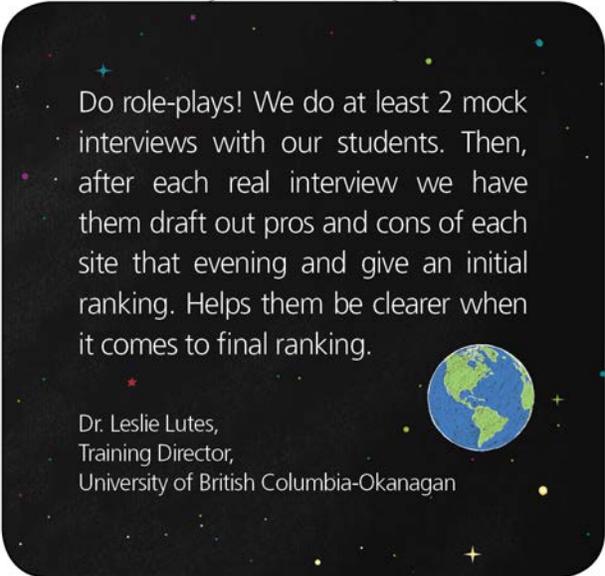
If you decide to do in-person interviews, you will more than likely be taking a flight (or several!) to get to various sites. To cut down on luggage costs and time spent waiting in the baggage claim area, consider packing everything into carry-on luggage. Having all of your belongings in a carry-on is also helpful in the event of travel delays and/or missed connections.

An added benefit of this approach is that you will be able to keep your belongings with you at all times, avoiding the dreaded lost suitcase scenario. True story: A colleague lost her luggage on the way to her first internship site interview. She spent the night before the interview wandering the aisles of a local Wal-Mart (the only store still open when she landed), looking for an outfit to buy with the vouchers the airline had given her. Although this did not completely ruin her interview experience, she said that she would have felt much more comfortable in her own clothes! Moral of the story: Carry enough to survive a night in a hotel, and at least one interview onto the plane with you (e.g., one professional outfit, professional shoes, undergarments, phone charger, toiletries in <100 ml containers, interview materials).

One final thought is the extra travel alarm for a back up to your phone. If you are staying in a hotel, this won't be an issue- you can get a wake-up call and set your phone (never depend only on a hotel's wake-up call).

For the interview

Pack your 1-page cheat sheet, CV, and APPIC application (with site specific paragraphs from the cover letter) in a plastic portfolio or clipboard, water, and a non-messy snack. Pack a Tide-to-Go stick and a small piece of an old t-shirt



Do role-plays! We do at least 2 mock interviews with our students. Then, after each real interview we have them draft out pros and cons of each site that evening and give an initial ranking. Helps them be clearer when it comes to final ranking.

Dr. Leslie Lutes,
Training Director,
University of British Columbia-Okanagan



to remove spots off your suit in your hotel room or during the interview (cloth towels and paper towels leave lint). You may also want to bring breathmints and deodorant.

Be prepared to answer questions about the intake and testing reports that you submitted with your application (if applicable). Pack them if they asked you for them. Look organized- even in your purse/briefcase. Take the time to put papers in folders and other items in smaller bags or pockets within your briefcase or purse.

Travel to the Interview

To avoid feeling rushed on the day of your interview, leave yourself enough time to get to the site and then to find the appropriate room. You might want to map your route and organize your ride (e.g., order a taxi) the night before. If waiting until the morning to book transport, have a back up plan if there are no UBERs or taxis. A quick conversation with the front desk can help you plan.

When estimating travel times take the Canadian winter weather (and associated delays) into consideration. Leave yourself plenty of extra time in case of accidents on the road. Plan to be at your interview an hour in advance. If you are early, get a coffee and relax with a book or your cheat sheet! Try not to spill the coffee on yourself - but if you do, you've got your Tide-to-go stick so you're good.

If you have an early morning interview, consider driving to the city in which the interview will take place and staying overnight to avoid stress in the morning. Another option for travel between cities, particularly if road conditions are bad, would be to take a bus or train (e.g., VIA rail within Ontario).

Cutting Costs

The internship interview process can be expensive, especially on a graduate student budget. In this section, we share some cost-saving measures that we have used ourselves or that we have heard about from other applicants.

- 1) First, try to stay with friends, relatives, or former students from your graduate program.
- 2) Second, coordinate with other applicants from your program so that you have interviews in the same city on the same day. This will allow you to share accommodation and/or transportation costs. It is important to know ahead of time if you plan to do this, so that you can schedule interviews accordingly.
- 3) Third, within larger metropolitan centres, you may have the option to take a shuttle or train from the airport to the city centre. This will save you money and provide you with information about the ease of using public transport to get around if you don't have a car during your internship year. Also, do consider sharing a cab with a fellow interviewee to the airport. You never know you could end up working with them next year!
- 4) Fourth, ask sites if any nearby hotels offer special guest rates to individuals affiliated with the site (e.g., let them know that you are interviewing for a job position at XYZ site). Also check to see whether hotels offer alumni rates for your undergraduate institution, CPA member rates, Student Price Card (SPC) discounts, and whether your partner or parent has access to preferred rates for accommodations or vehicle rentals.

- 5) Fifth, consider using a home-stay network website, such as AirBnB, to rent a room. A potential advantage, besides cost, is the possibility of meeting hosts who know the city and who can tell you more about it. A potential disadvantage is that such accommodations can be less reliable than booking through a hotel (e.g., reservations can be canceled by hosts at the last minute), and there is no guarantee that the site will be as advertised (e.g., it may be less clean and more noisy; it is possible that you will not like your host).
- 6) Finally, be on the lookout for airline seat sales.

You may wish to follow airlines on social media, or to sign up for mailing lists so that you are alerted about sales as soon as they are announced. Consider using points you have accumulated from travel rewards plans (e.g., Air Miles or Aeroplan).

During the interview

General Approach

During the interview, convey enthusiasm and show interest, no matter how tired you are. Remember to express excitement even at sites that you think might not rank highly on your list (they were good enough to make it on your list, after all). Over and over, we have heard that applicants think they know which site they will rank first, only to have this ranking change (sometimes dramatically!) after the interview.

It is important during your interviews to have specific examples of why a given site is uniquely ideal for YOU in terms of philosophy, people (e.g., experts in specific areas), and training opportunities. As much as possible, try to link back to your training goals, and to emphasize the FIT or MATCH between your goals and the training that the site has to offer. Doing this will help you show the site how you are a good fit and remind yourself why they are on your list. Ideally, you get to the place where you can see the learning opportunities at all sites on your list. That way – any match, will be a good match (earth match not rainbow unicorn match, but good match nonetheless).

Interviews are not an intelligence test; they are an interpersonal fit assessment. Show enthusiasm for the site's geographical location – the interviewers will try to get a sense of whether or not you would actually want to move there. SMILE.

It's important to have your game face on from the minute you head out to the interview to the minute you get back home or to your hotel. You don't know who you will meet in the elevator (or who will overhear you) up to the interview. It is important to remember to remain professional at all times, even during informal waiting times and meetings with the site's current residents.

Never speak ill about anyone in an interview, no matter how deserving you believe it is. As you know from your time in grad school and your vast experience with patients and their families, it is best to avoid talking about your political or religious beliefs. Make an effort to engage in conversations with other applicants – you will likely run into them again, and you could both end up matching at the same site. Be polite to and be sure to thank sites' administrative staff for their help organizing and/or scheduling your interview. Keep in mind that the Canadian Psychology community is fairly small and interconnected – so conduct yourself

Top ranking candidates have a good energy level and look interested (even in the waiting room). They have an idea of why they want to be at the particular site they are interviewing at besides fulfilling their quota of applying to 11-13 sites. They seem genuine and authentic, which allows the interviewers to get a sense of what it would be like to supervise the person.



Dr. Niki Fitzgerald,
Training Director,
Centre for Addiction
and Mental Health

accordingly. Finally, remember that APPIC regulations strictly prohibit applicants from sharing information about their rankings with interview sites.

Beg your pardon - What's that now?

Expect to be asked questions where you don't understand what is being asked or you don't know the answer. That is normal and will happen at least a few times over the course of your interview circuit. Mock interviews are great time to get exposure to the initially overwhelming feeling you get when someone asks you a question that you have no idea about how to answer. When this happens, take a deep breath, repeat the question, and try and break down what they want into parts or mini-questions. Lead with what you know. If there

is a word you don't understand (even interviewers can lose track of their own jargon), offer a suggested definition and ask for clarification. Trainees are not expected to know everything. Supervisors like to know when trainees know they don't know something.

Body Language - Theirs and Yours

Monitor the signals your body is giving. As clinicians, we are taught the importance of equanimity, showing composure and evenness of temper in difficult situations. Avoid communicating negative affect too overtly (e.g., through frowns, blatant disgust faces) and be sure you are sitting up and making eye contact. A big rookie mistake in interviewing is not paying attention to the body language of the interviewers because of anxiety and being preoccupied with what you want to say. Notice and take your cues from their body language: Are they looking away? Have they stopped taking notes? Do they look confused? Modify your behavior accordingly.



I try to remind students that the goal of internship is to learn and work towards independent practice – sites don't expect them to be an expert in everything before they even start!

Dr. Megan McLaron,
Director of Clinical Training,
Simon Fraser University

Post-interview

After each interview, take notes. Your impressions of each site tend to blur together by the time you are ready to make your rank order list (particularly sites that offer similar rotations). This process can also be helpful in terms of formulating additional questions or forming preliminary rankings.

You will end up having a general feeling when you are physically at each site. Listen to that feeling and allow yourself to imagine being a resident walking through the halls. One of the authors even rated each site's overall feel on a 0-10 scale, right after each interview, to be more objective for ranking. This 'overall feeling' can often represent a synthesis of many different factors about a site (the location, the opportunity, the interns, the supervisors, the resources, the mood...) so it is worth exploring. The same can be said about visiting each city - remember that this is a city where you will be living for an entire year! This can be a wonderful time in your life (and involve many fun things outside of your internship rotations), so make sure you like the "feel" of the city too.

In terms of post-interview contact, you can send thank you emails if you wish, but they are not required. A few TDs even discourage it because they felt it was not a good use of the intern applicant's time. If you send thank you notes, do not read into the fact that site directors have or have not responded to your message - remember that they are also busy with internship interviews and may not have the opportunity to reply. If you are going to do thank you notes, personalize each note and send notes to all the people with whom you met. Generic thank you notes are likely not worth the effort. The interview panel will talk about each interviewee after the interview, so they may know who received a note and who did not - again another reason not to do thank you notes. While being mindful of others' time, it may be worthwhile to contact sites with follow-up questions, particularly if these questions will affect your rankings. Avoid gratuitous contacting.

When (you think) an Interview Doesn't Go So Well

Internship applicants often hold themselves to a very high standard. Consider that what you might think has been a 'bad' interview may in fact not be as bad as you have built it up to be. Or, that you may be basing your overall judgment on one salient question you did not answer as well as you would have liked. You have been working in professional settings for 5 or so years during graduate school and most of you will have developed better than average interpersonal skills. Chances are the interview went better than you think.

You are likely already aware of the relaxation strategies and reframing skills we might want to present here - instead of listing them, we would encourage you to take some time to unwind and to use the coping skills that you have used to get yourself through graduate school thus far. As much as possible, try to put your mistakes or missteps into perspective (e.g., by running them by a colleague or friend, or by considering it in the broader context of the entire interview). Your flubs could actually be a positive because you can now try to avoid the same issues at your next interview. Mistakes are learning opportunities. Remember that each new interview is a fresh start, so keep morale high and stay positive!

A Final Word on Interviews

As you head out to your interviews, savour the moment. Getting interviews shows that you are qualified to be an intern! While it can absolutely be a nerve-wracking

process to undergo, with organization, preparation and some good old fashioned social graces (smiling, manners, listening, mindful speaking), we are confident that you will do great.

Sample Interview Questions

Over the past decade we have collected common questions that tend to be used in some form across Canadian and American sites. We also include questions you may want to ask interviewers and current interns. Once again, while we think it is important to reflect on these questions and helpful to jot notes to these questions, do so in point form. Do not script answers. Moreover, after you have made notes, practice responses aloud through mock interviews and solo practicing. Although it can feel like torture to watch yourself on video, it can be very helpful. Try watching it with the sound off to see your nonverbal behaviours more clearly.

In addition to providing a comprehensive list of potential questions, we have identified key questions that are asked frequently.

Key Questions

1. Describe your personal strengths and weaknesses and the role they play in your clinical practice.
2. Describe your theoretical orientation and how it guides your clinical work.
3. Describe your assessment and intervention experience with children, adolescents, adults, etc. (e.g., practicum experience, range of ages and presenting problems, types of assessments and interventions carried out).
4. Describe an assessment or intervention case that you had involving either a child, adolescent, adults, etc. Describe the presenting problem, your approach, how it turned out, and what you learned.
5. Describe an ethical dilemma or professional issue that you have had and how you dealt with it. What would you do differently if the same thing happened on internship?
6. Tell me about a case that went well.
7. Tell me about a challenging assessment/intervention case.
8. What characteristics do you like in a supervisor?
9. Tell me about your experience as a supervisor.
10. What is the role of a psychologist on an interdisciplinary team?
11. Tell me about your experience working on multidisciplinary teams and some challenges that arose.
12. Tell me about a difficult interpersonal issue you have faced in your clinical work/training.
13. Tell us about your dissertation and where you are with it in terms of progress.
14. Why would you want to come to this site? OR What are your training goals and how do they fit with this site (comment on rotations that you're interested in)?
15. What are your internship goals and how would they be met here?

Comprehensive List of Questions

1. Tell us about yourself.
2. What made you interested in Psychology?
3. How do you see your dissertation going in the next year?
4. Tell us about what you're doing right now academically and clinically and where you are with your dissertation.

5. What kind of clinical experience do you have in assessment and intervention?
6. Tell us about your academic and clinical experiences.
7. What do you bring to the site that would make you especially suited to intern here?
8. What experience do you have with people with physical disabilities and with diversity more broadly?
9. What experience do you have with specific populations (i.e. young children, older adults)?
10. Tell us about your psycho-educational assessment experience.
11. What kind of experience do you have with neuropsychological assessments?
12. How do you see this experience fitting with your future as a psychologist?
13. Tell us about a difficult assessment case.
14. Tell us about a difficult intervention case (and would you do anything different)?
15. Tell us about two cases – a challenging case that didn't go so well, and a complicated case that went the way you hoped. What would you have done differently?
16. Tell us about a therapy case.
17. What are the limitations of your theoretical orientation?
18. What is your approach to assessment and treatment and how do you incorporate developmental context?
19. Tell us about a case – how you dealt with it and what you learned from it.
20. What is the role of psychology within a multi-disciplinary team?
21. What do you think about multi-disciplinary teams and how do you see yourself fitting into them?
22. What's your experience in multi-disciplinary teams?
23. What kind of supervision are you interested in (style and content)?
24. What kind of supervision have you had and what have you liked and disliked?
25. Tell us about a conflict that you've had with a supervisor and how you resolved it.
26. Tell us about your supervision experience, what you've liked, what you haven't liked, and what you're looking for.
27. What supervision model are you experienced with?
28. Tell us about a personal conflict that you've dealt with.
29. What do you think about the issue of when to stop seeing clients given their needs, but keeping in mind the long wait lists that we have?
30. Tell us about a positive experience you've had at one of your clinical sites and a negative experience you've had.
31. What are your strengths and what are your areas of growth?
32. How do your personal strengths and areas of growth apply to your clinical work?
33. What clients do you find difficult to work with?
34. What do you see yourself doing after graduating?
35. Where will you be by the end of your internship (how do you see yourself then)?
36. What are your long-term goals (where do you want to be in five years from now)?
37. You would be working in a stressful setting here. How do you see yourself coping with it?
38. Provide an example where you demonstrated empathy.
39. What does empathy mean to you?
40. Provide an example of an interaction with a client that was not planned/went wrong/was not well received...

Neuropsychology-Specific

Applicants may be asked to review a neuropsychological or cognitive assessment case (on paper) and then answer a series of questions about the case, for example:

- a. What specific types of tests would you use to assess this client?
- b. What are the possible differential diagnoses?
- c. Given the etiology of this client's disorder, what would you expect would be their difficulties and why?
- d. How would you handle potential malingering?
- e. What is your general approach to case formulation (i.e., looking for lateralized effects; what is the general cognitive profile for a particular disease/area of brain damage; frontal deficits, temporal deficits)?
- f. What other types of information would you want to collect besides the test data?
- g. What sort of accommodations or recommendations would you want to put in place for this client?

Questions for the Current Interns

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

Questions for Training Directors and Supervisors

1. What types of positions do your interns typically take after internship? Are there regular opportunities post-internship for former interns within the site?
2. What has the impact of managed care been on the program (if applicable)? How has it affected the rotation(s)? Affected the length of stay? Affected the role of the intern?
3. What is the relationship between psychology and other disciplines here?
4. How are rotations assigned? Do interns typically get the rotations they request?
5. What theoretical orientations are represented in your program? Which is most strongly represented?
6. How much of an emphasis does your program place on research?
7. What are the opportunities available for research here?
8. How are research topics assigned?
9. Are interns on call after hours? If so, how does this work?
10. What office resources are available to interns? (e.g., computers, own office, etc.)
11. Is there an education fund to assist interns in attending conferences or workshops?
12. Are there opportunities to gain experience in providing supervision to other trainees?
13. Have there been any changes to your program or staff from what was listed in the application materials prior to applying? In the coming year?
14. How many individuals do you interview for each position?
15. Do you ever accept more than one student from a given university?

Chapter 7

The Match

Melanie Khu & Melanie Noel

During the internship application year, the gap between interviewing and ranking sites may not be very big. This is another plug to organize your site-specific thoughts during the application process and after each interview. Once the interviews are done, you will be immediately thinking about how you will rank sites. In 2017, rank ordered lists were submitted by February 1 (new dates come out in August of the year you apply for internship). We advise you to rank based on your true preferences. Don't engage in mind reading or try to rank sites based on how you think the sites ranked you.

Organize your facts and feelings

Make a spreadsheet. Shocking, right? Another recommendation for an excel spreadsheet to organize your thoughts from this book...who would have guessed (insert sarcastic look here)? But this is an important spreadsheet, perhaps THE most important. It will determine your rank ordered list of internship sites, which contributes to where you actually end up interning.

List all of the dimensions of the internship and decision that are important to you. These aspects should reflect professional but also personal considerations. Your internship experiences should compliment the areas of practice you want to practice in the future and fit with the personal and pragmatic limitations you have (remembering to increase those degrees of freedom as much as possible). These priorities will differ based on your own life and individual goals. So different

priorities will have different weightings - for some people the professional qualities will be the most important and for others geography comes into play. When you figure out what your key priorities are, assign some sort of numerical rating for each priority based on how that site meets that priority. Look at all the ratings within and across sites to inform your rankings.

Possible 0-10 rating scales to rate how sites fare on your priorities could be:

0 = Does not meet priority at all

10 = Completely meets priority



Rate priorities and then rank sites by how your ratings of them on your most heavily weighted priorities add up. Some suggestions for potential priorities: alignment with your professional goals, available clinical rotations, supervisors (diversity, quality, engagement), stipend, benefits (vacation and sick time), geographical location (good city for concerts, hiking, culture; good city for family/partner, cost of living), intern satisfaction, intern resources, intern didactic opportunities, post-internship opportunities (post-

docs, jobs), prestige, protected research time, additional training opportunities (e.g., specialized training in a different therapeutic modality), accreditation status (note a non-accredited internship may limit future job opportunities and complicate registration with your provincial body), plus any other relevant factors that are important to you.

Beyond the logical reasons for ranking an internship site, your 'gut feeling' can be very telling. Go back to your overall impression/feeling scale that was rated immediately upon leaving interview or do one now that you have gone through all the interviews. Really try to envision yourself living in the city, working with the people, and enjoying yourself on the weekends in the new city (yes, this can be even more probable after graduate school!). Another big picture consideration is to think about where you want to be in two years (i.e., the year after internship) and whether certain sites facilitate that goal better than others. Your style in decision-making may be more big picture like in this paragraph (rather than doing the detailed rating on 12 different priorities). Some people "just know". That's cool. If you are unsure, a systematic process will help you create your ranked list.



Points to Ponder for Canadian Applicants Ranking American Sites

In Chapter 4, we recommended that you apply broadly and think issues through more deeply later. Well...that time in the process has come. Or is overdue in the case of applying to internships in the US, depending on your viewpoint.

Two authors of this chapter and one co-editor of this book were Canadians who completed internships in the United States. It was one of the best professional and personal experiences of their lives. That said, the landscape has changed in the past several years regarding norms and rules for US visas and immigration. As such, it is impossible for us to offer up-to-date information for Canadian applicants wishing to go to the US for internship regarding which visa mechanism to pursue.

Here are some factors that you need to be aware of before you rank your sites. Even if you match to the top ivy-league internship site in the US, the responsibility for obtaining a visa to live in the US is entirely your responsibility. While the vast majority of past Canadian students have successfully obtained visas to enter the US to complete their internship, there have been recent cases of students who were denied. The worst-case scenario is that you will not be able to complete your internship and another Canadian site may not be able to make special allowances to take you. So you are back in the match for next year.

Even when you are completely eligible for a particular visa mechanism, the interpretation of your eligibility and your acceptance is entirely up to the discretion of the particular border officer with whom you meet. There have been clear cases of students with valid visas who were nearly not allowed back to the US after a

vacation or visit to Canada mid-way through internship. Sometimes falling under the category of “Psychologist” is tricky as we complete internship before receiving our PhD and we do not become licensed or registered as a psychologist until after the internship is completed (unlike our medical colleagues). This can be a sticking point for some visa mechanisms. Moreover, appropriateness of particular visa mechanisms to allow Canadians entry to complete the US-based internships can change, have changed, and continue to change.

For example, past residents who were allowed into the country on the J1 mechanism (visa type) would not be granted that mechanism today given that it now does not allow individuals to have direct patient contact. Similarly while the TN mechanism (visa status) was subsequently used by dozens of Canadians to complete internship in the past, it was this mechanism that led to a Canadian student not being allowed to enter the US in recent years.

Students should **fully** inform themselves about what this can mean. This may change from year to year – and even within any given year. Do not rely on the grapevine in this case. Know the risks and then make an informed choice as to whether you will take the chance. If you do take this chance, do your homework. Think about having a Plan B if you are not able to legally enter and work in the US, despite assurances to the contrary. Connect with residents who most recently completed their internship at a US site. Ask to consult with them and to see their materials. Hiring an immigration lawyer, although expensive, is probably ideal in this current climate where your Canadian citizenship may be overshadowed by your country of birth. However, even with an immigration lawyer, there are no guarantees regarding entry. And application entry for some visa mechanisms cannot happen until 1-2 weeks before your internship starts, which doesn’t leave you with much time for arranging a back-up plan.

Beyond visa mechanisms, do your homework as to what kind of health/medical coverage you will receive (particularly if you have preexisting conditions, plan to have a baby while in the US, etc.), CAD to USD exchange rates, banking, access to lines of credit and other loans, etc.

Taking all these factors together, we want to offer some concrete advice. If you are a Canadian citizen, only rank an American site (i.e. meaning you are committing to go there), if you are willing to take the risk that you may NOT be able to get a visa mechanism that will allow you to complete your internship there. Current risks include the possibilities of scrambling to find an internship opportunity last minute or reapplying next year. An important question to ask a US site when you are interviewing with them is if they prioritize US citizens due to the potential challenges with non-US citizens obtaining visas. Some sites may have a strong process for bringing in international trainees so this is not a factor, others may not. You need to factor up-to-date site-specific information in your decision about ranking US sites. This is in addition to being knowledgeable about the most recent regulations about working in America as a Canadian citizen, keeping in mind your original country of birth as a potentially mitigating factor.

Similar challenges are faced by Non-Canadians trying to work in a Canadian program. Immigration and Visa laws are evolving. Being knowledgeable about the current state of affairs at the time of ranking is critical.

Participating in the Match as a Couple

Any two applicants who are simultaneously participating in the Match, and who want to coordinate where they match, are able to participate in the Match as a “couple” (sometimes referred to as the “Couples Match”). For example, a couple may wish to try to match to the same internship site, or to two internship sites in the same geographical location. Applicants who participate in the Match as a couple will submit pairs of program choices. These paired choices will be used in rank order sequence in the match. Ultimately, the couple will be matched to the highest ranked pair of programs to which both partners can match.

In terms of process, the initial steps are the same as for applicants participating as individuals. After registering individually, applicants select the option to participate as a member of a couple in the National Matching Service system. At the time of publication, full details about participating in the match as a couple could be found on the National Matching Services website. (<https://www.natmatch.com/psychint/applcouple.html>).

A common question that arises is whether participating in the Match as a couple reduces each individual applicant’s chances of being matched to an internship site. The simple answer is “no”, so long as the couple submits all possible pairings of internship sites, as well as combinations in which one member of the couple remains unmatched. However, if couples submit only pairings in which they are matched together, this would indeed reduce their chances of matching to internship sites. It is also worth noting that participating as a couple has the potential to produce different results than if each partner had participated as an individual.

The APPIC Match Statistics website provides annual statistics for couples. To give you a sense of how couples fared in 2017, 14 “couples” (representing 28 individual applicants) in the United States and Canada participated in Phase I of the Match. Thirteen of these couples had both partners successfully matched to an internship program, while the other couple had one partner who was not matched. Four couples, matched in the same city (1 couple matched to the same site), six couples were within 80 kilometres of each other and three couples were within 80 and 160 kilometres of each other. Ten of the couples matched to the internship program pairing they had ranked as their first or second choice, with the remaining three couples matching in spots between their 4th and 8th ranks.

Participating in the match as a couple can be a lot of work, particularly if both applicants applied to, and interviewed at, a large number of internship programs. Typically, couples first create their individual rank-ordered lists. Then, they sit down with their partner and consider the pairs of options that are best for them as a couple.

Before embarking on this complicated, time-consuming, and potentially contentious journey, it is worth asking yourselves about your priorities. Is your main personal and professional priority matching to the same program, being in the same city, or even being in the same province? If so, then participating as a couple is likely to be worth the extra effort. If you are able to personally live apart from your spouse or partner for a year and think that matching to one of your top-ranked sites is important for your final year of training, then your paired list will likely look a lot like your two sets of individual rank order lists. If this is the case, taking the time to construct a list containing each possible permutation of pairings may not be as worthwhile an endeavor.

If you and your partner decide to participate in the match as a couple, you will likely have to come to an agreement about whether (and how) to disclose this to internship sites. Although ultimately a personal decision, it may be helpful to consult with your clinical supervisor, your program's director of clinical training, or other familiar with the Match process.

Match Day Comes and You Do Not Match: APPIC Match Phase II

About two and a half weeks after you submit your ranked lists, the Phase I match results are released to applicants and their Directors of Clinical Training. In 2017, this date was February 17th. Prior to Phase I Match Results day, have a clear game plan about the main outcomes that can happen on that day. You could match and be ecstatic, match and feel some degree of disappointment, or you may not match.

Try to cover your bases for all scenarios. In advance, let your key support people know when Match Day is so they can be available to provide you with emotional support and help you be compassionate with yourself. Also, know that the Phase II match comes quickly on the heels of the Phase I notification date. Try to keep the week after the Phase I notification date as clear as possible, just in case you need to mobilize quickly.

Finding out that you haven't matched in Phase I can be disappointing and discouraging. As with everything we do as academics, the fluke factor is often present with applications and matching. Although it may not initially provide much comfort, know that each year there are first-rate sites and qualified applicants that fail to match in the first round. Be aware that this happens for a variety of reasons, and that there are often a number of unfilled positions for which you can apply in Phase II. There were 14 Canadian positions unfilled after the Phase I Match in 2017.

Connect with your Director of Clinical Training (DCT) as soon as you are able that day. He or she receives a list of unmatched students so they will already know. They are great people to remind you that you are a stellar person and that all hope is not lost... not by a long shot. There is a reason there is a formal Phase II process - not matching is a common occurrence! As aforementioned, this process happens quickly, you will go from re-application to new interviews to submitting new ranked lists to the Phase II notification within about a month. This may seem overwhelming at the time, but it is easier in the long run to get through Phase II quickly and move on.

Part 1: Practical Details

First, the list of programs with available positions will be posted on the National Matching Service website at 11:00 a.m. EST on Phase I Match Day. Phase II applicants will have 6 days to prepare and submit applications to sites. Internship site training directors will not have access to submitted applications until the Phase II application deadline, so there is no need to rush to submit your applications before the deadline. In addition to reviewing the list of programs participating in Phase II, regularly check the "late-breaking news" page on the APPIC website for the most up-to-date information from internship site training directors (e.g., new positions or changes to existing postings).

When going through the list of sites, think about whether you are willing to consider types of programs that you had previously excluded (those degrees of freedom come up again!). For example, if you applied exclusively to neuropsychology

positions in Phase I, are you willing to apply to a more generalist adult program that offers a major rotation neuropsychology if it means you could match? If you applied to sites at which the population is exclusively infants and children, are you willing to apply to sites that serve adolescents and young adults? Now is the time to be more flexible (increase your degrees of freedom) regarding populations, geography, etc. After reviewing what is available, you need to make the decision to participate in Phase II or wait until next year. If you see a number of sites at which you would be willing to spend your internship year, you are ready for the next step. Clear your schedule to give yourself the time you need to organize for the Phase II match. Allow yourself some grieving time in here. Phase I is over and it's okay to be sad. But it is time to own Phase II.

Next, prepare your applications. Your Phase I application will remain available to you through the APPI Online service for Phase II. You may wish to edit or update your CV, essays, or letters of recommendation (although this is not necessary). Generally speaking, if you received a good proportion of interviews for your applications, you likely do not need to change your generic sections.

You will also need to write new cover letters for the sites to which you are applying in Phase II. To the greatest extent possible, tailor these letters to each individual site, concretely outlining how your training goals align with their training program. We recognize this is like asking you to sprint after a marathon. The idea of ensuring you are well-rested, undertaken some good self-care and have a positive cognitive framework regarding all potential match outcomes prior to Phase I notification Day will ensure you are well-trained for this sprint.

Also, reach out and consult with your Director of Clinical Training, your supervisor, and other faculty and students as needed. As a colleague who matched to his internship site in Phase II so eloquently put it, "don't let shame or embarrassment get in the way of asking for help." This colleague is now completing a postdoctoral fellowship at a large university medical centre in his preferred area of practice. Another colleague shared that not matching in Phase I "opened her eyes" to sites outside of her geographic location that she otherwise would not have considered. She ended up having an excellent training year. As cliché as it may sound, things have a way of working out if you have the right perspective when life deviates from your well-laid out plans.

After you submit your applications via the APPI Online service, try to stay relatively accessible via phone and e-mail over the next couple of weeks. Expect that sites will contact you directly to set up interviews (note: sites are not required to notify you if they do not intend to offer you an interview). Interviews will typically be conducted remotely, via telephone or Skype. In fact, sites have been asked not to request in-person interviews from applicants who do not live in the program's geographic area. Applicants who have completed Phase II interviews have said that these have tended to be "condensed versions" of the interviews they completed in Phase I. When preparing for Phase II interviews, and subsequently creating your rank order list, you may wish to speak to students who attended Phase I interviews at the sites to which you are applying regarding their impressions. Also, consider doing another mock interview to get more constructive feedback. If there was anything you wish you did differently during your Phase I interviews – now you have the chance to make those changes.

Following your interviews, prepare and submit your Rank Order List for Phase II of the Match, as you did for Phase I. Typically there is roughly a week between the Rank Order List deadline and the Phase II Match Day. In terms of timeline for

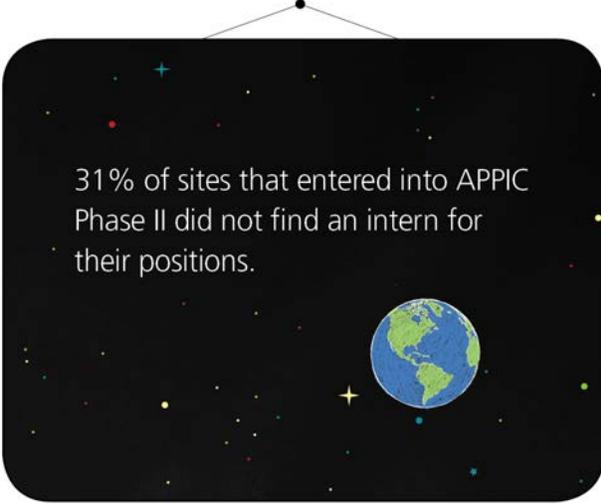
the entire Phase II process, there is about a month between the Phase I and Phase II Match Day. In 2017, the Rank Ordered List Deadline for Phase II was March 13 and the Match Day for Phase II was March 20.

In 2017, 15 of 44 eligible non-matched applicants participated in Phase II of the Match. Twelve of the 15 applicants matched in Phase II (80%), with nine staying in Canada and 3 matching to the US. The fact that so many students successfully match in Phase II is more evidence that there is hope for a match in Phase II!

Part 2: And if I still don't match...

It's not over until it's over. In Canada, if you don't match to an internship site during Phase II, you may still have the opportunity to apply to unfilled internship positions. A list of vacant Canadian internship positions is posted on the CCPPP Facebook page at the conclusion of the Phase II APPIC Match through the CCPPP Post Match Service. Both accredited and unaccredited positions may be posted (<http://www.cpppp.ca>). If you are considering applying to an unaccredited position, make sure to consult your clinical program's training director to ensure that they will accept internship hours earned at this site, and that completion of this internship will count toward the completion of your program.

Also, spend time considering what you would do if you applied next year for internship. This can be a very productive time in your career. You could finish off your dissertation, get that extra clinical training you wanted, and start working on other aspects of your CV that could help you get a job post-internship (e.g. publishing, volunteering, service activities to your provincial or federal psychology associations). You could also go on an awesome vacation. The next chapter is for the post-match game plan. Internships will still be waiting for you next year and another year may help you bridge the internship transition between graduate school and full-time professional position better.



31% of sites that entered into APPIC Phase II did not find an intern for their positions.

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Chapter 8

Post-Match Game

Melanie Khu & Melanie Noel

You've matched... Now what?

First and foremost, congratulate yourself and celebrate! Whether you matched in Phase I or Phase II, whether you matched to your first ranked internship site or to your tenth, recognize the hard work and dedication that has gotten you to this moment. Do something to treat yourself, like taking a little holiday or giving yourself a day (or ten!) off to recuperate. Do whatever it is that will help you mark this occasion. Once you are feeling refreshed, it's time to start thinking about the upcoming year and how to ensure success.

Applicants who have been most successful at our site have had these characteristics: the ability to work in a fast-paced environment and think quickly, excellent time management and organizational skills, strong attention to detail, a flexibility and openness to incorporate feedback, and a high level of intellectual curiosity and creativity.

Dr. Kathy Smolewska,
Training Director,
Hamilton Health Sciences



Selecting Rotations

Before starting your internship, you will likely receive a phone call or email from your new site Director of Training regarding the process for selecting your rotations (note that there is a great deal of variability among sites in terms of when this process occurs). Although sites will do their best to offer you the rotations you expressed interest in when you completed your applications and during your interviews, they may not be able to accommodate all of your stated preferences.

Circumstances may change as a result of a clinical supervisor taking an unexpected leave or other interns who have matched to the same site requesting the same rotations. Whatever the case may be, it is important not only to express your training goals and preferences, but

also to remain flexible and open to alternative solutions. It may be helpful to consider what aspects of the different rotations are most important to you (e.g., population? supervisor? setting?), the kinds of things you are willing to let go or compromise on, and whether your needs can be met in rotations other than the ones you first had in mind. As you did when ranking internship sites, think about your ultimate career goal(s) and training you will need over the coming year in order to feel prepared for what comes next.

Moving

If you have matched to a site that requires you to relocate, it is a good idea to start looking into this sooner rather than later. It is helpful to speak to other students who have been through the process before you, particularly interns who are currently at the site to which you are heading. If you own the apartment or house in which you have been living during graduate school, decide whether you want to sell, rent, or sublet. If you are moving across the country, decide whether you want to rent versus buy a house or apartment there. Consider whether you are moving to a new homebase or only planning to live in the city for a year or two.

If you are planning to rent, think about contacting current interns and/or the site's Director of Training for information about different neighborhoods, rent costs, transportation, etc. If the site's current interns intend to move after their internship is over, you might want to ask them about the possibility of taking over their lease or buying some of their furniture. If at all possible, try to book a home hunting visit two months before your start date. Check with current interns about local apartment hunting norms. For example, in Toronto and Vancouver, vacancy rates often hover around 1-2% and it is a very competitive process compared to smaller cities.

You will also need to consider whether you want to move your existing furniture or sell it. If you opt not to take your furniture with you, you will need to think about whether you want to buy new furniture or rent a furnished place. Some sites offer nominal moving funds. There are a variety of options for moving belongings and furniture. You can rent a moving truck or van, you can send things by courier, or you can hire a moving company. There are trade-offs with these different methods in terms of cost, time, and dependability. Sending your belongings by bus is also an option, however, be forewarned - one of the authors lost half of her boxes this way, and the bus company refused to compensate her for her loss.

If moving items of value, familiarize yourself with the company's insurance policy for lost or damaged goods and consider purchasing additional insurance. If you put your belongings in the care of a moving company, courier, or bus company, make an itemized list of the things you send (taking pictures of these items is also a good idea). Important documents and irreplaceable valuables, like photo albums or special mementos, should generally just travel with you.

Keep all moving expense receipts for income tax purposes. Look into whether the province you are leaving, or moving to, requires that you change your driver's license or health card. When setting up internet or cable services, see if companies offer a discount to students. If you pay campus-specific fees as part of your tuition, contact your university to see whether you can be exempt from those you will be unable to use (e.g., transit pass, campus gym membership, etc.).

Finally, recognize that moving can be an emotionally and physically taxing process. Try to give yourself some time to settle into your new home and neighbourhood rather than arriving the day before you are scheduled to start internship.

Defending During Your Internship

Juggling the responsibilities and schedule of being an intern while trying to finish and defend your dissertation is going to be a challenge! We are now saying it for the last time: If there was ever a time to 'go for broke' it is in trying to defend

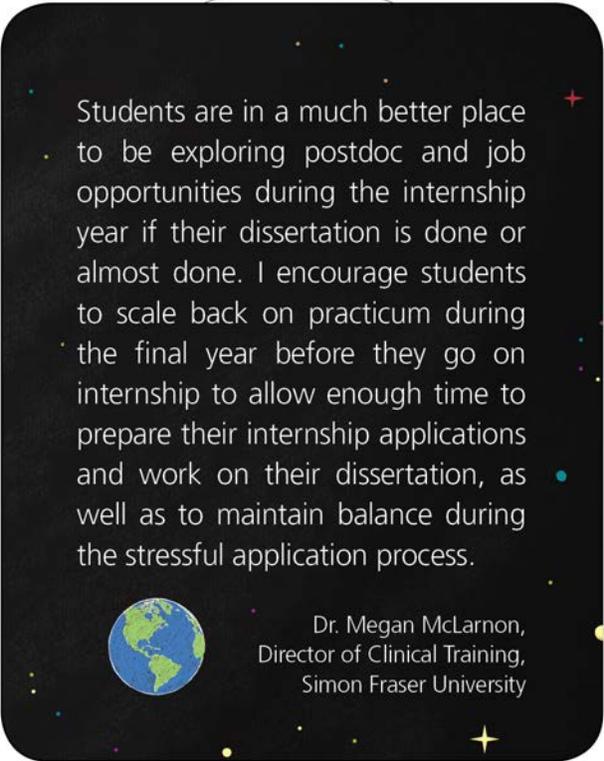
or at least getting the first draft of your full dissertation to your committee pre-internship.

As a warning, summer is the hardest time of year to book a dissertation defense. Working around the summer vacation schedules of a 6 to 7 person committee is not easy. Successfully setting a late summer defense date often means getting an agreed upon date in late spring (April or May).

Returning to grad school after internship is hard. Applying for jobs on internship is also hard. This sounds impossible, but you literally may start job searching the month you start internship. Academic jobs for the post-internship year (post-doctoral fellowships and professorships) begin posting in September and clinical jobs that you could be eligible for (i.e., in September or July of the following year) often start posting 3 months before the job starts. Moreover, on top of being an intern and a job applicant, you will also need to think about applying for registration with your provincial psychology regulatory body. This also does not leave a lot of time for dissertation progress.

Working full-time as an intern and applying for post-internship jobs is hard enough, without having to write your dissertation too. Many interns have said that it was an adjustment to go from being completely in charge of managing their own time, to working regular work hours, five days a week, and having to request time off. Moreover, many students report that 1 clinical hour is not equal to 1 research hour, emotionally. It's more like 1 clinical hour takes the energy of 2 research hours, so expect to have trouble working evenings on your dissertation when you're carrying a full internship clinical load.

If you do end up in the situation that you are working on your dissertation on internship (it happens), it is important to be organized before you start. If you will not be completing your internship in the same city as your research lab, ensure that you have access to all of the data and other materials you will need before you move (e.g., access to network drives, specialized computer programs, scanned copies of hard copy materials, etc.). Since it is often impossible to bring everything with you, organize materials that you are leaving at your lab so that others will be able to find things and send them to you if necessary (orienting a junior lab member or lab coordinator to your materials can save you time later). If you are moving a lot of data with you, make sure it is backed up in multiple locations and you are upholding the principles required for storage and privacy required by your institution's ethics review board.



Students are in a much better place to be exploring postdoc and job opportunities during the internship year if their dissertation is done or almost done. I encourage students to scale back on practicum during the final year before they go on internship to allow enough time to prepare their internship applications and work on their dissertation, as well as to maintain balance during the stressful application process.



Dr. Megan McLarnon,
Director of Clinical Training,
Simon Fraser University

Professional Registration

Once you complete your internship, you will move on to the next process of getting registered or licensed in the geographical location where you live. There are vast differences between states and provinces in terms of what they require so we will offer general advice here rather than specific advice for each place.

- 1) The biggest piece of advice is to start thinking about registration on internship, even if you do not know where you will land your first post-internship job. No matter where you end up in North America, you will need to write your licensing exam, the EPPP. Don't put this off. Organize your study time towards the end of internship or right after internship. Think back to your undergrad multiple-choice test days and think about how you succeeded on those tests. The EPPP is similar (just a larger scope) and there are excellent study materials that provide what you need to know. When it comes to the EPPP, the sooner the better. Life will not get any less busy and complicated after internship.
- 2) Organize your course syllabi before you pack and move. You will need to demonstrate the courses you have taken and be knowledgeable about how their content applies to the various content areas required by the licensing board.
- 3) Get copies of your transcripts. The course listings will be required.
- 4) Talk to newly registered psychologists in the jurisdiction(s) you think you will be in about the process. Ask them for copies of their application and study materials.

To Do a Post-doc or Get a Job?

The answer to this question will depend on your wants and needs for additional training. Some students have always known they have wanted to become a clinical psychologist in private practice or a hospital setting, whereas others were born to be academic researchers. Then, for many of us, the decision was less clear and determined by our life experiences during our doctoral training. More than this, the landscape for jobs is ever-changing. A number of the authors of this book entered graduate school wanting to be clinicians and left internship looking for academic positions. Other authors entered graduate school wanting to be researchers and could not be happier as well-paid clinicians who never have to write another grant again. It's okay not to know what you want to be when you grow up! But here are some things to consider as you decide about whether a post-doc is a good fit for you:

Post-docs are not just for future academic researchers/Pis. There are many types of post-doctoral positions, ranging from full time protected post-doctoral researcher to 80-100% clinical postdoctoral fellows. The flexibility of a combined research/clinical post-doc can be great, but it could be difficult to carve out time for research when there is pressure to see patients. Talk to your prospective supervisor(s) about how your time will be allocated (e.g., separate days for clinical vs. research; different sites for clinical vs. research days). Keep in mind that the more integrated your research and clinical duties are (i.e. you are doing supervised clinical work as a part of a research study that you will publish on), the easier it will be to find a balance.

Post-docs can amp up your CV and can be a step toward full-time employment.

Even if you know that you want to become a full time clinician at the end of internship, a post-doc that combines research and clinical practice can be helpful, particularly for obtaining a hospital-based clinical job. The job market for both academic and clinical jobs is more competitive than ever. Additional specialized training can only enhance your CV and chances of success on the job market. If you are after a position at a large hospital site where new job postings are few and far between, a clinical post-doc can also be a great way to get your foot in the door (you will be considered an “internal applicant”).

Post-doctoral fellowships can be downright dreamy. Okay, we’ve already admitted some of us are biased, but we do believe that the post-doc can be a very special developmental period of your training – whether you are oriented towards research or clinical practice. With an encouraging supervisor and enriching environment, it is a true luxury to have so much dedicated time to research – often without any teaching or service obligations. Never again will you have so much dedicated time protected for research with very few other demands on your time. On a clinical post-doctoral fellowship, you are getting new advanced clinical training. It is often the last time that senior clinicians who you respect will spend hours of time discussing your development, scaffolding your learning, and investing in your growth as a clinician. Most often development post- internship occurs pretty independently with occasional chances to touch base with more experienced mentors.

Post docs can extend your period of debt. Unless you get a very prestigious fellowship award (e.g., Banting), you will make much more money going straight into a clinical position or dare we say it, a professorship. And after so many years as an under-funded graduate student, this is appealing and important.

And then there were three? For those individuals who want to start to have children around this time, consider maternity/paternity/family leaves and how much time and money you will receive. This is especially important for those considering doing a post doc in the United States, where even the best jobs only afford 1-3 months of (often) unpaid leave. Some Canadian fellowship awards can be transferred to the US and provide some parental leave. For example, CIHR fellowship awards offer 6 months of paid maternity/paternity leave and extend the duration of your fellowship for an additional 6 months. But the lower pay of a fellowship is counterbalanced with a more flexible schedule for parenting obligations. We know people who considered the fellowship years ideal for having young children.

Okay! So you’ve made it through the list of considerations and you are ALL IN on the post-doc thing, right?! For those who are considering research-based post-docs, we recommend identifying and contacting potential post-doc supervisors in May, before your internship starts. Yes. You read correctly. Before internship starts. Applications for post-doctoral fellowship awards (e.g., CIHR post-doctoral fellowship funding) are due in the Fall (right as you are starting internship!). These applications take time and thought, and of course, identifying and working with a potential post-doc supervisor. Don’t delay!

If you’ve made it through the list of considerations and feel that a post-doc is not for you, we would encourage you to think about where and when you plan to apply for clinical jobs. Ask current supervisors and residents whether residents typically get offered and accept jobs at that site following residency. If you’re hoping to move back to the city where you did your graduate school training -

or a new city all together - it is worth getting in touch with people 'in the know' at those sites. Don't be afraid to make use of your social/academic/professional network to get your name out there! For example, we've heard from residents who have gotten in touch with former practicum supervisors to express an interest in positions at that site, or who have contacted the training director at a site they had ranked highly but to which they had not matched. Don't be afraid to apply for a real job even if you don't have all the qualifications. It does not hurt to try and you may even get some valuable feedback for the next application.

A Final Word About the Post-match Period

It's easy to get caught up in constantly asking, "What's next?" We've included this chapter to help you plan ahead because we were all taken aback when we got to the post-match stage. Many milestones came at us in quick succession. But don't worry if you just feel like you need to take some time to relax, recuperate, and reflect! While it's wonderful to plan for the future, there is no need to panic if it's your first week of internship and you don't know what kind of position you want when you're finished or what province (or country!) you'll be living in when your internship ends. Remember - things worked out with the Match and things will find a way of working themselves out again over the coming years! Knowing what lies ahead and making a conscious choice to slow down to a more comfortable personal pace is very different than feeling completely overwhelmed and immobilized by post-internship demands.

Chapter 9

Matching on Earth: Final Thoughts

Melanie Badali & Rebecca Pillai Riddell

Throughout this book we've talked the talk about a match made on earth. Now it is time for you to walk the walk. Feet on the ground. On Earth. Real life. Matching is about a goodness of fit – showing sites how you match and choosing sites that are a good match for you. The Earth part is about radically accepting that there is no perfect match and doing your best to be flexible. The internship application process is about finding your best match made on earth. And in our final thoughts, we wanted to send the message loud and clear, one final time.

All matches made on Earth are good matches. There will be air to breathe and water to drink. There will be no Mercury matches where you burn to a crisp or Pluto matches where you freeze Uranus off. Earth's good. Earth's solid. Earth is the place to be. Earth is a good place to stay grounded and a good place to take off from when you shoot for the stars.

Upon reflection, it is likely that part of the internship application stress comes from having to match successfully to finish your PhD. No other aspect of your degree requirements is so dependent on the combination of hard work *and* serendipity. Again, we want to emphasize the idea of working hard to make your own luck.

We believe that this book contains helpful information (though we may be biased). We recommend you read all the tips and suggestions that the amazing authors, Training Directors, DCTs, and helpful reviewers contributed to the book. But we want you to be realistic and to know that few (if any) people are going to do them all. Not even close. We didn't. You won't either. You are going to wing it at some point. You are going to make mistakes at some point. You are going to choke or freeze or sneeze at the wrong time. You are going to spill coffee on your white shirt or lose your luggage. This is ALL PART OF THE EXPERIENCE.

Those hellish moments will become funny stories (well...you know those stories you can laugh about only after you are well past it) to tell your friends and family. Take it from us, the worse the story the more inspirational it will be to others. "We survived and you will too" could have also been the title of this book, but the whole 'earth' theme was way easier for finding graphics and writing cheesy metaphors.

Back to the idea of final thoughts. Writing a 'how-to' book runs the risk of implying that we believe there is only one way to prepare for internship. We do not believe this. We strongly believe that aside from not doing it at the last minute and trying your best to get your dissertation at least to a polished draft stage before you go, almost everything else about 'how-to' apply is open to personalization.

Don't try to change yourself. Be your best self. The heart of this process is to find a match that will support the launch of a post-graduate school life that you want. You can't beat a square peg into a round hole. And match you will or match you won't. You can't lose if you are true to yourself and treat every challenge as a learning opportunity.

MOST Canadian students will match their chosen year of application. Remember the mantra, “95% of 2017 Canadian applicants who submitted ranks, matched”. For those who do not match the first year they apply, use your head coaches...er... your DCT and your Research Supervisor to brainstorm next steps. For some this means trying to secure an unaccredited internship (although again this should be avoided if at all possible). For others it means waiting until the next year to apply and using the year to set themselves up to be ahead of the postgraduate game. Success is about the metrics you choose for yourself. Choosing wisely is a strong inoculation against the imposter syndrome that flares up during the internship year.

WHAT INTERNSHIP MEANT FOR US

Why would two people dedicate an entire year (and rope in four other people that they truly like and respect) to put together a book on internship? Internship was a very important stage of our lives but also a pretty stressful all around process. We wanted to share what we learned.

Reflections from Melanie: Internship was an important period of my training as a psychologist. It was a great time for me to “practice” psychology. Coming into a new situation bringing what I had learned in grad school but without all the pressure of being fully independent was a gift. Even though I have “stress and anxiety” on my shingle, people with various complex issues walk through my door. It helps me to this day to have had a broad, solid foundation on which to build my specialization. I learned how to be flexible and build rapport quickly. I learned how resilient people can be. I learned how important multidisciplinary teams are. Some of the best lessons came out of some of my worst experiences. I remember a supervisor telling me “you are not a health psychologist until a patient throws you out of the room”. This turned a frustrating experience into a rite of passage. Just because someone thinks a person needs help from a psychologist does not mean that person is interested in that help. Internship for me was an opportunity to learn from supervisors, patients/clients, peers, and multidisciplinary teams. I also learned to drink coffee. The lessons learned on internship stick with me to this day (so did the coffee drinking).

Reflections from Becca: I have to start by saying that I loved my clinical training on internship. My TD was extremely organized, knowledgeable, and supportive of the internship program. He was a fierce advocate for us. My supervisors were experienced in their fields and I felt they truly valued the experience of mentoring my development (which was a great feeling). Being at a large health centre, I had my pick of rotations and felt like a kid in a candy store when I was setting up my clinical training plan. However, as amazing as internship was for me professionally, I think personally it was a challenging period. Part of the challenge I think I faced was that I did not take the time to figure out what I wanted to do post-internship. Or, maybe it is more accurate to say I was not ready to accept what I was until I was on internship. I was forced to pull a trigger on my career direction without a lot of forethought. I came to grad school wanting to be a 100% clinician. I think I knew midway through the program that I wanted to be a full-time academic but I did not have the confidence to think I could hack it as a researcher. When I started internship, with a lot of prodding, I decided I was going to try to go academic. But I was completely taken off guard that I had to start applying for jobs... like right away... like before I was even fully unpacked. Not only did I then apply for professor jobs and postdocs but I felt a lot of pressure to submit manuscripts as quickly as possible. There were a lot of long nights and weekends

absorbed by this process. Did I mention that I was a newlywed and my husband lived 2 hours away from me? I drove home twice a week, snow or shine, and that factored into my stress load. In the end, I did convince a university to hire me while I was on internship (I am still truly shocked that they took such a risk on me). However, I had serious health problems at the end of internship/beginning of my professorship that I think were partially brought on because I did not take time to prepare well enough when I was in grad school and took on too much on internship. Upon reflection, had I realized that internship was a bridge not a destination, I would have prioritized more R&R time in the year before I left for internship and would have explored my career path post-internship earlier. You live, you learn. My internship year was not perfect, it was a match made on earth, but I will be forever grateful for the clinical training and the people who supported me along the way.

You: Soon you will be able to reflect on your own internship experience and insert it here. But before we close could we now ask of you a favour? All the contributors to this book did so out of a true desire to pay it forward to help the next cohort of internship applicants. It was all done on a volunteer basis. We should state again that we are grateful to the Canadian Council of Professional Programs in Psychology for financially supporting the publishing of this book and for hosting it on their website to ensure we reach a new generation of interns. We hope that you can also pay it forward. We hope that you found this book helpful and you will be inspired to help the internship applicants who follow behind you. Be generous with your application materials and if someone asks you to meet for coffee to talk about the process, go. Even better, make the offer so they don't have to ask. A number of students across the country even support the next year's applicants by attending the meeting or workshop their DCT holds on internship applying and offering their perspective. Trust us when we say that hearing the lived experiences of someone who has recently thrived and survived is very powerful for students who are beginning to embark on the internship application process.

Soon you will be able to call yourself a full-fledged psychologist. It's a cool club to join and you are almost there. You can do it. Breathe. Focus on the match. Be realistic and flexible. We hope that by reading this book you are one step closer to your match made on earth. And, when you actually think about it, a match made on earth is a pretty heavenly place to be.

Appendices

APPI Writing Samples

Appendix 1

Cover Letter - Sample 1

Dr. Registered Psychologist
Director of Training
Pre-doctoral Residency in Pediatric and Child Psychology
Any Children's Hospital
Any Street Address
Any City, Any Province, Any Postal Code

October 31, 2020

Dear Dr. Psychologist,

Thank you for considering my application for your 2021-2022 Pre-doctoral Residency in Pediatric and Child Clinical Psychology (APPIC # 11111). I have included my curriculum vitae, graduate transcripts, three letters of reference, a redacted psychological assessment report, and a redacted treatment summary as clinical writing samples.

I am currently completing my fourth and final year of the CPA-accredited Clinical Psychology doctoral program at the University of Canada. I have completed all required coursework and passed my comprehensive doctoral examinations. My dissertation proposal has been approved and my data collection is complete. I am currently working on a committee approved analysis of my primary research questions. I plan to have a complete first draft of my dissertation by early March 2021, with a tentative defense date in late June. I have prioritized dissertation progress in order to allow me to focus exclusively on the training offered by your program.

What I hope is evident from my application is the fit between my residency goals and clinical interests, and the aims and philosophy of the pre-doctoral residency program at the Any Children's Hospital. Over the course of my graduate training, I have worked diligently to accumulate a range of experiences and skills that I believe will contribute to a successful and productive residency year: I have sought a variety of assessment and evidence-based intervention experiences with children and their families, across both child clinical psychology and pediatric health psychology settings. In addition, I have also collaborated with neuroscientists exploring neural development in children with Autism Spectrum Disorder. I also enjoyed coordinating a program evaluation project, teaching and supervising fellow graduate students, and performing professional service activities for my department and the Any Province Psychological Association.

Your program's commitment to excellence in education and training, in addition to a scholarly and scientific approach to professional psychology, match the professional goals I have set for myself. Specifically, my goals are to increase my competence in (1) providing of a range of evidence-based interventions across various modalities (e.g., individual, group, parent-training, family therapy programs), with patients from diverse backgrounds; (2) conducting comprehensive psychological assessments for children with complex medical and/or mental health presentations that inform individualized intervention plans; (3) working collaboratively in tertiary multidisciplinary teams to inform developmentally-attuned evaluations and recommendations that will empower patients and families in their own communities.

The breath of experience offered through the two clinical training domains of your program makes the Any Children's Hospital an optimal setting within which to

achieve my learning objectives for the residency year. Within the **Child Clinical** practice area, I am interested in completing a major rotation in the **Community Mental Health Rotation**. I am excited at the prospect of gaining experience in the attachment-based treatment model of the Outreach Treatment Program. I believe the attachment theoretical orientation will expand my theoretical repertoire and build on the CBT skills I have acquired thus far, with respect to both individual and group therapy.

Within the **Pediatric Psychology** practice area, I am interested in completing a major rotation in the **Pediatric Burn unit**. I am eager to learn more about how to enact psychological interventions to support children and families through the emotional and physical sequelae of severe burns. While I have no experience with pediatric pain, the cutting edge psychological practices I have read about in this unit would be ideally suited to augment my training in mood and anxiety disorders. This team also directly addresses my goal role of getting more experience on a tertiary multidisciplinary team. If feasible, I am also interested in pursuing additional training opportunities with the **Inpatient Medical Psychologist**.

Regarding minor rotations, I am keenly interested in refining my comprehensive assessment skills through a minor rotation in the **Developmental Rotation**. Training in the assessment of Autism Spectrum Disorders through the Developmental Clinic and the Early Child Development Team is of particular interest to me. The opportunities to provide consultation and liaise with community resources are also well-suited to my training goals. I would also like to complete a minor rotation in **Clinical Research**. Joining the research team for an on-going clinical research project or program evaluation project, or developing a small, time-limited project of my own would be enriching.

To date, I have split my time between community mental health centres and community hospitals. As I reviewed your program's brochure, I was impressed by the number of Child Clinical and Pediatric Psychology clinics that would provide completely training opportunities. The program at Any Children's Hospital would greatly advance my professional development as a child clinical and pediatric psychologist.

Thank you for taking the time to review my application. Please contact me if you have any questions or require any additional information. I look forward to meeting with you to further discuss the fit between your program and my personal training goals.

Sincerely,
Fantastic Intern, MA
APPIC Applicant Code No. 11111

Appendix 1

Cover Letter - Sample 2

Dr. Certified Psychologist
Director of Training
Internship Program Consortium
Any Street Address
Any City, Any Province, Any Postal Code
October 31, 2017

Dear Dr. Psychologist

It is with much enthusiasm that I am applying to the City Clinical Psychology Residency (CCPR) Program for the 2018-2019 year. Included in my AAPI application (APPIC # 22222), you will find my curriculum vitae, graduate transcripts, and letters of reference from my academic supervisor, Dr. Academic, as well as two of my clinical supervisors, Dr. First Clinical and Dr. Second Clinical.

Throughout my training, I worked in a broad range of settings, including hospitals, university counseling centres, and private practice, providing psychological assessments and individual, group, and couples therapy. I have also treated clients of diverse backgrounds, ages, and presenting problems (including mood and anxiety disorders, adjustment difficulties, posttraumatic stress, schizophrenia, and personality disorders), using a range of therapeutic approaches. These experiences have allowed me to develop a comprehensive set of clinical skills while pursuing my professional interests, which include delivering psychological services tailored to clients' unique needs, and improving access to such care. I have been grateful for the breadth that I have received and look to internship to build depth in a number of areas of my training.

In addition to my broad training across presenting problems and therapeutic approaches, I have accumulated indepth experience with group interventions. My curiosity in this area was inspired during my Master's thesis, for which I conducted a qualitative analysis of professionally facilitated online support groups. This study led to a clinically informative first-author publication in the *Journal of High Impact* describing how facilitators can adapt their in-person skills to enhance the therapeutic benefits of online, text-based groups. While working on my thesis, I also volunteered to observe a cognitive behavioural therapy (CBT) group for generalized anxiety disorder in the University Psychology Clinic (UPC). For twelve consecutive weeks, I observed sessions from behind a one-way mirror, participated in case conceptualization, and engaged in group supervision. This experience prepared me for my first external practicum at City General Hospital the following year, where I co-facilitated a CBT and dialectical behavioural therapy (DBT) skills groups for anxiety, depression, and emotion regulation, provided ongoing individual therapy, and conducted clinical interviews and comprehensive assessments. Furthermore, I developed complex case conceptualizations, produced integrated reports and shared feedback with clients, and participated in interdisciplinary team meetings. This placement introduced me to working with individuals with broad-ranging concerns and symptom severity. I have been privileged to have been able to run groups even after my official placement ended.

During my subsequent practicum at City Healthcare, I continued to develop my group therapy skills by co-facilitating CBT groups for anxiety and depression. Finally, inspired by own experiences with meditation as a yoga practitioner, I approached a supervisor in the UPC with whom I was able to develop, facilitate, and evaluate a novel mindfulness-based group therapy for adult patients with Generalized Anxiety Disorder. Over the years, I have had a broad range of opportunities to develop my

group therapy skills; however, I have yet to receive direct clinical training in process-oriented groups with a psychodynamic or interpersonal focus. For this reason, I am eager about the prospect of learning more about these approaches through a rotation in the **Group Therapy Service**.

Another specialty area that I have passionately pursued throughout my training is in the field of Addictions. This interest was first reflected in my qualitative analysis of university student perspectives of alcohol abuse for my undergraduate thesis, and subsequently in my Master's thesis investigation of individuals' experiences related to sexual abuse and alcohol use. During my practicum in the Consultation-Liaison Psychiatry Service (CLPS), I took advantage of opportunities to facilitate family meetings with patients and their loved ones, which strengthened my ability to identify and mediate interpersonal dynamics that are more and less adaptive to individual and relational functioning. In addition to these meetings, I co-facilitated a CBT group for clients who have been identified with a depressive mood disorder and addiction problems. This group devoted a number of sessions to providing coping strategies for partners and family members who suffer because of a loved one's addictions. These experiences were foundational in understanding systemic perspectives in an individual's mental health struggles. I would like to build on this foundation and further develop my skills in individual, couple and family therapies. For this reason, a part-time rotation in the **Couple and Family Service** is very appealing to me.

In addition to my background in mood disorders, anxiety and addictions, I also had a particularly influential practicum in a rehabilitation hospital. During this placement, I gained extensive experience providing consultations to medical, and other, allied health professionals, and learned how to adapt my treatment approach from a mental health focus to one of behavioural medicine. My time was spent providing individual and group CBT, motivational interviewing (MI), as well as meaning-making and behavioural medicine interventions to vulnerable populations, including medical patients suffering from post-intensive care distress, delirium, chronic disease management, and loss of body integrity/functioning. My interactions with these individuals often presented ethical considerations that required attunement and sensitivity to patients' needs, promotion of their dignity, and maintenance of professional boundaries in emotionally demanding, often delicate, contexts wherein patients felt particularly exposed. It was through this role that I discovered psychology's potential to support broader health goals (such as enhancing motivation and treatment adherence) and promote adaptive coping. These lessons have prepared me well for advanced training in the **Behavioural Health Consultation Services**, which would allow me to approach my long-term aspiration of working in a primary care practice as part of an integrated health team.

In summary, I believe that an internship at CCPR is well suited to meet my training goals and advance me toward my professional aspiration of broadly promoting of mental health and reducing stigma through the provision of therapeutic services geared to individuals, couples, and families. In addition, this opportunity would support my ambition of increasing accessibility and timely delivery of mental health services by taking a population-based approach to care that integrates psychological and physical well-being. Given its diverse and integrated training philosophy, the CCPR presents the ideal environment to propel me toward my career ambitions. Thank you for considering my application, and I look forward to hearing from you.

Sincerely,
Awesome Applicant, MA
APPIC Applicant Code No. 22222

Appendix 2

Autobiographical Essay - Sample 1

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

My psychology story starts in 2000. I embarked upon my undergraduate career at Misty Mountain University in Made Up Province. Although I knew I loved learning and nothing fascinated me more than human nature, I was unsure of what academic path to pursue. Along with a broad range of courses including literature, philosophy, history, mathematics, music and sciences, I enrolled in an introductory psychology class. During the section on health psychology, I read about how researchers (e.g., Dr. David Spiegel from Stanford University) found that a support group for women with breast cancer significantly lengthened the lives of its members. This finding was particularly salient for me because a close family member was suffering from breast cancer at that time. From that moment, I was hooked on psychology. I became increasingly fascinated with the idea that psychological factors could negatively and positively affect health.

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

In September 2010, I traded my raincoat for a parka and headed north to pursue graduate studies in clinical psychology. At Iceberg University (IU) I acquired skills applicable to both clinical and research work. Indeed, my clinical interests dovetail with my research pursuits. Clinical health psychology, behavioural medicine, and rehabilitation are particular areas of fascination for me. I have had the opportunity to gain experience in these areas through practica at a local community psychology clinic, Community Hospital and The Children's Rehab Centre. While my passion for health psychology drew me to the profession, my experiences throughout graduate school have sparked my desire to learn more about clinical areas including eating, anxiety and mood disorders. I look forward to having the opportunity to gain depth and breadth of clinical experience during my upcoming pre-doctoral clinical residency year.

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

Appendix 2

Autobiographical Essay - Sample 2

I can still remember the sound of glass shattering on the distillation wall in my undergraduate organic chemistry lab at Linden University. I had clumsily pulled on a part of the equipment without loosening another, resulting in broken glass and chemicals cascading over my lab bench. As if accidentally killing one dozen worms in my biology lab earlier that year had not been enough of a sign, I was quickly realizing that my career in the life sciences was not unfolding the way I had anticipated. I wanted to get into a field where I helped support life not took it away. Discouraged and disappointed, I reflected on the last time I had truly felt fulfilled, challenged, and accomplished. I immediately thought about my summers as a counsellor for a therapeutic children's camp in Northern Canada- Camp Canuck. It was a camp for young children who had behavioural challenges. We not only worked with the children but with the parents as well. My experience co-facilitating parent-child playgroups with a clinical psychology graduate student at the camp fascinated me more than anything I had done before. I was fascinated by the relational approach to child development and parenting. The program provided parents with a therapeutic place to simultaneously address their mental health issues, while supporting them to foster healthy relationships with their children. This experience was the impetus behind my decision to transfer to New City University to pursue a degree in psychology.

Throughout my undergraduate degree, I continued to spend my summers at the camp as a clinical research student on a multidisciplinary team where research and clinical work were effectively integrated. It was an amazing learning experience to see what could be accomplished when disciplines such as medicine, psychology, social work, and early childhood educators work together. The process of synthesizing research knowledge and answering clinical questions was immensely fulfilling. My research interests in parent-child relationships and health psychology motivated me to pursue graduate work in pediatric diabetes with an emphasis on family influences on compliance. During my graduate training, I have also had the opportunity to work in diverse practicum settings. My experiences doing neuropsychological assessments with children with neurological difficulties, conducting therapy with children with disruptive behaviour and their families, as well as assessing and treating children suffering from a variety of mental health concerns, have been challenging and incredibly rewarding learning opportunities.

As a graduate student, I have also been dedicated to service within my community. I served as the student representative for my graduate program area and as a co-chair of the Johnston Child Science Academy of Scholars. I volunteer annually as a mentor for high school students and am a member of the Board of Directors for Camp Canuck. These experiences have highlighted the rewarding aspects of service and community involvement.

While I no longer am able to spend my summers at Camp Canuck, I continue to consult on research projects and provide opinions on the future of the organization. I am grateful that my first experience working with children and families was such a formative one. Throughout my graduate training, my passion for this career has continued to grow and I am proud to be part of a profession that makes a difference in the lives of children and families. I am looking forward to further pursuing my goal of becoming a child psychologist during my internship training.

Appendix 3

Diversity Essay - Sample 1

My graduate training has taken place in a number of environments that have exposed me to, and enhanced my sensitivity to working with, diverse populations. For instance, living in and completing my studies in New York, one of the most multicultural cities in the world, has placed me in the daily context of diverse people, ideas, customs, and languages. Similarly, my engagement within the State University community, including my participation in courses and workshops on the topic of cultural competency and my encounters with peers and mentors of diverse backgrounds, has enriched my knowledge of different cultures.

Throughout my clinical training, I have benefited from working with diverse populations that have inspired me to carefully consider how cultural factors relate to case conceptualization and treatment planning. For example, while providing cognitive behavioural therapy (CBT) to a young male of Chinese background who was diagnosed with a severe mood disorder, it became apparent that his, and his family's, beliefs about his mental illness (i.e. that his diagnosis was a shame for the family) varied greatly from my own. These cultural differences presented potential challenges to the presumed treatment, including that the family wanted to discontinue the client's medication and psychotherapy once they had witnessed improvement in his symptoms. Beginning with the realization that there was a contrast between the client's culture and my own, I adapted my clinical approach. Without a shared set of assumptions, I knew I was missing necessary information about his experience and, as such, shifted to a more naïve, curious stance. As I learned more about the client's familial culture and the ways in which it was determined by his multiple intersecting identities, I developed a keener appreciation of his perspective. This allowed me to tailor my existing strategies to his unique constellation of attitudes and values, and in essence, translate my ideas into a more common 'language' that he and his family could accommodate.

While I could speak to other specific cases that would highlight my training with individuals belonging to diverse ethnicities, sexual orientations, ages, abilities, and socioeconomic statuses, I believe that each of my clients has presented with a unique culture that has been central to the manner in which I have worked with them. My training experiences have led me to believe that the boundaries between given "cultures" can be somewhat arbitrary, and that it can be harmful to assume understanding (or misunderstanding) of a client based on seemingly different or similar traits. There are many aspects of a person's development and circumstances that converge and emerge differentially, and thus I choose to take an agnostic approach when working with any client. This stance is aimed at being sensitive and receptive to the ways in which my clients identify as members of a cultural group(s), as well their particularities as individuals. As illustrated in the case above, this involves attempting to enter into my clients' framework and bracketing pre-conceived ideas about how they might self-identify within a particular culture. Simultaneously, rather than (impossibly) ignoring or shedding my own values and opinions, I make use of my reactions by sharing my outside ideas and inviting feedback in a way that allows me to bridge the cultural gap while encouraging clients' own openness to new and different perspectives. It is my opinion that cultural competence requires the curiosity and open-mindedness to continuously learn about the unfamiliar, as well as the tentativeness and humility to recognize the limits of one's knowledge. Therefore, I look forward to the new experiences and interactions during my internship that will undoubtedly continue to shape my multicultural lens.

Appendix 3

Diversity Essay - Sample 2

I have worked with clients with a wide range of presenting concerns, ethnic backgrounds, and socioeconomic positions. My clinical training has spanned a primary care setting serving mainly low-income families, a religious day school, a community agency for individuals with intellectual disabilities, a large psychiatric hospital in Canada, and private practice settings. I am mindful of the biases I bring to my clinical work; perhaps most of all, I am mindful of what I do not know. I maintain a sense of cultural humility by adhering to a process-oriented approach to cultural competency and engaging in constant reflection when considering issues of multicultural diversity.

Adopting a biopsychosocial informed approach, I attend to a client's larger sociocultural context when selecting and interpreting assessment measures. I recognize that both a child's environment, and the environment's interpretation of his/her behaviour, dynamically shape development. For instance, when conducting a supervised assessment of a 10-year-old boy from a very rural religious farming community with a query of Autism Spectrum Disorder (ASD), I sought to better understand his mother's hesitation and minimization in reporting her son's observably challenging behaviours. With her assistance, I came to acknowledge the blame she placed upon herself for her son's behaviour and the shame she identified in seeking help outside of her close-knit community; these factors had prevented her from seeking early intervention services for her son in the past. In communicating her son's ASD diagnosis, my supervisor and I took care in providing evidence-based information, in addition to connecting her with culturally sensitive resources to allow further discussion around intervention options aligned with her personal beliefs.

Demonstrating cultural humility enables me to better understand the personal meaning that clients ascribe to their individual experiences. While on a supervised practicum, I worked with a female adolescent from The Phillipines presenting with depressive symptoms. I observed my client's apparent lack of motivation to engage in treatment. I reflected on the inherent power imbalances within a therapeutic relationship, the discrimination she and her family have endured in Canada, and the continued structural social inequities that they likely experience as new Canadian immigrants. Rather than base my work in broad assumptions and stereotypes, I placed the greatest emphasis on identifying what role my client's individual experiences played in her behaviour. In doing so, I came to formulate her lack of motivation as rooted, in part, in fear over her family's past involvement with child protective services. With this knowledge, I re-addressed limits of confidentiality; we openly discussed her concerns and ultimately developed a relationship that allowed us to collaboratively work towards her treatment goals.

I consider myself fortunate to have lived in some of North America's most multicultural cities, including Vancouver, Montreal, and Toronto. I seek to reduce my biases and blind spots in my clinical practice by continuing to reflect on how my lived experiences impact my values and self-identity. Above all, I aim to adopt a lifelong process of learning that honours the diversity of my clients.

Appendix 4

Theoretical Orientation Essay - Sample 1

Throughout my training, I have had the opportunity to practice a broad range of interventions geared toward the distinct concerns and goals of various clinical populations. These experiences have taught me how to work within different paradigms, including cognitive behavioural, dialectical behavioural, emotion-focused, client-centered, mindfulness-based, psychodynamic, and interpersonal approaches. Witnessing how mental health can be promoted through multiple pathways and formats has shaped my understanding that mental illness is multi-determined and can manifest in infinite ways.

My clinical approach is largely influenced by systems theory and the notion that individuals, and their broader social systems, operate to maintain a state of equilibrium. Corresponding with this perspective, I view clients' difficulties as the result of ineffective or overwhelmed coping resources in the face of acute (e.g., traumatic incident, significant loss) and/or chronic (e.g., chaotic relationships, poverty) disequilibrium or stress. I believe that case conceptualization should clarify where and how clients' coping efforts are failing, and inform how interventions can foster corrective experiences, strengthen internal resources (e.g., realistic cognitions, self-soothing abilities, effective interpersonal and assertiveness skills), and reduce external stressors. Relatedly, I believe treatment should strive to account for and address instability in whatever forms it presents (e.g., individual, marital, or family distress), ensuring that clients receive support when and how it is most suited for them. These ideals have guided my clinical training and research in various therapeutic modalities, including individual, couple, and group interventions, as well as widely deliverable online services.

While my theoretical orientation is guided by a systems framework, my clinical style is fundamentally client-centered in that I inherently trust in clients and their capacity for growth. I believe that each individual's unique development is best achieved by supporting his/her autonomy and experiences in the moment. In facilitating this process, and by conveying warmth, sincerity, and acceptance, I seek to establish a therapeutic alliance that allows clients to safely explore their inner selves. In addition, I believe that therapy should involve continual formulation and use of a case conceptualization, which I seek to carry out in a transparent and collaborative fashion with clients. With this conceptualization in mind, I attend to pertinent themes and qualities (i.e., "markers") and, in a process-directive style, integrate relevant strategies and techniques. For instance, if a client has difficulty identifying or expressing their emotions, I might introduce an experiential intervention such as focusing, in order to increase their awareness of inner feelings and physical sensations and facilitate meaning-making. Alternatively, if a client demonstrates patterns of catastrophic thinking and avoidant behaviour, I might incorporate cognitive restructuring techniques and/or behavioural experiments to challenge their maladaptive automatic thoughts and predictions. I have found that such collaborative development and application of a case conceptualization requires being flexible, tentative, patient, and receptive to new information that may refine the formulation, while also being purposeful and confident in the existing 'map' in a way that guides the focus of treatment.

In summary, my clinical approach is a dynamic, systemic process of evolving case conceptualization and intervention that involves considering the predisposing and perpetuating factors that serve to maintain clients' difficulties, as well as introducing small, gradual changes intended to inspire new patterns of adaptive functioning. This approach is carried out in a client-centered spirit that fosters a climate that is conducive to openness and disclosure, and instills trust, hope, and the necessary

commitment to persist with mutually agreed-upon tasks and goals. Given that my approach is flexible and responsive to a wide variety of presentations, I am well positioned to make a valuable contribution during my internship, while also being amenable to feedback and further development.

Appendix 4

Theoretical Orientation Essay - Sample 2

Biopsychosocial and cognitive behavioural frameworks primarily inform my theoretical orientation. Cognizant of the multiple and interconnected contexts in which development occurs, my work is also influenced by ecological and systems theories. I develop a case conceptualization by synthesizing biological, psychological and socio-cultural factors, as well as associated interactions that are relevant to understanding a client's presenting problems. Identifying predisposing, precipitating, perpetuating, and protective factors imposes a chronology that assists in selecting interventions matched to the needs of my clients and their environments. In doing so, I am able to identify how my clients resemble or differ from those studied in relevant research to create an individually tailored, yet empirically driven treatment plan.

My conceptualization and intervention approach can be exemplified by my work as a supervised practicum student in a hospital day treatment program with a 4-year-old boy presenting with non-compliant and aggressive behaviours. The treatment team and I identified biological factors, including borderline cognitive abilities and sensory sensitivities, as predisposing this child to behavioural difficulties. A concrete cognitive style, poor frustration tolerance skills, and difficulties correctly interpreting social situations were viewed as psychological factors further contributing to his maladaptive behaviours. Socially, elements of his home (e.g., inconsistent parent discipline styles) and school environment (e.g., large class size) were thought to precipitate these difficulties. This client's aggressive behaviour led to his frequent exclusion from school and community activities, thereby limiting his interactions with peers, and perpetuating his social skill deficits. Finally, we acknowledged his intact and engaged family as significant protective factors.

Based on the above formulation, and in collaboration with the child and parents, targets for change were identified on several levels of influence, including child skill development, parent-child relationship building, and environmental accommodations to promote positive social interactions. My individual therapy sessions focused on emotion and social cue identification, relaxation strategies, development of coping statements and adaptive ways of thinking about distressing situations, and social skill instruction. I employed evidence-based cognitive-behavioural therapy protocols; however, I often replaced manualized verbal cognitive restructuring activities with play-based behavioural experiments to address my client's individual needs. Mindful of the impact of common therapeutic factors, I also incorporated my client's science fiction interests into our sessions to build rapport and increase motivation. Together with the team social worker, I worked with the client's parents to implement consistent and effective parenting strategies to strengthen the child-parent relationship and supported his classroom staff in scaffolding successful peer interactions. As a whole, this treatment plan enabled the client to decrease his disruptive behaviours by bolstering his individual adaptive coping skills, in addition to strengthening his environmental supports.

My clinical practice is continually informed by new experiences. While my training to date has largely been based in cognitive behavioural informed interventions, I aspire to develop a theoretically integrated orientation by widening my exposure to, and understanding of, diverse intervention approaches. I welcome opportunities to provide a variety of evidence-based treatment modalities during my internship.

Appendix 5

Research Essay - Sample 1

My interest in developmental psychology began as an undergraduate student while working as a clinical research assistant with teenage mothers and their young infants. This research sparked my interest in the caregiver-child relationship, and more broadly, pediatric health psychology. I am currently completing my doctoral research under the supervision of Dr. Sample in Child Neuropsychology. My three primary research interests involve work with academic achievement in lower-income households, decisions to pursue higher education, and cognitive changes in children with pediatric multiple sclerosis (MS).

For my Master's thesis, I investigated the relationship between parent behaviours, specifically criticism and structuring, during homework sessions in a low SES neighbourhood. This work was the basis for developing recommendations for best practice strategies for supporting academic achievement in families with limited resources for our local school board. My Doctoral dissertation is investigating how student and parent factors (such as executive functioning, intelligence, academic achievement), as well as parent-student interactions, contribute to children's decisions to pursue a university education. This longitudinal study follows parent-child dyads during high school at Grades 10, 11, and 12. These results will provide important insight into the family factors that predict postsecondary school attendance, in turn, uncover a unique opportunity for intervention at an early age.

As a clinician-scientist, I highly value the use of evidence-based treatments. During my graduate studies I have co-authored a registered systematic review on parent-led strategies to improve academic achievement. This review provided recommendations to parents on efficacious and non-efficacious strategies for children for both preschool and early elementary students, as well as highlighted areas where future research is needed.

My clinical experiences have also played an important role in fuelling my research interests. After conducting a neuropsychological assessment practicum at The Hospital for Children, I became interested in the cognitive development of children and adolescents with neurological conditions. This clinical experience was the impetus for me to seek out a minor area project investigating the longitudinal cognitive changes of children with pediatric MS. The results showed that although children with MS did not demonstrate cognitive decline over a one-year follow-up period, they failed to show the same level of improvement as healthy controls. These findings will help clinicians better understand long-term outcomes of children with MS.

I am strongly committed to the dissemination of my research. As such, I have co-authored 4 peer-reviewed papers, two book chapters, and have presented posters at local, national, and international scientific meetings. My overarching goal is to work as a clinician-scientist in the area of pediatric health psychology, where my research directly informs my clinical practice. I welcome the opportunity to be involved in research projects on my internship year and look forward to the opportunity to link my research interests with my clinical work.

Appendix 5

Research Essay - Sample 2

I identify as a scientist-practitioner whereby my clinical work is largely informed by psychological science and also drives and inspires my research questions. The research I have conducted to date is diverse yet tied together by a common goal: To improve the health of children across development. Throughout my graduate training, I have conducted research in several areas relevant to child clinical and pediatric psychology including: children's memories for bullying and stressful events, anxiety, cognitive-behavioural therapy for pediatric chronic pain, substance misuse among refugee adolescents, language-based interventions for economically disadvantaged preschoolers, and ethical issues regarding research with children.

In keeping with my desire to improve children's health across the lifespan, my dissertation research examined the impact of anxiety on children's memories for bullying and how parental anxiety impacts recall and emotional valence. Children's memories for bullying may lead to the development of mental health and health disorders, long after the bully or the victim has moved on. By identifying how anxiety and other key factors contribute to the development of negatively exaggerated memories, this research could inform the design of new evidence-based interventions aimed at reducing the sequelae of bullying for school-aged children. This type of intervention could be especially critical for children for whom bullying has become a chronic stressor. I received several awards and grants for this research (e.g., Society of Psychology (SP) Student Research Grant). I also gave an invited presentation based on these results at the SEP Conference in 2015. My committee has reviewed two manuscripts that will form the basis of my dissertation. I have submitted them for publication and I will defend my dissertation prior to residency.

I actively contribute to the development and translation of research in a variety of areas related to child clinical and pediatric psychology. I co-authored 3 peer-reviewed papers (with an additional 2 manuscripts that have been submitted as well as 2 manuscripts and 1 book chapter in preparation) and disseminated this research in over 15 conference presentations, symposia, invited talks, and articles in professional association newsletters. I am also a peer reviewer for several scientific journals. My research is, and has been, externally funded by provincial and federal government agencies and I have held a SSHRC Doctoral Award throughout my doctoral training. I recognize the importance of extending knowledge beyond scholarly activities and disseminate my research through public talks to the community and media interviews. As a trainee member of the SSHRC-funded Strategic Training Program in Child Victimization, I benefit from exceptional mentorship from internationally renowned experts in the field of child development. This training program has also provided me with excellent training in research-related activities (e.g., media, policy, knowledge translation, ethics).

I aim to continue to preserve and foster the integration of the science and practice of clinical psychology by continuing to contribute in both of these spheres, and I welcome the opportunity to conduct research in my residency setting.

Appendix 6

Curriculum Vitae Sample

Kee Nerr

Department of Psychology
Great University
Home Address
Phone:
Email:

NMS Applicant Code Number: ##

EDUCATION

- | | |
|----------------|---|
| Ongoing | Doctor of Philosophy, Clinical Psychology <ul style="list-style-type: none"> ▪ <i>Province University, City, Province</i> |
| Year | Master of Arts, Clinical Psychology <ul style="list-style-type: none"> ▪ <i>Province University, City, Province</i> |
| Year | Bachelor of Arts (Honours), Specialization in Psychology <ul style="list-style-type: none"> ▪ <i>University of Province, City, Province</i> ▪ Graduated Magna Cum Laude ▪ Dean's List |

AWARDS AND DISTINCTIONS

List All Awards for Graduate and Undergraduate

CLINICAL EXPERIENCE

- | | |
|--------------|---|
| Dates | Researcher-Therapist (Online Group Intervention) <ul style="list-style-type: none"> ▪ <i>Health Sciences Centre</i> (Supervisor: Name) ▪ Co-developed an innovative, online intervention aimed at improving healthy weight management and quality of life in specific population ▪ Co-facilitate a 12-week online, interactive psychoeducational and supportive group program ▪ Collect physiological and self-report data across four time-points |
| Dates | Therapist (Private Practice) <ul style="list-style-type: none"> ▪ <i>City, ON</i> (Supervisor: Name) ▪ Conduct psychodiagnostic assessments for the purposes of informing treatment and writing integrated psychological reports in support of clients' insurance coverage ▪ Provide time-limited individual therapy to clients with diverse presentations, using a range of therapeutic modalities (Cognitive |

Behavioural, Emotion-Focused, Supportive, Client-Centered, & Motivational Interviewing)

- Dates** **Primary Group Therapist (Mindfulness-Based Couples Group)**
- *University Psychology Clinic, ON* (Supervisors: Names)
 - Took initiative to co-develop and facilitate a mindfulness-based couples therapy group.
 - First-authored the group treatment manual
 - Collected pre- and post-data to evaluate treatment efficacy

- Dates** **Clinical Practicum III (Health Psychology)**
- Happy Healthcare, City*
- *Women's Health Concerns Clinic* (Supervisor: Name)
 - Conducted brief clinical interviews and consultations to determine treatment suitability and make appropriate referrals
 - Provided brief (approximately 6 sessions) individual CBT with women presenting with mood and anxiety disorders during the perinatal period
 - Co-facilitated a CBT group for perinatal anxiety
 - Observed a CBT group for perinatal bipolar disorder
 - Conducted post-treatment interviews and collected outcome data for a clinical trial of a CBT for menopause group

Consultation-Liaison Psychiatry Service (Supervisor: Name)

- Performed psychiatric consultations with inpatients and outpatients presenting with comorbid medical illnesses and psychological symptoms
- Provided short-term individual therapy (supportive, CBT, behavioural medicine) to inpatients and outpatients
- Co-facilitated, and occasionally independently facilitated, a CBT group for chronic lung disease management for patients in the respiratory rehabilitation program
- Co-facilitated family meetings, where I provided feedback regarding patients' progress and treatment recommendations
- Participated in weekly interdisciplinary team meetings within the respiratory rehabilitation team

- Dates** **Therapist (Long-Term Individual Therapy)**
- *University Psychology Clinic* (Supervisors: Names)
 - Conducted initial clinical interview (MINI), as well as continually monitored treatment progress using bi-weekly measures of distress (OQ-45) and working alliance (WAI)
 - Provided long-term (approximately 50 sessions) therapy to a client presenting with symptoms of depression, anxiety, and personality disorder, using an integration of emotion-focused, psychodynamic, and cognitive-behavioural therapy

- Dates** **Clinical Practicum II (Assessment and Intervention)**

- *General Hospital, Adult Mental Health* (Supervisor: Name)
- Performed clinical interviews, administered comprehensive neurocognitive and psychodiagnostic assessments, scored and interpreted assessment data, formulated case conceptualizations, prepared comprehensive clinical reports, and provided feedback to clients and their families
- Co-facilitated a CBT skills groups for anxiety and depression
- Co-developed and co-facilitated a DBT skills group
- Provided individual (supportive and emotion-focused) therapy to a client diagnosed with complicated grief
- Provided individual CBT to a client diagnosed with schizophrenia
- Participated in interdisciplinary team meetings for purposes of case conceptualization, treatment planning, and consultation

Dates **Advanced Intervention (In-House Practicum)**

- *University Psychology Clinic* (Supervisors: Names)
- Provided DBT to a client diagnosed with bipolar disorder
- Provided EFT to a client presenting with interpersonal and adjustment-related difficulties
- Formulated and presented case summaries
- Participated in group and peer supervision

Dates **Group Therapy Observer (CBT Group for GAD)**

- *University Psychology Clinic* (Supervisor: Name)
- Observed 12 live sessions of a CBT group for Generalized Anxiety Disorder, from behind a one-way mirror
- Participated in weekly group supervision

Dates **Clinical Practicum I (In-House Practicum)**

- *University Psychology Clinic* (Supervisor: Name)
- Provided individual client-centered therapy to a client presenting with interpersonal and adjustment-related difficulties
- Monitored progress through weekly administration and interpretation of measures of client distress (OQ-45) and working alliance (WAI)

Dates **Clinical Intake Assistant**

- *Province University Psychology Clinic* (Supervisor: Name)
- Responded to incoming calls to the clinic and provided information about intervention and assessment services
- Conducted clinical intakes with new clients

TESTS ADMINISTERED

List

WORKSHOPS AND CONTINUING EDUCATION

List Title, Date and Hours

UNIVERSITY AND PROFESSIONAL ACTIVITIES

- Dates** **Student Advisory Committee Member**
- University Psychology Clinic
- Date** **External Reviewer**
- Funky Journal of Psychology
- Dates** **Student Practicum Committee Member**
- Province University, Faculty of Graduate Studies, Clinical Area
- Dates** **Student Mentor and Event Coordinator,
Clinical Psychology Incoming Student Orientation**
- Province University, Faculty of Graduate Studies, Clinical Area

PUBLICATIONS

These are potential headings

Peer Reviewed Publications
 Peer Reviewed Published Abstracts
 Invited Contributions, Chapters, Books
 Unpublished Reports, Newsletters
 Peer Reviewed Oral Symposia
 Peer Reviewed Oral Presentations
 Peer Reviewed Poster Presentations
 Invited Presentations
 Interviews and Media Relations

RELATED WORK EXPERIENCE

TEACHING

- Dates** **Teaching Assistant**
- Department of Psychology, Province University
 - Course: Social Psychology (PSYC 123)
- Dates** **Teaching Assistant**
- Department of Psychology, Province University
 - Course: Psychology of Internship (PSYC 456)

RESEARCH

- Dates** **Doctoral Dissertation, Province University**
- Supervisor: Name
 - Title: A Randomized Controlled Trial Evaluating the Efficacy of a Cool Intervention for Something in Specialized Population

Dates Research Assistant, Province University Psych Lab

- Supervisor: Name
- Attended weekly mindfulness experiential and educational seminars on behaviour change strategies and principles
- Conducted literature reviews on various behavioural health topics and synthesized knowledge into web-blogs for public access
- Developed and implemented a mindfulness-based couples group intervention, and collected pre- and post-treatment data to evaluate program efficacy

Dates Masters Thesis, Province University

- Supervisor: Name
- Title: The utility of online support groups for special population
- Nominated for Best MA Thesis, Department of Psychology

Dates Research Assistant, Research Project

- Supervisor: Name
- Assisted with registration and organization of conference events
- Managed project's secure online space, where event updates, relevant articles, discussions, videos and photos are shared with professional and academic community members

Dates Research Assistant, University of Province Research Lab

- Supervisor: Name
- Assisted with ongoing projects by conducting literature reviews, collecting data, and summarizing and communicating findings
- Coded and entered data, provided information about ongoing studies to interested participants, scheduled appointments, and managed confidential participant files

Dates Honours Thesis, University of Province

- Supervisor: Name
- Title: A qualitative analysis of something.

MEMBERSHIPS AND PROFESSIONAL AFFILIATIONS

List all memberships, put psychology ones up top such as Canadian Psychological Association, British Columbia Psychological Society

REFERENCES

Insert the name of the three referees you use for example:

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 Staff Psychologist
 Retail Therapy Institute
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 (405) 123-5678