



From Scratch to Match: **Russ & Noah's Guide to the** **Internship Application Process in** **Clinical and Counseling Psychology**

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Foreword

When it comes to applying to internships in clinical and counseling psychology, it is easy to feel inundated with advice. In our experience, some of this advice was transformative, and we would not be doing the work we value in the settings we love today had it not been for those pearls of wisdom. At the same time, we would be remiss not to share that we also received lots of input that, while well-intended, would have drastically altered our lives' directions had it been heeded. Some even went as far as expressly discouraging us from applying to sites because they deemed them “too competitive”—or, stated differently, us not competitive enough. Our experience has shown us otherwise—not because they were wrong—but because we learned how to navigate this process guided by our desire to get the training we wanted and be on our way to becoming the type of psychologists we always wanted. These experiences have also taught us that *receiving* good mentorship is a function of *seeking it a la carte*. It is our hope that this document will pass on a few pearls to help not only match to your top site but receive the specialized training to become the psychologist you aspire to be.

We provide here a general overview of the internship process, as well as specific tools, tips, and materials that we hope will help you succeed. We use bullet points and visual aids to simplify the process for you. This is not meant to be the definitive guide on the internship process, and there are some great resources we would encourage you to purchase if you have the means; however, these applications are expensive, so we wanted this to be a free guide with tips and tricks available to all who are interested. One last piece of advice—this is your time to really be thoughtful about your next steps. Listen to people with experience but do not follow it if it is not compatible with your vision. This process is all about fit.

With that said, we thought it prudent to share a word about who we are and our internship experiences to establish ourselves as “credible sources.” Noah N. Emery, Ph.D. is an Assistant Professor in the Department of Psychology at Colorado State University. He applied to 17 sites of which 10 were considered to be the most competitive internship sites in the country (i.e., well known research-heavy sites that receive over 200 applicants each year). The remaining 7 were considered sites that he would be “competitive for” based on feedback from some. He received 6 interviews at only the most competitive sites and matched to his first ranked choice in the Clinical Psychology Training Consortium in the Alpert Medical School of Brown University. Noah recently completed two years of postdoctoral training at the Center for Alcohol and Addiction Studies (CAAS) in the School of Public Health at Brown University, where he received focused training in substance use intervention research and practice. Stated plainly, no one has ever accused Noah of not being ambitious. Russell M. Marks, Ph.D., is completing a fellowship through the Postdoctoral Fellowship Training Program at Brown University in the Acceptance and Commitment Therapy (ACT) partial hospitalization program. His search focused primarily on VAs. He applied to 16 internship sites that spanned the range of competitiveness and took a thoughtful approach to highly personalize his materials (no one has ever accused Russ of under-preparing for high-stakes situations; see appendices A-L). He received 13 invitations, and, like Noah, matched at his top-ranked site, the VA Maryland Health Care System / University of Maryland School of Medicine Psychology Internship Consortium. We have been very fortunate in our early careers, and we value paying it forward through the passing of knowledge and experiences in the service of improving our field and reducing human suffering.

We share these stories not to prop ourselves up or assume the role of “expert.” That we are not. Rather, we want you to know about our journeys and how they have informed this document and its accompanying materials. We also want you to know *why* you should listen to us when we tell you *not* to listen to us if what we say does not line up with your vision. We mean that. We are not experts in your past experiences and goals for the future or on the internship process for that matter. We have become those well-intended psychologists who want to share and help as you embark on this journey, and we fully recognize that not everything we offer here will be applicable to you—and that is okay with us if it's

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okay with you. The work that lies ahead is about listening to and trusting yourself, knowing what you wish to gain from internship training, and learning how to channel this into your application materials. We graciously invite you to take from this what works for you and leave the rest behind.

Thank you for consulting our document and for letting us join you on this journey. It is nothing if not memorable. We invite you to share your feedback about your experiences, parts of these materials you find helpful or areas we can improve our work, and anything else that would benefit future applicants. This is a living document that changes year-to-year to help others succeed, and you are now a part of that mission.

You can always find the newest version of this handbook and the associated worksheets at:
<https://psychlabs.colostate.edu/emery/resources/>

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Starting from the Very Beginning...

- This is a step-by-step guide to help you navigate the internship process.
- Before you read this, it might be helpful to glance at one of the completed AAPIs enclosed in the accompanying file.
- This document includes several resources to keep things organized as you move through the process. In the Appendix section of this document, you will find the following materials:

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Big Picture Overview of the Internship Application Process - SPIRE:

- Broadly, there are four big pieces in the entire process:
 1. **Searching** for Internship Sites and Finding Your Sites
 2. **Preparing** Essays, Cover Letters, and your CV; Procuring Letters of Recommendation and Transcripts*
 - a. *This is a very important step that you will want to do as early as possible. At the time of this writing, it is the only part of the process (outside of letters of reference) that is handled by a third party (i.e., your university's Registrar) and is described further below.
 3. **Interviewing**
 4. **Ranking** sites and **entering** rankings in the Match

Timeline

- You can start looking at internship sites at any time. It may even motivate you during your final years in graduate school before it's your time to apply.
- At the very least, summer is a good time to identify your sites and begin curating your list. This will also free up the fall for essays, cover letters, and dissertation proposals.
- Internship sites update their training brochures each year. You will want to be mindful of the posted training manual's timeframe (e.g., 2020-2021 cohort), as rotations can come and go from year to year.

Perfect world timeline of when to have certain things done by

- August – Site list and training goals
- September – Letters requests, CV, and AAPI
- October – Essays and cover letters

Finding Your Sites

- **Before you even begin your search, we recommend that you first outline five or so training goals for the internship year using the following questions as a guide:**
 - **What do you want to learn?**
 - **What are your current strengths?**
 - **What are your current weaknesses?**
 - **What's missing from your training?**
 - **How you'd like internship training to prepare you for your next steps?**
- **It can be tempting to skip over this step. We highly discourage that, as this will lay out the structure for your site list, essays, cover letters, and interviews. This is an incredibly helpful way to start the process of searching for sites and will help you narrow down your list. We recommend that you specify both depth and breadth goals**
- **What do we mean by depth / breadth?**
 - **Depth** – additional training in an emerging area of proficiency or intensive specialty training
 - **Breadth** – new techniques you want to be trained in on during the year or new populations or settings you would like to extend you work to
- **Here are a few examples of depth and breadth goals we used in our respective searches**
 1. **Depth**

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- Focused/intensive training in the delivery of evidenced-based treatment for substance use disorders and co-morbid conditions.
- Focused training in clinical research.
- Focused training in 3rd wave approaches such as mindfulness, ACT, and DBT.

2. Breadth

- Continue developing my generalist training through assessment and treatment experiences with individuals representing a diverse range of clinical presentations, severities, and cultural backgrounds.
- Exposure to working in a medical setting that blends science and practice in an effortful/purposeful manner.
- Continued research training either through mentored research or training in science and practice linkages.
- Increased experience working with inpatient populations

The Internship Alphabet Soup

- There are a number of terms, organizations, and acronyms that you will need to familiarize yourself with. The table below provides an overview of these:

| Term | Description | Additional Information |
|---|---|--|
| Association of Psychology Postdoctoral and Internship Centers (APPIC) | Governs the internship process | https://www.appic.org/ |
| APPIC Application for Psychology Internships (AAPI) | The name of the final application that is submitted to each site. You enter your hours and information into this through the APPIC Portal (second link). All materials that go to sites (including transcripts) are compiled in the AAPI. This means that you will not send anything directly to a site via email or mail. When your transcripts, letters, CV, cover letter, and essays are uploaded, the AAPI will generate a large PDF that you then submit directly to each site online. | Information about the AAPI: https://www.appic.org/Internships/AAPI Portal: https://portal.appicas.org/ |
| Major Rotation | A primary rotation offered by an internship training site that offers specialization in a more targeted area (e.g., PTSD, SUD). The lengths can vary, but many sites will offer three, four-month rotations. | |
| Minor Rotation | A secondary rotation offered by an internship training site that occurs fewer days or hours/week than the major rotation but offers additional supplementary training opportunities. | |
| Tracks | Tracks are areas of focus that are similar to and often house the major rotations. One way they can differ is that you may be required to apply directly to a track (e.g., I will be applying to the PTSD | |

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| | | |
|-------------------------|--|---|
| | track within the XYZ VA). In some cases, the track can have its own Match # (e.g., 118616) that apply to directly. This is addressed further below, but it essentially means that when it comes time to rank your sites, you rank the Match ## that lives <i>within</i> the site as opposed to merely ranking the site itself. | |
| Integrated Report | <p>This is a type of report you might have completed during graduate school. It has a specific definition (see below). You will need to specify how many of these you’ve completed in the APPI.</p> <p>The definition of an according to APPIC is: “an integrated psychological testing 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.”</p> | https://www.appic.org/Internships/AAP/Integrated-Report |
| The Match | In addition to creating an account for the APPI, you also need to enroll for the Match process itself. When you enroll in the Match, you are given a unique APPIC Match Number. | https://natmatch.com/psychint/ |
| “Match News” Email List | The APPIC "Match-News" e-mail list provides up-to-date news and information about the APPIC Match. You will want to sign up for this. See Appendix X for one of their sample emails. | https://www.appic.org/E-Mail-Lists/Choose-a-news-list/Match-News |

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The Application

- All sites require the same basic materials, and some ask for Supplemental Materials (see link in next bullet). To be considered by a site, you need the following:
 - All graduate transcripts – including *graduate* work completed outside of your current institution (note: you do not submit any undergraduate transcripts)
 - CV
 - Four essays:
 - Autobiographical
 - Theoretical Orientation
 - Diversity/Multicultural Experiences
 - Research
 - Three letters of recommendation. The writers are up to you, but commonly include:
 - One from your research mentor
 - Two from clinical advisors
 - Some sites accept additional letters; ideally these will also come from clinical supervisors.
 - **Tip:** It can be challenging to decide who to ask for internship letters, as there may be a number of supervisors who you think can speak to your experiences. We encourage you to think carefully about who you ask. However, knowing that some sites allow additional letters, we think it is okay to have a fourth letter on hand, especially if it comes from a writer who has trained you in a specialized area that complements some of your sites.
- You may encounter sites that also seek supplementary materials. APPIC has a [Policy on Supplemental Materials](#) that governs what sites can and cannot request. Per APPIC:

The only supplemental materials that may be requested by internship programs or submitted by internship applicants are:

- i. A treatment or case summary (up to two reports if No evaluation report).*
- ii. A psychological evaluation report (up to two reports if No case summary).*

This means that outside of a treatment/case summary or evaluation, you should not be asked to submit additional materials. Importantly, sites cannot dictate what the report contains, although some will strongly imply in their materials that they would prefer to see an integrated report. At the end of the day, the sites generally tow the company line and will tell you they want to see a sample of your best work that integrates multiple data points. Use your discretion here. Even though a site technically cannot penalize you for *not* submitting an integrative report, they ultimately have the final say on your application.

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Chapter 1. Searching for Internship Sites and Identifying Sites That Match Your Interests

The APPIC Directory is an online database that contains a basic profile of every site. This is generally your starting place for identifying and learning more about sites. To access the database, go to: <https://membership.appic.org/directory/search> (screenshot below)

- **Enter Search Criteria.** Select “Internship” for Program Type, check the “Exclude sites that are not accepting students” box, and then click “Search by Program Criteria.” This will open a list of things you can search sites by such as geographic area or training opportunities (e.g., substance use disorder, PTSD, research). Shown in the example below.



Search

General Instructions: There are a large number of parameters for you to choose from when conducting this kind of search. You may select any combination of parameters. Unless otherwise indicated, your results will include only those programs that meet all of your search criteria.

Notice: Students using the Directory should be aware that training directors have been asked to provide accurate information about their program, and to update their entries at least yearly. How much information to include is the program's discretion. The APPIC Board cannot guarantee the timeliness or accuracy of these entries.

[Search by Program Criteria](#) (click to close)

Click on a section to expand further.

- Geographic »
- Application Due Date / Start Date »
- Accreditation »
- Membership Type »
- Agency Type »
- Position Type »
- Stipend »
- Affiliations »
- Training Opportunities «
- Training Opportunities (All)
- Supervision Opportunities
- Interns and Faculty »
- For Internship Searches Only
- For Postdoc Searches Only
- From Graduate Program Training

Treatment Modalities

Assessment

Individual Therapy

Couples therapy

Family therapy

Group therapy

Community Intervention

Consultation/liaison

Crisis intervention

Brief psychotherapy

| | | |
|---|----------------------|---|
| Program Type | Internship | ← |
| Site Name | <input type="text"/> | |
| Training Director | <input type="text"/> | |
| Psychology Lead/Chief | <input type="text"/> | |
| APPIC Member Number | <input type="text"/> | |
| Words in program description | <input type="text"/> | |
| Keywords (separate by space) | <input type="text"/> | |
| <input checked="" type="checkbox"/> Exclude sites that are not accepting applicants | | ← |

[Search by Program Criteria](#) (click to close) ←

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- Once you have your search criteria selected and hit search, the Directory will produce a list of sites that meet your specifications. The Directory produces a very large list of sites that included these keywords in their materials in some capacity.

Your search returned 417 programs.

Search Results

| APPIC Number | Site / Department | Location | Application Due Date | Program |
|------------------------------|--|--------------------------|--------------------------------------|-------------------------|
| 2095 | Access Institute for Psychological Services / Psychology | San Francisco, CA, USA | 11/13/2020 11:59 PM | Internship |
| 1254 | Adler University / Adler Community Health Services | Chicago, IL, USA | 11/20/2020 11:59 PM | Internship |
| 1440 | Albany Psychology Internship Consortium / Albany Medical College, Department of Psychiatry | Albany, NY, USA | 11/01/2020 11:59 PM | Internship |
| 1443 | Albert Einstein College of Medicine/Montefiore Medical Center / Department of Psychiatry and Behavioral Sciences | Bronx, NY, USA | 11/01/2020 11:59 PM | Internship |
| 1801 | Alberta Children's Hospital / Discipline of Psychology | Calgary, AB, Canada | 11/16/2020 11:59 PM | Internship |
| 1540 | Allegheny General Hospital / Psychiatry | Pittsburgh, PA, USA | 11/12/2020 11:59 PM | Internship |
| 1792 | Allina Health Psychology Internship Program / Allina Health Mental Health and Addiction Services | Fridley, MN, USA | 11/14/2020 11:59 PM | Internship |
| 1551 | Alpert Medical School of Brown University / Clinical Psychology Training Programs at Brown: A Consortium of the Providence VA Medical Center, Lifespan, and Care New England / Psychiatry & Human Behavior - Clinical Psychology Internship Training Program | Providence, RI, USA | 11/01/2020 11:59 PM | Internship |

- There are a couple of ways to deal with having such a large list. We recommend you download the list and edit it in Excel. At the bottom of the list is an option to “Download Results in Excel.” From here, with a few clicks, you can have an organized list of sites by city, state, etc. and can more easily identify which sites you might want to learn more about. This will also help you keep track of the site you have already looked at and keep a list of sites to apply to. We suggest finding a system early on to keep tabs of sites you’ve ruled out and sites you’re considering. This will prevent you from reviewing sites you’ve already seen.
- If you click on one of the links (either in Excel or on the directory site) this will take you to the site’s APPIC Directory page for that specific site. These are very helpful.

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Tips as You Begin Finding Sites

To the right is a screenshot of a site’s APPIC Directory page. Here is a short list of information you will want to attend to at this stage of your search:

- The APPIC Member Number
- Outcome data (i.e., the number of applicants, interviews, and interns accepted in previous years)
- Required Intervention and Assessment hours needed to apply

- This is tremendously important because it will determine if you should proceed in your inquiry of the site based on your own hours. We also suggest you cross-reference the sites’ internship brochure, as there can be discrepancies between the numbers of hours listed on the APPIC website and what’s in the brochure.

- Specific training opportunities
- Interview dates
- Program description
- Access to their internship training brochures***

- The training brochure contains more detailed information about the training program. Sometimes, you can find a link to this from the APPIC Directory. Other times, there might be a link to the training site’s actual website where you can download the brochure. For most VAs, you will need to go to their website and download the brochure from there.

- Note: As mentioned earlier, always check the training year of the brochure. In the early portion of your search, using previous years’ training brochure is fine, but you want to make sure you review the most current information before you apply, as rotations, tracks, and training staff can change from year to year.

| Member Site Information » | |
|------------------------------------|--|
| APPIC Member Number: | 1551 |
| Program Type: | Internship |
| Membership Type: | Full Membership |
| Site: | Alpert Medical School of Brown University |
| Department: | Clinical Psychology Training Programs at Brown: A Consortium of the Providence VA Medical Center, Lifespan, and Care New England / Psychiatry & Human Behavior - Clinical Psychology Internship Training Program |
| Address: | Alpert Medical School of Brown University Box G-BH Providence, Rhode Island 02912 |
| Country: | United States |
| Metro Area: | Not Applicable Boston-Cambridge-Quincy, MA-NH |
| Distance from Major City: | 50 miles from Boston |
| Phone: | 401-444-1929x |
| Fax: | 401-444-1911x |
| Email: | predoc_Training@brown.edu |
| Web Address: | http://brown.edu/go/clinical-psychology-training |
| Brochure Website's Address: | http:// https://www.brown.edu/clinical-psychology-training/internship/internship-applicants-admissions-support-initial-placement-data |
| Primary Agency Type: | Consortium |
| Additional Agency Types: | <ul style="list-style-type: none"> • Child/Adolescent Psychiatric or Pediatrics • Consortium • Medical School |

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- Application Instructions
 - Instructions are also listed in each site's training brochures. Again, there can sometimes be discrepancies between deadlines in the Directory and the training brochures. We generally believe the brochure is more trustworthy than the APPIC website, but when in doubt, use the earliest deadline.

Tips for Reviewing and Picking Sites

- The internship brochures can vary in size. Some are in the 25-30 page range; others can be upwards of 100 pages. There is a lot of valuable information embedded throughout the brochures, but for the purposes of getting essential information about whether the site has what you are looking for (i.e., the major/minor rotations, research), the following steps might help:
 - Read the sections labeled “**Program Structure**” or “**Training Model.**” As their names imply, these sections introduce the training structures for the major and minor rotations (e.g., you might complete two 6-month major rotations and three, 4-month minor rotations; you might have two six-month major and minor rotations in addition to a yearlong placement in a general mental health clinic).
 - Knowing this, you can begin attending to what rotations/tracks you would want if you were to match at that site. We would caution here to be mindful of how many combinations of opportunities exist at a given site that would meet your needs. Meaning, if site XYZ has three, four-month rotations but there are only three rotations you could see yourself benefiting from, is this site for you? Do you have a plan in case you don't get some or all of those rotations? Anecdotally, we have not encountered anyone who didn't get at least one of their desired rotations, but the point remains: have a plan and find sites that offer breadth and depth. Internship sites try their hardest to make sure trainees get what they came for, but often make no guarantees. Conversely, if the site has myriad training opportunities that tap your training goals, and you know that among them your needs will be met, you'll be well-positioned in the event you don't get your exact desired rotations.
 - **Note:** We are not saying portray yourself as up for anything; rather, if your interest is PTSD training, and a site offers different opportunities in this area (e.g., Centers for Returning Veterans, Outpatient Trauma Recovery Programs, OEF/IEF-specific Veteran rotations, Residential PTSD Treatment, PTSD/SUD rotations), you can apply to the site knowing that there are many ways to get what you want. Anecdotally, we have gathered that some sites are thinking about this too because they don't want a situation where interns don't get what they came for.
 - **Note:** Attending to this *now* can help your cover letters down the road, where you will talk about areas where you want to develop **breadth** (e.g., a yearlong mental health clinic) and areas where you seek specialization and **depth** (e.g., through major rotations X and Y). One final point about cover letters, although we return to these shortly, some applicants have wondered how many rotations of interest to mention in their letters. As with anything, this is a personal choice, but we took the tack of touching on training opportunities we thought would benefit us even if this exceeded the number of rotations afforded for the reasons listed above.

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- As elaborated on below, internship sites typically offer major and minor rotations, and it is your job to identify tracks that compliment your interests. Alternatively, some sites have specific tracks (e.g., Neuropsychology Track). They may ask that you apply to one or more specific tracks depending on your interests. They do this to help direct your materials to the appropriate reviewer.

Tips for Staying Organized as You Review Sites

As you begin reviewing sites, keep notes about aspects of the training that appeal to you. These are things you can come back to when you write your cover letters (e.g., I have done X but not Y. Your site provides training in Y. I could learn Z). The brochures include a lot of information, so keeping everything organized can be tricky. We have included an Excel spreadsheet called “The Internship Master List.” In it, we provide a few worksheets, such as the **Search Process** worksheet, to help keep tabs on sites you are considering. We also provide a template in **Appendix A** for how you might record information if your notes in Excel become unwieldy. Regardless of which approach you use, keeping record of what drew you in will help with your cover letters as well as interviews down the road.

| Internship Sites* | | | | | Outcome Data | | | | | Things to Remember about Sites (for Cover Letters) |
|-------------------|-------------------|-----------|-------------|------------|--------------|---------------|--------------------|------------|----------|--|
| | APPIC # (4-digit) | Site | Location | Due Date | # Applied | # Interviewed | % Chance Interview | # Accepted | % Chance | |
| #1 | 1234 | Site ABCD | City, State | 12/1/2019 | 100 | 75 | 75% | 10 | 13% | Trauma track, RX minor, etc. |
| #2 | 4567 | Site EFGH | City, State | 12/1/2019 | 100 | 75 | 75% | 10 | 13% | Trauma outpatient; research minor |
| #3 | 8998 | Site Meh | City, State | 11/12/2019 | 50 | 50 | 100% | 10 | 20% | Not as much here for me; maybe a backup |
| #4 | | | | | | | - | | - | |
| #5 | | | | | | | - | | - | |
| #6 | | | | | | | - | | - | |
| #7 | | | | | | | - | | - | |
| #8 | | | | | | | - | | - | |
| #9 | | | | | | | - | | - | |
| #10 | | | | | | | - | | - | |
| #11 | | | | | | | - | | - | |
| #12 | | | | | | | - | | - | |
| #13 | | | | | | | - | | - | |
| #14 | | | | | | | - | | - | |
| #15 | | | | | | | - | | - | |
| #16 | | | | | | | - | | - | |
| #17 | | | | | | | - | | - | |

Misc. Tips

- A common question for applicants concerns how many sites they should apply to. APPIC provides a “magic number” from previous years of APPIC data. In 2019/2020, the number was 15. Per APPIC, this means that you begin to see diminishing returns after 15 sites; hence, applying to more than 15 may be unnecessary.
- There are also financial considerations affecting the number of sites you apply to. You are charged a fee for each of sites you apply to, which has historically increased after your 15th site.
- The ambiguity of this process commonly results in a lot of looking around to see what other applicants are doing. You may hear a lot of chatter among your graduate student colleagues about having too many sites or needing to pare their lists down. Others will not have this problem. If you spend more time reviewing sites early on and weeding out ones that you’re on the fence about, you can build a stronger list of sites that excite you with minimal cutting later on.

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Chapter 2. Preparing Essays, Cover Letters, CV, Letters of Recommendation, Transcripts

Essays

- You are required to submit four essays that are each no more than 500 words:
 - Autobiographical
 - Theoretical Orientation
 - Diversity/Multicultural Experiences
 - Research

What follows here are tips and guidelines to help write your essays. In our experience and the experiences of applicants we've worked with, the Autobiographical essay is the most challenging because it has the least amount of instructions and covers the largely nonacademic portion of your life. This means you could talk about an endless range of topics, such as your childhood, what brought you to graduate school, how you became interested in psychology, or, in our cases, how we changed careers, or all of the above—in a neat 500 words (or less). Thus, where to start and what to cover can feel less obvious than the others. We like to think of the Autobiographical essay as the Table of Contents, so to speak, that lays the groundwork for the essays that follow (i.e., theoretical, multicultural, and research experiences). In the years that we have been reviewing essays, it has become clear that there are infinite ways to approach this. Because of this, we provide our Autobiographical statements in Appendix M for your reference, as a means of illustrating two ways the autobiographical statements can look.

Basic Essay Tips

- Again, it is highly recommended that you first outline five or so of your main training goals. This is a really good way to start the process that will inform your essays as well as the sites that will help you achieve your training goals.
- The essays take longer to write than you might think, so allocate substantial time to write them, have them edited, etc. It takes many iterations to get weave a coherent narrative, so try not to feel too discouraged. To loosely quote Earnest Hemingway, “the first draft of anything is not very good.”
- Remember to attend to *content* and *process* in these essays. Everything you write, is a reflection of your training as a scientist-practitioner. In this regard, you want to *show* the process of *how* you think as a clinician across each essay, as opposed to simply communicating *what* you know or what you studied in graduate school.
- With this last point in mind, consider if you are writing something that any other applicant can say. You want to stand out from the other applications.
- It is okay, but by no means necessary, to use references (e.g., if you mention a specific case conceptualization model or published works). This is stylistic.
- The Research, Diversity/Multicultural, and Theoretical essays are meant to expound upon threads you've introduced in your Autobiographical. Stated differently, the Autobiographical is meant to provide a summary of what's to come.
- Everybody loves an origin story and your job with the essays is to write about yourself in four content domains that show who you are. Throughout the process, you will hear people tell you to weave your essays together. This can be quite challenging, but with considerable forethought, it is easier. Before you write, think about aspects of your lived experience that shaped who you are,

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why you are doing what you are doing, how cultural experiences have opened your eyes, etc. It's a lot to consider, but if you can develop a parsimonious narrative upfront, this will give you the foundations for your essays and will tie your materials together.

- Here is the framework for ours:

Russ's Essays

1. I changed careers and landed in SUD treatment research (*Autobiography, Research essays + relevant to internship goals*)
2. This led me to graduate school, where I studied SUD etiology (*Research essay*), but was a departure from my treatment research experience (*Autobiography + goal of mine for internship*) but did not afford focused training in treating persons with SUD (*cover letter*)
3. Moving to a rural area from New York City was a major change for me (*Diversity/Multicultural Experience essay, ties to clinical experiences & Theoretical Orientation essay*) that shaped how I think of the etiology (*Research essay*) and treatment of psychopathology (*Theoretical Orientation + Clinical essay*)

Noah's Essays

1. I changed careers because I wanted to make a difference in communities like mine
2. My unusual background gives me a unique vantage point to think about clinical science and practice
3. Moving around a lot has taught me that people are unique and inherently resilient
4. The integration of science and practice is needed to meet people where they are

- **Things to avoid in the essays**

- The soapbox approach: graduate school is really great at producing people that see what's wrong with or missing from the world, the system, or themselves. This often comes across in their essays. We think it is partly a result of the training and encourage you to be better. We invite you to focus on what excites you about being a psychologist, how you got to that place, how you show up as a psychologist to help others, and what resonates with you about specific approaches. This implicitly delivers the same message and does it in a much more palatable way. Remember, many readers will have been doing this for longer than you have been alive and, for better or worse, feel real ownership over some of these models/approaches.

Letters of Recommendation and Letter Writer Packs

- For pretty much every part of this process, there is an accompanying APPIC form.
- **From APPIC:** There is now a **Standardized Reference Form** (see Appendix H) that you are to give each of your letter writers. This should be accessible from within the AAPI portal. You will want to include it in the Letter Writer Pack, described next.
- We recommend that you give all of your letter writers and your training director individualized Letter Writer Packets (See Appendix I) that provide an overview of your strengths, your work together, internship goals, and the sites you plan to apply to as well as the deadline, so the writers have a sense of these for their letters. This is an opportunity to ensure your letters highlight things that line up with your essay etc. There is no standardized template for this. **Note: Your training director doesn't write you a letter like the others, but they fill out a field about you when they certify your APPI and many training directors use this as a mini letter of rec. That said, not all do this. So, be sure to ask them if they would like these materials.**

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- Emphasize if there are specific things you want them to highlight. This could be a case you worked on together or remarks they stated in previous years in your evaluations.
- Remember, they are writing letters for other internship (and postdoctoral) applicants, so the more organized you are the better off you'll be.
- When references have been submitted, you will receive an email from the AAPI. The AAPI will also show that a reference has been received (screenshot below).

Transcripts

- As mentioned, always read the APPIC/AAPI instructions and look for any accompanying forms. You are required to submit an official graduate transcript from all **graduate** institutions you attended.
- There is a **Transcript Request Form** available from within the AAPI portal for this. You need to complete it, print it out, and bring with a check for \$9.00 or so to the Registrar's office. Your university will mail the official transcript to AAPI, which compiles all of your materials. From within the AAPI, you will see a notification that indicates your transcripts have been received (screenshot below).

The screenshot displays the AAPI portal interface. At the top left is the APPIC logo. The main header reads "Association of Psychology Postdoctoral and Internship Centers". The user is logged in as "Russell Marks" with the email "Russ.Marks@coyotes.usd.edu" and a "LOGOUT" button. A red notice states: "Please note that you will not be able to submit your application without your Director of Clinical Training's (DCT) approval. Thus, you should complete the 'Summary of Doctoral Training' section and send it to your DCT well in advance of your application deadlines. Once you have e-submitted your application, your DCT will be able to view your application in its entirety, excluding the letters of reference." The interface is divided into three main sections: "MY TOOLS" on the left, "APPLICATION CHECKLIST" in the center, and "STATUS" on the right. The "STATUS" section shows "Transcripts" with "Recd.: 1 Not Recd.: 0", "Designations" with "Complete: 17 Incomplete: 0", and "References" with "Complete: 4 Incomplete: 0". The "Transcripts" and "References" rows are highlighted with red boxes. Below the "STATUS" section, there is a "NEW!" announcement about a mobile portal and a QR code.

- Instructions on how to locate the Transcript Request Form are below (copied from the [AAPI Online Instruction Manual 2018](#)).

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1. Login to your AAPI Online application, and select the Other College Attended folder from the Application Checklist.
2. To the left of each of your Colleges Attended you'll find a link for the Transcript Request form.
3. Click the link associated with the Institution for which you want to print a Transcript Request form. This will initiate the download of a PDF file. You will need the Adobe Acrobat Reader to view and print the File.
4. Print out and then complete the form and submit it to the Registrar Office of the institution.
5. Be sure to advise the Registrar Office to enclose the Transcript Request Form with your official sealed transcript and mail it directly to the AAPI Online Transcript Processing Center. AAPI Online has difficulties matching official transcripts that are not accompanied by the Transcript Request Form, and this can result in a delay in processing your application.
6. Be sure to print, complete, and mail the Transcript Request form for each graduate institution you've entered as having attended.

Entering Your Hours into the AAPI

1. This part can be intimidating, but it's really about 90% raw data entry and 10% basic addition. Much of the AAPI will include entering basic information like your contact information, your expected graduation, etc. What proceeds will therefore focus on entering your hours, as this is confusing for many applicants. In the attached AAPI, we have highlighted the areas that require close attention. For Supervision, Intervention, and Assessment, you will enter your total hours (e.g., 100 total assessment hours). You then enter the itemized hours *by site* where you completed these hours (e.g., 75 hours in an inpatient setting; 25 hours at the VA). You do the same thing for intervention and supervision hours: enter one total figure and then itemized hours. See Appendix N for annotated examples.
2. You also will enter the demographic information of clients you've worked with and assessment instruments you've used.
 - a. **Note:** This is a broad list of assessment measures. It is not meant to be connected to your assessment hours in any way. The measures do not align with or correspond to your total or itemized assessment hours—they are solely a list of measures with which you have experience.

Cover letters

- Treat the cover letters like they are the only part of your application a reader will see. Meaning, leave nothing to the imagination, make no assumptions about what they already know or will learn from your essays or CV. We don't have the luxury of knowing what information the sites look at first (AAPI, cover letters, essays, etc.), so treat your letters as if this is the first and only thing, they will know of you. Make them grand slams.
- The letters can be challenging at first. You will likely be exhausted at this point, having gone through the steps of finding sites, writing essays, etc. However, here are some steps that can help navigate the process:
 1. Similar to the approach with the essays, start with the most basic points that you want to convey. Write 4-5 disconnected paragraphs that addressed each point (e.g., continue to refine my generalist training, specialization in assessment, case formulation, and treatment for PTSD/SUD, clinical research) and then tie them together into a letter.
 2. Start with your *least* desirable site, if possible. Your letters will get better over time.

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3. **Refer to each site's brochure for their application procedures before you write. Even though everything goes through the AAPI and is fairly standardized, some sites have specific requirements for their cover letters. We have encountered the following requests:**
 - a. Indicate which supervisors you would like to interview with
 - b. Provide your top three interview date preferences
 - c. Speak to your WAIS/MMPI-2 experiences
 - d. Indicate your top major/minor rotations in bold at the *top* of your letter. Some sites state explicitly that they will not review applications that are missing certain pieces of information, so read the application procedures section of the brochures very carefully.
4. Consider using a generic letter template with placeholders (e.g., Dear **Dr. NAME**; see Appendix F) and update your template as needed as your letters improve. This can help keep the main points in place, while tailoring each letter to its site. It also helped keep mismatched sites, rotations, or supervisor names *out* of letters. Be very careful with this.

You will be told along the way to “sell the fit.” This just means tailor the letter to each site to make your case. Tie what they do with what you have done, but speak to why you need more training *from them*. For instance, “*I’ve co-facilitated CPT groups, but seek greater specialization in individual CPT and exposure therapy for PTSD.*”

5. We often recommend **bolding** the names of the tracks, major and minor rotations, and/or research supervisors you list in the cover letter. Sites don't ask you to do this, but we think you are doing them a solid by highlighting your interests in this way. To this end, it is okay to express interest in multiple rotations, even if it exceeds the number of rotations you could do (unless otherwise specified). For instance, if a program has two 6-month major rotations, you could say you're very interested in rotations A, B, and C as *possible options* that would round out your training. This can convey your flexibility and that you are not wedded to only one part of their training opportunities. This is important because sites cannot always guarantee that you will get your first choice for major rotations. Hence, we think you stand to benefit if you communicate that the site's menu of options closely aligns with your training goals beyond a single training experience.
6. Finally, having your computer or reader websites read your letters and essays out loud can help detect mistakes and smooth things out.

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Chapter 3. Interviews, Scheduling, Travel

First, a few basic suggestions:

1. Set up email notifications on your phone if they are disabled.
2. If you use Gmail, use "labels" to keep your emails straight.
3. Accept calls from unknown numbers.
4. Have a generic 'thank you' note readily available on your phone so you can quickly respond to emails with your preferred interview dates. Time is a factor and interview days are often assigned on a first-come/ first-serve basis. Example below:

Good Afternoon Dr. [NAME],

Thank you for your email and for the opportunity to interview at [SITE]. Per your request, I am available to interview on [DATE 1], [DATE 2], and DATE 3]. Please let me know if you require any additional information.

Thank you. I look forward to meeting you in the coming weeks.

Kind Regards,

*Russell Marks, M.A.
Self-Regulation & Substance Use Laboratory
Department of Psychology
The University of South Dakota
414 East Clark Street
Vermillion, SD 57069*

It's not yet clear how virtual interviews will play out in light of the ongoing pandemic, so be flexible as you navigate this highly uncharted experience. Below is information we'd written pre-pandemic. Accordingly, not all of it will apply to the 2020/2021 training cycle. Given that you will be responding to calls and emails, we recommend you have printed calendars so that you can readily talk on the phone with a calendar in front of you. Here are some tips:

5. Print out 2 calendars. On the first one, plot out every available interview date for every site you apply to. This will give you a bird's eye view of all of the interview possibilities. On the second calendar, plot out the ideal, best case scenario interview schedule if you were to be invited to every interview. This will minimize the likelihood of so that you're not crisscrossing the country. Keep these on you at all times.
6. January seems to be notoriously busy for internship interviews. Scheduling dates in December, when possible, can help with this.

Interviews

- Interviews will differ across sites. The VA generally start with an overview of the training program, presentations from faculty, and meetings with current interns.
- Even though they typically spend the first part of the day orienting you to the training program, the interviews are easier if you already know the structure, rotations, etc. This might sound like common sense, but the rotations and training experiences across sites are likely to run together over time. It is helpful to re-familiarize yourself with the program's structure, as well as the major and minor rotations that interested you before you get there. Reviewing your cover letters is one

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**APPENDIX A
INTERNSHIP SITE NOTES**

| SITE (APPIC Match #: #####) | | | | |
|---|--------------------------|--|-----------------------|---|
| Rotation Structure: <i>(# major/minor rotations, additional training experiences)</i> | | | | |
| Major Rotations of Interest: | | | | |
| Minor Rotations | | | | |
| Research Component/Requirement | | | | |
| Deadline | | | | |
| Additional Requirements (e.g., report) | | | | |
| # of Applications Received (A) | # Interviewed (B) | Chance of Interview (%) (B ÷ A) | # Accepted (D) | Chance of Acceptance (%) (D ÷ B) |
| | | | | |
| Things to Remember About This Site (Useful for Cover Letters) | | | | |
| | | | | |

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**APPENDIX B
 INTERNSHIP MASTER SPREADSHEET:
 SEARCH PROCESS WORKSHEET**

| Internship Sites* | | | | | Outcome Data | | | | | Things to Remember about Sites (for Cover Letters) |
|-------------------|----------------------|-----------|-------------|------------|--------------|---------------|--------------------|------------|----------|--|
| | APPIC # (4-digit) | Site | Location | Due Date | # Applied | # Interviewed | % Chance Interview | # Accepted | % Chance | |
| #1 | 1234 | Site ABCD | City, State | 12/1/2019 | 100 | 75 | 75% | 10 | 13% | Trauma track, RX minor, etc. |
| #2 | 4567 | Site EFGH | City, State | 12/1/2019 | 100 | 75 | 75% | 10 | 13% | Trauma outpatient; research minor |
| #3 | 8998 | Site Meh | City, State | 11/12/2019 | 50 | 50 | 100% | 10 | 20% | Not as much here for me; maybe a backup |
| #4 | | | | | | | - | | - | |
| #5 | | | | | | | - | | - | |
| #6 | | | | | | | - | | - | |
| #7 | | | | | | | - | | - | |
| #8 | | | | | | | - | | - | |
| #9 | | | | | | | - | | - | |
| #10 | | | | | | | - | | - | |
| #11 | | | | | | | - | | - | |
| #12 | | | | | | | - | | - | |
| #13 | | | | | | | - | | - | |
| #14 | | | | | | | - | | - | |
| #15 | | | | | | | - | | - | |
| #16 | | | | | | | - | | - | |
| #17 | | | | | | | - | | - | |

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APPENDIX C INTERNSHIP MASTER SPREADSHEET: APPLICATIONS WORKSHEET

| Internship Sites* | | | | | Applications | | | Interviews | Outcome Data | | | | | | | | | | | | | |
|--|---------|-----------|-------------|-----------|--|----------------------------------|--|--|--------------|---------------|------------------------|------------|----------|--|--|--|--|--|--|--|--|--|
| | APPIC # | Site | Location | Due Date | Cover Letter Written <i>(drop-down)</i> | Letter Writers** | Application Submitted <i>(drop down)</i> | Interview Status <i>(drop-down)</i> | # Applied | # Interviewed | % Chance Interview | # Accepted | % Chance | | | | | | | | | |
| #1 | 1234 | Site ABCD | City, State | 12/1/2019 | Done | Caraway, Fuller, Catberto | Submitted! | Invited | 100 | 10 | 10% | 10 | 100% | | | | | | | | | |
| #2 | 4567 | Site EFGH | City, State | 12/1/2019 | Done | Caraway, Fuller, Catberto, Emery | Submitted! | Declined | 100 | 10 | 10% | 10 | 100% | | | | | | | | | |
| #3 | | | | | | | | | | | | | | | | | | | | | | |
| #4 | | | | | | | | | | | | | | | | | | | | | | |
| #5 | | | | | | | | | | | | | | | | | | | | | | |
| #6 | | | | | | | | | | | | | | | | | | | | | | |
| #7 | | | | | | | | | | | | | | | | | | | | | | |
| #8 | | | | | | | | | | | | | | | | | | | | | | |
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| #12 | | | | | | | | | | | | | | | | | | | | | | |
| #13 | | | | | | | | | | | | | | | | | | | | | | |
| #14 | | | | | | | | | | | | | | | | | | | | | | |
| #15 | | | | | | | | | | | | | | | | | | | | | | |
| #16 | | | | | | | | | | | | | | | | | | | | | | |
| #17 | | | | | | | | | | | | | | | | | | | | | | |
| *Give this information to your letter writers in the Letter Writing Packet. Organize by Due Date. | | | | | **Note: Use the "Letter Writers" column if you plan to have different writers across sites. This column is to ensure that the names of your letter writers in the cover letter match the letters you actually attach to your application in the AAPI portal. | | | Updates the Breakdown of Invitations Tally | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="2">Breakdown of Invitations</th> </tr> </thead> <tbody> <tr> <td>Invited</td> <td>1</td> </tr> <tr> <td>Not Invited</td> <td>1</td> </tr> <tr> <td># Waiting to Hear From</td> <td>0</td> </tr> </tbody> </table> | | | | | Breakdown of Invitations | | Invited | 1 | Not Invited | 1 | # Waiting to Hear From | 0 | | | | | | | | | | |
| Breakdown of Invitations | | | | | | | | | | | | | | | | | | | | | | |
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| Not Invited | 1 | | | | | | | | | | | | | | | | | | | | | |
| # Waiting to Hear From | 0 | | | | | | | | | | | | | | | | | | | | | |

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APPENDIX D INTERNSHIP MASTER SPREADSHEET: INTERVIEWS WORKSHEET

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | | | | | | | | |
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| 4 | Internship Sites | | | | Interviews | Travel | | | | | | | | | | | | | | | | | | |
| 5 | # | APPIC Number | Site | Location | Interview Status | Travel To | Travel From | Lodging | Travel Cost | Lodging Cost | Cost Per Site | Notes | | | | | | | | | | | | |
| 6 | #1 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 7 | #2 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 8 | #3 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 9 | #4 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 10 | #5 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 11 | #6 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 12 | #7 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 13 | #8 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 14 | #9 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 15 | #10 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 16 | #11 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 17 | #12 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 18 | #13 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 19 | #14 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 20 | #15 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 21 | #16 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 22 | #17 | 0 | 0 | 0 | 0 | | | | \$ - | \$ - | \$ - | | | | | | | | | | | | | |
| 23 | These cells will automatically populate with the information entered on the previous sheet | | | | | These cells have drop down menus | | | | | | | | | | | | | | | | | | |
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| 34 | | | | | | | | | | | | <table border="1"> <thead> <tr> <th colspan="2">Travel Budget</th> </tr> </thead> <tbody> <tr> <td>Travel Budget</td> <td></td> </tr> <tr> <td>Amt. Spent</td> <td>\$ -</td> </tr> <tr> <td>Difference (Amount over/under budget)</td> <td>\$ -</td> </tr> </tbody> </table> | | | | | Travel Budget | | Travel Budget | | Amt. Spent | \$ - | Difference (Amount over/under budget) | \$ - |
| Travel Budget | | | | | | | | | | | | | | | | | | | | | | | | |
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**APPENDIX E
 INTERNSHIP MASTER SPREADSHEET:
 RANKINGS WORKSHEET**

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|----|-----------------|---------------------|----------------|---|------|----------|----------------|---|------|----------|----------------|---|------|----------|----------------|---|
| 1 | | Rankings | | | | Rankings | | | | Rankings | | | | Rankings | | |
| 2 | | DATE | | | | DATE | | | | DATE | | | | DATE | | |
| 3 | Rank | Site | Interview Date | | Rank | Site | Interview Date | | Rank | Site | Interview Date | | Rank | Site | Interview Date | |
| 4 | # | | | | # | | | | # | | | | # | | | |
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| 23 | Sites | # Tracks Ranking Me | | | | | | | | | | | | | | |
| 24 | Boston | 3 | | | | | | | | | | | | | | |
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| 31 | Total # to Rank | 3 | | | | | | | | | | | | | | |
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APPENDIX F INTERNSHIP MASTER SPREADSHEET INSTRUCTIONS

Below is a step-by-step guide for the Internship Master Spreadsheet. The file contains four worksheets that advance sequentially from left to right. They are: **Search Process**, **Applications**, **Interviews**, and **Rankings**. We have chosen to keep this document “open source” and not lock the cells. This allows you to tailor the sheet to your own unique needs. Here is how we suggest using it though:

“Search Process” Worksheet

- Record all sites you are seriously considering in this worksheet
- There are three sections:
 - o **Internship Sites:** APPIC #, site name, location, and application due date.
 - o **Outcome Data:** This helps give a metric of how many people are *invited*.
 - Remember: there may be specific tracks that invite a smaller number of people, so this number is a very loose metric of overall competitiveness.
 - o **Things to Remember about Sites (for Cover Letters):** Add notes; things you’d highlight in a cover letter.
- As mentioned earlier, keeping extensive notes about sites in Excel can often be cumbersome. We provide a separate handout in Appendix A to help with this.

“Applications” Worksheet

- The “Applications” worksheet is for the next step in the process when you’ve pared down the candidate sites from the “Search Process” sheet to sites you’ll apply to.
- This spreadsheet has some formulas embedded across the sheets and these start on this worksheet.
- To begin, copy/paste the “Internship Sites” and “Outcome Data” into the “Applications” sheet. Leave any sites you’re not applying to behind.

The “Applications” worksheet is the dashboard to give you a birds-eye view of each application you’re working on. It contains five sections:

- Internship Sites
- Materials Required By Site
- Applications
- Interviews (with dropdown menus)
- Outcome Data

- **Materials Required by Sites:** Record what is required in the application and any additional materials you’ll need to submit (e.g., assessment report)
- **Applications:** This section helps organize the status of your cover letters, your writers (if they differ across sites), and the status of your application.
 - **Cover Letter Written:** There are three, color-coded dropdown menus.
 - **Drafted (yellow)**
 - **Out for Revisions (Blue)**
 - **Done (Green)**
 - **Application Submitted:** To indicate that your application has been submitted.

- **Interviews:**
 - **Interview Status:** This section uses dropdown menus to indicate if you are Invited or Declined.
- **Breakdown of Invitations Box**

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- This information will automatically populate based on your dropdown selections to calculate your number of invitations, rejections, and sites you're still waiting to hear from.

"Interviews" Worksheet

- This worksheet is helpful for booking travel and monitoring costs; however, at the time of this writing during the covid-19 pandemic, it will be less relevant to 2021-2022 applicants.

"Rankings" Worksheet

- Some people find it helpful to re-rank your sites after each interview to see which ones really move the needle for you. This worksheet is designed to help with that.
- There is also a green box where you can record the number of *tracks* you are being considered for within a given site.

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APPENDIX G SAMPLE GENERIC COVER LETTER

[DATE]

CONTACT ADDRESS

Dear Dr. [NAME] and members of the Internship Selection Committee,

Thank you for reviewing my application to the predoctoral internship training program at [SITE]. I am a doctoral candidate in the APA-accredited Clinical Psychology Program at the University of South Dakota. Included with this letter, please find my AAPI online application, graduate transcript, essays, curriculum vitae, and supplementary materials. My application also includes letters of recommendation from my graduate mentor, Dr. Jeffrey Simons, and three of my clinical supervisors: Drs. S. Jean Caraway, Stephanie Fuller, and Jae Puckett. As requested, my top four rotation choices are General PTSD, PTSD & Substance Use, OEF/OIF/OND Combat Stress, and Research.

The mission and training opportunities at [SITE] are an excellent fit with my background, theoretical orientation, and career objectives. The program's integration of science and practice through delivery of evidence-based treatments and clinically relevant research closely aligns with my values and training as a scientist-practitioner. I believe [SITE] would be an ideal match not only for my current training objectives, but my longer-term goal of becoming involved in clinical research on the treatment of co-occurring substance use and traumatic stress disorders. Moreover, the program's continued didactics and supervision, commitment to cultural diversity, and professional development would allow me to build on my current knowledge, while developing the skills necessary to achieve my clinical training goals.

Overall, I would like to continue developing my generalist training through assessment and treatment experiences with individuals representing a diverse range of clinical presentations, severities, and cultural backgrounds. I appreciate the broad-based training afforded within your program, and believe the training experiences, exposure to evidence-based treatments, and delivery to diverse populations in the unique cultural environs of [LOCATION] would allow me to grow as a generalist, while becoming a well-rounded and flexible clinician.

In addition, I seek to advance my assessment, formulation, and intervention skills with clients presenting with substance use and co-occurring traumatic stress disorders. Accordingly, the [ROTATION] and [ROTATION] rotations are particularly appealing training experiences. As a graduate student, I co-facilitated a Cognitive Processing Therapy group for survivors of sexual assault, and delivered motivational enhancement and cognitive behavioral interventions to inpatient and outpatient populations with substance use, traumatic stress, and other co-occurring disorders. However, I aspire to advance my emerging specialization by gaining focused and intensive training in the delivery of evidenced-based treatments for co-occurring substance use and traumatic stress disorders. The training experiences in the [ROTATION] and [ROTATION] rotations would provide exceptional opportunities to develop proficiency in treating individuals with complex presentations and co-occurring conditions. Furthermore, these training experiences would enable me to develop proficiency in Third Wave treatment approaches (e.g., ACT, XXX), while expanding my clinical skills to include XXX-based modalities, XXX, and XXX treatment approaches.

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The training experiences available through the [ROTATION] would provide an exceptional opportunity to develop proficiency in treating individuals with these co-occurring conditions, while expanding my clinical skills to include [Prolonged Exposure (PE)].

I would also like to become proficient in the delivery of Third Wave treatment approaches (e.g., ACT). The opportunities to [DO X] closely align with my training goals, and make the [ROTATION] exciting learning opportunities. Moreover, the training experiences available through the [ROTATION] compliment my training goals, and would be instrumental in advancing my long-term career goal related to [XXXX].

Furthermore, I hope to continue developing my clinical and research skills in an environment where the integration of science and practice is valued. I would like to further my research training by becoming involved with research on the treatment of co-occurring PTSD and substance use disorders. I am currently analyzing data for my dissertation and anticipate that I will defend before the start of internship. As such, I will be poised to take part in collaborative research opportunities available at [SITE]. I am also interested in opportunities to continue on after internship with a postdoctoral fellowship. In this regard, the internship program at [SITE] is an ideal site for me to achieve these training goals.

Finally, I am passionate about continued learning, supervision, teaching of others, and the advancement of social justice; therefore, I seek an environment that values and fosters these qualities. I currently serve on my university's Gender & Inclusiveness committee in the service of protecting and advancing the civil rights of members of the LGBTQ communities. I am excited at the prospect of bringing what I've learned from these experiences in a rural area to the [SITE COMMITTEE], while gaining greater exposure to multicultural practice issues through the monthly [COMMITTEE] meetings and consultation groups. Further, I appreciate the focus on the [XXX] education and didactics at [SITE]. The teaching and consultation opportunities align with my long-term goals of teaching and providing clinical supervision. I am currently a peer supervisor to junior clinical psychology trainees, and will serve as an instructor of record in the spring. I am excited for the opportunity to advance my teaching interests through the educational opportunities at [SITE].

The opportunities to engage in consultation, teaching, and supervision, in conjunction with the specialized training rotations, make [SITE] a very appealing training opportunity.

In summary, the clinical and research training opportunities at [SITE] present a unique avenue to achieve my short and long-term goals. I believe that my personal and professional skills make me a strong candidate for the predoctoral internship at [SITE]. I am motivated to learn and excited to continue my training during the internship year and subsequent postdoctoral training.

I appreciate your taking the time to review my application. If you have any questions or require any additional information, please do not hesitate to contact me at Pphone/email.

Respectfully,

Candidate, M.A.
Doctoral Candidate in Clinical Psychology
The University of South Dakota
APPIC Match # 12345

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Key:

Anything that will change across letters

Basis for why you would be a good pick for these rotations

Gaps that the internship site could fill

Additional Paragraphs:

- Using a single template can help keep your ideas centralized. I wrote a few sections that aligned with some sites' training emphases but not as important for others. In my generic letter template, I kept these as comments and decided on a site-by-site basis if it made sense to include these. Here are some examples of those areas:
 - **Possible Tie in to Research**
 1. My research examines aspects of personality that confer risk for specific AUD symptoms. I believe this research compliments the projects related to XXX at [SITE]. Further, I believe my clinical work with gender minorities could contribute to novel research questions related to the roles of gender in XXXX.
 - **Interdisciplinary Team**
 1. In addition, I enjoy being a part of interdisciplinary treatment teams, and believe the membership and consultation opportunities through the [ROTATION] would provide unique opportunities to work alongside diverse health care providers.
 - **For Sites that Offer Practicum Supervision Opportunities**
 1. Finally, I am passionate about continued learning, supervision, and teaching of others, and seek an environment that values and fosters these qualities. I currently serve as a peer supervisor to junior psychology students in my training program, and...

**APPENDIX H
STANDARD FORM FOR LETTER WRITERS**

**Council of Chairs of Training Councils/Association of Psychology Postdoctoral and Internship
Centers
APPIC Standardized Reference Form – Revised**

Please note the expectation that the completed form be no longer than 2 pages

Date:

Name of student:

Name/contact information for referee:

Briefly describe the nature of your involvement with student and how long you have known him/her:

Briefly describe the activities performed by student under your guidance:

Briefly describe the student's focus/career aspirations/developmental trajectory:

Briefly describe the student's strengths and growth areas. Since both APA and CPA accreditation are now focusing on the assessment of competency, please include any of the following competencies with which you are familiar: Research, Ethical and legal standards, Individual and cultural diversity, Professional values and attitudes, Communication and interpersonal skills, Assessment, Intervention, Supervision, Consultation and interprofessional/interdisciplinary skills:

Summary recommendation:

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**APPENDIX I
LETTER WRITER INFORMATION PACKET**

[Your name] Internship Goals

Area 1: Current Professional & Personal Skills & Strengths

- **Particular Strengths**
- **Work Skills**
- **Communication Skills**
- **Professional Conduct**
- **Interpersonal Style & Personal Resources**

Area 2: Areas for Growth and Development

Areas for Further Development

- *Populations of Interest.*
- *Specialized Clinical Training.*
- *Research Involvement.*
- *Diversity.*
- *Didactics & Supervision.*

(List of internship sites included in Letter Writer Packet)

| | APPIC # | Site | Location | Due Date |
|-----|----------------|---|-----------------|-----------------|
| #1 | 1347 | VA Maryland Health Care System / VAMHCS/UM SOM Psychology Internship Consortium | Baltimore, MD | 10/31/20 |
| #2 | 1551 | Alpert Medical School of Brown University | Providence, RI | 11/01/20 |
| #3 | | | | |
| #4 | | | | |
| #5 | | | | |
| #6 | | | | |
| #7 | | | | |
| #8 | | | | |
| #9 | | | | |
| #10 | | | | |
| #11 | | | | |
| #12 | | | | |
| #13 | | | | |
| #14 | | | | |
| #15 | | | | |
| #16 | | | | |
| #17 | | | | |
| #18 | | | | |

Note: Color codes were used to highlight application due dates.

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APPENDIX J INTERNSHIP PACKING LIST

Clothes

- Suit

Toiletries

- Toothbrush

Materials

- CV
- List of staff/faculty profiles

Itinerary

- Flight Itinerary

Misc.

- Phone Charger

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**APPENDIX K
POST-INTERVIEW IMPRESSIONS LOG**

Interview #:
Site:
Date:
Structure:
Major Rotations:
Minor Rotations:
Feel for the site (comfort, discomfort; casual, rigid):
Misc.:
Notes:

| Strengths | |
|---------------------|--|
| Clinical/Rotations | |
| Research | |
| Supervision | |
| Current Interns | |
| Weaknesses | |
| Clinical/Rotations | |
| Research | |
| Supervision | |
| Current Interns | |
| Overall Impression: | |

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APPENDIX L SAMPLE "LATE-BREAKING UPDATES FROM APPIC-MEMBER INTERNSHIP PROGRAMS"



Russ Marks <russmarks@gmail.com>

FW: MATCH NEWS: Late-Breaking Internship Program Updates - December 15, 2018

1 message

Marks, Russ Morgan <Russ.Marks@coyotes.usd.edu>
To: Russ Marks <russmarks@gmail.com>

Sat, Dec 15, 2018 at 11:56 PM

From: APPIC Match News On Behalf Of Greg Keilin
Sent: Saturday, December 15, 2018 10:53:19 PM (UTC-06:00) Central Time (US & Canada)
To: Marks, Russ Morgan
Subject: MATCH NEWS: Late-Breaking Internship Program Updates - December 15, 2018

APPIC MATCH NEWS

LATE-BREAKING UPDATES FROM APPIC-MEMBER INTERNSHIP PROGRAMS - December 15, 2018

Below is the latest list of "late-breaking" news items from APPIC-member internship programs. These announcements will be distributed via MATCH-NEWS at regular intervals during the internship application process in order to provide applicants with important updates about programs to which they may be applying. Training Directors of APPIC-member internship programs who wish to submit news items for future announcements should refer to the information at the end of this message.

APPIC Member #: 1913
Site Name: Pennsylvania Counseling Services
Location: Lebanon, Pennsylvania
Training Director: MaryAnn Sutton, PhD, mcsutton@pacounseling.com, 717-695-7919 ext. 5908

Pennsylvania Counseling Services would like to extend the application deadline for our APA accredited, on Contingency internship program to Monday, December 17, 2018 by 11:59 pm.

APPIC Member #: 1781
Site Name: Nebraska Mental Health Centers
Location: Lincoln, NE
Training Director: Lisa Logsden, Psy.D. - (402) 483-6990

We will be extending our application deadline to 12/20/2018 at 5pm CST. Applicants applying between now and the 12/20/2018 deadline, will be notified of their interview status on 12/21/18 by 5:00 PM CST via e-mail or telephone with specific interview dates available. When an on-site interview is not tenable for an applicant, we can work to interview via alternative tele-video format. Once finalized an email will be sent with the agreed interview date, time, and format. If there are any questions about the interview process, the internship, or Nebraska please contact Dr. Logsden at llogsden@nmhc-clinics.com.

**APPENDIX M
EXAMPLE ESSAYS**

Autobiographical Statement – Noah Emery

From ages 18-24, I skateboarded competitively. This took me on adventures from my home in Phoenix to contests across the country. In my travels on the skateboarding circuit, I saw firsthand the devastating effects that substance use and unmet mental health needs can have on the lives of people I met. Meanwhile, at home, I witnessed many of my peers find themselves involved in criminal activity and substance use. I realized that individuals respond to psychosocial stressors such as gang violence in many ways, sometimes helpful, but many times not. These experiences were the impetus for my transition from skateboarding to a profession that would create opportunities to enhance the lives of those in my community experiencing distress and the hardships of substance use.

This motivated me to volunteer at a local halfway-house where I sought to learn more about how to help my community. There I saw the harsh realities of the criminal justice system, military deployment, and the paradoxical nature of substance use disorders. Individuals I worked with often felt compelled to use substances despite wanting to stop. It became clear to me that substance use and affective experiences are intertwined. This sparked my interests in what drives substance use behavior. These experiences inspired me to pursue a career in addiction psychology and to begin my undergraduate studies.

As a first-year college student at age 25, I discovered a deep passion for scientific inquiry and began to appreciate that gaps can exist between the science and treatment of substance use disorders. Moreover, I realized that my life experiences give me a unique vantage point by which to approach clinical work and develop novel research questions. These revelations coupled with mentored research training confirmed that a clinical research career was an ideal path to bring about change. Strong grades coupled with excellent research and clinical experience ensured my admittance to a graduate program in clinical psychology. During graduate school, I have grown as a clinician and scientist. Given the breadth of my advisor's work, I was afforded the opportunity to craft a research program that has the potential to impact the lives of those from communities like mine. Additionally, I have become committed to advancing drug and treatment policy through my work as the student representative to the executive committee of the Society of Addiction Psychology.

Despite all of these personal and professional experiences, I still have a lot to learn. I seek to compliment my generalist training with focused training in the delivery of evidenced-based treatments for substance use disorders and comorbid conditions, which will in turn inform future research. I look forward to advancing my emerging specialization in substance use disorders, while continuing to refine my research acumen. As such, I am eager to pursue internship. My long-term goal is to pursue an academic position at a university or teaching hospital where I can actively engage in research informed by practice and make a difference in communities like mine.

EXAMPLE ESSAYS

Autobiographical Statement – Russ Marks

There is something liberating about letting go of who you think you should be and simply being who you are. For me, this realization occurred in my mid-twenties when I worked in the music division of a global talent agency in Manhattan. It was here I realized that my penchants for learning, connecting with others, and helping people had fallen out of reach in the years since college. I knew something needed to change.

My foray into clinical psychology was gradual at first. Seeking answers, I attended open houses in psychology departments. Yet, it was only after a chance suggestion to volunteer at a suicide hotline that I realized I could no longer ignore the sense of purpose I derived from helping others. Returning to school would be an important next step in forging this path. I quickly discovered that the stability afforded by my day job would interfere with my academic pursuits. I needed to take a calculated risk. I left my job and became a waiter by night, a student by day, and a volunteer in research labs. Although I initially planned to allocate one year to my career change, I was presented with an opportunity to work full-time on a research project evaluating motivational enhancement interventions for hazardous drinking among sexual-minority men. Accepting this position would transform my life.

As a research assistant, I quickly learned that the effective interpersonal communication skills and compassion imparted through the suicide hotline were but one piece of a larger puzzle. My passion for scientific inquiry into the reciprocal processes between clinical research and evidence-based treatments was ignited, and I became interested in the ways that individual difference factors, such as personality, shape psychopathology and symptom manifestations. My interest in pursuing a doctorate in clinical psychology was cemented, as I felt a need to delve further into the science of behavior change. Beyond these self-discoveries, my early clinical experiences exposed me to the debilitating effects of substance use and co-occurring pathologies, particularly traumatic stress. This fostered a deep curiosity in understanding the science of etiology, the development of targeted interventions, and the tailoring of such treatments through case conceptualization frameworks. Moreover, my experiences working closely with sexual-minority men attuned me to the health disparities experienced by members of the LGBTQ communities, and instilled a desire to serve these populations.

While I am fortunate for these experiences, I recognize that I have much to learn. As such, I am eager to enhance my skills through participation in the educational opportunities provided during the internship year. I seek to compliment my generalist education through specialized training in the delivery and research of evidence-based treatments for substance use and co-occurring traumatic stress disorders. Through these experiences, I hope to establish a career as a clinical psychologist that integrates science and practice. Finally, I would like to pay it forward through teaching and supervision, given that my career change would not have been possible without the time and mentorship of countless others.

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APPIC 2019 Application

**APPENDIX N
EXAMPLE APPIS**

Student, Pretend
Applicant Code Number: XXXX

Summary of Doctoral Training

Doctoral Program Information

Current University/School Name: University of South Dakota
Department Name: Psychology

| Doctoral Program Information | Status | Date Completed or Expected (MM / YYYY) | Required to participate in APPIC match? | Required to attend an internship? |
|--|-----------|--|---|-----------------------------------|
| Did you complete your academic Coursework? (Excluding dissertation and internship hours) | Expected | 5/2019 | No | Yes |
| Have you successfully completed your program's comprehensive/qualifying examinations? | Completed | 8/2017 | Yes | Yes |
| Master Thesis: | Completed | 5/2017 | Yes | Yes |

| What is the current status of your dissertation/doctoral research project? | Status | Date Completed or Expected (MM / YYYY) | Required to participate in APPIC match? | Required to attend an internship? |
|--|-----------|--|---|-----------------------------------|
| Proposal Approved | Completed | 10/2018 | Yes | Yes |
| Data Collected | Completed | 1/2015 | No | No |
| Data Analyzed | Expected | 12/2018 | No | No |
| Data Defended | Expected | 5/2018 | No | No |

Summary of Practicum Experience

Terminal Masters Hours (if any) Verified by Director of Clinical Training (DCT)? No

| Intervention Hours | | Assessment Hours | | Supervision Hours | |
|-------------------------------|------------|-------------------------------|------------|-------------------------------|------------|
| Doctoral Hours: | 700 | Doctoral Hours: | 108 | Doctoral Hours: | 341 |
| Terminal Masters Hours: | | Terminal Masters Hours: | 0 | Terminal Masters Hours: | |
| Total Completed Hours: | 700 | Total Completed Hours: | 108 | Total Completed Hours: | 341 |

Anticipated Practicum Experience

Number of Hours Anticipated

254

Description of the Anticipated Practicum Experience

This estimate comprises anticipated practicum experiences in the Department Clinic at the University of South Dakota. These estimates are calculated based on the remaining six weeks of the Fall 2018 semester, as well as the sixteen weeks during the Spring 2019 semester. These experiences include:

- Intervention (56 hrs)
- Assessment (2 hrs)
- Supervision of other students (24 hrs)
- Individual and group supervision by Licensed Clinical Psychologist (60 hrs)
- Clinical writing/paperwork (56 hrs)
- Support activities (e.g., session preparation, review of session recordings; 56 hours)

Contact Information for Academic DCT/TD

DCT Name: Elizabeth Boyd
Phone:
Address: University of South Dakota: Psych Dept.
 414 E. Clark
City: Vermillion
State/Province: South Dakota
Zip: 57069
Email Address:

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APPIC 2019 Application

Intervention Experience

Intervention Experience

Degree of Terminal Masters:

If Other , Please specify

Area of Concentration of Terminal Masters Degree:

If Other , Please specify

| Individual Therapy | Doctoral | | Terminal Masters | |
|------------------------|---|-----------------------------|---------------------------|-----------------------------|
| | Total Hours Face-to-Face:  | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
| Older Adults (65+) | | | | |
| Adults (18-64) | 323 | 50 | | |
| Adolescents (13-17) | 60 | 7 | | |
| School-Age (6-12) | 2 | 1 | | |
| Pre-School Age (3-5) | | | | |
| Infants/Toddlers (0-2) | | | | |

| Career Counseling | Total Hours Face-to-Face: | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
|---------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| Adults | | | | |
| Adolescents (13-17) | | | | |

| Group Counseling | Total Hours Face-to-Face: | # of Different Groups: | Total Hours Face-to-Face: | # of Different Groups: |
|-------------------------|---------------------------|------------------------|---------------------------|------------------------|
| Adults | 44 | 4 | | |
| Adolescents (13-17) | | | | |
| Children (12 and under) | | | | |

| Family Therapy | Total Hours Face-to-Face: | # of Different Families: | Total Hours Face-to-Face: | # of Different Families: |
|----------------|---------------------------|--------------------------|---------------------------|--------------------------|
| Family Therapy | | | | |

| Couples Therapy | Total Hours Face-to-Face: | # of Different Couples: | Total Hours Face-to-Face: | # of Different Couples: |
|-----------------|---------------------------|-------------------------|---------------------------|-------------------------|
| Couples Therapy | | | | |

| School Counseling Interventions | Total Hours Face-to-Face: | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
|---------------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| Consultation | | | | |
| Direct Intervention | | | | |
| Other | | | | |

If other, please specify:

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APPIC 2019 Application

Intervention Experience

Intervention Experience (continued)

| Other Psychological Interventions | Doctoral | | Terminal Masters | |
|---|---------------------------|-----------------------------|---------------------------|-----------------------------|
| | Total Hours Face-to-Face: | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
| Sport Psychology/ Performance Enhancement | | | | |
| Medical/Health-Related Interventions | | | | |
| Intake Interview/ Structured Interview | 130 | 130 | | |
| Substance Abuse Interventions | 34 | 11 | | |
| Consultation | 4 | 4 | | |
| Other Interventions | 29 | 8 | | |

Describe the nature of the experience in "Other Interventions":

Other interventions included behavioral and milieu therapeutic approaches. These primarily served to increase the comfort and wellbeing of geriatric persons with dementia, who exhibited physical displays of aggression in an inpatient setting.

| Other Psychological Experience with Students and/or Organizations | Total Hours Face-to-Face | |
|---|--------------------------|-------------------|
| | Doctoral: | Terminal Masters: |
| Supervision of other students performing intervention and assessment activities | 11 | |
| Program Development/Outreach Programming | 63 | |
| Outcome Assessment of programs or projects | | |
| Systems Intervention/Organizational Consultation/Performance Improvement | | |
| Other | | |
| If other, please specify: | | |

Comments

Program development and outreach activities included:

Providing outreach at regional conferences hosted by the Psychology Department to assist Native American high school students in the pursuit of higher education.

Providing outreach at regional conferences that integrate rural and community-focused psychology with Native American values, traditions, and healing.

Serving as student liaison to the Clinical Training Committee in the Psychology Department at the University of South Dakota for one academic year.

Membership on the President's Council on Diversity and Inclusiveness in the service of advancing social justice for members of the LGBTQ communities at the University of South Dakota.

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APPIC 2019 Application

Psychological Assessment Experience

Summary of Psychological Assessment Experience

| | Total Hours Face-to-Face | |
|--|--------------------------|-------------------|
| | Doctoral: | Terminal Masters: |
| Psychodiagnostic test administration (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients. | 108 | 0 |

Integrated Psychological Reports

Adults: 2
 Children/Adolescents: 5

Adult Assessment Instruments

| Symptom Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|-----------------------------------|---|---|
| Beck Anxiety Inventory | 9 | 5 | 0 |
| Beck Depression Inventory | 62 | 17 | 0 |
| Rosenberg Self-Esteem Scale (Other) | 9 | 0 | 0 |
| Penn State Worry Questionnaire (Other) | 9 | 3 | 0 |
| Outcome Questionnaire-45.2 (Other) | 73 | 9 | 0 |
| PTSD Checklist for DSM-5 (Other) | 13 | 1 | 0 |
| Multidimensional Perfectionism Scale (Other) | 3 | 0 | 0 |
| Burns Anxiety Inventory (Other) | 1 | 1 | 0 |
| DSM-5 Level 1 Cross-Cutting Symptom Measure (Other) | 2 | 1 | 0 |
| The State-Trait Anxiety Inventory (Other) | 1 | 1 | 0 |
| Brown Attention-Deficit Disorder Scales (Other) | 2 | 2 | 0 |
| Dissociation Experiences Scale (Other) | 1 | 1 | 0 |
| UPPS-P Impulsive Behavior Scale (Other) | 1 | 1 | 0 |
| Transgender Congruence Scale (Other) | 1 | 1 | 0 |
| Gender Minority Stress and Resilience Measure (Other) | 1 | 1 | 0 |
| State-Trait Anger Expression Inventory-2 (Other) | 1 | 1 | 0 |

| Diagnostic Interview Protocols | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--------------------------------|-----------------------------------|---|---|
| SCID | 16 | 16 | 0 |

| General Cognitive Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--|-----------------------------------|---|---|
| Mini Mental State Examination (MMSE) | 17 | 17 | 0 |
| Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) | 1 | 1 | 0 |

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APPIC 2019 Application

Psychological Assessment Experience

| Forensic/Risk Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--|--|--|--|
| Independent Living Scales (ILS) (Other) | 5 | 5 | 0 |

| Visual-Motor Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--------------------------------|--|--|--|
| Bender Gestalt | 1 | 1 | 0 |

| Commonly Used Neuropsychological Assessment Measures | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--|--|--|--|
| Boston Naming Test . Second Edition | 7 | 7 | 0 |
| California Verbal Learning Test Version: California Verbal Learning Test, Second Edition | 2 | 2 | 0 |
| Continuous Performance Test Version: Conners CPT 3rd Edition; TOVA | 5 | 5 | 0 |
| Finger Tapping | 1 | 1 | 0 |
| Repeatable Battery for the Assessment of Neuropsychological Status (RBANS) | 7 | 7 | 0 |
| Rey-Osterrieth Complex Figure | 8 | 8 | 0 |
| Stroop Color and Word Test | 4 | 4 | 0 |
| Trailmaking Test A and B | 6 | 6 | 0 |
| Wisconsin Card Sorting Test | 3 | 3 | 0 |
| Wechsler Memory Scale-Fourth Edition (WMS-IV) | 5 | 5 | 0 |
| Barkley Deficits in Executive Functioning Scale (Other) | 1 | 1 | 0 |
| Tower of London (Other) | 2 | 2 | 0 |

| Behavioral/Personality Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--|--|--|--|
| Minnesota Multiphasic Personality Inventory | 6 | 6 | 0 |
| Personality Assessment Inventory | 7 | 7 | 0 |

| Measures of Malingering | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--|--|--|--|
| Test of Memory Malingering (TOMM) | 3 | 3 | 0 |

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APPIC 2019 Application

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Psychological Assessment Experience

Child Assessment Instruments

| Symptom Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|--|--|--|
| Youth Outcome Questionnaire-30.2 (Other) | 8 | 1 | 0 |
| Trauma Symptom Checklist for Children (Other) | 2 | 2 | 0 |

| General Cognitive Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|--|--|--|
| Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) | 3 | 3 | 0 |

| Behavioral/Personality Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|--|--|--|
| Millon Adolescent Personality Inventory (MAPI) | 2 | 2 | 0 |
| Minnesota Multiphasic Personality Inventory - Adolescent (MMPI-A) | 1 | 1 | 0 |
| Personality Assessment Inventory - Adolescent | 4 | 4 | 0 |

| Projective Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|------------------------------------|--|--|--|
| Rorschach Scoring System: Exner | 1 | 1 | 0 |

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APPIC 2019 Application

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Supervision Received

Supervision Received

| Supervised By: | Doctoral Total Hours | | Terminal Masters Total Hours | |
|------------------------------------|----------------------|-------|------------------------------|-------|
| | Individual | Group | Individual | Group |
| Licensed Psychologists | 201 | 126 | | |
| Allied Mental Health Professionals | 4 | | | |
| Others* | 10 | | | |

* For example, supervision provided by an advanced graduate student who is supervised by a licensed psychologist

Optional Comments about Other Supervisors:

A Licensed Clinical Social Worker, who is also the director of the Student Counseling Center at the University of South Dakota, provided the "Licensed Allied Mental Health Professional" supervision hours. My primary supervisor at this placement site was a Licensed Clinical Psychologist. "Other Supervision" included supervision provided by an advanced graduate student under the tutelage a Licensed Clinical Psychologist.

Total Supervision Hours

Individual Total Hours: 215
Group Total Hours: 126

Have you made recordings of clients/patients and reviewed them with your supervisor?

Audio Tape: No
Video Tape/Digital Recording: Yes
Live/Direct Observation by Supervisor: Yes

Description of Support Activities

Total Doctoral Support Hours 1455
Total Terminal Masters Support Hours

Description of Support Activities:

Support Activities included treatment planning, reviewing session recordings, preparing for session, scoring and interpreting assessments, writing assessment reports, and reviewing clinical charts.

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APPIC 2019 Application

-
Additional Information about Practicum Experience

| |
|--|
| Additional Information about Practicum Experience |
|--|

| | Doctoral | | Terminal Masters | | Total | |
|---|--------------|------------|------------------|------------|--------------|------------|
| | Intervention | Assessment | Intervention | Assessment | Intervention | Assessment |
| Child Guidance Clinic | | | | | | |
| Community Mental Health Center | | | | | | |
| Department Clinic | 298 | 37 | | | 298 | 37 |
| Forensic/Justice Setting | | | | | | |
| Inpatient Psychiatric Hospital | 134 | 33 | | | 134 | 33 |
| Medical Clinic/Hospital | | | | | | |
| Outpatient Psychiatric Clinic / Hospital | | | | | | |
| Partial Hospitalization/ Intensive Outpatient Programs | | | | | | |
| Private Practice | | | | | | |
| Residential/Group Home | 10 | 11 | | | 10 | 11 |
| Schools | | | | | | |
| University Counseling Center / Student Mental Health Center | 252 | | | | 252 | |
| VA Medical Center | 6 | 27 | | | 6 | 27 |
| Other | | | | | | |
| If other, please specify | | | | | | |

Have you led or co-led any type of groups?

I co-facilitated a Cognitive Processing Therapy group for survivors of sexual assault in the Department Clinic at the University of South Dakota. The group consisted of female college students from ages 21-24. While on practicum at my university's student counseling center, I co-facilitated a 12-week Cognitive Behavioral Therapy group as well as Mindfulness-Based Cognitive Therapy groups for depression.

Primary Theoretical Orientation

- Behavioral 2
- Biological
- Cognitive Behavior 1
- Eclectic
- Humanistic/Existential
- Integrative
- Interpersonal
- Psychodynamic/Psychoanalytic
- Systems
- Other 3

If other, please specify: Acceptance-Based Behavioral

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APPIC 2019 Application

Additional Information about Practicum Experience

Additional Information about Practicum Experience (Continued)

| Race/Ethnicity | Intervention | Assessment |
|--|---------------------|-------------------|
| African-American/Black/African Origin | 3 | 2 |
| Asian-American/Asian Origin/Pacific Islander | 4 | 2 |
| Latino-a/Hispanic | 5 | 4 |
| American Indian/Alaska Native/Aboriginal Canadian | 19 | 9 |
| European Origin/White | 83 | 20 |
| Bi-racial/Multi-racial | 7 | 0 |
| Other | | |
| If other, please specify | | |

| Sexual Orientation | Intervention | Assessment |
|---|---------------------|-------------------|
| Heterosexual | 110 | 30 |
| Gay | 3 | 3 |
| Lesbian | 2 | 1 |
| Bisexual | 3 | 0 |
| Other | 3 | 3 |
| If other, please specify | | |
| Individuals whose sexualities are entered as "other" did not identify as heterosexual, gay, lesbian, or bisexual. | | |

| Disabilities | Intervention | Assessment |
|---------------------------------------|---------------------|-------------------|
| Physical/Orthopedic Disability | 10 | 9 |
| Blind / Visually Impaired | | 1 |
| Deaf/Hard of Hearing | 1 | 2 |
| Learning/Cognitive Disability | 9 | 5 |
| Developmental Disability | 4 | 2 |
| Serious Mental Illness | 10 | 7 |
| Other | | |
| If other, please specify | | |

| Gender | Intervention | Assessment |
|--|---------------------|-------------------|
| Male | 64 | 24 |
| Female | 54 | 10 |
| Transgender | 1 | 1 |
| Other | 2 | 2 |
| If other, please specify | | |
| Individuals whose genders are entered as "other" did not identify as male, female, or transgender. | | |

Non-Practicum Clinical Work Experience

Before graduate school, I was a volunteer phone counselor at a suicide and crisis prevention hotline. I was also a full-time research assistant on a large treatment study in New York City for two years. In this role, I completed clinical interviews, phone screens, and risk assessments under the supervision of Licensed Clinical Psychologists.

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APPIC 2017 Application

Student, Pretend
Applicant Code Number: XXXX

Summary of Doctoral Training

EXAMPLE APPIS

Doctoral Program Information

Current University/School Name: University of South Dakota
Department Name: Psychology

| Doctoral Program Information | Status | Date Completed or Expected (MM / YYYY) | Required to participate in APPIC match? | Required to attend an internship? |
|--|-----------|--|---|-----------------------------------|
| Did you complete your academic Coursework? (Excluding dissertation and internship hours) | Completed | 5/2016 | No | Yes |
| Have you successfully completed your program's comprehensive/ qualifying examinations? | Completed | 8/2015 | Yes | Yes |
| Master Thesis: | Completed | 12/2014 | Yes | Yes |

| What is the current status of your dissertation/doctoral research project? | Status | Date Completed or Expected (MM / YYYY) | Required to participate in APPIC match? | Required to attend an internship? |
|--|-----------|--|---|-----------------------------------|
| Proposal Approved | Completed | 9/2016 | Yes | Yes |
| Data Collected | Expected | 4/2017 | No | No |
| Data Analyzed | Expected | 5/2017 | No | No |
| Data Defended | Expected | 6/2017 | No | No |

Summary of Practicum Experience

Terminal Masters Hours (if any) Verified by Director of Clinical Training (DCT)? Yes

| Intervention Hours | | Assessment Hours | | Supervision Hours | |
|-------------------------|-----|-------------------------|-----|-------------------------|-----|
| Doctoral Hours: | 684 | Doctoral Hours: | 191 | Doctoral Hours: | 404 |
| Terminal Masters Hours: | | Terminal Masters Hours: | 0 | Terminal Masters Hours: | |
| Total Completed Hours: | 684 | Total Completed Hours: | 191 | Total Completed Hours: | 404 |

Anticipated Practicum Experience

Number of Hours Anticipated

365

Description of the Anticipated Practicum Experience

Clinical Psychology Trainee, Psychological Services Center - The University of South Dakota, Vermillion, SD

Responsibilities: Conduct intake and empirically supported individual treatment for clients with various psychological issues. Administer evaluations at intake and throughout treatment to measure progress and outcome. Complete risk-assessments and safety planning. Provide supervision and consultation to junior clinical psychology students.

Remainder of Fall 2016 - Spring 2017

Hours: Approximately 6 hours per week consisting of 4 hours intervention and 2 support hours

Individual Supervision: 1 hour bi-weekly

Group Supervision: 2 hours weekly

Clinic Assistant, Psychological Services Center - The University of South Dakota, Vermillion, SD

Responsibilities: Administer screens for new clients to determine preliminary diagnostic impression, eligibility for services at clinic, and therapist assignment. Conduct chart audits.

Spring 2017

Hours: Approximately 6 hours per week consisting of 4 hours intervention and 2 support hours

Individual Supervision: 1 hour bi-weekly

Group Supervision: 1 hour weekly

APPIC 2017 Application

-

Summary of Doctoral Training

Contact Information for Academic DCT/TD

| | |
|------------------------|--|
| DCT Name: | Beth Boyd |
| Phone: | |
| Address: | Psychology Dept, 414 East Clark St Univ of South Dakota |
| City: | Vermillion |
| State/Province: | South Dakota |
| Zip: | 57069 |
| Email Address: | |

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APPIC 2017 Application

Intervention Experience

Intervention Experience

Degree of Terminal Masters:

If Other , Please specify

Area of Concentration of Terminal Masters Degree:

If Other , Please specify

| Individual Therapy | Doctoral | | Terminal Masters | |
|------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| | Total Hours Face-to-Face: | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
| Older Adults (65+) | | | | |
| Adults (18-64) | 299 | 32 | | |
| Adolescents (13-17) | | | | |
| School-Age (6-12) | | | | |
| Pre-School Age (3-5) | | | | |
| Infants/Toddlers (0-2) | | | | |

| Career Counseling | Total Hours Face-to-Face: | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
|---------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| Adults | | | | |
| Adolescents (13-17) | | | | |

| Group Counseling | Total Hours Face-to-Face: | # of Different Groups: | Total Hours Face-to-Face: | # of Different Groups: |
|-------------------------|---------------------------|------------------------|---------------------------|------------------------|
| Adults | 23 | 1 | | |
| Adolescents (13-17) | | | | |
| Children (12 and under) | | | | |

| Family Therapy | Total Hours Face-to-Face: | # of Different Families: | Total Hours Face-to-Face: | # of Different Families: |
|----------------|---------------------------|--------------------------|---------------------------|--------------------------|
| Family Therapy | | | | |

| Couples Therapy | Total Hours Face-to-Face: | # of Different Couples: | Total Hours Face-to-Face: | # of Different Couples: |
|-----------------|---------------------------|-------------------------|---------------------------|-------------------------|
| Couples Therapy | 29 | 1 | | |

| School Counseling Interventions | Total Hours Face-to-Face: | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
|---------------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| Consultation | | | | |
| Direct Intervention | | | | |
| Other | | | | |
| If other, please specify: | | | | |

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APPIC 2017 Application

Intervention Experience

Intervention Experience (continued)

| Other Psychological Interventions | Doctoral | | Terminal Masters | |
|---|---------------------------|-----------------------------|---------------------------|-----------------------------|
| | Total Hours Face-to-Face: | # of Different Individuals: | Total Hours Face-to-Face: | # of Different Individuals: |
| Sport Psychology/ Performance Enhancement | | | | |
| Medical/Health-Related Interventions | | | | |
| Intake Interview/ Structured Interview | 152 | 115 | | |
| Substance Abuse Interventions | 31 | 5 | | |
| Consultation | 62 | 30 | | |
| Other Interventions | | | | |

Describe the nature of the experience in "Other Interventions":

| Other Psychological Experience with Students and/or Organizations | Total Hours Face-to-Face | |
|---|--------------------------|-------------------|
| | Doctoral: | Terminal Masters: |
| Supervision of other students performing intervention and assessment activities | 32 | |
| Program Development/Outreach Programming | 56 | |
| Outcome Assessment of programs or projects | | |
| Systems Intervention/Organizational Consultation/Performance Improvement | | |
| Other | | |
| If other, please specify: | | |

Comments

Program development and outreach activities included:

Provided outreach at annual conferences hosted by the Psychology Department, which aims to aid Native American high school and undergraduate college students in their endeavors to achieve higher education.

Provided outreach at annual conferences that integrate Native American values, traditions, and healing with the fields of psychology, counseling, and alcohol and drug studies.

Developed and facilitated trainings of cognitive therapeutic approaches, such as Mindfulness-Based Cognitive Therapy and the Basics of Cognitive-Behavioral Therapy, for psychiatry residents.

Trained resident assistants and resident hall directors in crisis management, suicide risk assessment, and the nuances of identifying and addressing mental health needs in a diverse population of students.

Presented to student in the Addiction Studies Program approaches to treating substance use disorders as a chronic disease and the role of stigma as a barrier to treatment.

Serving as graduate mentor for the Students of Color in Psychology (SCIP). This group serves to help students with diverse ethnic and racial heritage explore issues of race and ethnicity in their developing professional identity. The SCIP program sponsors social activities for its members and for the Clinical Psychology Program as a whole. SCIP also sponsor/co-sponsors presentations on diversity topics.

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APPIC 2017 Application

Psychological Assessment Experience

Summary of Psychological Assessment Experience

| | Total Hours Face-to-Face | |
|--|--------------------------|-------------------|
| | Doctoral: | Terminal Masters: |
| Psychodiagnostic test administration (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment), and providing feedback to clients/patients. | 191 | 0 |

Integrated Psychological Reports

Adults: 5
 Children/Adolescents: 42

Adult Assessment Instruments

| Symptom Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--|-----------------------------------|---|---|
| Beck Depression Inventory | 100 | 5 | 0 |
| Beck Anxiety Inventory | 80 | 5 | 0 |
| PTSD Checklist for DSM-5 (Other) | 72 | 6 | 0 |
| Outcome Questionnaire 45.2 (Other) | 150 | 15 | 0 |
| Burns Anxiety Inventory (Other) | 19 | 2 | 0 |
| Alcohol Dependence Scale (Other) | 0 | 0 | 100 |
| Drinking Motives Questionnaire - Revised (Other) | 0 | 0 | 100 |
| Modified Daily Drinking Questionnaire (Other) | 0 | 0 | 100 |
| Young Adult Alcohol Consequences Questionnaire (Other) | 2 | 2 | 100 |

| Diagnostic Interview Protocols | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--------------------------------|-----------------------------------|---|---|
| SCID | 10 | 10 | 32 |

| General Cognitive Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--|-----------------------------------|---|---|
| Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) | 2 | 2 | 0 |

| Behavioral/Personality Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|-----------------------------------|---|---|
| Minnesota Multiphasic Personality Inventory | 10 | 10 | 0 |

| Measures of Malingering | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|-----------------------------------|-----------------------------------|---|---|
| Test of Memory Malingering (TOMM) | 1 | 1 | 0 |

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APPIC 2017 Application

Psychological Assessment Experience

Child Assessment Instruments

| Symptom Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|--|--|--|
| Dissociation Experiences Scale (Other) | 3 | 3 | 0 |
| Trauma Symptom Checklist for Children (Other) | 29 | 29 | 0 |
| Beck Depression Inventory- 2 (Other) | 41 | 36 | 0 |
| Beck Anxiety Inventory (Other) | 25 | 23 | 0 |
| Brown Attention-Deficit Disorder Scales (Other) | 17 | 17 | 0 |

| General Cognitive Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|-------------------------------------|--|--|--|
| WISC-IV | 21 | 21 | 0 |
| Trailmaking Test A and B (Other) | 3 | 3 | 0 |

| Visual-Motor Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|--------------------------------|--|--|--|
| Bender Gestalt | 4 | 4 | 0 |

| Commonly Used Measures of Academic Functioning | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|--|--|--|
| WRAT-4 | 8 | 8 | 0 |

| Behavioral/Personality Inventories | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|---|--|--|--|
| Minnesota Multiphasic Personality Inventory - Adolescent (MMPI-A) | 19 | 19 | 0 |
| Millon Adolescent Clinical Inventory (Other) | 31 | 31 | 0 |

| Projective Assessment | # Clinically Administered/Scored: | # Clinical Reports Written with this Measure: | # Administered as Part of a Research Project: |
|------------------------------------|--|--|--|
| Human Figure Drawing | 12 | 12 | 0 |
| Rorschach Scoring System: Exner | 5 | 5 | 0 |
| Thematic Apperception Test (Other) | 4 | 4 | 0 |

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APPIC 2017 Application

Supervision Received

Supervision Received

| Supervised By: | Doctoral Total Hours | | Terminal Masters Total Hours | |
|------------------------------------|----------------------|-------|------------------------------|-------|
| | Individual | Group | Individual | Group |
| Licensed Psychologists | 138 | 192 | | |
| Allied Mental Health Professionals | 10 | 28 | | |
| Others* | 36 | | | |

* For example, supervision provided by an advanced graduate student who is supervised by a licensed psychologist

Optional Comments about Other Supervisors:

My supervision by a "Licensed Allied Mental Health Professional" was provided by a Licensed Clinical Social Worker who is also a Licensed Addiction Counselor in the State of South Dakota. She provided supervision for substance use treatment related cases while on placement. At this same placement, I also received concurrent supervision from a Licensed Clinical Psychologist for my other assigned cases.

Total Supervision Hours

Individual Total Hours: 184
 Group Total Hours: 220

Have you made recordings of clients/patients and reviewed them with your supervisor?

Audio Tape: No
 Video Tape/Digital Recording: Yes
 Live/Direct Observation by Supervisor: Yes

Description of Support Activities

Total Doctoral Support Hours 694
 Total Terminal Masters Support Hours

Description of Support Activities:

Support activities included scoring and interpreting assessments, writing progress notes and assessment reports, treatment planning, reviewing audio-digital session recordings, preparing for session, and reviewing clinical charts.

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APPIC 2017 Application

Additional Information about Practicum Experience

Additional Information about Practicum Experience

| | Doctoral | | Terminal Masters | | Total | |
|---|--------------|------------|------------------|------------|--------------|------------|
| | Intervention | Assessment | Intervention | Assessment | Intervention | Assessment |
| Child Guidance Clinic | | | | | | |
| Community Mental Health Center | | | | | | |
| Department Clinic | 238 | 10 | | | 238 | 10 |
| Forensic/Justice Setting | | | | | | |
| Inpatient Psychiatric Hospital | | | | | | |
| Medical Clinic/Hospital | | | | | | |
| Outpatient Psychiatric Clinic / Hospital | | | | | | |
| Partial Hospitalization/ Intensive Outpatient Programs | | | | | | |
| Private Practice | | | | | | |
| Residential/Group Home | 129 | 181 | | | 129 | 181 |
| Schools | | | | | | |
| University Counseling Center / Student Mental Health Center | 288 | | | | 288 | |
| VA Medical Center | 29 | | | | 29 | |
| Other | | | | | | |
| If other, please specify | | | | | | |

Have you led or co-led any type of groups?

I co-facilitated a Cognitive Processing Therapy group for adult survivors of sexual assault in the Department Clinic at the University of South Dakota. The group followed a 12 session format plus 5 booster sessions and consisted of women ranging in age from 24 to 46.

Primary Theoretical Orientation

- Behavioral
- Biological 3
- Cognitive Behavior 1
- Eclectic
- Humanistic/Existential
- Integrative
- Interpersonal
- Psychodynamic/Psychoanalytic
- Systems
- Other 2

If other, please specify: Third Wave Cognitive (i.e., Mindfulness-Based Cognitive Approaches)

From Scratch to Match: Russ & Noah's Step-by-Step Guide to the Internship Process

APPIC 2017 Application

Additional Information about Practicum Experience

Additional Information about Practicum Experience (Continued)

| Race/Ethnicity | Intervention | Assessment |
|---|--------------|------------|
| African-American/Black/African Origin | 6 | 2 |
| Asian-American/Asian Origin/Pacific Islander | 3 | 1 |
| Latino-a/Hispanic | 13 | 9 |
| American Indian/Alaska Native/Aboriginal Canadian | 4 | 3 |
| European Origin/White | 97 | 32 |
| Bi-racial/Multi-racial | 12 | 4 |
| Other | 2 | 0 |
| If other, please specify Indian | | |

| Sexual Orientation | Intervention | Assessment |
|---|--------------|------------|
| Heterosexual | 121 | 40 |
| Gay | 2 | 1 |
| Lesbian | 0 | 0 |
| Bisexual | 13 | 9 |
| Other | 1 | 1 |
| If other, please specify Intervention = Individual that identified as Asexual; Assessment = Individual that identified as Pansexual | | |

| Disabilities | Intervention | Assessment |
|---------------------------------|--------------|------------|
| Physical/Orthopedic Disability | | |
| Blind / Visually Impaired | | |
| Deaf/Hard of Hearing | | |
| Learning/Cognitive Disability | 4 | 4 |
| Developmental Disability | | |
| Serious Mental Illness | | |
| Other | | |
| If other, please specify | | |

| Gender | Intervention | Assessment |
|---------------------------------|--------------|------------|
| Male | 81 | 37 |
| Female | 56 | 14 |
| Transgender | | |
| Other | | |
| If other, please specify | | |

Non-Practicum Clinical Work Experience

Before graduate school: Support specialist at two residential substance use treatment centers for adult males and the affiliated halfway-houses for 6 years. I also taught relapse prevention courses at the affiliated halfway-houses for 5 years. Behavioral health tech for 2 years at a multicultural residential substance use treatment center for adult males. Prevention specialist at the Arizona Meth Project for a 1.5 years. Managed two advanced recovery transitional living homes for 3.5 years.