NEUROPSYCHOLOGY INTERNSHIP APPLICATION PROCESS

Octavio A. Santos, M.S., ANST Liaison Officer
Clinical Psychology Ph.D. Candidate
University of Wisconsin-Milwaukee

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

- Becoming competitive and prepared for internship
- Looking for programs
- The application & its components
- Interview preparation
- Ranking sites and APPIC statistics
- It’s all about FIT!
- Thinking about your future training & career
- Resources for underrepresented students & for students with an interest in diverse populations
- Q&A
Nina H. Thomas, Ph.D., ABPP-CN

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

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

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

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

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

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

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

You will need to break down your intervention experiences by:

- Intervention Type (Individual Therapy, Career Counseling, Group Counseling…)

- Both hours overall and number of clients/groups need to be provided
You will also need to track assessment hours by:

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

These are tracked separately for child and adult instruments
Tracking Experiences

► Integrated Psychological Testing Reports: AAPI Guidelines

► This section should NOT include reports written from an interview that is only history-taking, a clinical interview, and/or only the completion of behavioral rating forms, where no additional psychological tests are administered. The definition of an integrated psychological testing report is a report that includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests.

► Neuropsychology internships look very carefully at assessment experiences. If your number of integrated reports is equivalent to the number of behavior rating scales given and very different from the number of cognitive, academic, or neuropsychological tests given, this will be noticed.
Tracking Experiences

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

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

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

- Basic Neurosciences
- Clinical Neurology
- Neuroanatomy
- Neuropathology
- Clinical Neuropsychological Assessment
- Psychological Assessment
- Psychological Intervention
- Psychopathology
Preparing a Vitae

- The curriculum vitae (CV) is an important component of your application.

- Many applicant factors that are not easily determined from the AAPI will be pulled from your CV.

- A CV is different from a resume, do not get confused by online advice about maximum lengths of two pages, etc.

- Do be clear about each of your practicum experiences (setting, clientele characteristics, duties).

- Do have sections indicating grant funding or awards (including travel awards) if applicable, leadership activities such as committee membership, advocacy, or special diversity experiences.

- Do not have information irrelevant to professional training (e.g. pilates instructor, hobbies).
Balancing Depth and Breadth

- Although people do occasionally “jump tracks” at the internship level, most neuropsychology internships are designed to provide specialty training in clinical neuropsychology as well as rounding out general psychology training.

- The ideal candidate will be able to “hit the ground running” in neuropsychological rotations, but will also be able to function effectively in other rotations, including therapy rotations.

- Candidates with almost exclusively neuropsychology assessment experience, diverse as experiences within neuropsychology may have been, may find themselves at a disadvantage when applying for internship.

- Seek advice early and often regarding your particular experiences, to determine if you need to focus on adding depth or breadth to your prior experiences.
Common Pitfalls with Breadth

- Minimal therapy experience (very small number of therapy hours or very few number of clients)

- Experience with few age groups (e.g., no adult clients)

- Experience with few settings (e.g., all experiences within University department clinic)

- Experience with few diagnoses (e.g., only completed practica in anxiety disorders)
Common Pitfalls with Breadth

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

**NEUROANATOMY:**

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

Other Experiences:
- Grand Rounds
- Brain Cuttings
Remediating Weaknesses

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

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

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

- Diversity experiences are an important component of your application, and particularly for individuals who are limited geographically by the diversity of their region, may require the applicant to seek out additional experiences.

- You will have an opportunity to write about diversity experiences in your essay, but be prepared as well to discuss these issues in interview and in the context of a clinical case.

- Diversity can encompass factors outside race/ethnicity/nationality/language, but do not “stretch” and try to create diversity experiences where none exist – it’s at best embarrassing, and at worst offensive.
Beyond the Classroom: Leadership

- Leadership activities indicate that the applicant is thinking beyond the immediate requirements of their graduate program.

- Leadership activities can be in multiple settings (taking the lead in research activities, organizing activities within the department or university, participating in regional or national committees, charities, or advocacy groups).

- Make leadership activities easy to find on your CV.
Beyond the Classroom: Research

- Even if your goal is 100% clinical practice, understanding of and participation in research is an important element of your graduate training.

- Sites understand that, just as applicants may have different levels of access to graduate coursework and practicum experiences in neuropsychology, they may have different levels of access to research opportunities in neuropsychology.

- A neuropsychology-focused dissertation is a plus, but not a requirement. Be prepared to speak knowledgeably about your dissertation topic, and if it is not related to neuropsychology be prepared to discuss any research interests you might have for the future within neuropsychology.
Be clear in your documentation of research activities. Attempts to “pad out” research experiences are transparent and aggravating for the person rating your application.

Clearly separate presentations from publications.

Be conservative about indicating that publications are “in preparation.”
Dissertation Considerations

► Your time on internship will be loaded with training activities and experiences

► Spending large amounts of time on internship engaging in dissertation-related activities (e.g., engaging in long-distance data collection) is impractical

► At the same time, internship sites want you to be finished “on time,” so that you are eligible for postdoctoral residency following internship
Dissertation Considerations

- Sites increasingly focus on ensuring that individuals are at a “good place” in their dissertation process by the time they apply.

- Double-check all your dates when providing this information on the AAPI -- so many people get muddled when providing the years.

- If you will still be collecting data during internship, be ready to address this issue in interviews.
Suggestions for Additional Experiences

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

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

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

MELISSA A. LANCASTER, PH.D.
# Dates to Know

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2015</td>
<td>Can register for APPIC Match</td>
</tr>
<tr>
<td>October 2015</td>
<td>List of participating APPIC Sites made available</td>
</tr>
<tr>
<td>November - December 2015</td>
<td>Application Deadlines</td>
</tr>
<tr>
<td>December 2015 – January 2016</td>
<td>Interviews</td>
</tr>
<tr>
<td>February 2016</td>
<td>3rd* - Ranks due 19th* - Match Day; Phase II positions posted 25th* - Phase II Applications due</td>
</tr>
<tr>
<td>*speculative based on 2015 dates</td>
<td></td>
</tr>
<tr>
<td>March 2016</td>
<td>14th* - Phase II rank list deadline 21st* – Phase II Match Day</td>
</tr>
</tbody>
</table>
## Application Timeline: What should I be doing now?

<table>
<thead>
<tr>
<th>Recommended Time</th>
<th>Task</th>
</tr>
</thead>
</table>
| Now              | • Get that dissertation proposed!  
                    • Consider any “holes” or potential weaknesses in training; consider these when planning summer/fall training opportunities |
| This Summer (June- August) | • Begin looking at sites; talk to those you know who have interviewed at or attended sites you are interested in  
                               • Identify letter writers  
                               • Organize tracking of clinical hours; consider MyPsychTrack & Time2Track  
                               • Begin writing essay drafts; seek feedback |
| September        | • Create final site list (approx. 15 sites)  
                    • Update CV  
                    • Register for the MATCH  
                    • Subscribe to the MATCH-NEWS email list  
                    • Create database with deadlines, application information (including necessary supplemental materials) for each site |
## Application Timeline, Continued

<table>
<thead>
<tr>
<th>Recommended Time</th>
<th>Task</th>
</tr>
</thead>
</table>
| Early October          | • Complete APPI  
• Finalize Essays  
• Work on Cover Letters  
• Make sure letter writers have uploaded letters to APPIC portal                                                   |
| Last Week of October   | • Begin uploading applications                                                                                         |
| November               | • Review sample interview questions & prepare answers  
• Schedule 1-2 mock interviews to practice your sample questions & responses  
• Assess professional attire and purchase new clothing, shoes, &/or accessories.                                    |
| December               | • Schedule & begin attending interviews!                                                                               |
Completing the APPI

- Applicant and Educational Information
- Summary of Practicum Experience
- Cover letters
- CV
- Essays
Completing the APPI

- DCT Certification of Summary of Doctoral Training
  - CAREFUL: Once submitted it can’t be changed

- 3 letters of recommendation
  - Uploaded directly into the AAPI Online
  - Use the “References” section to send invites to writers

- Supplemental materials: some sites ask for clinical reports, additional essay questions or undergrad transcripts
Completing the APPL: Reporting Practicum Hours

- Must record hours separately for those accrued in a terminal master’s program vs your doctoral program
  - Must be **supervised** hours
  - 45-50 minute sessions = 1 hour
  - Report hours accrued up to November 1
  - Also asked to estimate how many hours you expect to accrue until the start of your internship

- Some experiences may fall under 2 categories; **DON’T** record them under both
Completing the APPI: Reporting Practicum Hours

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

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

- Avoid “padding”: Class presentations, names of conferences attended, etc.

- See APAGS workbook for examples

- Consult your mentor(s)!
Completing the APPI: The Essays

- **Start early!!!**

- **Have several people read them and provide feedback**

- **PROOFREAD**

- **Check out the** “Primer on writing internship essays for the APPI”
Completing the APPI: The Essays

► Autobiographical Essay

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

- **Theoretical Orientation Essay**
  - Should express your own opinions, feelings, and impressions without sounding like a therapy textbook

- **Diversity Essay**
  - Don’t just list your experience with minority clients, discuss your personal views on multicultural competence and where you think the field is going
  - Avoid the “right” answers
  - Discuss your unique perspective and how you developed it
  - Use case examples to illustrate points (and be prepared to talk about them in interviews)
Completing the APPI: The Essays

- Research Essay
  - Describe a research program; don’t list each individual project you’ve worked on
  - Talk about your ideas
  - Talk about how you may continue to explore your interests during or after internship
Completing the APPI: Writing a Cover Letter

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

MELISSA LANCASTER, PHD.
Preparing for Interviews

► Prepare a calendar

► Interview invites begin in late November/early December; others will come much later
  ► Some sites begin interviews in mid-December
  ► Majority of interviews in January

► Make sure to practice self-care during this anxiety-provoking time!

► Check out the “A Quick Primer on Interviewing for Internship”
Preparing for Interviews

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

► Reframe your perspective!
Frequently Asked Questions: Personal

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

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

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

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

- What’s your theoretical orientation?
- What are your strengths as a therapist?
- May be asked to comment on certain therapeutic techniques
  - Only say what you know
- How have you matured over time as a professional?
- What experiences have you had with diverse populations?
- Are there any populations you find difficult to work with and why?
Describe a particularly challenging or interesting neuropsychological case you have seen.

What populations have you worked with?

What’s your assessment style?

What’s your favorite test?

If you were stranded on a dessert island, what test would you take with you?
Preparing a Clinical Case

- Include relevant information
- Don’t include irrelevant information
- Describe brain-behavior relationships
- Brush up on the medical condition at hand
- Don’t hunt for zebras
- Don’t get defensive
- For more information, visit AITCN
Preparing for Interviews

- Read the sites’ brochure/website and prepare a folder for each
  - Prepare a list of questions for each
- Review faculty profiles/interests
- Consult with your advisor
- Consult with peers
A “Typical” Interview Day

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

- Be professional (i.e., wear a suit!)
  - Matching socks/stockings
  - Appropriate neckline
- Play it safe
- Comfortable shoes
Helpful Tips: What to Bring

- A few copies of CV
- Paper/pen
- A folder/organizer for handouts
- Gum/mints
- Healthy snack/water
- Shout wipes
- Band-aids
- Any medication you may need
Interview “Do’s”

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

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

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

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

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

- Take post-interview notes with your impressions
  - What did you like? Not like? How happy did the current interns seem? What was a typical schedule like?
- You may write brief thank you notes unless a site specifically told you **not** to
  - Not necessary
- Inquire about any follow-up questions
Jennifer L. Gess, Ph.D., ABPP-CN

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

JENNIFER L. GESS, PH.D., ABPP-CN
Am I ready?
Please rank the following items in order of importance (1 - most important, 10 - least important) when considering an applicant for your neuropsychology internship:

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

What the statistics say:

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

- **2nd Year**  
  Match rate = 48%  
  n = 21

- **3rd Year**  
  Match rate = 67%  
  n = 356

- **4th Year**  
  Match rate = 78%  
  n = 1249

- **5th Year**  
  Match rate = 83%  
  n = 844

- **6th Year**  
  Match rate = 78%  
  n = 308

- **7th Year**  
  Match rate = 76%  
  n = 91

- **8th Year or greater**  
  Match rate = 54%  
  n = 35
What the statistics say:

Completion of comprehensive / qualifying / preliminary exams:

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

Later
Match rate = 69% n = 77

Completion of proposal for dissertation or research project:

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

Later
Match rate = 71% n = 417
What the statistics say:

Number of articles published in refereed journals:

<table>
<thead>
<tr>
<th>Number</th>
<th>Match Rate</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>76%</td>
<td>1193</td>
</tr>
<tr>
<td>One or more</td>
<td>86%</td>
<td>1063</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Match Rate</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>73%</td>
<td>444</td>
</tr>
<tr>
<td>One</td>
<td>71%</td>
<td>220</td>
</tr>
<tr>
<td>Two</td>
<td>83%</td>
<td>195</td>
</tr>
<tr>
<td>Three</td>
<td>79%</td>
<td>185</td>
</tr>
<tr>
<td>Four</td>
<td>84%</td>
<td>155</td>
</tr>
<tr>
<td>Five</td>
<td>83%</td>
<td>136</td>
</tr>
<tr>
<td>Six or more</td>
<td>86%</td>
<td>910</td>
</tr>
</tbody>
</table>
How many?
## RANKINGS IN PHASE I

Average Number of Rankings Submitted Per Applicant:

<table>
<thead>
<tr>
<th>Applicant Type</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matched Applicants</td>
<td>8.2</td>
</tr>
<tr>
<td>Unmatched Applicants</td>
<td>4.0</td>
</tr>
<tr>
<td>Overall</td>
<td>7.4</td>
</tr>
</tbody>
</table>
More statistics....

- **Number of applications submitted:**
  - 1 to 5 applications  
    Match rate = 54% n = 117
  - 6 to 10 applications  
    Match rate = 69% n = 269
  - 11 to 15 applications  
    Match rate = 81% n = 997
  - 16 to 20 applications  
    Match rate = 81% n = 966
  - 21 to 25 applications  
    Match rate = 79% n = 375
  - 26 to 30 applications  
    Match rate = 75% n = 117
  - 31 or more applications  
    Match rate = 65% n = 51
More statistics….

Number of interview offers received:

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

2012 Match Survey
Report Prepared by Greg Keilin, Ph.D.
March 4, 2014
Location, location, location?
Geographic Limitations: How much does it matter?

Geographic restriction on internship search:

<table>
<thead>
<tr>
<th>Restriction</th>
<th>Match rate</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>79%</td>
<td>1667</td>
</tr>
<tr>
<td>Due to significant family, financial, and/or health considerations</td>
<td>70%</td>
<td>536</td>
</tr>
<tr>
<td>Due to personal preference</td>
<td>83%</td>
<td>520</td>
</tr>
</tbody>
</table>

Scope of geographic restriction:

<table>
<thead>
<tr>
<th>Restriction</th>
<th>Match rate</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single city or town, or within 100-mile radius of a city/town</td>
<td>67%</td>
<td>328</td>
</tr>
<tr>
<td>State/Province</td>
<td>65%</td>
<td>135</td>
</tr>
<tr>
<td>Region of the country</td>
<td>81%</td>
<td>498</td>
</tr>
</tbody>
</table>

2012 Match Survey
Report Prepared by Greg Keilin, Ph.D.
March 4, 2014
What cities have the fiercest competition for internships?

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

What about fit?
Who do I want to be when I grow up?

- Type of professional
- Setting
- Clinical populations

No surprise here - the sites that will be best for you are those that most closely mirror these professional goals!
What do I still need to learn?

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

► Didactics
  ► Are there didactic experiences that will be new for me?

► Number and Specialties of Supervisors
Other Considerations

- Does it meet requirements for Board certification?
- Is it accredited?
- Are there research opportunities?
- Are there post-doc opportunities?
  - Does the site have a postdoc?
  - Are the supervisors the same?
  - Is there a pipeline from this site to the fellowship you want?
Time to *(Gulp!)* Rank

Now it’s time for you to assess THEM!

- Re-assess your goals for internship and beyond
- Which programs prepare you for the next step?
Making the Rank List: Consult with your mentors

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

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

2012 Match Survey
Report Prepared by Greg Keilin, Ph.D.
March 4, 2014
Response to the following item: "I worked closely with other students in my program throughout this process (e.g., sharing information, giving and receiving support)."

- Strongly Agree: Match rate = 83% n = 1067
- Agree: Match rate = 78% n = 894
- Neutral: Match rate = 74% n = 340
- Disagree: Match rate = 70% n = 329
- Strongly Disagree: Match rate = 67% n = 129
Your Gut Reaction
Does it “fit” you personally?

► What felt right?
► How did the current interns seem?
► Is the size of the internship class right for you?
► What about didactics?
► Is this the type of work setting you want?
► Do the clinical populations interest you?
► What about work load and work environment?
Some final numbers to reassure you...

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number of Applicants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,590</td>
<td>49%</td>
</tr>
<tr>
<td>2</td>
<td>686</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td>387</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>225</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>133</td>
<td>4%</td>
</tr>
<tr>
<td>6</td>
<td>76</td>
<td>2%</td>
</tr>
<tr>
<td>7</td>
<td>51</td>
<td>2%</td>
</tr>
<tr>
<td>8</td>
<td>31</td>
<td>1%</td>
</tr>
<tr>
<td>9</td>
<td>17</td>
<td>1%</td>
</tr>
<tr>
<td>10 or higher</td>
<td>43</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>3,239</td>
<td>100%</td>
</tr>
</tbody>
</table>
Resources for underrepresented students & for students with an interest in diverse populations

OCTAVIO A. SANTOS, M.S.
APA places a high priority on issues related to the education of ethnic minorities, including planning appropriately diverse curricula, promoting psych as a course of study & career option as well as recruitment, retention, advising & mentoring of minority students at all levels of education.

“Ethnic minorities in particular are horrendously underrepresented in neuropsychology,” (Monitor on Psychology April, 2015, p. 22)

Opportunities to work with underrepresented & disadvantaged groups

Depending on your interests, search by program criteria on the APPIC Directory by using keywords, such as:

- Community intervention
- HIV/AIDS
- Physical disabilities
- Learning disabilities
- Developmental disabilities
- Serious mental illness
- Forensics/corrections
- Homeless
- Multicultural therapy
- Religion/Spirituality
- Gay/lesbian/bisexual/transgender
- Ethnic minorities, Spanish-/French-Speaking
- Deaf/hearing-impaired
- Rural
- Low income
Society for Clinical Neuropsychology’s Ethnic & Minority Affairs Subcommittee (SCN-EMA)

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

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

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

- **ANST it Forward**: Application/interview resource drive & virtual happy hours (Contact: [ANST](#))

- The **International Liaison Committee** of the International Neuropsychological Society (Contact: [Dr. Mariana Cherner](#))

- New Diversity Committee of the American Academy of Clinical Neuropsychology (Contact: [Dr. Karen Postal](#))
APAGS useful resources

- Doctoral Internships in Professional Psychology
- Webisodes
- APAGS Workbook for Writing Successful Applications and Finding the Right Fit
- Multicultural Training Database
- Other resources for students
- Get involved with APAGS
APA useful resources

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

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


- The nontraditional student (Monitor on Psychology April, 2015, p. 38)
Thank you for your attendance and support!

Please fill out our brief survey

This webinar will be available on Youtube and on the ANST Website