



NEUROPSYCHOLOGY INTERNSHIP APPLICATION PROCESS

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Association of Neuropsychology Students in Training (ANST)
Society for Clinical Neuropsychology's Education Advisory Committee (SCN-EAC)
Association for Internship Training in Clinical Neuropsychology (AITCN)


Outline

- ▶ Becoming competitive and prepared for internship
- ▶ Looking for programs
- ▶ The application & its components
- ▶ Interview preparation
- ▶ Ranking sites and APPIC statistics
- ▶ It's all about FIT!
- ▶ Thinking about your future training & career
- ▶ Resources for underrepresented students & for students with an interest in diverse populations
- ▶ Q&A

Nina H. Thomas, Ph.D., ABPP-CN



- ▶ Ph.D. in Clinical Psychology at University of Texas at Austin
- ▶ Internship at the University of North Carolina at Chapel Hill
- ▶ Postdoctoral fellowship at Kennedy Krieger Institute/Johns Hopkins School of Medicine
- ▶ Specializes in neural tube defects, metabolic disease & late effects of chemotherapy
- ▶ Neuropsychologist at Children's Hospital of Philadelphia
- ▶ AITCN President



Neuropsychology Internship Application: Preparation and Process

NINA HATTIANGADI THOMAS, PH.D., ABPP-CN

Organizations



- ▶ Association for Internship Training in Clinical Neuropsychology (AITCN)
- ▶ Association of Psychology Postdoctoral and Internship Centers (APPIC)
- ▶ Society for Clinical Neuropsychology (SCN: APA Division 40)
- ▶ Association of Neuropsychology Students in Training (ANST)
- ▶ American Board of Professional Psychology/Clinical Neuropsychology (ABPP/ABCN)

Organizations

- ▶ International Neuropsychological Society (INS)
- ▶ National Academy of Neuropsychology (NAN)
- ▶ Association for Doctoral Education in Clinical Neuropsychology (ADECN)
- ▶ American Academy of Clinical Neuropsychology (AACN)
- ▶ Hispanic Neuropsychological Society (HNS)

Specific Documents

- ▶ Sample Online Internship Application (APPIC)
- ▶ Specialty Application for Board Certification in Clinical Neuropsychology (ABPP-CN)

Tracking Experiences

The **AAPI** will ask you to break down **all** experiences by:

- ▶ Setting (Child Guidance Clinic, Community Mental Health Center, Private Practice...)
- ▶ Race/Ethnicity
- ▶ Sexual Orientation
- ▶ Disabilities
- ▶ Gender

Tracking Experiences



You will need to break down your **intervention** experiences by:

- ▶ Intervention Type (Individual Therapy, Career Counseling, Group Counseling...)
- ▶ Both hours overall and number of clients/groups need to be provided

Tracking Experiences

You will also need to track **assessment** hours by:

- ▶ Measures administered/scored
- ▶ Clinical reports written with each measure
- ▶ Measures administered for research

These are tracked separately for **child** and **adult** instruments

Tracking Experiences

- ▶ **Integrated Psychological Testing Reports: AAPI Guidelines**
- ▶ This section should NOT include reports written from an interview that is only history-taking, a clinical interview, and/or only the completion of behavioral rating forms, where no additional psychological tests are administered. The definition of an integrated psychological testing report is a report that includes a review of history, results of an interview and **at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests.**
- ▶ *Neuropsychology internships look very carefully at assessment experiences. If your number of integrated reports is equivalent to the number of behavior rating scales given and very different from the number of cognitive, academic, or neuropsychological tests given, this will be noticed.*

Tracking Experiences

You will also need to track **supervision** hours by:

- ▶ Type of professional supervising (Licensed Psychologists, Allied Mental Health Professionals...)
- ▶ Individual vs. Group Supervision

Tracking Experiences

For board **(ABPP)** certification you will *may* need to document training in:

▶ Basic Neurosciences

▶ Clinical Neurology

▶ Neuroanatomy

▶ Neuropathology

➤ Clinical Neuropsychological Assessment

➤ Psychological Assessment

➤ Psychological Intervention

➤ Psychopathology

Preparing a Vitae

- ▶ The curriculum vitae (CV) is an important component of your application.
- ▶ Many applicant factors that are not easily determined from the AAPI will be pulled from your CV
- ▶ A CV is different from a resume, do not get confused by online advice about maximum lengths of two pages, etc.
- ▶ **Do** be clear about each of your practicum experiences (setting, clientele characteristics, duties)
- ▶ **Do** have sections indicating grant funding or awards (including travel awards) if applicable, leadership activities such as committee membership, advocacy, or special diversity experiences
- ▶ **Do not** have information irrelevant to professional training (e.g. pilates instructor, hobbies)

Balancing Depth and Breadth

- ▶ Although people do occasionally “jump tracks” at the internship level, most neuropsychology internships are designed to provide specialty training in clinical neuropsychology as well as rounding out general psychology training
- ▶ The ideal candidate will be able to “hit the ground running” in neuropsychological rotations, but will **also** be able to function effectively in other rotations, including therapy rotations
- ▶ Candidates with almost exclusively neuropsychology assessment experience, diverse as experiences within neuropsychology may have been, may find themselves at a **disadvantage** when applying for internship
- ▶ Seek advice early and often regarding your particular experiences, to determine if you need to focus on adding depth or breadth to your prior experiences

Common Pitfalls with Breadth



- ▶ Minimal therapy experience (very small number of therapy hours or very few number of clients)
- ▶ Experience with few age groups (e.g., no adult clients)
- ▶ Experience with few settings (e.g., all experiences within University department clinic)
- ▶ Experience with few diagnoses (e.g., only completed practica in anxiety disorders)

Common Pitfalls with Breadth



- ▶ No experience with couples/group therapy
- ▶ Assessment experience limited to research batteries with few integrated reports
- ▶ Assessment experience entirely within adult or child age group

Remediating Weaknesses

▶ **NEUROANATOMY:**

Coursework:

- ▶ Local university/medical school courses
- ▶ Online courses (NAN, Coursera)

Other Experiences:

- ▶ Grand Rounds
- ▶ Brain Cuttings

Remediating Weaknesses

OTHER WEAKNESSES (Populations, Diagnoses, Age Groups, Service Types):

- ▶ Time-Limited Externship
- ▶ “Shadowing” a Clinician
- ▶ Independent Reading/Coursework
- ▶ Continuing Education Courses/Conferences

Interviewers want to see that you are **aware** of deficits and have a **long-term plan** to address them, whether or not you will be able to do so prior to internship

Beyond the Classroom: Diversity



- ▶ Diversity experiences are an important component of your application, and particularly for individuals who are limited geographically by the diversity of their region, may require the applicant to seek out additional experiences.
- ▶ You will have an opportunity to write about diversity experiences in your essay, but be prepared as well to discuss these issues in interview and in the context of a clinical case.
- ▶ Diversity can encompass factors outside race/ethnicity/nationality/language, but do not “stretch” and try to create diversity experiences where none exist – it’s at best embarrassing, and at worst offensive.

Beyond the Classroom: Leadership



- ▶ Leadership activities indicate that the applicant is thinking beyond the immediate requirements of their graduate program.
- ▶ Leadership activities can be in multiple settings (taking the lead in research activities, organizing activities within the department or university, participating in regional or national committees, charities, or advocacy groups)
- ▶ Make leadership activities easy to find on your CV

Beyond the Classroom: Research



- ▶ Even if your goal is 100% clinical practice, understanding of and participation in research is an important element of your graduate training
- ▶ Sites understand that, just as applicants may have different levels of access to graduate coursework and practicum experiences in neuropsychology, they may have different levels of access to research opportunities in neuropsychology
- ▶ A neuropsychology-focused dissertation is a plus, but not a requirement. Be prepared to speak knowledgeably about your dissertation topic, and if it is not related to neuropsychology be prepared to discuss any research interests you might have for the future within neuropsychology

Beyond the Classroom: Research

- ▶ Be clear in your documentation of research activities. Attempts to “pad out” research experiences are transparent and aggravating for the person rating your application
- ▶ Clearly separate presentations from publications
- ▶ Be conservative about indicating that publications are “in preparation”

Dissertation Considerations



- ▶ Your time on internship will be loaded with training activities and experiences
- ▶ Spending large amounts of time on internship engaging in dissertation-related activities (e.g., engaging in long-distance data collection) is impractical
- ▶ At the same time, internship sites want you to be finished “on time,” so that you are eligible for postdoctoral residency following internship

Dissertation Considerations



- ▶ Sites increasingly focus on ensuring that individuals are at a “good place” in their dissertation process by the time they apply
- ▶ Double-check all your dates when providing this information on the AAPI -- so many people get muddled when providing the years
- ▶ If you will still be collecting data during internship, be ready to address this issue in interviews

Suggestions for Additional Experiences



- ▶ **Join a university committee (Graduate Student Association, Student Ethics Committee)**
- ▶ **Join a committee for a regional or national organization or run for a board position**
- ▶ **Become involved with community organizations relevant to your clinical interests (e.g., Leukemia and Lymphoma Society)**
- ▶ **Become involved with advocacy organizations relevant to your clinical interests**

Suggestions for Additional Experiences



- ▶ Give talks at schools or community organizations regarding your area of specialty
- ▶ Participate in mentoring activities
- ▶ Become involved as a reviewer for journal articles
- ▶ Attend seminars, grand rounds, brain cuttings, or other educational opportunities at nearest major medical center

Melissa A. Lancaster, Ph.D.



- ▶ Ph.D. in Clinical Psychology at Rosalind Franklin University of Medicine and Science
- ▶ Internship at Rush University Medical Center
- ▶ Currently a postdoctoral fellow at the Medical College of Wisconsin
- ▶ Specializes in assessment of adults with neurologic conditions affecting cognition.
- ▶ Research: neuroimaging correlates of recovery from sport-related concussion & predictors of cognitive decline in older adults
- ▶ ANST Networking Officer



Preparing your application

MELISSA A. LANCASTER, PH.D.

Dates to Know

DATE	TASK
July 2015	Can register for APPIC Match
October 2015	List of participating APPIC Sites made available
November- December 2015	Application Deadlines
December 2015 – January 2016	Interviews
February 2016	3 rd * - Ranks due 19 th * - Match Day; Phase II positions posted 25 th * - Phase II Applications due
*speculative based on 2015 dates	
March 2016	14 th * - Phase II rank list deadline 21 st * – Phase II Match Day

Application Timeline: What should I be doing now?

Recommended Time	Task
Now	<ul style="list-style-type: none">• Get that dissertation proposed!• Consider any “holes” or potential weaknesses in training; consider these when planning summer/fall training opportunities
This Summer (June- August)	<ul style="list-style-type: none">• Begin looking at sites; talk to those you know who have interviewed at or attended sites you are interested in• Identify letter writers• Organize tracking of clinical hours; consider MyPsychTrack & Time2Track• Begin writing essay drafts; seek feedback
September	<ul style="list-style-type: none">• Create final site list (approx. 15 sites)• Update CV• Register for the MATCH• Subscribe to the MATCH-NEWS email list• Create database with deadlines, application information (including necessary supplemental materials) for each site

Application Timeline, Continued

Recommended Time	Task
Early October	<ul style="list-style-type: none">• Complete APPI• Finalize Essays• Work on Cover Letters• Make sure letter writers have uploaded letters to APPIC portal
Last Week of October	<ul style="list-style-type: none">• Begin uploading applications
November	<ul style="list-style-type: none">• Review sample interview questions & prepare answers• Schedule 1-2 mock interviews to practice your sample questions & responses• Assess professional attire and purchase new clothing, shoes, &/or accessories.
December	<ul style="list-style-type: none">• Schedule & begin attending interviews!

Completing the APPI

- ▶ Applicant and Educational Information
- ▶ Summary of Practicum Experience
- ▶ Cover letters
- ▶ CV
- ▶ Essays

Completing the APPI

- ▶ **DCT Certification of Summary of Doctoral Training**
 - ▶ **CAREFUL: Once submitted it can't be changed**
- ▶ **3 letters of recommendation**
 - ▶ **Uploaded directly into the AAPI Online**
 - ▶ **Use the "References" section to send invites to writers**
- ▶ **Supplemental materials: some sites ask for clinical reports, additional essay questions or undergrad transcripts**

Completing the APPI: Reporting Practicum Hours

- ▶ Must record hours separately for those accrued a terminal master's program vs your doctoral program
 - ▶ Must be supervised hours
 - ▶ 45-50 minute sessions = 1 hour
 - ▶ Report hours accrued up to November 1
 - ▶ Also asked to estimate how many hours you expect to accrue until the start of your internship
- ▶ Some experiences may fall under 2 categories; DON'T record them under both

Completing the APPI: Reporting Practicum Hours

- ▶ Keep track of the adult and child/adolescent assessments you've administered
- ▶ Didactic training, test interpretation, and report writing count as support hours
- ▶ An integrated report must include interpretation of assessment data (not just an interview summary)
- ▶ You are not expected to have ALL of these experiences!

Completing the APPI: Your CV



- ▶ A reflection of who you are and what you've accomplished
- ▶ **PROOFREAD!** Needs to be error free and easy to understand
- ▶ Be consistent with style, grammar, and use of active voice
- ▶ Consider your audience: Highlight your neuropsychology experiences

Completing the APPI: Your CV

- ▶ Avoid “padding”: Class presentations, names of conferences attended, etc.
- ▶ See APAGS workbook for examples
- ▶ Consult your mentor(s)!

Completing the APPI: The Essays

- ▶ Start early!!!
- ▶ Have several people read them and provide feedback
- ▶ PROOFREAD
- ▶ Check out the “Primer on writing internship essays for the APPI”

Completing the APPI: The Essays

▶ Autobiographical Essay

- ▶ Tell a story; walk the reader through the themes of your training
- ▶ Only place reader gets to see your unique personality
- ▶ Discuss activities *during* graduate school, not events leading up to graduate school
- ▶ Don't be too modest (Or conversely, too obnoxious)

Completing the APPI: The Essays

- ▶ **Theoretical Orientation Essay**
 - ▶ Should express your own opinions, feelings, and impressions without sounding like a therapy textbook
- ▶ **Diversity Essay**
 - ▶ Don't just list your experience with minority clients, discuss your personal views on multicultural competence and where you think the field is going
- ▶ **Avoid the “right” answers**
- ▶ **Discuss your unique perspective and how you developed it**
- ▶ **Use case examples to illustrate points (and be prepared to talk about them in interviews)**

Completing the APPI: The Essays

▶ Research Essay

- ▶ Describe a research *program*; don't list each individual project you've worked on
- ▶ Talk about your *ideas*
- ▶ Talk about how you may continue to explore your interests during or after internship

Completing the APPI: Writing a Cover Letter

- ▶ 1-2 pages in length
- ▶ Keep it succinct!
- ▶ Individually tailored to each program
 - ▶ Why is this program a good fit? State it explicitly!
 - ▶ Identify specific rotations or experiences of interest
- ▶ Highlight best aspects of CV
 - ▶ Don't summarize CV



Preparing for interviews

MELISSA LANCASTER, PHD.

Preparing for Interviews

- ▶ Prepare a calendar
- ▶ Interview invites begin in late November/early December; others will come much later
 - ▶ Some sites begin interviews in mid-December
 - ▶ Majority of interviews in January
- ▶ Make sure to practice self-care during this anxiety-provoking time!
- ▶ Check out the [“A Quick Primer on Interviewing for Internship”](#)

Preparing for Interviews

- ▶ After your applications are in, begin practicing for interviews
 - ▶ Tape your responses to commonly asked questions
 - ▶ Arrange mock interviews with your training director and other faculty in your program
- ▶ Reframe your perspective!

Frequently Asked Questions:

Personal

- ▶ What are your internship/career goals?
- ▶ How did you become interested in neuropsychology?
- ▶ Why are you a good fit for this site?
- ▶ What is your greatest strength?
- ▶ What is your greatest weakness?
 - ▶ How do you work to improve in this area?

Frequently Asked Questions: Personal

- ▶ What is your favorite book/movie?
 - ▶ What is your favorite psychology-related book/movie?
- ▶ What do you like to do for fun?
- ▶ If you could be any animal, what would you be?
- ▶ Who have you met with today?

Frequently Asked Questions: Research

- ▶ Tell me about your dissertation.
 - ▶ How is it progressing?
 - ▶ When do you defend?
 - ▶ What are your expected findings?
- ▶ What are your research interests? How have these interests evolved?
- ▶ Do you plan to get involved in research on internship?
- ▶ Do any research opportunities at this site interest you?
- ▶ Be prepared to go over any papers, posters, projects you listed on your CV.

Frequently Asked Questions: Clinical



- ▶ Describe a successful therapy case.
- ▶ Describe an unsuccessful therapy case. What would you have done differently?
- ▶ Describe a difficult or challenging case.
- ▶ Tell me about an ethical dilemma you've faced.
- ▶ What sort of supervisors have you had?
 - ▶ What supervision style is best for you?
 - ▶ What is the worst supervision style you've seen?

Frequently Asked Questions: Clinical

- ▶ What's your theoretical orientation?
- ▶ What are your strengths as a therapist?
- ▶ May be asked to comment on certain therapeutic techniques
 - ▶ Only say what you know
- ▶ How have you matured over time as a professional?
- ▶ What experiences have you had with diverse populations?
- ▶ Are there any populations you find difficult to work with and why?

Frequently Asked Questions: Neuropsychology-Specific



- ▶ Describe a particularly challenging or interesting neuropsychological case you have seen.
- ▶ What populations have you worked with?
- ▶ What's your assessment style?
- ▶ What's your favorite test?
- ▶ If you were stranded on a desert island, what test would you take with you?

Preparing a Clinical Case

- ▶ Include relevant information
- ▶ Don't include irrelevant information
- ▶ Describe brain-behavior relationships
- ▶ Brush up on the medical condition at hand
- ▶ Don't hunt for zebras
- ▶ Don't get defensive
- ▶ For more information, visit [AITCN](#)

Preparing for Interviews

- ▶ Read the sites' brochure/website and prepare a folder for each
 - ▶ Prepare a list of questions for each
- ▶ Review faculty profiles/interests
- ▶ Consult with your advisor
- ▶ Consult with peers

A “Typical” Interview Day

- ▶ Range in number of other applicants
- ▶ Typically begin with internship overview
- ▶ 3-5 individual interviews
 - ▶ Have at least 10 questions prepared!
 - ▶ Occasionally group interviews
- ▶ Lunch
- ▶ Tour of facilities

Helpful Tips: What to Wear

- ▶ **Be professional (i.e., wear a suit!)**
 - ▶ Matching socks/stockings
 - ▶ Appropriate neckline
- ▶ **Play it safe**
- ▶ **Comfortable shoes**

Helpful Tips: What to Bring

- ▶ A few copies of CV
- ▶ Paper/pen
- ▶ A folder/organizer for handouts
- ▶ Gum/mints
- ▶ Healthy snack/water
- ▶ Shout wipes
- ▶ Band-aids
- ▶ Any medication you may need

Interview “Do’s”

- ▶ Leave plenty of time to get where you need to be
- ▶ Shake hands with each interviewer
- ▶ Turn your cell phone off
- ▶ Wait to sit and let interviewer tell you where
- ▶ Pump up the volume (or energy)
- ▶ Focus on the fit

Interview “Do’s”

- ▶ Pay attention to verbal and nonverbal behavior
- ▶ Avoid fillers when talking (“um ,uh, like”)
- ▶ Sit up straight
- ▶ Treat interns like faculty members
- ▶ Never bad mouth other faculty or programs
- ▶ Use humor if appropriate; use cues from interviewer
- ▶ Smile

Interview “Don’ts”

- ▶ Interrupt others
- ▶ Use curse words, slang
- ▶ Look bored
- ▶ Roll eyes
- ▶ Play with cell phone
- ▶ Ask questions clearly stated in brochure/on website

Helpful Travel Tips

- ▶ **Bring important items/clothing in a carry-on**
- ▶ **To keep costs low(er):**
 - ▶ **Reach out to friends/family who may live in towns where you are interviewing and ask to stay with them**
 - ▶ **Research and sign up for travel rewards programs**
 - ▶ **Consider traveling with other students you know to share hotel rooms and cab fare**
 - ▶ **Make friends at interviews you can share rides back to airport with!**

Telephone Interviews

- ▶ Try to attend in person if possible, but if not:
 - ▶ Prepare the same way as in person
 - ▶ Smile when on the phone
 - ▶ Find a quiet place
 - ▶ Sit at a table; don't pace
 - ▶ Wear a suit


After the Interview

- ▶ Take post-interview notes with your impressions
 - ▶ What did you like? Not like? How happy did the current interns seem? What was a typical schedule like?
- ▶ You may write brief thank you notes unless a site specifically told you not to
 - ▶ Not necessary
- ▶ Inquire about any follow-up questions

Jennifer L. Gess, Ph.D., ABPP-CN



- ▶ Ph.D. in Clinical Psychology at Georgia State University
- ▶ Internship at the University of Arizona College of Medicine
- ▶ Postdoctoral fellowship at Emory University
- ▶ Specializes in adolescent/adult populations with cognitive impairment, epilepsy, acquired brain injuries, neoplasm & neurodegenerative conditions
- ▶ Research: assessment of NP & neuroimaging techniques to better predict post-surgical cognitive outcomes in epilepsy, neoplasm & MD
- ▶ Internship director at the University of Arkansas for Medical Sciences
- ▶ Member of SCN-EAC



Neuropsychology Internship: The Big Questions (and some statistics to help answer them!)

JENNIFER L. GESS, PH.D., ABPP-CN

Am I ready?

What the sites are looking for:

Please rank the following items in order of importance (1- most important, 10- least important) when considering an applicant for your neuropsychology internship:

	2000	2012
Clinical experience–Assessment	1	1
Neuropsychology specialization within graduate program	2	2
Interview (interpersonal characteristics of candidate)	3	3
Letters of recommendation	4	4
Publications/Presentations (research competence)	6	5
Personal statement regarding goals/interests	5	6
Clinical experience–Psychotherapy/Intervention	7	7
Familiarity with applicant’s supervisor(s)	8	8
Review of work samples	9	9
Graduate school GPA	10	10

What the statistics say:

- ▶ Years enrolled in current doctoral program (includes the current academic year; excludes other graduate programs; does not include year of internship):

2nd Year	Match rate = 48% n = 21
3rd Year	Match rate = 67% n = 356
4th Year	Match rate = 78% n = 1249
5th Year	Match rate = 83% n = 844
6th Year	Match rate = 78% n = 308
7th Year	Match rate = 76% n = 91
8th Year or greater	Match rate = 54% n = 35

What the statistics say:

Completion of comprehensive / qualifying / preliminary exams:

Prior to submitting internship applications	Match rate = 81% n = 2107
Later	Match rate = 69% n = 77

Completion of proposal for dissertation or research project:

Prior to submitting internship applications	Match rate = 83% n = 1840
Later	Match rate = 71% n = 417

What the statistics say:

Number of articles published in refereed journals:

Zero	Match rate = 76% n = 1193
One or more	Match rate = 86% n = 1063

Number of professional presentations at regional, state, national, or international meetings/conferences:

Zero	Match rate = 73% n = 444
One	Match rate = 71% n = 220
Two	Match rate = 83% n = 195
Three	Match rate = 79% n = 185
Four	Match rate = 84% n = 155
Five	Match rate = 83% n = 136
Six or more	Match rate = 86% n = 910

How many?

More statistics.....

RANKINGS IN PHASE I	
Average Number of Rankings Submitted Per Applicant:	
Matched Applicants	8.2
Unmatched Applicants	4.0
Overall	7.4

More statistics....

► Number of applications submitted:

1 to 5 applications	Match rate = 54% n = 117
6 to 10 applications	Match rate = 69% n = 269
11 to 15 applications	Match rate = 81% n = 997
16 to 20 applications	Match rate = 81% n = 966
21 to 25 applications	Match rate = 79% n = 375
26 to 30 applications	Match rate = 75% n = 117
31 or more applications	Match rate = 65% n = 51

More statistics....

▶ Number of interview offers received:

1 to 2 interviews	Match rate = 45% n = 411
3 to 4 interviews	Match rate = 70% n = 521
5 to 6 interviews	Match rate = 84% n = 575
7 to 8 interviews	Match rate = 90% n = 514
9 to 10 interviews	Match rate = 96% n = 355
11 or more interviews	Match rate = 98% n = 407



**Location, location,
location?**

Geographic Limitations: How much does it matter?

Geographic restriction on internship search:

None	Match rate = 79% n = 1667
Due to significant family, financial, and/or health considerations	Match rate = 70% n = 536
Due to personal preference	Match rate = 83% n = 520

Scope of geographic restriction:

Single city or town, or within 100-mile radius of a city/town	Match rate = 67% n = 328
State/Province	Match rate = 65% n = 135
Region of the country	Match rate = 81% n = 498

What cities have the fiercest competition for internships?

Rank	City	Four year match rate
1	Chicago	3.97 %
2	Philadelphia	4.43 %
3	San Francisco	4.48 %
4	Denver	4.60 %
5	New York	4.67 %
6	Boston	5.12 %
7	Los Angeles	5.20 %
8	San Diego	5.54 %
9	Dallas	5.60 %
10	Seattle	5.65 %

Source: Seawell, D.B., Krohn, N., Gorgens, K.A., & Erickson Cornish, J.A. (2009). [Geography and internship match rates: Quantifying competitiveness and discussing implications for the internship imbalance.](#) *Training and Education in Professional Psychology*, 3, 127-134.



What about fit?

Who do I want to be when I grow up?



- ▶ Type of professional
- ▶ Setting
- ▶ Clinical populations

No surprise here- the sites that will be best for you are those that most closely mirror these professional goals!

What do I still need to learn?

▶ Clinical Breadth and Depth

- ▶ Are there populations that will be new to me to help me broaden my training?
- ▶ Are there populations with which I am somewhat experienced and that hold specific interest for me?

▶ Didactics

- ▶ Are there didactic experiences that will be new for me?

▶ Number and Specialties of Supervisors

Other Considerations

- ▶ Does it meet requirements for Board certification?
- ▶ Is it accredited?
- ▶ Are there research opportunities?
- ▶ Are there post-doc opportunities?
 - ▶ Does the site have a postdoc?
 - ▶ Are the supervisors the same?
 - ▶ Is there a pipeline from this site to the fellowship you want?

Time to (*Gulp!*) Rank

Now it's time for you to assess THEM!

- ▶ Re-assess your goals for internship and beyond
- ▶ Which programs prepare you for the next step?

Making the Rank List: Consult with your mentors

- ▶ Response to the following item: "My doctoral program faculty provided a high level of support for my internship application and interview experience."

Strongly Agree	Match rate = 85% n = 1042
Agree	Match rate = 80% n = 868
Neutral	Match rate = 70% n = 358
Disagree	Match rate = 69% n = 340
Strongly Disagree	Match rate = 56% n = 170

Making the Rank List: Consult with your peers

- ▶ Response to the following item: "I worked closely with other students in my program throughout this process (e.g., sharing information, giving and receiving support)."

Strongly Agree	Match rate = 83% n = 1067
Agree	Match rate = 78% n = 894
Neutral	Match rate = 74% n = 340
Disagree	Match rate = 70% n = 329
Strongly Disagree	Match rate = 67% n = 129

Your Gut Reaction

Does it “fit” you personally?

- ▶ What felt right?
- ▶ How did the current interns seem?
- ▶ Is the size of the internship class right for you?
- ▶ What about didactics?
- ▶ Is this the type of work setting you want?
- ▶ Do the clinical populations interest you?
- ▶ What about work load and work environment?

Some final numbers to reassure you...




MATCH RESULTS BY RANK NUMBER ON APPLICANT'S LIST (PERCENTAGES MAY NOT TOTAL TO 100 DUE TO ROUNDING ERRORS)

Rank	Number of Applicants	
1	1,590	49%
2	686	21%
3	387	12%
4	225	7%
5	133	4%
6	76	2%
7	51	2%
8	31	1%
9	17	1%
10 or higher	43	1%
Total	3,239	100%

2015 APPIC Match Statistics-

Phase I (Match Report from APPIC Board of Directors, 2/20/15)



Resources for underrepresented students & for students with an interest in diverse populations

OCTAVIO A. SANTOS, M.S.

APA Resolution on Ethnic Minority Recruitment and Retention (Dec, 1993)

- ▶ APA places a high priority on issues related to the education of ethnic minorities, including planning appropriately diverse curricula, promoting psych as a course of study & career option as well as recruitment, retention, advising & mentoring of minority students at all levels of education
- ▶ “Ethnic minorities in particular are horrendously underrepresented in neuropsychology,” (Monitor on Psychology April, 2015, p. 22)
- ▶ Elbulok-Charcape, M. M., Rabin, L. A., Spadaccini, A. T., & Barr, W. B. (2014). Trends in the neuropsychological assessment of ethnic/racial minorities: A survey of clinical neuropsychologists in the United States and Canada. *Cultural Diversity and Ethnic Minority Psychology*, 20(3), 353

Opportunities to work with underrepresented & disadvantaged groups

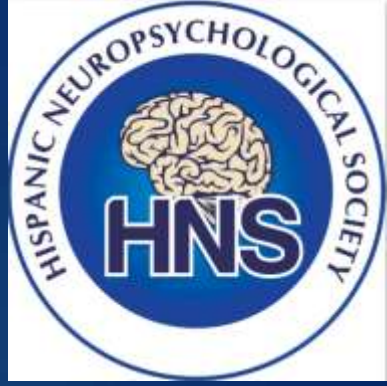
Depending on your interests, search by program criteria on the [APPIC Directory](#) by using keywords, such as:

- ▶ Community intervention
- ▶ HIV/AIDS
- ▶ Physical disabilities
- ▶ Learning disabilities
- ▶ Developmental disabilities
- ▶ Serious mental illness
- ▶ Forensics/corrections
- ▶ Homeless
- ▶ Multicultural therapy
- ▶ Religion/Spirituality
- ▶ Gay/lesbian/bisexual/transgender
- ▶ Ethnic minorities, Spanish-/French-Speaking
- ▶ Deaf/hearing-impaired
- ▶ Rural
- ▶ Low income

Society for Clinical Neuropsychology's Ethnic & Minority Affairs Subcommittee (SCN-EMA)

- ▶ Time Efficient Advice & Mentorship (**TEAM**) Program
- ▶ Provide information and education on culturally relevant topics in neuropsychology
- ▶ Host social hours & talks at APA & INS conventions
- ▶ Jointly sponsor webinars (e.g., Cross-cultural Neuropsychology: Training and Practice Considerations)
- ▶ Maintain a listserv for all who are interested in multicultural issues in neuropsychology (to join, contact Dr. April Thames)
- ▶ Contact: Preeti Sunderaraman, Student Rep.

Hispanic Neuropsychological Society



- ▶ Facilitate the development of neuropsychologists & students who are interested in working with Hispanics via networking, mentorship & consultation
- ▶ HNS Mentorship & Education Committee: Offers student grants & a Mentoring Program (Fall, 2015)
- ▶ Manage a training & Spanish test databases
- ▶ Assist in the development of training programs
- ▶ Develop guidelines & standards with other NP Orgs
- ▶ Contacts: Christina Love, Student Rep., Johanna Rengifo, Student Representative, or the HNS-BOD

National Academy of Neuropsychology's (NAN) Culture & Diversity Committee

- ▶ Host Diversity Grand Rounds
- ▶ Offer the Diversity Abstract Award & Tony Wong Diversity Award
- ▶ Run a student leadership & mentoring program
- ▶ Collaborate with the Women in Leadership Committee
- ▶ Publish education/guideline papers
- ▶ List minority health, use of interpreters, multiculturalism & international resources
- ▶ Contact: Dr. Amir Poreh

Other neuropsych resources

- ▶ [ANST it Forward](#): Application/interview resource drive & virtual happy hours (Contact: [ANST](#))
- ▶ The [International Liaison Committee](#) of the International Neuropsychological Society (Contact: [Dr. Mariana Cherner](#))
- ▶ New Diversity Committee of the American Academy of Clinical Neuropsychology (Contact: [Dr. Karen Postal](#))

APAGS useful resources

- ▶ [Doctoral Internships in Professional Psychology](#)
- ▶ [Webisodes](#)
- ▶ [APAGS Workbook for Writing Successful Applications and Finding the Right Fit](#)
- ▶ [Multicultural Training Database](#)
- ▶ [Other resources for students](#)
- ▶ [Get involved with APAGS](#)

APA useful resources

- ▶ Office of Ethnic Minority Affairs
- ▶ Minority Fellowship Program
- ▶ Disability Issues Office
- ▶ Lesbian, Gay, and Bisexual Concerns
- ▶ Women's Programs Office

APA useful resources

- ▶ Socioeconomic Status Office
- ▶ Office on Aging
- ▶ APA Divisions (56 in total!)
- ▶ Ethnic Minority Psychological Associations

- ▶ Hasan, N. T., Fouad, N. A., & Williams-Nickelson, C. (Eds.). (2008). *Studying psychology in the United States: Expert guidance for international students.* American Psychological Association.
- ▶ The nontraditional student (Monitor on Psychology April, 2015, p. 38)

Q&A



- ▶ Thank you for your attendance and support!
- ▶ Please fill out our brief survey
- ▶ This webinar will be available on Youtube and on the ANST Website