



Practicum Handbook
William Paterson
University Psy.D.
Program in Clinical
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Introduction

Dear William Paterson Psy.D. Students,

Practicum is one of the most rewarding and exciting parts of your doctoral studies. To have a successful practicum experience, you need to be aware of the numerous guidelines and processes for applying, interviewing, and eventually completing supervised clinical training at your chosen practicum site. You should also know about how the skills you build on practicum shape your eventual pre-doctoral internship opportunities and beyond. This handbook will serve as a guide to this process, and should be used in close collaboration with faculty and mentors in the Psy.D. program. The handbook is divided into two sections. The main section includes basic information and guidelines about the practicum application process and your role as an extern. The appendix section includes a collection of sample resources to help you with your applications. There are different sample documents for both first and second years, taking into account the increased clinical experiences that second years will have from their first practicum.

Keep in mind that this handbook does not replace close collaboration with a faculty member in the Psy.D. program. The best thing you can do for your practicum applications and experience is to work with one or more of the Psy.D. faculty in order to ensure that you have the greatest chance of success.

Good Luck!

Best,

*Ari Lakritz, MA
Graduate Assistant
Anticipated graduation 2020*

Glossary of Terms

These terms appear in the Student Handbook or other communications you likely come across through your training experiences. They are organized by the level of training, with the final level (licensing) listed first.

(1) Licensing

ASPPB – Association for State and Provincial Psychology Boards. The alliance of state, provincial, and territorial agencies responsible for the licensure and certification of psychologists throughout the United States and Canada. In other words, this is the oversight body for all **state licensing boards**. They design, oversee, and implement the EPPP and set policy that trickles down to state licensing boards for the practice of psychology. <http://www.asppb.net/>

EPPP – Examination for Professional Practice of Psychology is a **licensing examination** developed by the Association of State and Provincial Psychology Boards (ASPPB) that is used in most U.S. states and Canadian provinces. This is the national exam taken after completion of the doctoral degree and usually required for licensure. Starting in 2020, there will be two parts, and test fee is about \$600 for each part (total cost about \$1200).

(2) Internship and Postdoctoral training

APPIC – Association of Psychology and Postdoctoral Internship Centers. This is the organization that compiles **internship and postdoctoral training** information. Your applicant portal and hours tracking software are hosted here. <https://www.appic.org/>

APPI – this is hosted within APPIC and it is the actual **match service** for internship.

(3) Externship/Practica

NYNJADOT – New York New Jersey Association of Directors of Training. This organization consists of Directors of Clinical Training (DCT) in NY and NJ who have developed guidelines to govern the process of applying to **externships** and accepting externship offers in the NY and NJ region. Much of what Jan sends you regarding practicum comes from this NYNJADOT.

(4) Professional Association and Accreditation

APA – American Psychological Association. <http://www.apa.org/>

PWC – Professional wide competencies. These are the **domains of practice** (see handbook for elaboration) defined by APA Standards of Accreditation (SoA) that we use to determine your minimum level of competency in the skills needed to practice psychology.

The nine PWC:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behaviors
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and Interprofessional/Interdisciplinary skills

DSK – Discipline Specific Knowledge. These are the **domains of knowledge** (see handbook for elaboration) defined by APA Standards of Accreditation (SoA) that we use to determine your minimum level of competency in the knowledge needed to be a psychologist.

The nine DSK:

1. Affective Aspects of Behavior
2. Biological Aspects of Behavior
3. Cognitive Aspects of Behavior
4. Developmental Aspects of Behavior
5. Social Aspects of Behavior
6. History and Systems of Psychology
7. Research Methods
8. Quantitative Methods
9. Psychometrics

SoA – Standards of Accreditation. These are the areas of knowledge and skills programs must cover to meet professional practice standards to become **accredited**.

CoA - Commission on Accreditation. This is the **group of psychologists** who judge and review programs seeking accreditation.

General Introduction to Practicum and Internship

General Information: Practicum (also sometimes called ‘Externship’) is the name for the part of your graduate training in which you train outside WPU at external sites over years 2, 3, and 4. The primary purpose of practicum is to gain clinical experience. Over the course of the Psy.D. program, students are expected to complete a minimum of 1,800 semester hours of practica that are supervised by a doctoral-level licensed clinical psychologist. All students must enroll in the corresponding Practicum courses (I – VI) to supplement external practicum training. These advanced clinical experiences begin in the fall of the second year and continue until the end of the fourth year. Practica are designed to assist students in achieving competence as future psychologists in the practice of psychology and to provide preparation for the required predoctoral clinical internship. The emphasis is on the *quality* of clinical experience and supervision.

Practicum Guidelines

Hours: For 2018-2019, maximum hours by program year for practicum are as follows: Years 2 and 3: No more than 16 hours per week. Year 4+: No more than 20 hours per week. It is recommended that students spend a minimum of 600 hours in practicum during a 12-month period, with 300 hours in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations. One-hundred fifty of these hours must be in face-to-face client contact. In addition, students must receive individual face-to-face supervision for 25% or more of their client contact hours. For example, if a student completes 150 client contact hours in one semester, then that student would also receive 38 hours of individual supervision that semester. Students also receive weekly consultative supervision through active participation in the faculty-directed Practicum course, and students may count up to 3 hours per week in support activities from this course toward practicum hours.

Observation: Each student must be *directly observed* by his or her primary practicum supervisor *at least once per semester*. To meet this observation requirement, students may have their sessions videotaped or audiotaped; may be viewed through a one-way mirror during a live session by their supervisor; or may have their supervisor sit in on a session. The direct observation should be reviewed in an individual supervision meeting within three weeks of the observation.

Time Period: Practicum hours for each year must be completed within a period of 12 consecutive months. Students may start at their practicum as early as July 1 the summer before their practicum course begins (assuming that this is desired by the student and practicum site). If students extend their practicum training beyond the last day of the spring term, they will receive an incomplete in the associated practicum course (Practicum II, IV, or VI). After the practicum training in the associated practicum course has been completed and all paperwork for the practicum experience has been submitted, the incomplete will be converted to a grade. No

additional malpractice insurance is required. Hours accrued after the end of the spring semester can be counted toward the hour totals for the associated practicum course.

Approval by DCT: Students must have the approval of the DCT prior to applying to and accepting a placement each year. All students are required to carefully follow the application guidelines established by the NY NJ Association of Directors of Training. The guidelines can be found on the homepage of the index of externship opportunities, which is now sponsored by the American Psychological Association (APA): https://psychpracticum.apa.org/Main_Page

*Please be aware that these guidelines are intermittently modified, and when this occurs the new document will be distributed to you by the DCT. However it is **your responsibility** to be familiar with the current set of guidelines for each application cycle. An update is expected each Summer.*

Second-Year Project: As mentioned in the Student Handbook, WPU students are required to submit a second-year project, which is either: 1) a written clinical case conceptualization; or 2) a clinically-relevant empirical research project. If you choose a written clinical case conceptualization, your practicum will serve as the place for you to identify a client who will be the basis of your case conceptualization. If you choose this route, you should ideally start identifying possible clients to use for your case conceptualization *as early as possible* on your practicum. Any notes you take on your sessions with the client, as well as worksheets or assessments you administer will be essential for creating a quality case conceptualization about your client. We encourage you to administer at least one standardized assessment, such as the Brief Symptom Inventory, several times across your intervention. This means you should have your eventual second-year project in mind when you begin working with your first clients. You will need to obtain permission from your practicum supervisor if you intend to use a practicum case as the subject of this project.

Pre-doctoral Internship: During the fall of the 4th year you will prepare an application for the predoctoral internship through APPIC/APPI (see below). In order to apply for internship students must obtain a letter of readiness from the Graduate Program Director. To qualify for this letter, students must have passed by the Comprehensive Exam and Dissertation Proposal before September 1st of their 4th year.

APPIC: APPIC stands for the Association of Psychology Postdoctoral and Internship Centers. This is the governing body which oversees a majority of the psychology internship and postdoctoral positions in the US and Canada. When you apply to internships at the start of your 4th year, you will use APPIC's application and APPI match system to procure internship placements. This means that it is very important for you to read the APPIC application carefully before you start externship to see what type of practicum activities you will be expected to have participated in when you eventually apply for your internship. APPIC does not currently accredit or supervise externship sites.

FAQs About Practica

General Information

1. What is the difference between an externship and a practicum?

Nothing – these terms are interchangeable.

2. What is NY NJ ADOT?

This is the regional association of NY and NJ Association of Directors of Training (NY NJ ADOT) involved with overseeing clinical training of graduate students. It typically includes Directors of Clinical Training from clinical psychology doctoral programs and practicum site directors in NY and NJ. NY NJ ADOT meets twice annually to review policy and procedures, and improve students' training experiences for students pursuing practica in NY and NJ.

3. What is the PsychPracticum Wiki?

The PsychPracticum Wiki is a web-based list, usually including over 300 externship sites in the NY NJ area. The listings include a description of the site, activities and hours for externs, and other details relevant to application. APA maintains the list. Sites (ideally) update their information from year to year. It is available here: https://psychpracticum.apa.org/Main_Page. *The Wiki will be your main resource to apply to practicum sites.* Each practicum site on the Wiki maintains a page where they list contact info, credentials required for applications, and which materials must be sent in with the application.

4. What materials do I need to send in with my application?

Different sites require different materials, but all sites will require the following items:

- Cover letter
- Curriculum vitae
- Letters of recommendation: usually between two and three.
- Letter of readiness from the Director of Clinical Training (interim DCT for 2018-19 is Dr. Megan Chesin).

Most sites will also require one or both of the following items:

- Sample case conceptualization/intake
- Sample testing report

Sites may also ask for additional materials, such as:

- Graduate transcript (usually unofficial)

- Autobiographical statement

Ensure your materials are proofread thoroughly. Details matter! Enlist your peers and external supports to review your application materials prior to approaching your advisor.

The letter of readiness will be provided for you at the beginning or middle of the semester by the DCT (see the sample at the end of this handbook). You will be responsible for everything else, including procuring letters of recommendation from professors or supervisors. It is good practice to give individuals writing your letters of recommendation at least two weeks' notice. Keep in mind that you may not yet have a testing report or case conceptualization about a real client if you are a first year and have not participated in practicum yet.

5. I am seeing that many sites on the Wiki state they will only take 3rd years and beyond. If I am a first year, should I still apply?

If a site specifies more advanced students, they are probably looking for specific assessment or intervention experiences that are uncommon for first years. In addition, with a limited number of sites to apply to, it most likely does not make sense to expend an application to a site with a low likelihood of acceptance. Rather, it would be better to identify sites in your first year that may prepare you for this advanced opportunity.

6. What types of sites should I prioritize as a first year applicant to externship?

It is important to be realistic when you apply to practicum for the first time. As a first year, you may have to settle with a practicum site that is not *exactly* the kind of site you would prefer. The site may be a longer commute than you would like, or the setting of the site may be one that you never envisioned for yourself. This is normal. The more advanced/prestigious sites on the Wiki, such as large medical facilities or research centers, may be a better choice for you as a 2nd or 3rd year student going into your 2nd or 3rd practicum. Keep this in mind when you apply, and do not become discouraged if you get a *less-than-perfect* practicum site your first year. Also, when reviewing sites on the Wiki, note whether the site will even consider students going into their 1st year of practicum. If a site reports that they require prior practicum experience, head this and realize the site may be a real reach as a 1st practicum training site. The most important thing is that your site adheres to the ASPPB guidelines for psychology externship training.

You should also aim to have at least 2 sites that overlap with something you have done previously, so that the site can easily see a good fit. Even if you do not have clinical experience, you may have other research or volunteer experiences that relate in a meaningful way to certain sites.

You are also advised to apply to at least one or two sites where WPU students have previously completed practicum.

Note: As described on the Wiki, there is a second wave of applications that takes place a few weeks after the first date on which applications may be submitted. If you do not have an interview by that date, contact the DCT for guidance, as it may behoove you (and you are allowed) to apply to additional sites.

7. How do I apply to a site?

Your site will provide contact info on the PsychPracticum Wiki. Most sites prefer to receive applications via email, but several sites require them to be sent through regular mail. Some sites prefer only the letters of recommendation to be sent through regular mail. Make sure you are familiar with the policies of the sites where you choose to apply so that you do not have to scramble at the last minute.

In terms of the format of the application, you should send all your application materials in ONE document, either a Word doc or a pdf. Instructions on how to combine several document files into a single pdf can easily be found online.

8. What is the difference between sites not listed on the Wiki and those that are listed?

Sites on the Wiki must adhere to the NY NJ ADOT application guidelines, including dates and times when applications can be accepted or practicum offers can be made. Sites that are not listed are not required to follow the NY NJ ADOT guidelines, and may set their own policy and procedures in these areas.

9. Should I prioritize applying for a site listed on the Wiki compared to sites not listed?

This question is largely dependent on your own specific needs and goals, and our ability to locate high quality training sites on our own without using the Wiki. In addition to sites listed on the Wiki, students have also secured top-notch externships that are not listed on the Wiki.

10. Will I be disadvantaged in future years if I do not apply for a site listed on the Wiki?

No, however please note the discussion under question 9 above.

11. Is there such a thing as an APA or APPIC accredited practicum?

No, there is no governing body that approves or accredits external practica (see introduction for more on APPIC). However, we do attempt to model our program's practicum requirements (things like the ratio of hours of supervision to hours of direct client care, etc.) to follow best practices for psychology training. These best practices are based off the suggestions for pre-doctoral psychology training by NY NJ ADOT (see question 2 above), as well as the Guidelines for training summarized by the Association of State and Provincial Psychology Boards (ASPPB). The ASPPB is an organized group of state licensure bodies, and their suggestions for psychology training directly reflect the type of training and hours required to be eligible for psychology licensure.

The Application Process

12. Do I have to follow NY NJ ADOT guidelines for applying to sites, holding, accepting, and declining offers, etc. every year?

Yes, if you are applying to a site listed on the APA Psychpracticum Wiki. If you do not follow these guidelines, you could jeopardize our standing with this important group. Even if your site director decides not to follow the guidelines, you must still do so.

13. Do I have to follow these guidelines with sites that are not listed on the Wiki?

No...however if you apply to sites not listed on the Wiki, there is a chance that you will receive offers much sooner than from sites that are listed. If this happens, you need to discuss, politely, your circumstances with the site director. The site director may want you to decide *before you hear from Wiki sites*. In this case, you would need to decide whether you want to commit to this site or take your chances and wait for responses from the Wiki sites. If you commit to the site, then you must immediately withdraw your application from all your Wiki sites. It is possible that the site director who has made you an offer may be willing to wait until the Wiki site acceptance day, which is typically at the end of February. However, you cannot expect that a site director will be willing to wait, so this can be a tough decision.

14. Can I send a thank you note to a site after an interview?

No. After you have interviewed at a site, *you are NOT allowed to send thank you notes*. That means that your only chance to impress site directors via email is when responding to the invitation to interview. So, please be sure to address the sender by name and convey enthusiasm in your note accepting the interview.

Practicum Hours

15. How many hours/week can I spend per week at my practicum site?

This depends on your year in the Psy.D. program. Weekly hour limits were recommended by NY NJ ADOT after it became evident that some sites were taking advantage of students' time. The stepped limits are meant to protect your time for coursework, graduate assistantships, and other activities as you advance through the program. For the guidelines for 2018-2019 training, the hours are as follows:

Second-year students: Limit of 16 hours/week at externship (2 days)

Third-year students: Limit of 16 hours/week at externship (2-3 days)

Fourth-year and beyond: Limit of 20 hours/week at externship (2-3 days)

Note: Commuting and travel time is not included in these hours.

16. How many total practicum hours do I need?

The program is designed for you to complete a minimum of 600 hours per year, starting in the second year of training. Most students complete 1500-1800 hours prior to applying for predoctoral internship, which is equivalent to one year, full time. Time2Track will compare the hours you accrued to the minimum and maximum number of hours of those who participate in APPIC. These numbers are a guide, and it is important to remember that *quality* is more important than *quantity*. If you seek more hours than the minimum, be deliberate about your training goals and seek opportunity that will enhance specific skills or fill specific gaps in your training. Logging extra practicum hours just for the sake of ‘upping your numbers’ probably won’t be worthwhile.

17. What if I want to accrue more practicum hours?

It is acceptable to accrue more than the minimum number of hours per year, but this must be done according to several guidelines.

1. We strongly recommend that you do not exceed the weekly threshold for your year of training.
2. You are covered by the university’s malpractice insurance continuously, starting July 1 of the first year of practicum. However, if you wish to pursue additional practica experience outside of the required practicum training, then you must obtain your own malpractice insurance. That is, university malpractice *only* provides coverage from practicum required in partial fulfillment of the Psy.D. degree and for which secondary supervision is provided in an associated Practicum course or summer oversight as described in the Student Practicum Agreement.
3. You may start at your practicum site as early as July 1, assuming the site expects you to start by this date and you want you to be there that early. All students must sign the Student Practicum Agreement before starting any practicum. There must also be a signed Affiliation Agreement between the university and site before you begin. Therefore, if you know that you will be starting at your practicum site before the start of the corresponding Practicum course, let your DCT and/or Director of Externship Training know as soon as possible so there are no delays in getting the necessary agreements formalized.

18. What if I have to miss some hours at my externship, for example for religious holidays or internship interviews?

To some extent, this depends on your status at your site. You might be considered a trainee and held to the policies of your graduate program, or you might be considered a temporary employee and held to the policies of the site. Regardless, you must inform your supervisor well ahead of time if you expect to miss days, and work diligently with her/him to find a solution. Some sites have the same expectation of two weeks’ off, just like with their full time employees, which

means that you will have to plan missed days very carefully. *Do not miss days without informing your supervisor.*

Supervision

19. How much individual supervision do I need and from whom?

The Association of State and Provincial Psychology Boards (ASPPB) recommends one hour of supervision for every four face-to-face client hours (1:4). Supervision must be provided by a licensed clinical psychologist with either a PhD or Psy.D. (I.e., Supervision by psychiatrists, social workers, LPC's, etc. do not count towards supervision hours.) This individual supervision is *separate from* and *in addition to* group or team supervision. Typically, one hour of individual supervision per week is acceptable as long as there is also at least one hour of group supervision on a weekly basis, as well as opportunities for informal supervision (e.g., check-ins, supervisory phone calls) when needed.

You must also be observed directly once per semester. Direct observation means that your supervisor sits in on a session with you in person, carefully reviews an entire videotaped or audiotaped session with you, or observes an entire session through a one-way mirror. The date of direct supervision must be recorded and reported on the site supervisor's evaluation of you. A discussion of the session must take place between you and your supervisor within three weeks of the direct observation date.

ASPBB also states that one quarter of your total individual supervision hours can be provided by a postdoctoral level psychologist; this means one hour for every sixteen face-to-face client hours.

It is always *your responsibility* to ensure that you are receiving the appropriate amount of supervision at your site. If there are any problems, you must tell your site supervisor and Practicum course instructor at WPU as soon as possible.

20. Other than assessment and psychotherapy, what are the activities of a practicum?

Externships are expected to provide didactic training such as workshops, seminars, etc. It is also expected that you will participate in treatment team meetings, drop-ins, working lunches, or other informal forms of supervision, consultation, and any other opportunities that are available to help you develop professionally. You might be invited to give a presentation on a case or a therapeutic technique at your practicum site. We expect that you will accept all such invitations, which can then be listed on your CV under "Clinical Experience" or a similar heading.

21. Is telesupervision allowed?

- *Practica:* Telesupervision may not account for more than 50% of the total supervision at a given practicum site, and may not be utilized at all until a student has completed his/her

first practicum with substantial intervention experience within the doctoral program.

- *Internship programs*: Telesupervision 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.

22. How many clients should I see during practicum?

The ASPPB recommends 25% face-to-face hours of total practicum hours, in either assessment or intervention. Per year, this is about 150 hours (600 total hours divided by 4). To reach this number, you should aim for seeing 4 clients per week. However, remember that many clients cancel or reschedule their appointments so you are advised to schedule 5-8 clients per week with an expectation that only some will attend. Groups can be included in this estimate, however you must be experienced in both individual and group formats of psychotherapy.

Although ASPPB recommends a minimum of 450 hours in face-to-face contact over 3 years, according to the most recent statistics gathered by the Association of Psychology Postdoctoral and Internship Centers (APPIC), this puts students on the low end of hours accrual. Please note though it seems to have marginal impact on internship acceptance rate. Nevertheless, we want students to be closer to the median in terms of hour accrual and distribution. This means completing 771 hours of intervention and assessment over the course of 3 years, or 42.9% of total hours, roughly 20% more than the recommended minimum. In addition, it seems that accruing more hours in intervention work has a minimal payoff -- acceptance rate is over 90% for 400 hours to over 1000 hours. Where more hours really do not seem to matter is in assessment. In other words, the % acceptance hovers around 90% whether the student has completed 50 hours of assessment or over 500 hours.

Below is the most recent data reported by APPIC on applicant's Doctoral Intervention Hours and their Corresponding Match Rates. You are encouraged to check the APPIC website annually for updates <https://www.appic.org/Match/Match-Statistics>

Doctoral Intervention Hours reported on the 2016 AAPIC Application for Psychology Internship (AAPI) and Corresponding Match Rates for the 2016 match cycle.

0 - 300	Match rate = 71%	n = 126
301 - 400	Match rate = 87%	n = 156
401 - 500	Match rate = 91%	n = 250
501 - 600	Match rate = 91%	n = 402
601 - 700	Match rate = 93%	n = 307
701 - 800	Match rate = 92%	n = 201
801 - 900	Match rate = 96%	n = 142

901 - 1000 Match rate = 88% n = 85
 1001 and up Match rate = 93% n = 185

23. What are considered face-to-face hours?

A face-to-face hour is any clinical activity where you are working directly with a client. This includes individual and group therapy, intakes, assessments, client consultation, as well as other activities. It does not include things like scoring assessment reports, writing up intakes, reviewing records, consulting with professionals in other disciplines, or supervision, since these are not done directly with the client.

24. How many assessments should I complete during practicum?

That depends on your goals. If you have a specific externship or internship that you know you want to apply to later on, it is important to research what type of experiences that site requires from applicants. For example, many advanced externship sites require you to submit an integrated testing report with your application. Many internship sites require this as well, in addition to having a minimum number of assessment hours needed to apply.

Below is the most recent data reported by APPIC on applicant's Doctoral Assessment Hours and their Corresponding Match Rates. You are encouraged to check the APPIC website annually for updates <https://www.appic.org/Match/Match-Statistics>

Doctoral Assessment Hours reported on the AAPI and Corresponding Match Rates for the 2016 match cycle

0 - 25	Match rate = 79%	n = 77
26 - 50	Match rate = 87%	n = 90
51 - 100	Match rate = 89%	n = 263
101 - 200	Match rate = 92%	n = 670
201 - 300	Match rate = 92%	n = 347
301 - 400	Match rate = 91%	n = 152
401 - 500	Match rate = 91%	n = 107
501 and up	Match rate = 92%	n = 130

25. What happens if my client 'no shows'? Does this count against me?

Unfortunately you cannot count cancelled or missed sessions toward your face-to-face clinical hours.

26. Can I count my hours in my corresponding Practicum course at WPU (Practicum I, II, III, etc.) as practicum hours, and how do I label them?

Yes. You may count up to 3 hours per week of your Practicum course towards your clinical hours. You should label them as a custom activity in Time2track under the "support" category.

The activity should be labeled “Other support activity.” The supervisor for those hours should be whoever is teaching your practicum course. The site for those hours should be “WPU Psy.D. program.”

27. What is Time2Track?

This is a software application designed to help you keep track of your hours. The graduate assistant is generally the resident expert on this system. Please remember that this system is something that only you access, and should be used for internal record keeping. Time2Track is not publically shared, although you will be able to migrate hours to APPI when you apply for internship. It is simply a way to make it easier for you to complete the required paperwork for applications for internship and licensure. This handbook contains a section on how to sign up for Time2track in a later section.

28. Do I have to repeat the criminal background checks for all sites?

You only need to repeat the criminal background check for those sites that request your *current* information. Per the student agreement you sign with WPU, you are responsible for costs to complete criminal background checks, drug testing, etc. at practica sites.

29. Do practicum sites require drug testing?

At this point, only certain sites require drug testing in addition to a criminal background check. However, it has been noted that major medical centers are starting to implement drug testing for all employees and trainees. Specific questions about drug testing can be directed to the DCT.

Additional Information

Below is a link to the most recently reported results from the 2017 APPIC student survey re: hours <https://www.appic.org/Match/Match-Statistics/Applicant-Survey-2017-Part-1>

PRACTICUM HOURS:

Median doctoral hours reported by applicants from the 2017 APPIC Match:

Doctoral Intervention: Median = 598 (vs. 600 in 2016)

Doctoral Assessment: Median = 178 (vs. 171 in 2016)

APPIC recommends that applicants interpret these numbers cautiously.

Applicants should NOT assume that the numbers of practicum hours reported are necessary to successfully obtain an internship, as many Training Directors have told us that they consider these raw numbers to be one of the less important aspects of an application.

30. Should I assume I will be highly competitive for an internship if I complete an externship at the same site?

Some sites seem to really value having interns who have completed externships at their site. Others do not seem to look as favorably upon prior externs applying for internship. Regardless, you will still need to go through the formal application process for the internship, and you should consult with the site and DCT if this is your preference.

2017-2018 Externship Guidelines from PSY.D.NYS-NYNJADOT

On an annual basis, Directors of Clinical Training in the NY/NJ area provide guidelines to structure the process of matching students and sites for practicum in the region. These include dates regarding when applications, offers and acceptances are made. Students and staff at all sites and schools in the area follow them, and thus, so must WPU Psy.D. students applying for practica.

You must review these guidelines EACH YEAR prior to beginning your search for a practicum site. They are here: [https://psychpracticum.apa.org/Externship Guidelines](https://psychpracticum.apa.org/Externship_Guidelines)

Guidelines on Supervision and Calculating Practicum Hours

Below is a link to the ASPPB Guidelines on Practicum Experience for Licensure. This document should answer many frequently asked questions on counting practicum hours, supervision requirements, and more. We strongly recommend you read this (relatively short) document when choosing an externship. It will let you know more about what type of hours and supervision you will need to acquire on your externship site.

https://c.ymcdn.com/sites/asppb.site-ym.com/resource/resmgr/guidelines/final_prac_guidelines_1_31_0.pdf

Link to the AAPI

As stated earlier, your externship experiences will play a large role in what kind of internship you eventually decide to pursue. We have included a copy of the AAPI, which is the online application you will eventually use to apply to internship sites through the APPIC match. Read the AAPI carefully to see what kinds of practicum activities you will eventually be asked about when you apply to internship. The link to a blank copy of the AAPI for your reference is below.

<https://www.njvid.net/show.php?pid=njcore:131887>

Excerpt from the WPU Psy.D. Handbook on Practica

Source: WPU Psy.D. Handbook, pp. 17-18

Please note: This excerpt is pasted here for your reference. It is your responsibility to make sure the information is current at the time of reading by reviewing the handbook, which is available here: <https://www.wpunj.edu/cohss/departments/psychology/Psy.D./handbook>. Students are expected to complete a total of 1,800 semester hours of practica that is supervised by a doctoral-level, licensed clinical psychologist as part of the program. These advanced clinical experiences begin in the fall of the second year. Practica are designed to assist students in achieving competence as future psychologists and to provide preparation for the required predoctoral clinical internship. The emphasis is on the quality of clinical experience and supervision. Applications for Practica are due in January of each year. Interviews and offers take place in February. Students who are not placed in the first round of offers enter a clearinghouse where they are able to apply and interview at additional sites. To date, all students have been placed.

To ensure that students are spending appropriate hours in supervised clinical work, the NY-NJ Association of Directors of Training (NY-NJ ADOT) establishes the maximum hours for each year of practicum. Currently, maximum hours are as follows:

Years 2 and 3: No more than 16 hours per week

Year 4+: No more than 20 hours per week.

Please note that the maximum hours per week are subject to change each year.

Consult https://psychpracticum.apa.org/Externship_Guidelines for updates.

Students must have the approval of the DCT prior to applying to and accepting a placement each year. All students are required to follow the application guidelines established by the NY-NJ ADOT. For application guidelines about externship opportunities visit the URL for the practicum WIKI (effective September 2017): <https://psychpracticum.apa.org>

Practicum Requirements

The program recommends that students complete a minimum of 600 hours per year: 300 of these hours should be in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations and 150 of these hours must be in face-to-face client contact. In addition, students must receive one hour of

individual face-to-face supervision for every four client contact hours. For example, if a student completes 150 client contact hours in one semester, then that student would also receive 38 hours of individual supervision that semester. Students may count up to 3 hours per week from the faculty-directed Practicum course in the “Support Activities” category.

The primary practicum supervisor must directly observe each student at least once per semester. To meet this observation requirement, students may have their sessions audiotaped or videotaped and reviewed by a supervisor, may be viewed by a supervisor through a one-way mirror during a live session, or may have a supervisor sit in on a session.

Practicum hours for each year must be completed within a period of 12 consecutive months. Students may begin practicum no earlier than July 1 each year. Students must sign the *Student Practicum Agreement* (see **Student Practicum Handbook**, <https://www.wpunj.edu/cohss/departments/psychology/Psy.D./practicum-handbook>) at least two weeks prior to the Practicum start date. When the academic year is not in session, students will receive secondary supervision, as described in the *Student Practicum Agreement*, and must immediately notify the Graduate Program Director if they have concerns about insufficient on-site supervision, safety, ethical violations, exceeding weekly hour limits, or any other matter at the Practicum Site.

During the academic year (fall and spring semesters), students will enroll in the associated Practicum Course (Practicum I-Practicum VI). The Practicum course instructor provides secondary supervisory oversight. Practicum-related concerns during the academic year should be discussed with the Practicum Instructor and Director of Clinical Training.

Time2track Instructions

Time2track is a very useful program for logging clinical hours while on Practicum and Internship. The program is designed with numerous features that are especially relevant to clinical psychology graduate students. Perhaps most importantly, it is designed to be highly compatible with the AAPI application provided by APPIC, meaning that it removes much of the work of trying to determine which of your clinical hours fit into which categories of the AAPI when you apply for Internship.

Time2track is priced in order to be affordable for graduate students. There are also discounts available for buying multiple years at a time. While the program does not require students to use Time2track in particular for logging their clinical hours, we would like students to be aware of the usefulness of this program, as well as its affordability. Whenever budget permits, the Psy.D. program will try to offset student costs for Time2track.

Regardless of whether a student decides to purchase and log their hours through Time2track, they will still be responsible for logging their hours through some other organized, secure, and reliable method. For more information on Time2track and to explore purchasing options, please visit their website: <https://time2track.com/Basic> instructions for making a Time2track profile:

1. Before you start, make sure that you have received an authorization key from your school. This is a string of number and letters that acts as a license to use Time2track for one year. Have this with you before you begin to make a profile.
2. Go to time2track.com
3. In the upper-right hand corner, click the link “sign up”
4. Enter your information, and click “next”
5. On the next page, click the link in the bottom-right that says, “Have an authorization key?”
6. Enter your information again, including the authorization key your school has provided you. Click “finish.”
7. You should now have a Time2track profile set up. For instructions on how to begin logging hours, see the videos below.

Link to Time2track training video made by WPU Psy.D. students:

<https://www.njvid.net/show.php?pid=njcore:131781> **(A must watch for students prior to beginning their first practicum)**

Link to Time2track training video covering many more features:

<https://www.youtube.com/watch?v=IIidNN9mZ2o>

Time2track official support webpage: <http://support.time2track.com/>

Case Reports

It is advisable to have a Case Report prepared before you participate in practicum interviews. The Case Report is a detailed summary, case conceptualization, and treatment plan for a case you have evaluated or treated. Typically, a Case Report can be written after the second or third therapy session. The Case Report will be most feasible for students in their second, third or fourth years of the Psy.D. program. The DCT and instructor for Introduction to Clinical Practice: Helping Professions I will provide separate guidance for the first year Psy.D. students.

We recommend that you follow the outline below in preparing the Case Report. Prior to practicum interviews, please review the Case Report and be prepared to discuss it with ease and confidence. This outline matches the outline for the Second Year Project and is practiced in Practicum I.

Case Report/Summary format

Note that a Case Conceptualization is same as Case Report/Summary but it does not include information about treatment progress.

- **Introductory statement**
 - Start with statement of research summary on prevalence and consequences of problem.
 - Case of XX maps onto this general research review.
- **Identifying information.** Includes: age, race/ethnicity, employment/student status, educational level/professional status, gender identification, sexual orientation, marital/family status, residential status, SES.
- **Case Description**
 - **Chief complaint.** Identify the primary reason client is seeking treatment at this time. Use client's words. Include whether crisis, trigger event, referral, mandate.
 - **Presenting Problems.** List all problems for which client is seeking treatment from the therapist's point of view. Provide details about the treatment context and situation, stressors, strengths, and supports, and timing of help-seeking, as appropriate.
 - **Behavioral Observations.** Facial expressions, body posture, other nonverbal communication, affect, thought processes, rate of speech, observed comfort, rapport. This information should not include the student's opinion or interpretation of behavior; it is simply a description of what is seen.

- **Relevant history:** including developmental, educational, family, medical, employment, social-cultural history.
 - Developmental: any developmental delays, major milestones (motor, language, adaptive skills, social-emotional).
 - Educational: Highest school attainment, special school needs (e.g., special education, diagnosed learning disability), suspensions/expulsions, other disciplinary problems.
 - Family: history of child maltreatment or other victimization/adverse events (e.g., parental mental illness, parental substance abuse/addiction, divorce, parental incarceration, parental death); with whom client resides; quality of family relationships (e.g., mother-client, father-client, siblings-client, other major attachment figures-client).
 - Medical: past hospitalizations, acute illness, chronic illness. If illness, report frequency and severity of specific symptoms.
 - Employment: type of work, work status, include if on social security disability income.
 - Social-cultural: type and quality of social support; friendship history; any delinquency or criminal justice involvement; any child welfare involvement (e.g., foster care placement); immigrant status (if relevant), acculturation (if immigrant), traditions, norms and practices of family/community, religious affiliation/observance, etc. This is not limited to individuals identifying as ethnic or racial minority or sexual minority.

- **Case Formulation:** Describe the conceptualization of the case as it guided the treatment approach for the target problem(s). Discuss the theoretical, research, and/or sociocultural basis for the approach to treating the target problem(s). Specifically:
 - All previously presented information integrated into a coherent narrative that explains why the client is experiencing symptoms/functional difficulties.
 - Theoretically appropriate causal mechanisms (e.g., cognitive, learning, emotional, interpersonal) are explained.
 - Theory from which mechanisms are derived is explained.
 - Specific hypotheses related to the theoretical mechanisms are described.
 - Alternative hypotheses are also described.
 - DSM-5 Diagnostic Impressions
 - Test results/psychiatric symptoms: If assessment instruments were used, T-scores or other objective evidence of clinical significance from standardized assessments reported.
 - Symptom assessment: Be specific and comprehensive, using direct quotes sparingly and as appropriate. DSM diagnostic impressions MUST

MATCH symptoms reported. Must include differential and rule/out diagnoses.

- Include functional impairment in major life domains: work/school, family, social, activities of daily living.
- **Treatment Plan and Goals/Intervention Approach:** Present the treatment plan and treatment goals, as appropriate to the therapeutic modality applied.
 - **Client stated treatment goals:** Describe relief/change client is seeking
 - **Treatment Plan:** Summary of treatment plan
 - Intervention directly follows from case conceptualization and targets causal mechanisms.
 - Intervention is not presented in the form of a list of specific techniques or disconnected from conceptual framework.
- **Course of Treatment and Monitoring of Treatment Progress:**
 - Describe specific therapeutic strategies and procedures employed.
 - Methods of monitoring or assessment should be appropriate to the therapy modality and may include the use of standardized measures at different time points of the treatment (intake, during treatment, termination), a discussion between the therapist and client regarding treatment gains, homework and goal-tracking sheets, collateral information, etc.
 - Discussion emphasizes how change observed on assessment instruments is responsive to treatment approach.
 - If applicable, this section should also include a description of how this monitoring feedback was used to revise the treatment approach. Modifications to case conceptualization and/or treatment approach should also be explained and justified.
 - Single subject research design used (if applicable, e.g., ABAB) to frame presentation of progress.
 - This section may also present confounding factors or unanticipated challenges in the therapy. These may include intrapersonal, interpersonal, or external events.
- **Treatment Outcome:** Describe the outcome of the therapy as it pertains to the client's presenting problems and treatment goals, and any follow-up data if available.
- **Discussion and Limitations:** Provide a critical analysis of the strengths and weaknesses of the case formulation and treatment approach as applied to this particular case.

Sample Psychology Interview Questions

Source: Pepperdine University Office of Career Services

Interviewer Questions

General Questions

1. Tell me about yourself.
2. Why do you want to work here? Why do you feel this site would be a good fit with your interests and background?
3. What are your strengths and/or weaknesses?
4. Where do you see yourself in three to five years?

Additional Questions

1. What brought you to this field?
2. Give me an example of a time when you needed to enforce a policy even if you didn't agree with the policy.
3. This can be a stressful and overwhelming field at times; how do you keep yourself balanced and what do you do to de-stress?
4. How have your education and previous experiences prepared you for work with clients?
5. What is your knowledge and understanding of the recovery/wellness model?
6. Tell me about your experience at XYZ.
7. What previous experience do you have in the field?
8. What involvement do you have in community service and volunteer work?
9. What do you see as the role of an MFT/Counselor/Mental Health Practitioner in today's society?
10. What theoretical orientation do you identify most with and why?
11. Tell me about your experience working with diverse or multicultural populations.
12. Tell me about a time when you used your cultural sensitivity to assist another person.
13. How would you handle an aggressive/angry client?
14. How would you handle a suicidal/homicidal client?
15. What steps would you take if you suspected child abuse/neglect with a client?
16. How would a professor or supervisor describe you?
17. Is there a specific population that appeals to you/intimidates you? Why?

18. Tell me about a time when you were part of a team. What was your role and how did you interact with others?

Questions to Ask the Interviewer

1. What type of training will I obtain in this position?
2. What is the supervision style here?
3. What are typical projects or cases I will be working with?
4. How often are performance reviews/evaluations given?
5. What is your organization's view of the ideal candidate for this position?
6. How is professional development supported?
7. What challenges currently face this position?
8. When do you anticipate making a decision regarding this position?
9. What skills and knowledge do you like to teach practicum students?
10. What objectives do you require of your students to meet as part of their practicum?
11. Is there an opportunity to continue with the agency post-graduation?
12. What type of training will I obtain in this position?
13. What is the supervision style here?
14. What are typical projects or cases I will be working with?
15. How often are performance reviews/evaluations given?
16. What is your organization's view of the ideal candidate for this position?
17. How is professional development supported?
18. What challenges currently face this position?
19. When do you anticipate making a decision regarding this position?
20. What skills and knowledge do you like to teach practicum students?
21. What objectives do you require of your students to meet as part of their practicum?
22. Is there an opportunity to continue with the agency post-graduation?

Additional Sample Doctoral Interview Questions

1. Tell me about yourself.
2. What are your career goals? How will this program help you achieve your goals?

3. In what ways have your previous experiences prepared you for graduate study in our program?
4. What do you know about our program?
5. Who is your favorite personality theorist and why?
6. What is the role of a psychologist?
7. What distinguishes you from the other candidates for this program?
8. How will you contribute to the new Psy.D. cohort?
9. What are your specific areas of interest – populations, disorders, etc.?
10. You have a Master's, why do you want to pursue a doctoral degree?
11. What do you plan to do once you've graduated with your doctoral degree?
12. What are your greatest clinical strengths? What are some areas where you would benefit from additional development?
13. Does your partner/family/friends support your decision to pursue a doctoral degree and the additional rigors of the program?
14. I see on your resume that you worked at XYZ, Inc. Tell me about your experience there.
15. Why do you want to pursue a PhD/Psy.D.? Why are you pursuing one instead of the other?
16. What goes into a dissertation?
17. Why did you choose this career path?
18. What questions do you have for me?

Time Management and Organization

1. How do you think you will handle the workload? What strategies do you use to prevent yourself from getting overwhelmed?
2. How do you cope with pressure and deadlines?
3. The program is very demanding on one's time. How do you work with stress and managing multiple responsibilities?

Clinical Experience

1. What kind of psychological testing experience have you had?
2. Tell me about your clinical experience.
3. What have you found most challenging in your clinical work?
4. How do you utilize supervision?
5. If you have a problem or disagree with your supervisor, how do you handle it?

6. What is the most surprising insight you've gained through your clinical practice?
7. Tell me about a challenging client with whom you've worked.
8. How do you establish relationships with clients from a different background than your own and with problems you've never experienced yourself?
9. Tell me your about experiences with social justice issues and your work with diverse clients.

Research Experience

1. Describe a research project on which you've worked. What was the purpose of this project?
2. What were the hypotheses and results of the research you conducted? What role did you play?
3. How will you cope with inevitable setbacks during your research?
4. In thinking about your dissertation, do you have any general topics in mind?

Additional Questions for Internship and Post-Doc

General Questions

1. Tell me about yourself.
2. Why do you want to work here?
3. What are your plans for future areas of work?
4. Where do you see yourself in 3 to 5 years?
5. What brought you to this field?
6. What can you bring to our organization?
7. Working here can be overwhelming; how do you handle stress? How do you handle criticism?
8. What do you think makes an effective therapist?
9. How has your personal background affected your personal psychology?
10. How do you manage counter-transference issues which may interfere when working with a client?

Clinical Experience

1. Tell me about a specific case that you have conceptualized using a therapeutic model and how you've applied it in treatment planning.
2. Discuss the steps you took to create a clinically relevant and culturally sensitive treatment plan to help a client meet his or her goals.
3. Give an example of a client session that evoked strong feelings, which made you particularly aware of your personal position with regard to class/gender/race/disability etc.?

4. Talk about a disagreement/conflict with a supervisor and how you handled it?
5. How do you handle conflict with a client?
6. What theories have you used in clinical practice?
7. Describe a clinical/ethical dilemma that you have faced in your clinical work.
8. Tell me what you perceive as your biggest blunder or failure in your work with a client.

Field-Specific Questions

1. What is your theoretical orientation?
2. What do you think should change therapeutically in order to meet the needs of a multi-cultural society?
3. Tell us about the role of a Marriage and Family Therapist/Psychologist.
4. What population do you find particularly difficult to work with and why?
5. What are your views on working with clients from different cultures? What issues do you need to be aware of?
6. What would you do if a client came to you saying that s/he were going to commit suicide when s/he left your office?
7. How would you deal with a client who you did not enjoy working with?
8. What are the advantages and disadvantages of (a particular theoretical orientation)? What part does emotion play?
9. What do you think about the DSM?
10. What is your view on spanking in relation to child abuse? Is there a cultural aspect to assessment?
11. What procedures are in place for child and elder abuse?
12. What procedures are in place for a homicidal client?
13. Are you familiar with DMH Paperwork?
14. How important are evidence-based practices? Empirically-based theories and treatments?
15. What assessments have you administered?
16. How do you deal with angry/irritable/aggressive clients?
17. Name your three greatest strengths/weaknesses as a clinician?
18. How has your education prepared you for work here (with this population)?

19. What has been the most surprising thing you have learned about yourself as a clinician in training?
20. Tell me about the most challenging client you have ever worked with.
21. Describe what you perceive to be the most successful outcome with a client?
22. What are some of the most important things that you learned while at your practicum site(s)?
23. Consider this clinical vignette. Tell me how you would approach treatment with this client? What do you think is the first thing that needs to be addressed?
24. Give me an example of a time when you had to handle a client in crisis or an emergency.

Psy.D. Program Schedule by Year

We have included the schedule of courses in the Psy.D. program for years 1-5. When selecting an externship site, some sites may require that you have taken specific courses as a prerequisite to applying. Use this schedule to help you plan which sites you are eligible to apply to in each year. We have also included the current course schedule for years 1-4 of the Psy.D. program. This should allow you to know if a potential externship conflicts with one of your courses.

First Year

Tues/Wed 9:30am-4:30pm

- Ethics and Professional Orientation
- Introduction to Clinical Practice: Helping Relations I
- Theories of Psychotherapy and Personality
- Assessment I
- Assessment II
- Introduction to Clinical Practice: Helping Relations II
- Psychopathology
- Research Methods and Evaluation
- Human Growth and Development I

Second Year

Fall: Mon/Tues 2:00pm-7:40pm

Spring: Mon 9:30am-12:15pm and 5:00pm-7:40pm, Tues 2:00pm-7:40pm

- Cognitive Behavior Therapy
- Developmental Psychopathology
- Clinical Practicum I
- Cultural and Social Issues in Clinical Practice
- Foundations of Career Development (Elective)
- Group Interventions
- Advanced Statistics & Research Methods

- Clinical Practicum II*

Third Year

Fall: Wed 5:00pm-7:40pm, Thu 2:00pm-7:40pm

Spring: Wed/Thu 2:00pm-7:40pm

- Advanced Evidence-Based Psychotherapies
- Biological Basis of Human Behavior
- Clinical Practicum III
- Clinical Psychopharmacology
- Health Psychology (Elective)
- Gerontology (Elective)
- Dissertation I
- Clinical Practicum IV
- Cognition and Affect
- Psychodynamic Theories

Fourth Year

Fall: Tues 2:00pm-7:40pm, Wed 5:00pm-7:40pm

Spring: Wed 2:00pm-7:40pm

- Dissertation II
- Dissertation Continuation
- Clinical Practicum V
- Seminar in Social Psychology
- Clinical Practicum VI
- History and Systems in Psychology

Fifth Year

- Predoctoral Internship

Summer

- Human Growth and Development-Summer after 1st year
- Summer Electives-Students may take one before 4th year

*Clinical Practicum II will move to 9:30-12:15 Tuesdays beginning spring 2020.

Summary of Internship Application Process and Associated Costs

**Please note for AY 2018-2019, Dr. Chesin will be serving as interim DCT while Dr. Mohlman is on sabbatical.

Students in the William Paterson University Psy.D. program (and indeed in nearly all clinical psychology programs) are required to apply for and complete an internship that is accredited by the American Psychological Association (APA) prior to graduating. While students may be permitted, with approval by the DCT and graduate program director, to complete a non-accredited internship, we strongly discourage this. To apply, students must submit applications through the Association of Psychology Postdoc and Internship Centers (APPIC), a governing body that maintains information about all APPIC member psychology internships and contracts with the National Matching Service. The National Matching Service provides a computerized match between the over 3000 students applying for psychology internships and member internships through APPIC. You are advised to explore the APPIC website as soon as possible and become familiar with the information it provides.

Because there is substantial competition for internship spots, students are very strongly encouraged to apply to as many sites as they are interested in. Research over several years has demonstrated that applying to 15 different sites provides the maximum likelihood that a student will receive a training offer from an internship, and that each additional site over 15 does NOT increase the likelihood of receiving a training offer. Hence, we encourage students to apply to and rank 15 internship programs. If you are geographically limited to highly competitive regions, such as New York City, Boston, District of Columbia, or Philadelphia, you may be at a disadvantage in securing an internship and applying to more and diverse sites would likely behoove you.

We also encourage students to apply to a few internships that have a record of not matching with students in the first round of the application process. Often these sites are in distant, rural areas (e.g. Nebraska, S. Dakota, etc.). You can find information about program match rates by searching programs through this website: <https://membership.appic.org/directory/search>. Once you enter your search criteria, you will receive a list of programs. When you select a specific program, scroll through the information until find the table labeled, "Summary of the Characteristics of the Specified Internship Class." A screen shot of this table appears on the next page. This will give you a strong indication of the program's match success.

materials for a complete description of the training opportunities available at each site.

Summary of the Characteristics of the Specified Internship Class

	2015-2016	2016-2017	2017-2018
Number of Completed Applications:	44	30	30
Number of applicants invited for Interviews:	20	20	20
Total number of Interns:	5	4	4
Total number of Interns from APA/CPA accredited programs:	1		
Total number of interns from Ph.D. programs:	1		
Total number of Interns from Psy.D. programs:	3		4
Total number of Interns from Ed.D. programs:	0		
Number of Interns that come from a Clinical Psychology program	4		4
Number of Interns that come from a Counseling Psychology program	0		
Number of Interns that come from a School Psychology program	0		
Range of Integrated assessment reports: lowest number of reports written	na	na	na
Range of Integrated assessment reports: highest number of reports written	na	na	na

Summary of Post Internship Employment Settings of Each Internship Class

Because the computer match system guarantees that the program you rank highest that chooses you will be where you will receive a training contract, you are not penalized by listing more programs than just the one(s) you most want to go to. (To learn more about how the match works go to: <http://appic.org/Match/About-The-APPIC-Match>)

There are FEES for the APPIC application, to participate in the National Matching Service, and all travel expenses for interviews (including air, car, train, taxi, meals, and lodging). **All fees are paid by the student out-of-pocket. The program does not provide any financial support for any internship application, match fees or associated travel.**

Students will receive invitations to interview at programs that are interested in their application. Students are encouraged to participate in these interviews in-person, but, again, you must pay your own expenses. Since the APPIC internship network is nationwide, you will need to travel to internships that are at times quite distant from WPU, and to provide for your overnight stay. This process can cost up to \$800-1,000/interview, and is once again paid for out-of-pocket. Some programs offer phone interviews; you may ask about these if you wish.

In the end, it is not unusual for a student to pay between \$4530-5530 to apply for a required internship, which will allow them to graduate from WPU the next year, pending satisfactory completion of the doctoral dissertation.

In considering the admittedly high cost of this educational requirement, it is important to explore the cost if you do NOT receive an internship contract for your final year of training for the Psy.D.. The student without an internship is obligated to remain a student at WPU for an

additional year and reapply to internship the next year. This is a far more financially expensive outcome, not even considering the forced delay in graduation.

Summary of WPU Program Support during the Application Process

As you begin preparations for the pre-doctoral internship application process, we would like to outline the support you will receive from the program, and requirements for obtaining the letter of readiness necessary for application.

You will not receive a letter of readiness until the Checklist for Readiness Letter (see next section) has been reviewed by the DCT or program director according to the deadlines. Email correspondence with application materials is preferred for submission. Please email ALL materials to both DCT and program director.

If the DCT or program director indicates one or more items require remediation after review, the student's advisor or course instructor for Dissertation II or Practicum V must provide final review and approval for those items on the Checklist for Readiness Letter by Oct 15.

All items must be approved by Oct 15 in order to receive a letter of readiness for programs with a Nov 1, 2018 application deadline. The program director, as the administrator responsible for annual student reviews, curriculum and policy, writes the Letter of Readiness.

Please note that it is in everyone's interest for your materials to be approved on the first review by the program director and DCT. You are strongly encouraged to seek consultation from faculty, mentors, advisors, and peers on application materials, reports, and essays before submission. The program director and DCT will not provide specific feedback on your materials. They will simply indicate whether your materials are satisfactory, and if they are not, they will advise, in general terms, areas needing remediation.

Therefore, please submit polished materials that you would feel proud to submit to an internship site (i.e., materials that are free of grammatical and typographical errors; materials that are well-organized, succinct and responsive to the purposes of the cover letter or essay question posed, for example).

Tasks and associated deadlines:

1. Internship List. Your initial list should include 20 sites, with a mix of location and competitiveness. For each site you list, you must include 1-3 sentences on why you think you are a good fit for the site based on your clinical and/or research experiences during graduate school.

Deadline for DCT/Program Director review: Aug 1

2. Application components

- a. Cover letters.

Deadline for DCT/Program Director review of 1 letter: Sept 1

Each cover letter should address this question: How do you envision our internship site meeting your training goals and interests? You are to address site-specific issues and training opportunities; therefore, you should write a separate, site-specific cover letter for each site to which you are applying. A typical cover letter is 1–2 pages in length. Be succinct and yet cover the topic of fit between yourself and the internship site. If you are applying to a site with multiple programs, please specify in your cover letter the specific program(s) to which you are applying.

If remediation is needed after review, you will have opportunity in Practicum V and Dissertation II for additional feedback on cover letters.

- b. Case report or summary.

Deadline for DCT/Program Director review: Sep 1

A modified version of the second year project represents a case report or summary. This case summary should demonstrate your theoretical orientation to counseling and reflect your preferred assessment and intervention strategies. Limit to 2-3 pages, and conform to the Privacy Rule of the Health Insurance Portability and Accountability Act (HIPAA) (omit name, street address, city, county, zip code, school, month and day of birth, admission date, discharge date, date of treatment, any numbers that identify the individual, e-mail address, or other unique characteristics that could be used to identify the individual). To find a template for a case report, see pg. 23.

If remediation is needed after review, you will have the opportunity in Practicum V and Dissertation II for additional feedback on case reports and summary.

- c. Essays.

Deadline for DCT/Program Director review: Sept 15

We strongly encourage you to seek consultation from faculty, mentors, advisors, and peers on essays before the deadline.

Every application submitted through the AAPI Online service must include an essay response to four specific questions. Many applicants will submit the same essay to all internship sites to which they apply. However, the AAPI Online provides you with the opportunity to tailor your essays to particular internship sites (or types of sites) if you prefer to do so. Thus, you have the option of

sending the same essay document to all of your sites or writing essays specific to a site or to a group of sites. It is recommended that the response to each essay question be no longer than 500 words.

- Essay guidance. For information about essay preparation read this article: <http://www.apa.org/gradpsych/2005/09/pulling.aspx>. Essays typically cover the following topics: 1) personal statement; 2) diversity experiences; 3) research; 4) fit or match with site.

If remediation is needed after review, you will have the opportunity in Practicum V and Dissertation II for additional feedback on essays.

d. Integrated reports.

Deadline for DCT/Program Director review: Oct 1 We strongly encourage you to submit your reports before the deadline to Dr. Bruce Diamond for review. You must allow him two weeks to review and allow yourself time to incorporate the feedback prior to submitting on Oct 1.

Many sites request supplemental materials of an integrated psychological testing report. The definition of an integrated psychological testing report is a report that includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests. Reports from Assessment I and II (information from both reports combined) represent an example of an integrated psychological testing report.

e. APPI application. Go to this link to review application instructions:

<https://portal.appicas.org/appicasHelpPages/>

Deadline for DCT/Program Director review: Oct 1

f. CV. APPI suggests the following structure

Deadline for DCT/Program Director review: Oct 1

- i. Identifying information
- ii. Education
- iii. Training
- iv. Clinical experiences; Practicum; Psychotherapy experiences
- v. Supervisory experience
- vi. Research experience
- vii. Publications, grants, professional presentations
- viii. Teaching experience
- ix. University and professional service
- x. Related work experience

- xi. Volunteerism
- xii. Awards/Honors
- xiii. Professional memberships, leadership positions held
- xiv. References

On the next page is a checklist that must be completed and submitted to the DCT or Program Director by October 15, in order to receive the Letter of Readiness. It is your responsibility to meet deadlines and track your progress, including approvals, through the process. Failure to meet deadlines may result in a delay receiving your letter of readiness, which could preclude application to sites with a Nov. 1 application deadline, for example.

Checklist for Readiness Letter

Initial Review

Item	Date Due	Date received	Reviewed by (DCT or Program Director)	Approved or Remediate
Internship List	Aug 1			
One Cover Letter	Sep 1			
Essay 1	Sep 15			
Essay 2	Sep 15			
Essay 3	Sep 15			
Essay 4	Sep 15			
Case summary	Sep 1			
Integrated Psychological Evaluation	Oct 1			
APPI application	Oct 1			
CV	Oct 1			

If remediation is required for any items

Remediation and Approval

Item	Date Received	Reviewed by (advisor, Dissertation II instructor, Practicum V instructor)	Approval date
Internship List			
One Cover Letter			
Essay 1			
Essay 2			
Essay 3			
Essay 4			
Case summary			
Integrated Psychological Evaluation			
APPI application			
CV			

This checklist must be completed and given to the DCT or Program Director by Oct 15

Appendix: Sample Practicum Communications

Sample Letter of Readiness-1st Year



WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2148 FAX 973.720.3392 • WWW.WPUNJ.EDU

January 10, 20xx

Letter of Readiness for your name here

To Whom It May Concern:

This letter is to certify that your name here is qualified and eligible for an external practicum position. Your first name here is in his/her first year of the Psy.D. program at William Paterson University (WPU) and has successfully completed one semester of intensive training in basic clinical skills, cognitive behavior therapy, and assessment in addition to his/her previous experience. By next fall, your name here will have completed the second semester of this training, and will also find additional opportunities over the summer to enhance his/her clinical skills. He/She is already enrolled in a curriculum proscribed by the American Psychological Association.

Starting in fall of 20xx, your name here will be available two days, sixteen hours per week, as recommended in the NYNJDOT Guidelines now listed on the APA website, <https://psychpracticum.apa.org>. He/She will also be enrolled in a didactic course at WPU meant to complement the practicum experience.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

[First and Last Name CURRENT DCT]

Sample Letter of Readiness-2nd Year and Beyond



WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2148 FAX 973.720.3392 • WWW.WPUNJ.EDU

January 10, 20xx

Letter of Readiness for your name here

To Whom It May Concern:

This letter is to certify that your name here is qualified and eligible for an external practicum position. Your name here is currently in his/her second year of the Psy.D. program at William Paterson University and has successfully completed one year of intensive training in basic clinical skills and a full cognitive therapy protocol, in addition to his/her previous experience. By next fall, your name here will also have completed an externship at current externship site, and will find additional opportunities over the summer to enhance his/her clinical skills. He/She is enrolled in a curriculum proscribed by the American Psychological Association.

Starting in fall of 2016, your name here will be available two days, sixteen hours per week, as recommended in the NYNJDOT Guidelines listed on the website of American Psychological Association. He/She is already enrolled in a didactic course meant to complement the practicum experience.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

Sincerely,

[First and Last Name Current DCT]

Sample Cover Letter-1st Year



WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2148 FAX 973.720.3392 • WWW.WPUNJ.EDU

January 9, 20xx

Dear *****,

I am writing to apply for a practicum position at *****. I am currently completing my first year in the Clinical Psychology Doctoral Program at William Paterson University. I believe my present interests in diverse adult populations and clients with eating disorders make me a good fit for your training position. I am also eager to build on my prior experience and learn more about psychodynamic therapies and how mindfulness techniques can be integrated into Western practices, training which is offered at your site.

While reading about the training opportunities offered by your Counseling Center, I was impressed by your extraordinary dedication toward providing your externs with a well-rounded experience to promote their professional development. It is clear that your program offers training with a diverse group of clientele, on a wide range of issues, which is especially important to me at this point in my career. I also appreciate the encouragement externs receive in finding their personal style and discovering which therapeutic methods they can be most successful with as future clinicians. This is particularly appealing to me because there are several approaches which intrigue me, and I would benefit greatly from supervision guiding me in developing a therapeutic style of my own. Further, I am excited by the possibility of insert other practicum activities here.

In reviewing your materials, it became clear that you seek to train externs to provide mindfulness techniques and psychodynamic therapy to diverse clients. Staff at your site provide supervision from these theoretical orientations. Though early in my graduate training, as a post-baccalaureate, I was fortunate to be able to co-facilitate Mindfulness Based Stress Reduction (MBSR) groups for adults and conduct intake interviews. As an intern during college, your undergraduate experiences here. During my graduate training under the supervision of Dr. Jan Mohlman, I have honed a repertoire of clinical skills, including crisis management, risk

assessment, and therapeutic communication skills (e.g. open-ended questioning; reflecting, paraphrasing, validating; using metaphors, mental imagery, and personal narratives). Next semester, I will receive training from Dr. Mohlman on a trans-diagnostic Cognitive Behavior Therapy protocol to treat anxiety and depression.

Based on my experiences, I am confident that I can meaningfully contribute to the services offered by your institution, and I would be honored and excited to participate in your program. In addition to the opportunity to work with diverse clients using mindfulness and psychodynamic techniques and under supervisors from diverse orientations, I am also excited by the possibility of co-leading therapy groups, giving workshops, and participating in the other didactic and outreach opportunities that are listed in your informational materials.

As requested, I have included two letters of recommendation from **recommender 1** and **recommender 2** as well as my CV. Thank you for your consideration. I hope to hear from you soon.

Sincerely,

Your name here

Sample Cover Letter-2nd Year



WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2148 FAX 973.720.3392 • WWW.WPUNJ.EDU

January 17, 2017

Dear Dr. *****:

I would like to apply for an external practicum position at your facility, *****, as posted on APA's Psychpracticum Wiki. This is my *** year in the Clinical Psychology Doctoral Program (Psy.D.) at William Paterson University, and I have spent the last *** months as a clinical extern at *****. I am now planning my transition into an advanced external site, one which will build on my current knowledge and skills and further my clinical training. I am seeking a position that allows me to do the work I love the most: working with individuals with serious mental illness at an exciting institution that provides ample room for growth as a clinician.

My qualifications are highly consistent with the criteria listed in your brochure. Since my days as an undergraduate, I have devoted a great deal of my time and energy to working with individuals with intellectual and developmental disabilities. I have worked with this unique population in a variety of roles, including as a job coach, direct care staff, and client advocate. It was through this work that I began to lay the foundations for my eventual role as a clinical psychologist. These foundations were reinforced and strengthened through my graduate studies at William Paterson University (WPU). There, I continued to shape my career according to the values of evidence-based practice. It was also at WPU that I began the task of mastering cognitive behavioral therapy and other evidence-based treatments, under the guidance of my clinical supervisor, *****. My training has culminated in my acceptance last year to the externship program at ***** under the supervision of *****, where I have learned to apply evidence-based treatments to individuals with dual-diagnoses of intellectual disabilities and personality disorders. During my time at *****, I have found a great deal of fulfillment providing psychotherapy services for individuals with serious and persistent mental illness. My work at ***** has taught me that a clinician using focused, evidence-based treatments can improve the quality of life of many individuals who suffer from chronic mental illness.

My clinical work to date has focused on individual and group interventions for

individuals with dual diagnoses: intellectual disability and most often personality or psychotic disorders. I am a strong proponent of the practitioner-scholar model, and my clinical training has been rigorous and multifaceted, with an emphasis on cognitive behavioral techniques. My training has been broadened and deepened while at ***** to include an emphasis on group psychotherapy, partly based on the work of Irvin Yalom. Through access to *****'s network of day rehabilitation programs, I have also received training in behavioral shaping techniques and developing positive behavior support plans for individuals with limited verbal and/or cognitive capacity.

My feedback as a supervisee has been positive in both my studies at WPU and my training at *****. In both settings, I have worked closely with my clinical supervisors to effectively integrate constructive feedback and develop my burgeoning clinical skills.

Based on my experience as a clinician and a scholar, I am confident that I can bring a strong skill set to *****. I look forward to the excellent opportunities for training and supervision that your institution can provide. If accepted to the program, my goal is to build a foundation for my career as a clinician working with individuals with chronic mental illness. It is my eventual career goal to work at a psychiatric hospital of the caliber of your institution. While at this externship position, I would look forward to providing individual and group psychotherapy, learning how to effectively conduct assessments and write reports, and receiving didactic training on working with individuals in this unique population. I am excited to work alongside senior clinicians as well as other externs, and to collaborate on our shared cases through weekly meetings and supervision. In particular, a rotation in the forensic/specialty division within one of the units in the inpatient facility seems to fit very well with my own goals for training. Other very appealing rotations include the community re-integration division, admissions division, and a rotation where I would have the opportunity to administer personality or psychopathology assessments.

I have attached recommendation letters from three clinicians that I have worked closely with in my studies and clinical work (*****, WPU Director of Clinical Training, *****, supervising psychologist at *****, and *****, associate professor at WPU). Thank you very much for considering my application, and I hope to hear from you in the near future.

Sincerely,

Your name here

Sample CV-1st Year

APPLICANT NAME

▪ Address

▪ 555-523-5555

▪ applicant@gmail.com

EDUCATION:

William Paterson University, College of Humanities and Social Sciences Wayne, NJ

Psy.D, Doctor of Psychology expected May 2020.

Director of Clinical Training: *****, PhD; *****@wpunj.edu

Yeshiva University, Yeshiva College, New York, NY

B.A. in Psychology, January 2015

GPA: 3.62

AWARDS/SCHOLARSHIPS:

GRADUATE ASSISTANTSHIP TUITION WAIVER

- Provides full tuition waver and stipend for doctoral studies

DEAN'S SCHOLARSHIP

- Granted on basis of competitive GPA and test scores

AREAS OF SPECIAL INTEREST

- Individuals with special needs, underprivileged populations, inpatient psychiatric care

ACADEMIC EXPERIENCE:

Student Representative, William Paterson University, Wayne, NJ, November 2016-Present

- Serve as address for sensitive topics that graduate students wish to bring up with faculty
- Implement policy of proactively seeking out student attitudes and feelings on new program initiatives, and presenting data to program administration
- Represent doctoral student concerns and issues at senior faculty meetings

Graduate Assistant, William Paterson University, Wayne, NJ, September 2015-Present

- Assist with administrative functioning of both M.A. in Clinical and Counseling Psychology and Psy.D. in Clinical Psychology programs

- Responsible for filing and organization of all information related to future APA accreditation of Psy.D. program
- Maintain bridge of open communication between students and program leadership

Intern, AHRC Educational Advocacy Department, New York, NY, Summer 2014

- Served as advocate for individuals with intellectual/developmental disabilities
- Delivered information, resources, and counseling to parents and caretakers struggling with the special education system in New York City

CLINICAL EXPERIENCE:

Milieu Counselor, Mishkon Group Homes, Brooklyn, NY, May 2012-August 2014

- Provided fun, engaging recreational experience to members of special needs group home
- Organized leisure activities to integrate participants into the broader community

Job Coach, Yachad Vocational Program, Camp Moshava, Indian Orchard, PA, Summer 2013

- Assisted individuals with special needs in building vital work habits and life skills
- Acted as mediator between special needs individuals and their peer groups

Intern, M.D. Anderson Cancer Center, Houston, TX, June 2012

- Assisted practicing physicians with running a study program of treatment of gastrointestinal cancer
- Received a first-hand look at current and next-generation cancer treatment and hospice care

Counselor, Hebrew Academy for Special Children Summer Camp, Parksville, NY, Summers 2011 and 2012

- Facilitated full-time care for children with intellectual and motor disabilities
- Taught activities of daily living and adaptive skills

GROUP MEMBERSHIPS:

Member, American Psychological Association of Graduate Students, November 2015-Present

Member, Psi Chi International Honor Society in Psychology, January 2013-Present

MANUSCRIPT REVIEW:

Journal of Mental Health and Aging, November 2016

Sample CV-2nd Year

John Smith, M.A.

John.smith@gmail.com • (732) 788-5042

300 Pompton Road, Science East 2062D • Wayne, NJ 07470

EDUCATION

William Paterson University, Department of Psychology, Wayne, NJ

Doctor of Psychology (Psy.D.), Clinical Psychology

Expected 2020

- Specialization in Neuropsychology

Advisor: *****, Ph.D.

Director of Clinical Training: Jan Mohlman, PhD; mohlmanj@wpunj.edu

Teachers College | Columbia University, Department of Counseling & Clinical Psychology,
New York, NY

Masters of Arts (M.A.), Psychology in Education

October 2015

- Specialization in Neuropsychology

- Thesis: “Antipsychotic Medications: A Remedy With Consequences”

Advisor: *****, Ph.D.

Rutgers University, Department of Psychology, New Brunswick, NJ

Bachelor of Arts (B.A.), Honors in Psychology and Cognitive Science

May 2011

- Minor: Critical Sexualities Studies

- Goldman & Sachs Scholar | Dean’s List

• Honors Thesis: “Dopamine Signaling in the Prefrontal Cortex as a Regulator of General Cognitive Abilities”

Advisor: *****, Ph.D.

SPECIAL INTERESTS

Neuropsychology; Hematology/Oncology; Older adults; Schizophrenia; LGBTQ; HIV/AIDS

PEER-REVIEWED PUBLICATIONS

Harber, K. D., Gorman, J. L., Gengaro, F. P., Butsingh, S., Smith, J., & Ouellette, R. (2012).

Students' race and teachers' social support affect the positive feedback bias in public

schools. *Journal of Educational Psychology*, 104(4), 1149-1161.

EDITORIAL ACTIVITIES

Ad-hoc reviewer

2015 – Present

American Journal of Geriatric Psychology

Aging and Mental Health

INVITED TALKS & WORKSHOPS

Smith, J. & Blazkiewicz, A. (2017, October). *Queer in the Online Sphere: Finding Virtual Safe Spaces*. Peer-reviewed presentation. 15th Annual LGBTQA College Leadership Conference, William Paterson University, Wayne, NJ.

Smith, J. & Bujalski, A. (2017, February). *Open Talks: The LGBTQA College Experience*. Focus group organizer and facilitator to assess the programming needs of LGBTQA students, William Paterson University, Wayne, NJ.

Smith, J. & Cohen, J. (2016, October). Psy.D. Externship Panel. Invited presentation, William Paterson University, Wayne, NJ.

Smith, J., Lynn, H., (2016, November). Mood Management in the Workplace. Invited presentation, DKMS, New York, NY.

Smith, J. (2016, October). HLA for The Rest of Us: Lecture on basics of human leukocyte antigen typing in relation to bone marrow donors and patients. Invited presentation, DKMS, New York, NY.

Bujalski, A., Summers-Plotno, A., Smith, J., Cohen, J., Happawanna, K., Lakritz, A., Ryan, K., (2016, May). Mood Management Workshop. Invited presentation, William Paterson University, Wayne, NJ.

Smith, J. & Jordan, D. (2015, December). Understanding Barriers to Confirmatory Typing in Bone Marrow Donors. Focus group organizer and facilitator, DKMS, New York, NY.

Holzemer, W., Howard, M., Terrell, K., Smith, J. (2011, April). Rutgers University HIV/AIDS Panel. Organizer and Host, Rutgers University, New Brunswick, NJ.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Happawanna, K., Smith, J., Bujalski, A., Diamond, B. (May, 2017). *Fearful Faces and Autism Spectrum Disorder: Cognitive and EEG Spectral Correlates*. Accepted poster presentation at the 29th annual Association for Psychological Sciences convention, Boston, MA.

Smith, J. & Mohlman, J. (October, 2016). *Investigating Suicidality in Older Adults Using The Geriatric Suicidal Ideation Scale*. Poster presentation at the 50th annual Association for Behavioral and Cognitive Therapies convention, New York, NY.

Smith, J., Cohen, J., Bujalski, A., Summers-Plotno, A., Ryan, K., Angelo, C., Urbina, A., Diamond B. J. (March, 2016). *Mood and Anxiety Disturbances in College Students*. Poster presentation at the annual Eastern Psychological Association meeting, New York, NY.

Lai, G., Gu, J., Yeo, A., Smith, J., Han, R., Ceccolini, C., Varner, S., Mandavia, A., D'Emilia, W. (February, 2015). *Cultural dynamics of coping with severe mental illness and stigma: Secrecy among Chinese immigrants with psychosis*. Poster presentation at the 32nd Annual Winter Roundtable at Teachers College, Columbia University, New York, NY.

Yeo, A., Von Ritzhoff, A., Chang, Y., Kyoto, M., Mei, J., Zhou, X., Teng, C., Smith, J. (March, 2015). *Creating Effective and Culturally Sensitive Psychiatric Care for Lao Refugees*. Poster presentation at the 7th Annual Health Disparities Conference at Teachers College, Columbia University, New York, NY.

Von Ritzhoff, A., Chang, Y., Kyoto, M., Yeo, A., Mei, J., Zhou, X., Teng, C., Smith, J., Graham, A., Morita, J., Aldhuwaihi, N. (August, 2015). *Mental Health Awareness in the Lao Community of Northern California: Perspectives from the community*. Poster presentation at the 123rd American Psychological Association Convention, Toronto, CA.

Philippova, T., Huang, D., Morita-Varde, K., He, E., Smith, J., D'Emilia, W., McGoldrick, D., Schear, R., Yang, L. H. (August, 2015). *Stigma of Cancer in South Africa: Qualitative Investigation of Four Stakeholder*. Poster presentation at the 123rd American Psychological Association Convention, Toronto, CA.

RESEARCH EXPERIENCE

Research Graduate Assistantship: Impulsive-Aggressive Research Team

2017 – Present

*Supervisor: ******, Ph.D. – William Paterson University

- Screening, recruiting, and running participants in study protocol examining intimate partner violence among university students. Data analysis of emotion regulation, heart rate variability, and executive functioning.

Lab Manager: Cognition & Emotion Lab / Anxiety & Aging Lab

2015 – Present

*Supervisor: ******, Ph.D. – William Paterson University

- Development and oversight of data management systems, screening and training undergraduate/graduate research assistants, participant recruitment coordination, protocol development.

Research Assistant: Clinical and Cognitive Neuroscience Lab

2015 – Present

*Supervisor: ******, Ph.D. – William Paterson University

- Variegated tasks in laboratory investigations of cognitive, psychiatric, neurophysiological and autonomic correlates of memory, executive function, attention/concentration and mood/anxiety. Literature review of current EEG and neuroimaging techniques used to study Autism Spectrum Disorder. Collaborative undertakings in a neuropsychological HIV/AIDS encyclopedia entry, and poster presentations.

Graduate Research Assistant: Psychiatric Epidemiology

2014 – 2015

*Supervisor: *****; Ph.D. – Mailman School of Public Health, Columbia University Medical Center*

- Collaborated in literature reviews, grant writing, poster creation, and presentations. Projects spanned 1) NIMH K-award: formulating defining theoretical work on how culture relates to stigma and implementing interventions to improve recovery for different stigmatizing conditions (mental illness and HIV), with a focus on Chinese groups. 2) 5-year NIMH R01 grant examining the neurocognitive and social cognitive underpinnings of the new "clinical high risk state for psychosis" designation. 3) R01 examining the clinical and cognitive characteristics of untreated psychosis in China. 4) NIMH U19 grant investigating the barriers and facilitators involved in scale up of mental health interventions for psychosis in Latin America (Chile, Brazil and Argentina).

Research Assistant: HIV/AIDS

2011 – 2012

*Supervisor: *****; Ph.D. – HIV Center for Clinical and Behavioral Studies, Columbia University/NYSPI*

- Comprehensive literature reviews examining trends and findings surrounding men who have sex with men in Africa; utilized Microsoft Excel, Dropbox, and ATLAS-TI in qualitative analyses.
- Acknowledgement in published article:
Sandfort, T. G., Lane, T., Dolezal, C., & Reddy, V. (2015). Gender Expression and Risk of HIV Infection Among Black South African Men Who Have Sex with Men. *AIDS and Behavior*, 1-10.

Research Assistant: Honors Thesis in Behavioral Neuroscience

2010 – 2011

*Supervisor: *****; Ph.D. – Psychology Department, Rutgers University - New Brunswick*

- Managed animal learning battery tasks (e.g., Radial Arm Maze, Lashley III Maze, Open Field, Water Maze, Odor Discrimination, Fear Conditioning) in multiple on-going projects. Immunohistological techniques, intraperitoneal injections, brain extraction and slicing, data analyses, and standard animal research protocol & upkeep.

Research Assistant: Advanced Research in Social Psychology

2009 – 2010

*Supervisor: *****; Ph.D. – Psychology Department, Rutgers University - Newark*

- Conducted structured script with teacher trainees in the Rutgers University Graduate School of Education. Compiled data for analysis. Facilitated informed consent process and participant debriefing. Fielded questions regarding the study.

UNIVERSITY TEACHING EXPERIENCE

Adjunct Instructor

Spring 2017, 2018

Montclair State University – Montclair, NJ: Psychology of Judgment and Decision Making

Adjunct Lecturer
 Spring 2017, 2018
CUNY – Baruch College – New York, NY: Cultural Psychology (Online)

Adjunct Instructor
 Summer 2016, 2017
William Paterson University – Wayne, NJ: Cross-Cultural Psychology (Online)

SUPERVISED TRAINING EXPERIENCE

Neuropsychology Extern July 2017 – Present
Columbia University Medical Center Neuropsychology Service – New York City, NY: Provides comprehensive neuropsychological assessments for adult and older adult populations. Assessment scoring, report writing, and case presentations of patients in wide-ranging clinical presentations. Integrated medical history, mental health, and brain imaging in recommendations for services and strategies for individuals and caregivers.

Neuropsychology Extern September 2016 – July 2017
Envisage Neuropsychology, PC – New York City, NY: Administered comprehensive neuropsychological and psychoeducational testing on children, adolescents, and young adults. Conducted parent intakes and feedback sessions. Assessment scoring, interpretation, and writing. Performed classroom observations as part of overall evaluations. Developed educational plans, recommendations for placement, services, therapies, and/or specific strategies. Offered writing remediation sessions using the Strategic Intervention Model published by the University of Kansas Center for Research on Learning. Assisted students with organizational skills and other executive functioning skills.

WORK EXPERIENCE

Graduate Assistant September 2015 – June 2017
William Paterson University – Wayne, NJ: Provided support to psychology department chair for matters related to the undergraduate program; oversaw database for full, assistant, and adjunct instructors; assembled professorship applications for search committee review; examined course offerings for corrections and changes; interfaced with faculty, chair, and registrar to streamline course forecasts, registrations, class and faculty evaluations, and advisement hours; assisted with department events (e.g. Advising Week, Majors Day); Sona-Systems research pool administrator; ad hoc projects for both psychology undergraduate and graduate programs.

Donor Management Trainer August 2015 – January 2017
DKMS – New York, NY: Orchestrated onboarding process of new hires in the Donor Management (DM) department; developed and delivered tailored training and assessment resources for DM, as well as other office teams (e.g., Donor Recruitment, Data Management); monitored internal and external training requirements; tracked and administered office-wide trainings in HIPAA and GTP/GMP; conducted employee competency assessments; facilitated corrective action plans; functioned within quality assurance and regulatory compliance framework.

Workup Coordinator March 2013 – August 2015

DKMS – New York, NY: Managed a nationwide caseload of donors identified as genetic matches for patients in need of a bone marrow transplant; facilitated informed consent regarding bone marrow and peripheral blood stem cell donation processes; evaluated donors for medical and non-medical factors affecting suitability and eligibility using guidelines set by DKMS and the National Marrow Donor Program (NMDP); fully coordinated physical exams, lab work, extended medical testing, logistics, and concluding donations; utilized knowledge of medical terminology, case-note documentation, and conducting medical histories; ad hoc activities included research, quality assurance, and process improvement projects.

Manager December 2012 – March 2013

12 WEST Restaurant & Bar/The Rail Group, LLC – Upper Montclair, NJ: Screened and interviewed over 100 candidates and hired 60 employees; generated employee scheduling system; supervised service; conducted corrective actions; cultivated systemic protocols and associated training; counseled employees in workplace conflict mitigation; independently built office infrastructure and precautionary protocols; established tax, payroll, and human resource systems; processed business trademark; developed company email, website, social media accounts; implemented purchasing system for office, restaurant and bar supplies; networked with community members and purveyors; implemented ground-based and social media marketing.

General Manager & Director of Program Development February 2012 – December 2012

Epernay Brasserie/The Epernay Group, LLC – Montclair, NJ: Chiefly managed both front-and-back end operations and supervised 22 employees; counseled employees in workplace conflict mitigation; regulated waste and ancillary expenses; developed strategies in financing and annual forecasts and budgets; analyzed variances; administered payroll, accounting, and cost-saving procedures; provided training, enrichment and volunteer opportunities in-and-around Montclair, NJ.

Project Administrator I August 2011 - February 2012

New York State Psychiatric Institute, Division of Mental Health Services and Policy Research – New York, NY: Under the Center for Practice Innovations, delivered online training module and web-based implementation supports to New York State Office of Mental Health (OMH) and New York State Office of Alcoholism and Substance Abuse (OASAS) - licensed programs; maintained learning management system which provided education in integrated treatment and support for mental health and substance use problems; responded to requests from various hospitals, managed care organizations, and private practitioners in the tri-state area; web-based data entry; prepared analyses and assembled reports.

SKILLS & CERTIFICATIONS

Teaching: Blackboard, Moodle, Sakai, Picasso

MS Office (Typing Speed: 83 words/min)

Languages: English (fluent), French (6 years), Cantonese and Mandarin (native)

Business Administration: Adobe Suite, Cornerstone, Dropbox, Google Apps, GoToMeeting, Office 360

Physiological data acquisition software: LabChart

Neuropsychological & diagnostic assessments used:

ADI-R, ADOS-2, C-SSRS, BAI, BASC-3, BDI, Beery VMI, BNT, BRIEF, BVFT, BVMT, CEFI, CELF-5, CPT-2&3, CVLT, DIAMOND, D-KEFS, HAM-A, HAM-D, HVLT, KTEA-3, MMSE, NDRT, NEPSY-II, OWLS-II, RAVLT, RCFT, Roberts-2, Rorschach-Exner System, SCID-IV, SRT, STAI, Stroop Color and Word Test, TAT, WAIS-V, WCST, WIAT-III, WISC-V, WMS-IV, WPPSI-IV, WRAML-2

CITI Human Subjects Protection
2017

Health Insurance Portability and Accountability Act
2017

Online Pedagogy Institute for Blackboard Interface (William Paterson University)
2017

CONTINUING EDUCATION

Empowering Online Teaching and Learning

Montclair State University
2017

October 2017 – November

Tools and strategies for teaching and learning online, applicable for both online and hybrid courses.

Online Pedagogy Institute for Blackboard Interface

William Paterson University

May 2017

Tools and strategies for teaching and learning online, applicable for both online and hybrid courses.

Practicum in Conflict Resolution: Collaborative Negotiation and Mediation Skills

Teachers College | Columbia University

May 2015 – June 2015

Case studies and role-plays for skill building in collaborative mediation & negotiation. Foundations in essential principles for cooperative strategies in conflict situations across clinical, cross-cultural, legal, and business contexts.

Focus on Integrative Treatment (FIT)

Center for Practice Innovations – Columbia Psychiatry/NYSPI
2011 - 2012

34 courses spanning screening and assessment for co-occurring mental health and substance use disorders; stages of change models; motivational interviewing; collaborative treatment plans; family and peer recovery supports; CBT; relapse prevention initiatives. Earned 84 hours C.E.

Wellness Self-Management (WSM)

Center for Practice Innovations – Columbia Psychiatry/NYSPI
2011 - 2012

WSM is a curriculum-based clinical practice designed to assist adults to effectively manage serious mental health problems. The WSM program was based on Illness Management and Recovery (IMR), one of the nationally recognized evidence-based practices for adults with serious mental health problems.

Assertive Community Treatment (ACT) Institute for Recovery-Based Practice

Center for Practice Innovations – Columbia Psychiatry/NYSPI

2011 - 2012

The ACT Institute provides training, support, and consultation to ACT providers across New York State. ACT curriculum highlights include person-centered treatment planning, promoting recovery through a mobile, team-based approach, motivational interviewing, stage-wise treatment, and CBT for coping skills and problem solving.

Webinars Hosted by Center for Practice Innovations – Columbia Psychiatry/NYSPI

2011 - 2012

Six webinar sessions in motivational interviewing, supervision, functional analysis & coping, and ACT core competencies. Earned 6 hours C.E.

PROFESSIONAL MEMBERSHIPS

Association for Behavioral and Cognitive Therapies: Member

2016 – Present

Association for Psychological Sciences: Member

2017 – Present

Eastern Psychological Association: Associate

2015 – Present

International Society for Psychological and Social Approaches to Psychosis: Member

2014 – 2016

Psi Chi – The International Honor Society in Psychology: Member

2010 – Present

COMMUNITY SERVICE & LEADERSHIP

William Paterson University Women's Center

2017 – Present

- Volunteer for events and projects pertaining to domestic violence awareness, breast cancer awareness, and LGBTQA topics

Sports & Arts in Schools Foundation

2014 – 2016

- Champions Council Member, Speak Week Presenter 2015

BMT InfoNet Celebrating Life Survivorship Symposium

09/2014

DKMS

2013 – 2017

- Working Group Co-Leader and founder of #DKMSU, an inter-office professional development program
- Donor registration events and fundraisers, and spreading awareness about the bone marrow registry

Americans for Informed Democracy (Post-9/11 Initiative for international dialogue)

2010 – 2014

- Global Health Fellow, HIV/AIDS Issue Analyst, Advisory Board Member

The One Campaign - “The Campaign To Make Poverty History”

2007 – 2011

- President, Vice-President, Director of Public Relations, Regional Campus Coordinator for NJ, NY, RI, NH
- *Power 100 Summit – Washington D.C.*: Lobbied NJ Senators Menendez and Lautenberg on food security, sustainability, and foreign aid

OxfamAmerica - “To create lasting solutions to poverty, hunger, and social injustice”

2008 – 2011

- Crisis Relief Chair, Website Developer, CHANGE Leader
- *CHANGE Initiative – Washington D.C.*: Lobbied NJ Senators Menendez and Lautenberg on food security and climate change

PsychAlliance (Psi Chi & PsychSociety)

2009 – 2010

- Vice-President, Director of Big Sibling Program

BiGLARU (Bisexual, Gays, Lesbians, & Allies of Rutgers University)

2007 – 2009

- Director of Public Relations, Communications Officer, LGBTQ Liaison (Gender Identity Task Force)

Rutgers University Glee Club

2007 – 2008

- Member

Sample Communication About Missing Class for a Practicum Interview

In general, you should do your best to avoid scheduling a practicum interview during class time. However, sometimes this is unavoidable. It is best to approach the professor in person to alert them to the conflict and then to follow-up via email. If this is not possible, you may make the request via email. Below is a sample email to send to a professor whose class you would miss because of a conflict with a practicum interview.

Dear Dr. *****:

I would like to let you know that I have been offered an interview at *****, one of my top practicum sites. Unfortunately, the time scheduled for the interview conflicts with our class. I would like to ask your permission to miss class that day to attend the interview. I will complete the assigned readings and work for that day, and I will ask one of my classmates to take thorough notes or audiotape the lecture for me to review after the interview. Please let me know if there is anything else you would like me to do to make up the missed class meeting. I am happy to discuss any questions or concerns you may have. Thank you very much in advance for your consideration and flexibility with this issue.

Best,
