



**DOCTORAL PROGRAM IN
SCHOOL PSYCHOLOGY**

**INTERNSHIP APPLICATION
GUIDELINES**

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I. INTRODUCTION

Congratulations! If you are reading this handbook, chances are that you have completed the majority of your coursework, have conquered most of your Directed Study, and are preparing to apply for internship! The following guide should serve as a resource for the process of applying through the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match. As the English proverb says, “the longest journey begins with a single step.” This guide is here to help you take that first step.



Best of luck to all!

II. OVERVIEW OF THE PROCESS

Getting Started

The APPIC application requires a very detailed account of all practicum hours including age, race, and gender of all clients, specific types of interventions implemented (e.g., family therapy, group counseling, consultation), total number of each psychological assessment administered, supervision hours, and the treatment setting in which you provided services. It is **highly** recommended that practicum hours be logged daily through an online tracking system, such as www.mypsychtrack.com, www.time2track.com, and www.psykey.com.

Begin browsing potential internship sites **one year prior to application deadlines** (November 1). In order to determine which sites would be the best fit for you, ask yourself the following questions:

- What kind of training opportunities do I want to have on internship?
- Is there a specific setting in which I would like to obtain more experience?
- Am I interested in specialty rotations?
- Is there a particular population with whom I want to work?
- Which area of the country do I prefer and am I willing to relocate?

Based on your answers, begin making a list of all potential sites from the APPIC Directory On-Line (DOL) that are of interest to you. The directory allows you to search based on several criteria to narrow your results. The APPIC DOL can be accessed at: <https://membership.appic.org/directory/search>

State Licensure Laws

When determining the type of internship you would like to obtain, keep in mind that each state has different licensure laws. Some states require that the internship be APA accredited, some require that the internship be an APPIC member, while others require that the internship year be the equivalent to an APA/APPIC internship or be consistent with the Council for Directors of School Psychology Programs (CDSPP) guidelines for internship. It is critical to make sure that your internship fulfills the licensing laws in the state in which you plan to reside. In order to view the licensure requirements for each state, the reader is referred to the following website. Click on the “*Jurisdictional Handbook*” tab on the dropdown menu: <http://www.asppb.org/HandbookPublic/HandbookReview.aspx>.

In addition, an overview of state licensure laws can be found in the following article:

Herman, M., & Sharer, N. (2013). Trying to summarize state licensure laws for psychologists: Burial by grains of salt. *Training and Education in Professional Psychology*, 7(2), 123-133. doi:<http://dx.doi.org/10.1037/a0031636>

Finally, for information regarding certification and licensure requirements in Florida, please refer to the Resources section in this document on pages 33–41.

APPIC Match-News E-mail List

The APPIC “Match-News” e-mail list is open to all individuals applying through the APPIC Match. This listserv provides recent news and information regarding the APPIC Match. After subscribing to the email list, you will receive occasional e-mail messages containing the latest news about the APPIC match. This is a low-volume email list, so subscribers will receive zero to five email messages per month. You will not be able to send messages to other list subscribers through this listserv. The sole purpose to receive announcements from the APPIC Match Coordinator or APPIC Chair.

To subscribe to this email list, simple send a blank e-mail to:

subscribe-match-news@lyris.appic.org

Legal Involvement

One of the items on the APPIC application is regarding legal involvement. Please note, if you have had legal involvement of any type, even if the charge was expunged from your record, it must be acknowledged on your application. If this is a concern, please contact the Director of the School Psychology Doctoral Program to plan how to discuss this on your application and to respond to questions during the interview process.

III. TIMELINE

One Year Prior to Application Deadlines

- Begin browsing potential internship sites on the APPIC Directory:
<https://membership.appic.org/directory/search>
- Get a sense of the setting in which you want to work, where you would be willing to live, and what population you would like to work with during your internship year.
- Make a list of your professional goals and ensure that your prospective internship sites provide you with the opportunity to fulfill these goals.
 - For example, in order to become a certified as a school psychologist in the state of Florida, 1200 of your internship hours must be in a school setting if you don't hold National Certification in School Psychology (NCSP).

Winter of Second Year

- Your research mentor will guide you through the application process.
- Meet with your mentor at least monthly, to discuss the internship application process, your goals for your internship year, your career aspirations, and the type of internship that interests you.

May

- It is highly recommended that all applicants purchase the book: *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit*. This book serves as a wonderful resource, provides the guidelines for the application process, and contains several sample cover letters and essays. The reader is also referred to the links on page 27 of this document for additional helpful information regarding internship essays.
- Subscribe to the APPIC “Match-News” e-mail list.
- Update and refine your curriculum vitae (CV).
- Create an excel spreadsheet with the internship sites to which you are interested in applying. Include contact information, deadlines, the prior-year match statistics, whether there are any supplemental materials required, and a brief description of the site. This will help to keep you organized when applying and will aid you in narrowing down your top sites.
- Meet with your research advisor to refine your CV and to discuss your list of internship sites and goals for the internship year.

June

- Based on the list of internship sites that you created in May, create a cover letter that can be applied to each type of setting (e.g., schools, hospitals, clinics). The cover letter is the first item in your application package that internship sites will read, so it is critical that this first draft be created now, so that it can be refined and polished several times before it is submitted. See page 39 (Resources) for a sample cover letter.
- Write your first draft of Essay 1, the autobiographical essay. The prompt for this essay is as follows: *Please provide an autobiographical statement. (There is no “correct” answer to for this question. Answer this question as if someone had asked you, “Tell me something about yourself.” This is an opportunity to provide the internship site with information about yourself. It is entirely up to you to decide what information you wish to provide, along with the format in which to present it.)*
- Take time to brainstorm different themes, topics, or personal stories that you want to use for this essay. It may take several different versions of Essay 1 before you choose which theme to pursue.
- Meet with your research advisor to refine your cover letter, Essay 1, and list of internship sites.
- Request at least three faculty members or practicum supervisors to write you a **strong** letter of recommendation.

July

- Write your first draft of Essay 2, on your theoretical orientation. The prompt for this essay is as follows: *Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.*
- It is often helpful to provide a case example to demonstrate how you apply your theoretical orientation to case conceptualization and intervention.
- Write your first draft of Essay 3, on diversity. The prompt for this essay is as follows: *Please describe your experience and training in working with diverse populations. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization.*
- Be sure to highlight the diverse training experiences that you have received while studying in South Florida. This is a significant advantage of attending graduate school in the College of Psychology.
- Write your first draft of Essay 4, on research experience. The prompt for this essay is as follows: *Please describe your research experience and interests.*
- Discuss your research philosophy as a Psy.D. candidate and describe your research experience during graduate school.
- Meet with your research advisor to refine Essays 2 through 4.

August & September

- Meet with your research advisor weekly to finalize your CV, cover letter, and Essays 1 through 4.
- Contact those who agreed to write you a letter of recommendation and send a friendly reminder regarding the due date.
- Finalize the list of internship sites to which you will be applying.
- Register for the Match by downloading the Applicant Agreement form on the APPIC portal at: <https://www.natmatch.com/psychint/applregister.html>. You will be asked to sign the Applicant Agreement and pay a non-refundable fee of \$130.00.
- Request that your transcripts from Nova Southeastern University (NSU) as well as any other graduate school transcripts be sent to APPIC. There is a form on the APPIC portal that you should print, complete, and bring to the One Stop Shop in the Horvitz Administration Building.
- Go to the NSU Office of Career Services to review your curriculum vitae and to schedule mock interviews.

October

- Each student must meet with the Director of Training by October 15 to review their final number of hours, internship goals, and application. In order to obtain approval, students must complete and bring the Sanctioned Activity Forms, which can be found on pages 16-17 of this document.
- Personalize your cover letter for each site to which you are applying. Be sure to show them why you are a good match for their site, emphasizing what they have to offer you and what you can offer them.
- Read each internship site's brochure in detail so that you can explain how you are a great fit for that specific program.
- Some internship sites require that you include specific information in the cover letter (e.g., track to which you are applying, internship goals, availability for interview). Ensure that you are including this information in the cover letter when necessary.
- Complete all of the checklists on the APPIC portal including applicant and educational information, summary of practicum experiences. See the screenshot below (page 9) that provides answers to specific questions on the application. Be sure to upload cover letters, essays, CV, and supplemental materials.
- Begin to submit applications!
- Attend the "Job and Internship Fair" at the Florida Association of School Psychologists (FASP) Annual Conference.

Timeline at a Glance

| INTERNSHIP APPLICATION TIMELINE | |
|--|--|
| One Year Prior to Deadlines | <ul style="list-style-type: none"> ▪ Browse the APPIC DOL ▪ Identify the sites to which you will apply ▪ Develop a list of professional goals |
| Winter of 2nd Year | <ul style="list-style-type: none"> ▪ Meet with your research mentor at least monthly |
| May | <ul style="list-style-type: none"> ▪ Purchase the book: <i>Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit</i>. ▪ Subscribe to the APPIC “Match-News” e-mail list ▪ Update and refine your CV ▪ Create an excel spreadsheet with information regarding possible internship sites ▪ Meet with your research advisor to refine your CV and to discuss goals for the internship year |
| June | <ul style="list-style-type: none"> ▪ Create draft of cover letter ▪ Create draft of Essay 1 ▪ Meet with your research advisor to refine your cover letter, Essay 1, and list of internship sites ▪ Request at least three “strong” letters of recommendation |
| July | <ul style="list-style-type: none"> ▪ Create draft of Essay 2 ▪ Create draft of Essay 3 ▪ Create draft of Essay 4 ▪ Meet with your research advisor to refine Essays 2 through 4 |
| August, September | <ul style="list-style-type: none"> ▪ Meet with research advisor weekly to finalize all documents ▪ Send reminder email to letter writers ▪ Finalize list of internship sites ▪ Register for the Match ▪ Request that transcript(s) be sent to APPIC |
| October | <ul style="list-style-type: none"> ▪ Meet with the program director and obtain approval by Oct. 15th. Bring completed Sanctioned Activity Forms (pgs. 17-18) ▪ Personalize cover letter for each site ▪ Fill out the checklists on the APPIC portal ▪ Submit applications |

IV. NAVIGATING THE INTERNSHIP APPLICATION PROCESS

The following article provides several tips for navigating the school psychology internship application process. You must enter your NASP ID and password in order to access the article.

http://www.nasponline.org/publications/cq/40/4/pdf/V40N4_TraininginSchoolPsychology.pdf

Letters of Reference

Begin requesting letters of reference the summer prior to applying for internship. Specifically, you should identify three to four faculty members or practicum supervisors who hold the doctoral degree who have worked with you extensively and can speak to your clinical and research skills. One of these individuals should be the mentor/chair of your Directed Study. When requesting a letter, ask each individual if they would be willing to write you a “strong” letter of recommendation. To assist your letter writers, be sure to provide them with a copy of your CV, specific areas that you would like them to emphasize, as well as the nature of the sites to which you are applying. You may visit the APPIC portal to determine when your letter writer has uploaded your letter. Remember, faculty members are frequently asked to write several letters of reference. It is helpful to send them reminders, particularly if the letter has not been uploaded to the portal two weeks prior to the deadline.

The APPIC Standardized Reference Form

In 2015 APPIC instituted a Standardized Reference Form (SRF) in lieu of a typical letter of recommendation. A survey was generated to obtain feedback from letter writers about their experience with this process. In response, a new form, the APPIC Standardized Reference Form-Revised has been created and is provided on the following page.

**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:

Writing the APPIC Essays

There are four required essays for the APPIC application. The prompts are as follows:

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

Each essay should be no longer than 500 words. You may choose to tailor a set of essays to specific sites or send the same essays to all sites. The most important thing to keep in mind is to be genuine. You receive feedback from your course instructor regarding content.

Council of Directors of School Psychology Programs (CDSPP) Internship Guidelines

In circumstances where either an APA-accredited or an APPIC-listed internship is not obtained, the following criteria, modified based upon the Council of Directors of School Psychology Programs (CDSPP) Doctoral Level Internship Guidelines, should be utilized in determining the appropriateness of the setting. Prior to application to a non-accredited site, the Program Director must approve application.

1. The doctoral internship should be part of an organized training program designed to provide the intern with a coherent, planned, programmed sequence of training experiences, the primary focus and purpose of which is to assure breadth and quality of training.
2. At least 25% of the intern's time during the internship (whether full-time or part-time) must be in direct client contact.

3. The internship agency must have a written statement, brochure, or website, which describes the goals and content of the internship, states clear expectations for the quantity and quality of the intern's work, and is made available to prospective interns.
4. Interns receive a formal, written evaluation following the completion of each grading period (at minimum). Ongoing communication between the internship site and the university is crucial.
5. Due process procedures are made available to the intern prior to the beginning of the training period. If such procedures are initiated, the director of the school psychology program in which the intern is enrolled is notified by the supervisor at the internship site.
6. The internship experience must include a minimum 2000-hours to be completed within 12 months. Alternatively, the internship can be completed part-time over 24 months.
7. Upon successful completion of the internship, the agency issues the intern with written documentation (e.g., a certificate, letter, or "Certificate of Completion").
8. The internship agency must have a designated staff psychologist, appropriately credentialed for the setting, who is responsible for the integrity and quality of the training program.
9. The agency must have two or more psychologists on staff as supervisors, at least one of whom is licensed. The internship must provide training in a range of assessment and treatment activities conducted directly with clients/students seeking psychological services.
10. The internship must include a minimum of two hours per week (regardless of whether the internship is completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision by a doctoral level psychologist licensed for practice at the independent level, with the specific intent of dealing with psychological services rendered directly by the intern.
11. The internship must include at least two additional hours per week in learning activities such as case conferences involving a case in which the intern was actively involved, seminars dealing with clinical issues, co-therapy including discussion, group supervision, direct involvement in research, or additional individual supervision. These learning activities should be supervised by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.

12. The training must be at the post-practicum level.
13. The internship agency must have a minimum of two interns at the internship level of training during the applicant's training period.
14. The trainee must have a title such as "intern," "resident," "fellow," or other designation of trainee status.
15. The intern should be afforded the opportunity to engage in research.
16. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision, and two hours (50%) of the minimum required four total weekly hours of supervision. The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision.

NOTE: Obtaining an internship and ensuring that the internship meets licensure and/or certification requirements for the state(s) in which the candidate wishes to obtain credentialing is the candidate's responsibility.

School District Applications

It is strongly encouraged that in addition to the APPIC applications, students should also consider applying to school districts, given the match imbalance. If you apply to school districts in Florida, you must adhere to the FASP standardization process which can be found on the FASP website at www.fasp.org. Here you will find information regarding each of the school districts within the state. Please remember that you must be supervised by a licensed psychologist for two-hours per week and the internship program must comply with the CDSPP Guidelines (see page 26 of this document). Applications are due in January, however, each district can modify this timeline as they see fit.

Candidates are strongly encouraged to accept a school district internship during your fourth year of graduate education under the supervision of a licensed psychologist. This will allow them to acquire additional experience and hours before applying through APPIC for an accredited internship that will take place in an additional fifth year and to be eligible for state and national certification.

The Match

The APPIC Internship Matching Program (the "Match") places applicants into psychology internship positions at training sites in the U.S. and Canada (see website for more information) <http://www.natmatch.com/psychint>. This site has all the requirements and policies for matching, dates, and cost of registration \$130 (\$110 for registration \$20 for access to online directory). Be sure to access the link above, register, and pay for APPIC Match using the website above.

***NOTE:** *The last date by which all applicants should register for the Match is December 1, 2016.*

Important Match Dates

- 01/16/17:** Applicants and programs will be able to submit Rank Order Lists for Phase I of the Match beginning on this date.
- 02/01/17:** **PHASE I** – Deadline for submission of Rank Order Lists for Phase I of the Match.
- 02/17/17:** APPIC Phase I Match Day: Results of Phase I will be released to applicants, training directors, and DCTs of academic programs that are APPIC Doctoral Program Associates.
- 02/17/17:** 11:00am (EST): Unfilled Positions: List of programs with unfilled positions in Phase I of the Match will be listed on this web site. Eligible applicants can submit applications starting as of this date.
- 02/23/17:** **PHASE II** – Deadline for submission of applications.
- 03/13/17:** Deadline for submission of Rank Order Lists for Phase II
- 03/20/17:** APPIC Phase II Match Day: Results of Phase II will be released to applicants, training directors, and DCTs of academic programs that are APPIC Doctoral Program Associates
- 03/20/17:** 11:00am (EST): APPIC Post-Match Vacancy Service will provide information on the website for any remaining open positions beginning at this time on this website and will remain open through October 31st.

What Happens on Match Day?

On Match Day, February, 17, 2017 applicants learn whether they have been matched and, if matched, the program to which they have been matched. Similarly, internship sites will learn who has been matched to their program and whether they have any unfilled positions.

APPI Summary of Doctoral Training Screenshot

In order to maintain consistency with this portion of the APPI, please use the following screenshot as a guideline for completing the *Summary of Doctoral Training*. The comprehensive exam is the FL DOE subject area exam in school psychology. Please be sure that your scores are submitted to the program office. The data below was from students applying in the 2013. Thus, it will be necessary to adjust the year accordingly.

| 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) | <input type="radio"/> Completed <input checked="" type="radio"/> Expected | June / 2014 | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Have you successfully completed your program's comprehensive/qualifying examination? | <input type="radio"/> Completed <input checked="" type="radio"/> Expected <input type="radio"/> N/A | June / 2014 | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Master Thesis: | <input type="radio"/> Completed <input type="radio"/> Expected <input checked="" type="radio"/> N/A | | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| 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: | <input checked="" type="radio"/> Completed <input type="radio"/> Expected <input type="radio"/> N/A | June / 2013 | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Data Collected: | <input type="radio"/> Completed <input type="radio"/> Expected <input checked="" type="radio"/> N/A | | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Data Analyzed: | <input type="radio"/> Completed <input type="radio"/> Expected <input checked="" type="radio"/> N/A | | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Defended: | <input type="radio"/> Completed <input checked="" type="radio"/> Expected <input type="radio"/> N/A | June / 2014 | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

Rank Order List

When rank ordering the sites to which you have interviewed, do so based upon your true preferences rather than how you believe you were ranked by a site. The Matching Program has been designed to allow you to ignore extraneous factors such as the number of positions offered by a program or popularity of a site. If after interviewing at a site you decide that under no circumstances do you want to be matched at that site, even if that means you may not be matched and would have to sit out a year, simply leave that program off your list. You will not be matched to a program that does not appear on your Rank Order List.

The Match Policies state, "Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information pertaining to either Phase of the Match prior to the release of the results for Phase II of the Match." Be sure that you do not communicate with internship sites or post your rankings on social media or you will be in violation of this policy.

Be sure to review your rank order list several times before submitting. Do not wait until the last minute to submit your list given the possibility of glitches in technology.

Program Sanctioned Practica and Other Activity Records

For ***EACH*** clinical practicum and other program sanctioned activity you have completed, complete a *Program Sanctioned Practicum and Other Activity Record Form*. REMEMBER that only hours that will have been completed by November 1st can be recorded here. After completing a form for each practicum and other clinical activity supervised by a faculty member, total your hours across all activities on a single copy of the *Total Hours for all Program Sanctioned Practicum and Other Activities Form*, and bring all documentation with you when you meet with the Program Director. Both forms are found on the following pages.

**Doctoral Program in School Psychology
PROGRAM SANCTIONED PRACTICUM AND
OTHER ACTIVITY RECORD FORM**

NAME: _____ NSU #: _____

Practicum/Activity Name: _____
(e.g., first year practicum, second year practicum, elective practicum)

Dates of Practicum/Activity: _____

Faculty or On-site Supervisor's Name: _____

(1) Total INTERVENTION Hours: _____

(2) Total ASSESSMENT Hours: _____

(3) Total SUPERVISION Hours: _____

(4) Total SUPPORT Hours: _____

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

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

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

Doctoral Program in School Psychology
TOTAL HOURS FOR ALL PROGRAM SANCTIONED
PRACTICUM AND OTHER ACTIVITIES RECORD FORM

NAME: _____ NSU #: _____

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

(1) Total INTERVENTION Hours: _____

(2) Total ASSESSMENT Hours: _____

(3) Total SUPERVISION Hours: _____

(4) Total SUPPORT Hours: _____

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

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

Internship Goals

Each student must have at least three goals for internship. These goals should be discussed with your research advisor and reviewed by the Director of the School Psychology Program. The following are some common examples of internship goals that may be consistent with your own training goals.

- Expand (her/his) already strong skills in assessing and treating children and adolescents.
- Further enhance and develop (her/his) experience in data-based decision making at the individual and systems levels.
- Extend (her/his) consultation and collaboration skills in working within the context of multidisciplinary teams.
- Increase (her/his) experiences in evaluating and providing treatment recommendations for youth suspected of neurodevelopmental/neuropsychological impairment.
- Further develop (her/his) already strong skills in treating children and adolescents and in fostering home-school collaboration.
- Add to (her/his) experience in assessing and treating school age students to remove barriers to learning.
- Bolster (her/his) knowledge of models of prevention, assessment, consultation, and intervention.
- Bolster (her/his) ability to employ brief and long-term therapeutic skills.
- Expand (her/his) knowledge and skills in conducting psychotherapy, counseling, and prevention activities.
- Add to (her/his) already strong skills in psychological evaluation, particularly in the use projective techniques and other personality and emotional functioning measures.
- Augment (her/his) skills in case conceptualization and developing treatment formulations based on a range of theoretical and empirical bases.

V. APPLICATION TIPS

How Many Applications?

Many applicants struggle with determining how many sites they should apply to in order to maximize their chances of being matched. A recent APPIC survey that was sent out via an APPIC Match News email (08/02/15), examined the relationship between the number of applications submitted and the chance of being successfully matched. The results of the survey exclude Phase II placement activity and include results from the last five APPIC Matches. The following table displays the results:

| Number of Applications Submitted | 2013 Match Rate | 2012 Match Rate | 2011 Match Rate | 2010 Match Rate | 2009 Match Rate |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1-5 | 55% | 54% | 62% | 59% | 68% |
| 6-10 | 65% | 69% | 72% | 75% | 75% |
| 11-15 | 82% | 81% | 83% | 84% | 81% |
| 16-20 | 83% | 81% | 81% | 81% | 81% |
| 21 or more | 86% | 77% | 81% | 84% | 81% |

The results from the 2015 APPIC Survey of Internship Applicants, conducted at the conclusion of Phase I of the 2015 APPIC Match, are now available on the “Match Statistics” page on the APPIC web site: <http://www.appic.org/Match/Match-Statistics> - Scroll down to “Survey Results”

The information is presented in three separate parts:

- Part 1: Survey Results
- Part 2: Applicant Placement by Applicant & Program Characteristics
- Part 3: Comparison of Applicants Based on Degree Type

A summary of some of the more interesting findings from the survey is included at the beginning of Part 1.

A total of 2,729 students participated in this survey, which represents a 64% response rate.

Thus, APPIC recommends that applicants apply to between 11 and 15 sites. Applicants who submit more than 15 applications on the APPI portal will incur a higher cost per application beginning with the 16th application. Specific details regarding applicant fees can be accessed on the “Applicant Fees” section of the APPI portal (<https://appicas.org/>).

Where Should I Apply?

Seawell, Krohn, Gorgens, and Erickson Cornish (2009) warn against applying only to highly competitive sites and limiting applications to specific geographic locations. The chances of matching are more dependent on the sites the applicant chose in that specific geographic area, (e.g., applying to the 15 least competitive sites in Chicago gives you a match rate of 11.6%, which is much greater than the national average of 3.97%). Therefore, be sure to apply to sites that offer a range of competitiveness.

In order to determine the competitiveness of the internship site, calculate the site match rate. In order to calculate the site match rate, first locate the site in the APPIC DOL. Next, scroll down to the section that offers statistics regarding how many students applied and how many were accepted in previous years. Finally, divide the total number of interns accepted by the total number of applicants.

Results of the Seawell, et al. (2009) study show that between 2004-2007, the total median site match rate was 5.5%. In order to determine the risk of limiting oneself to a geographic region, the study looked at match rates of the 13 major metropolitan areas that were on the APPIC site at that time. The following table demonstrates the match rate for these regions:

Table 1
City Rankings, Tiers, and Match Rates From 2004–2007

| Rank | Tier | City | Sites | Interns | Applications | Rate |
|------|------|---------------|-------|---------|--------------|-------|
| 1 | I | Chicago | 24 | 365 | 9183 | 3.97% |
| 2 | II | Philadelphia | 9 | 215 | 4857 | 4.43% |
| 3 | | San Francisco | 8 | 167 | 3728 | 4.48% |
| 4 | | Denver | 8 | 141 | 3066 | 4.60% |
| 5 | | New York | 48 | 1057 | 22616 | 4.67% |
| 6 | III | Boston | 17 | 414 | 8081 | 5.12% |
| 7 | | Los Angeles | 26 | 496 | 9546 | 5.20% |
| 8 | | San Diego | 6 | 136 | 2455 | 5.54% |
| 9 | | Dallas | 9 | 134 | 2392 | 5.60% |
| 10 | | Seattle | 6 | 136 | 2409 | 5.65% |
| 11 | | Wash. DC | 20 | 374 | 6566 | 5.70% |
| 12 | IV | Miami | 11 | 212 | 3352 | 6.32% |
| 13 | | Houston | 7 | 140 | 1917 | 7.30% |

Strategy

As suggested above, candidates should apply to approximately 15 internship sites through the APPIC match. The nature of the types of sites to which you should apply should be consistent with a bell curve. That is, you should have a few sites that are your “dream” sites and are considered extremely competitive, a few sites that are “safety” sites and are considered an easy match, while the majority of the sites to which you apply should be somewhere in the middle. It is important to note that you should apply primarily to sites where you have practicum experiences that are consistent with the expectations of the internship. Be sure to emphasize your specific skills in your application materials (i.e., essays, CV, cover letter).

To obtain basic information regarding geographic location, APA-accreditation, stipends, and other important variables, please refer to the Directory of the Association of Psychology Postdoctoral and Internship Centers (APPIC) (http://www.appic.org/directory/4_1_directory_online.asp). The APPIC directory provides a *Summary of the Characteristics of the Specified Internship Class* for the last three years. Variables delineated include the number of completed applications, the number of applicants invited for interview, the total number of interns selected, as well as the number of interns from Ph.D. and Psy.D. programs.

Tips from Former Applicants

- Begin preparing your APPIC portal at least two months in advance of application deadlines.
- Make your list of internship sites early! There are so many options to consider on the APPIC DOL and it can be very time consuming to read the brochures of all your potential sites. This will also help you set your goals for your internship year and will allow you to tailor your essays and cover letter to the type of site you are interested in.
- Track hours! Use Time 2 Track and most importantly, keep track of the diverse ethnic backgrounds and age groups with clients you worked with especially because our experience in South Florida is unique and stands out. Also, don't be modest when expressing the work you've done and areas of competencies.

Additional Tips

- Some of the more competitive internship sites look for 1000 hours of practicum experience. Since you will continue to accrue hours in the winter and summer semesters, be sure to address this in your cover letter.
- For hospital sites, be sure to emphasize your interdisciplinary teamwork and consultation experiences.
- For more traditional psychotherapy sites, emphasize experiences with trauma informed CBT, abuse reporting, severe psychopathology, and your skills in to intervening effectively with these populations.
- Supervision of clinical doctoral students is a strength of your training. Be sure to put in your cover letter and CV as well.
- Explain what you mean by appropriately credentialed supervisor. If you were supervised by a practitioner who was not a licensed psychologist (e.g., certified/licensed school psychologist, developmental psychologist) explain this on the APPI.

E-Mail and Social Media Considerations

Many training directors of internship sites will search the internet for information regarding applicants. Be sure to remove any information that is not professional in nature. Check all social media accounts and be sure that information is private. You should only use your NSU email address for communication with internship sites.

VI. SCHOOL PSYCHOLOGY CERTIFICATION AND LICENSURE REQUIREMENTS

Credentialing in School Psychology: What does it mean?

- **Florida Department of Education (DOE) Certified School Psychologist**
 - Required for employment in public and private schools in Florida.
 - The following link provides alternative employment opportunities for certified school psychologists, such as school psychologist in private schools, part time university faculty, school neuropsychologist, administrator, test publishing company employee, and behavior specialist:
http://www.nasponline.org/students/documents/Alternative_Careers_and_Additional_Training_for_School_Psychologists.pdf
- **Nationally Certified School Psychologist (NCSP)**
 - Credential is transferrable and facilitates credentialing in the following states: AL, AK, AZ, CO, DE, FL, GA, HI, ID, IN, IA, KY, LA, ME, MD, MA, MI, MN, MT, NV, NJ, NM, ND, OK, OR, SD, TX, UT, VT, VA, and WA.
 - Some districts in Florida provide an income supplement for this certification.
- **Licensed School Psychologist**
 - In Florida, licensure as a school psychologist at the specialist level allows for practice in agencies outside of the public/private schools or in private practice.
 - Some districts in Florida provide a salary supplement if licensure is used for intern supervision or expanded responsibilities. Licensure is required in some clinical settings, for supervising those pursuing licensure as a school psychologist, in order to bill for insurance, and for billable supervision.
- **Licensed Psychologist**
 - Licensed psychologists are credentialed to practice in agencies outside of schools or in private practice. Licensure requirements vary from state-to-state. Candidates are encouraged to research individual state statutes for specific information.
 - In order to view the licensure requirements for each state, go to the following website and click on the Jurisdictional Handbook tab on the dropdown menu:
<http://www.asppb.org/HandbookPublic/HandbookReview.aspx>

Requirements for Certification and Licensure

- **Florida Department of Education (DOE) Certification**

The state of Florida accepts the NCSP as one of five routes to the school-based credential (all five routes require passing the state exams):

- Plan One.
 - A specialist's or higher degree with a major in school psychology.
 - A year-long supervised school psychology internship in an elementary or secondary school.
- Plan Two.
 - A master's or higher degree.
 - Completion of a graduate program in school psychology.
 - 60 semester hours of graduate credit in school psychology.
 - 3 semester hours in a supervised practicum in school psychology.
 - 6 semester hours in a year-long supervised school psychology internship in an elementary or secondary school. No more than 12 semester hours of credit in the internship shall be accepted.
- Plan Three.
 - Completion of a graduate program in school psychology
 - 3 years of full-time experience as a school psychologist in an elementary or secondary school. The experience shall be acceptable provided the applicant held a valid, full-time school psychologist credential issued by the state where the experience was gained.
- Plan Four.
 - A master's or higher degree
 - 60 semester hours of graduate credit in school psychology in specified areas.
 - 3 semester hours in a supervised practicum in school psychology [3 years of full-time experience as a school psychologist in an elementary or secondary school will satisfy the supervised practicum requirement].
 - 6 semester hours in a year-long supervised school psychology internship in an elementary or secondary school.
 - ✓ No more than 12 semester hours of credit in the internship shall be accepted.
 - ✓ The internship shall total at least 1200 clock hours with at least 600 clock hours in an elementary or secondary school.
 - ✓ Three years of full-time experience as a school psychologist as will satisfy the internship requirement.
- Plan Five.
 - A valid NCSP.

Florida offers a Temporary Certificate, which is valid for three years, is nonrenewable, and provides time to complete all requirements for a Professional Certificate while working full-time in the schools. Part of these requirements include passing the *three portions of the Florida Teacher Certification Examination (FTCE)*

Scope of Practice: The State Education Agency (SEA) credential only allows for practice in the schools. However, Florida offers a license for school psychologists through the Florida Department of Health (DOH) that allows for practice in the private sector. See below for requirements.

- **Licensure as a School Psychologist in Florida**

- Florida is one of few states that offers independent licensure as a school psychologist.
- This requires a passing score on the Praxis II School Psychology examination; a doctorate, specialist, or equivalent degree in a program primarily psychological in nature (a master's degree in school psychology is acceptable); and successful completion of 3 years of school psychology experience:
 - 1 year of experience consists of 1500 hours within twelve 12 consecutive months.
 - 2 years of the 3-year requirement shall consist of supervised experience.
 - All supervised experience shall be performed by a certified or licensed school psychologist in any jurisdiction or a licensed psychologist
 - The 3rd year can consist of general experience.
 - Doctoral internships may be applied toward the supervision requirement.
 - Non-doctoral internships, which are part of the education requirement, do not count toward the supervised or general experience requirement.

- **Licensure as a Psychologist in Florida**
 - Coursework:
 - A Psy.D. Ed.D., or Ph.D. in psychology.
 - Attended an educational institution:
 - That at the time the applicant was enrolled and graduated, had institutional **accreditation** from an agency recognized and approved by the United States Department of Education
 - **OR** was recognized as a member in good standing with the Association of Universities and Colleges of Canada
 - A psychology program within that educational institution:
 - That at the time the applicant was enrolled and graduated, had programmatic **accreditation** from an agency recognized and approved by the United States Department of Education.
 - That at the time the applicant was enrolled and graduated, had programmatic accreditation from the American Psychological Association (APA).
 - Supervision Requirements:
 - Two years or 4,000 hours of experience in the field of psychology (**internship and post-doctoral residency**).
 - Under the supervision of a licensed psychologist.
 - The applicant's internship satisfies 2000 of those hours.
 - An acceptable internship is one that is approved by the applicant's APA-accredited program towards completion of the doctorate in psychology.
 - Examination Requirements:
 - After completion of all education requirements, candidates must obtain a passing score on the Examination for Professional Practice in Psychology (EPPP).
 - Candidates must obtain a score of 500 to pass the EPPP in Florida: however, the score varies by state.
 - As mentioned above, the following link contains the licensure requirements for each state:
<http://www.asppb.org/HandbookPublic/HandbookReview.aspx>

- **Nationally Certified School Psychologist (NCSP)**
 - Coursework:
 - Completion of a 60 graduate semester/90 quarter hours through an organized program of study that is officially titled “School Psychology.”
 - At least 54 graduate semester / 81 quarter hours must have been exclusive of credit for the supervised internship experience.
 - Internship:
 - Completion of a 1200-hour supervised internship in school psychology
 - At least 600 hours must be in a school setting.
 - Completed on a full-time basis over one year or a part-time basis over two consecutive years.
 - The internship must be recognized through institutional (transcript) documentation.
 - Supervision Requirements:
 - An average of at least two hours of field-based supervision per full-time week from a credentialed school psychologist, or if in a non-school setting, from an appropriately credentialed/licensed psychologist.
 - Examination Requirements:
 - Applicants must achieve a passing score (165) on the National School Psychology Examination administered by the Educational Testing Service.
 - The [School Psychologist test](#), code 0401, is administered through the Praxis Series of Educational Testing Service. ETS's [Study Companion](#) contains content outlines, sample questions with rationale for the best answers, and test-taking strategies.
 - Beginning in September of 2014, a passing score of 147 on a 100-200 reporting scale on the Revised Praxis School Psychologist test (5402) will be required.
 - Additional information on the new Praxis exam can be found at: http://www.nasponline.org/certification/2014_exam_faq.aspx
 - [Applying for the NCSP: Tips for Graduate Students.](#)

VII. RESOURCES

Sample CV

Note: 1 size font throughout, your name should not be a bigger font

Curriculum Vitae

Henrietta Hypothetical

Date CV Prepared: October, 2009

Address: 555 Seabreeze Lane, Apt. 12
Ft. Lauderdale, FL. 33314
(123) 456-7890
email@nova.edu

Note: No extra spaces for fillers between sections and your information

EDUCATION *[do not include high school or uncompleted degrees or AA degree]*

9/08-6/12 (expected): Ph.D. or Psy.D., School Psychology.

Nova Southeastern University, College of Psychology, Fort Lauderdale, FL.

Dissertation or Directed Studies: Title *(Note: only include here only if completed and approved and turned in for a grade. Title of dissertations OR directed studies only; have the first letter of the first word capitalized and the first word after a colon, not every word)*

9/08-6/10: M.S., School Psychology. Nova Southeastern University, College of Psychology.

Fort Lauderdale, FL *(no accredited program statement, it is not)*

9/06-5/08: M.A., English Literature. Indiana University, Indianapolis, IN.

9/02-6/06: B.A., Psychology (Cum Laude). Major: Psychology, Harvard University, Boston, MA.

(Note: can include a minor and your thesis title here if you want)

Note: You do not write out Bachelor of Arts. You use the accepted abbreviation, e.g., B.A.

HONORS AND AWARDS (include dates)

- Undergraduate Dean's List, American University, 2007, 2008
- Emerson scholarship, American University, 2005
 - PSI CHI National Psychology Honor Society, 2005-2006
 - Phi Kappa Phi Honor Society, 2006
 - Alpha Sigma Lambda Honor Society, 2007, 2009
 - President's Honor Roll, American University, 6/08-8/09
 - Division 12, American Psychological Association, Best Poster Award, 2008

Note: You need to list where the award was or the name of the university from which the award was given and you don't list dollar amounts for scholarships

PROFESSIONAL AFFILIATIONS *Note: You must list that you are a student member if that is the case.*

- American Psychological Association (Division 50), student member, 2007 - present
- National Academy of Neuropsychology, student member, 2008-current

CLINICAL EXPERIENCE

Sample formatting only

Dates: month/year - month/year

Position Name

Agency Name, City, State

Description of responsibilities

Supervisor: Name, degrees

9/09-Current: Psychology Trainee

Neurological Assessment Center. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.

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

Supervisor: Edward Psychology, PhD, ABPP

Note: When writing a supervisor's name and credentials you do not write Dr. in front of the name; the person's credentials (e.g., the Ph.D.) reflect the title. This is wrong Dr. Sally Fields, Ph.D.

08/06 – 08/07: Psychology Trainee

Healthy Lifestyles Guided Self-Change Program. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL

Responsibilities: Provided assessment and motivational-based intervention for clients with substance abuse problems including alcohol and illicit drug use. Treatment also provided for smoking cessation and court referred DUI offenders.

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

08/07 – 08/08: Psychology Trainee

Nova Counseling Center for Older Adults. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL

Responsibilities: Provided assessments and interventions for older adults with anxiety, depression, substance abuse, dementia, and medical conditions (e.g., Parkinson's disease).

Supervisor: Michelle Gagnon-Blodgett, Psy.D.

Additional Clinical Experience

7/09-present, Testing Assistant. Center for Psychological Testing, Boca Raton, FL.

Responsibilities: Administered and scored a wide range of psychological tests under supervision. *[Don't list all tests as they will be listed in your APPIC application]*

Instructor: Michael Pitney, Ph.D.

5/07-8/08, Volunteer, Nashville Crisis Hotline, Nashville, TN.

Responsibilities: Talked with callers who were in crisis 10 hours a week under supervision.

Supervisor: Jake Handleman, Psy.D.

08/04 – 12/04, Therapist. Western Michigan University, Center for Autism, Kalamazoo, MI.

Responsibilities: Provided evaluations and assessments for children suspected of autism (e.g., direct observation, diagnostic checklists). Participated in parent-training sessions.

Supervisors: by James LeDuo, Ph.D.

7/06-6/09 Clinic Coordinator, Healthy Lifestyles, Guided Self-Change Program. Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL.

Responsibilities: Conducted screenings and scheduled intakes for clients. Coordinated and scheduled intake appointments with practicum students. Assisted in managing daily functioning of the Healthy Lifestyles Guided Self-Change Program.

Supervisors: Linda Sobell, PhD, ABPP and Mark Sobell, PhD, ABPP

TEACHING/TRAINING EXPERIENCE

Teaching

6/09-present: Graduate Teaching Assistant. Nova Southeastern University, Center for Psychological Studies. Fort Lauderdale, FL

Course: 1409 Professional Issues and Ethics. Assisted in weekly class preparations, grading of testing and handling students' questions about the course and readings.

Instructor: Linda Sobell, PhD, ABPP

8/10 – Present: Student Supervisor

Healthy Lifestyles/Guided Self-Change Clinic, Nova Southeastern University, Psychological Services Center, Ft. Lauderdale, FL

Responsibilities: Supervised incoming practicum students on motivational interviewing and process of therapy. Guided students on clinic protocol, charting procedures, documentation, and the Guided Self-Change treatment model. Provided feedback and critical evaluation of students' work. Shadowed therapy sessions and engaged in constructive evaluation following sessions.

Supervisor: Linda Sobell, PhD, ABPP and Mark Sobell, PhD, ABPP

Clinical Presentations/Lecture

(Dates: Title of presentation, location)

- **10/2009** Motivational Interviewing, Helping People Change Their Behaviors, Association of Black Psychologists, Ft. Lauderdale, FL
- **05/2007** Health and Wellness and the Employee Assistance Program, Broward Sheriff's Office/ Child Protective Services, Ft. Lauderdale, FL
- **10/2008** Treating Clients with Eating Disorders. Guided Self-Change Clinic, Ft. Lauderdale, FL.

RESEARCH EXPERIENCE: Sample formatting only

Dates: month/year - month/year: **Position Name.** Agency Name, City, State

Responsibilities: Description of position and duties

Supervisor: Name, degrees

xx/xx – xx/xx: **Graduate Research Assistant.** Nova Southeastern University, Psychology Services Center, Fort Lauderdale, FL

Responsibilities: Performed developmental screenings with clients using the Developmental Indicators for the Assessment of Learning- Third Edition (DIAL-III). Assisted in preparing research grant applications.

Supervisor: Steve Barling Ph.D.

xx/xx – xx/xx: **Graduate Research Assistant:** Congressionally Directed Medical Research Programs Grant. Department of Defense. United States Air Force. Grant # PR043327. Grant Title: Smoking Cessation in Primary Care: Minimizing Weight Gain through Alcohol Reduction. Nova Southeastern University, Fort Lauderdale, FL.

Responsibilities: Data entry

Supervisor: Mark Sobell, Ph.D., ABPP (Principal Investigator)

xx/xx – xx/xx: **Graduate Research Assistant:** National Institute on Alcohol Abuse and Alcoholism. Grant # 1R21AA017136-01. Grant Title: Promoting Self-Change From Alcohol Problems: Mechanisms of Change in a Community-Based Mail Intervention. Nova Southeastern University, Fort Lauderdale, FL.

Responsibilities: Data entry, screening participants for study, follow-up calls to participants.

Supervisor: Linda Sobell, Ph.D., ABPP (Principal Investigator)

CLINICAL PRESENTATIONS (lecture given to outside groups)

Note: You do not include articles or publications that are in preparation or under published. Only those under review, or in press, or published

POSTER PRESENTATIONS/PUBLICATIONS *[use APA 6th edition of style manual; in chronological order]*

- Carballo, J. L., Fernández-Hermida, J. R., Secades-Villa, R., Sobell, L. C., Dum, M., & García-Rodríguez, O. (2007). Natural recovery from alcohol and drug problems: A methodological review of the literature from 1999 through 2005. In H. Klingemann & L. C. Sobell (Eds.), *Promoting self-change from addictive behaviors: Practical implications for policy, prevention, and treatment* (pp. 87-101). New York: Springer.
- Dum, M., Pickren, J., Sobell, L. C., & Sobell, M. B. (2008). Comparing the BDI-II and the PHQ-9 with outpatient substance abusers. *Addictive Behaviors*, *33*(2), 381-387. doi: S0306-4603(07)00266-3 [pii] 10.1016/j.addbeh.2007.09.017
- Roy, M., Dum, M., Sobell, L. C., Sobell, M. B., Simco, E. R., Manor, H., et al. (2008). Comparison of the quick drinking screen and the alcohol timeline followback with outpatient alcohol abusers. *Substance Use and Misuse*, *43*(14), 2116-2123. doi: 903183441 [pii] 10.1080/10826080802347586
- Sobell, L. C., Manor, H. L., Sobell, M. B., & Dum, M. (2008). Self-critiques of audiotaped therapy sessions: A motivational procedure for facilitating feedback during supervision. *Training and Education in Professional Psychology*, *2*(3), 151-155. doi: [10.1037/1931-3918.2.3.151](https://doi.org/10.1037/1931-3918.2.3.151)
- Robinson, S.M., Arcidiacono, S., Tzall, D., Sobell, L.C. & Sobell, M.B. (June, 2011). *Alcohol treatment outcome studies methodological review (2005-2010): Preliminary analysis of pretreatment variables*. Poster presented at the Annual Scientific Meeting of the College on Problems of Drug Dependence, Hollywood, FL.
- Marker, C. D. Sobell, L.C., Montgomery, M.A., Sobell, M.B., Gioia, C., & Ruiz, J. J. (2012, November). Trajectories of self-change: Examining natural recovery among problem drinkers with a treatment history? Poster to be presented at the 43rd Annual Meeting of the Association for Behavioral and Cognitive Therapies. New York, NY.
- Voluse, A. C., Gioia, C. J., Sobell, L. C., Dum, M., Sobell, M. B., & Simco, E. R. (in press). Psychometric properties of the Drug Use Disorders Identification Test (DUDIT) with substance abusers in outpatient and residential treatment. *Addictive Behaviors*.
- Gioia, C. J., Sobell, L. C., Sobell, M. B., & Simco, E. R. (under review). Shorter and Proximal Timeline Followback Windows are Representative of Longer Posttreatment Functioning. *Psychology of Addictive Behaviors*.
- Sobell, L.C., Voluse, A.C., Dum, M., Kwacha, A., & Sobell, M. B. (in preparation). A review of the psychometric properties of studies examining the Timeline Followback.

LANGUAGES SPOKEN: (include if more than English)

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

OFFICES AND SERVICE IN PROFESSIONAL ORGANIZATIONS

2007-present President Student Government, Center for Psychological Services, Nova Southeastern University.

VOLUNTEER ACTIVITIES/COMMUNITY SERVICE [*professionally related only; not conference or workshop volunteers*]

- Practicum Fair Coordinator, 2010
- Red Cross Volunteer, Hurricane Wilma, 2006

LICENSES [professional only]

Note: Certifications or training courses not appropriate (e.g., 4 hour Baker Act training or 3 days Beck Training Conference)

REFERENCES

Preferred way is to say available upon request

DO NOTS

1. CONFERENCES/WORKSHOPS ATTENDED – do not get listed at all on professional CVs.
2. YOU CANNOT LIST YOURSELF AS A PRINCIPAL INVESTIGATOR OR CO-INVESTIGATOR ON AN NSU GRANT PRESIDENT'S GRANT. YOUR TITLE WOULD BE A CO-AUTHOR ACCORDING TO THE GRANTS AND CONTRACTS OFFICE.

Sample Cover Letter

Sample Full Cover Letter With Inserts Broken Into 3 Sections (beginning, middle, end)

Name of Clinical Training Director,
Director, Clinical Training

Dear Dr. **insert name**:

Beginning Section

I am a third-year graduate student in the School Psy.D. program at Nova Southeastern University's College of Psychology. I am very interested in the **insert name of internship**. My clinical interests, as well as my career goals, are in **insert**. I have experience in **insert**, as one of my practica rotations was at the **insert**. I believe that my clinical experience and training make me a good fit for your internship program.

or

I am writing to express my interest in your pre-doctoral internship program. I am a third year Psy.D. student in an school psychology program at Nova Southeastern University (FL). I believe my clinical experience and training make me a very good fit for your program as I have acquired the necessary assessment and intervention skills to work with individuals in **insert name of settings or program**. My long term goal is to become a **insert name (e.g., forensic, health, neuropsychologists, correctional, family systems)** psychologist as my CV reflects, I have a wide range of clinical and work related experiences in **insert names of**.

or

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

or

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

Middle Section

My interest in your program relates to the **insert the program or part of program that interests you**, as it provides specialized training that is consistent with my professional goals, which include **insert your goals**. The **insert name of the program rotation or clinical track this site is offering** is of particular interest as it parallels my practicum experience in the **insert the name of**

one or two of your practica site(s), which has provided experience in the assessment and treatment of (insert, e.g. survivors of abuse and trauma). My clinical training also provided extensive training in insert brief description here but make it brief--a sentence or two at the most.

or

There are several goals I would like to accomplish during my internship year: to enhance my insert skills, to provide evidence-based treatments to insert populations or groups, to gain additional training in conducting insert, and to work with a insert something relevant to the site (e.g., multidisciplinary treatment team in a health care setting). I feel these opportunities will allow me to accomplish my goals on internship.

End Section

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

I have asked the following individuals to write letters of recommendation for me: insert names and degrees (e.g., Dr. Sarah Valley-Gray, Psy.D, ABPP, etc.). Thank you for your time and consideration in my application.

or

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

I have asked the following individuals to write letters of recommendation for me: insert names and degrees (e.g., Dr. Sarah Valley-Gray, Psy.D, ABPP etc.) Thank you for your time and consideration in my application.

or

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

I have asked the following individuals to write letters of recommendation for me: insert names and degrees (e.g., Dr. Sarah Valley-Gray, Psy.D, ABPP etc.) Thank you for your time and consideration in my application.

Sincerely,

Your Name, Degree

References

- Carlsen, J.T. (2004). Tackling APPIC essay #1: What makes an autobiographical statement really work? *The Professional Development Institute*. Retrieved from http://www.pdi-online.com/Tackling_AAPI_Essay_1.htm
- Carlsen, J.T. (2004). Tackling APPIC essay #2: How do I describe my foundation as a therapist? *The Professional Development Institute*. Retrieved from http://www.pdi-online.com/Tackling_APPIC_%20Essay_2.htm
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