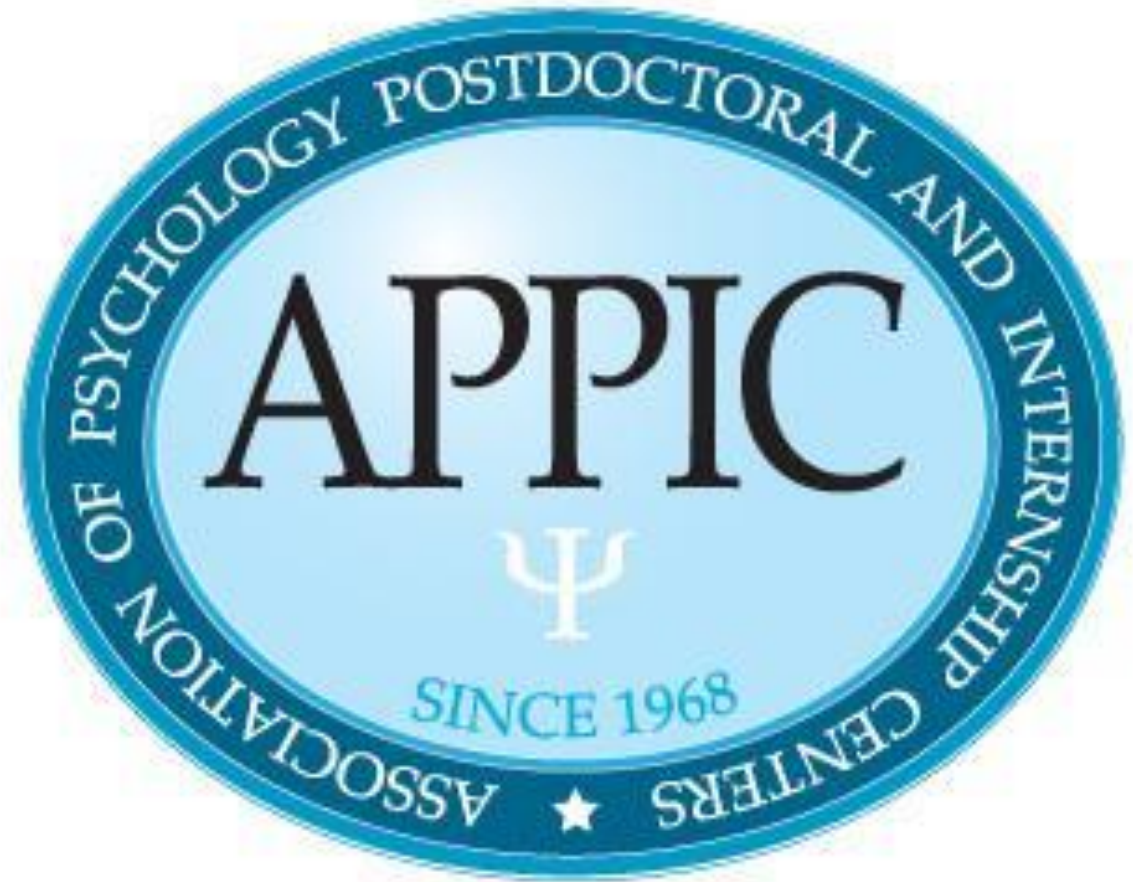


**APPIC MATCH
AND
INTERNSHIP
PREPARATION**

Denise Mercurio-Riley,
PhD, CRC

APPIC Board of
Directors

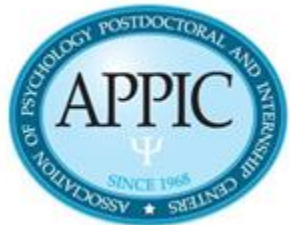
February 28, 2025



Denise Mercurio-Riley, PhD, CRC

APPIC Board of Directors

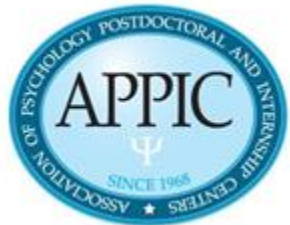
- Board Liaison to CCPTC
- Secretary
- Conference Co-Chair, 2024; 2026
- Directory Editor
- Policy Co-Chair, 2023-2024
- deniseriley@appic.org
- Director of Training, Psychology Internship Program
VA WNY Healthcare System (Buffalo, NY)



APPIC Board Contact Information

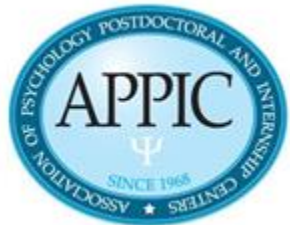
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Agenda

- Overview of APPIC Member Programs
- 2025 APPIC Match
- Match Policy
- DPA Policy
- Preparing Students for Internship
- Organizing the Internship Process



APPIC Member Composition

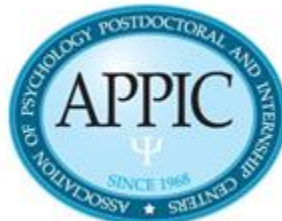
N=1573	US		Canada	
	Accredited	Unaccredited	Accredited	Unaccredited
Internships N=841	659	123	47	12
Postdocs N=256	112	144	N/A	N/A
DPA's N=476	417	16	43	N/A

As of 2/2025

Internship Supply & Demand

- The number of students applying for **internships outpaced available positions for over a decade.**
- By 2012, there were **4,435 applicants** but only **3,190 positions**, leaving **1,283 students unmatched.**
- Shift in the trend by 2017, resulting in a near-equal number of participating students and positions
 - **659 new internship positions were added (+20.7%).**
 - **Accredited positions increased by 34.2%**, improving training quality.
 - Growth was largely seen in Veterans Affairs (VA) hospitals, university counseling centers, and community mental health settings.

(Keilin, Aosved, Ponce, & Self 2022)

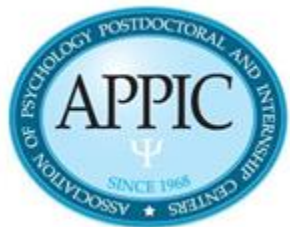


Phase I Match Results

APPIC website is currently down. ☹️

Please check the APPIC website in the coming weeks for 2025 Match Statistics:

<https://www.appic.org/>

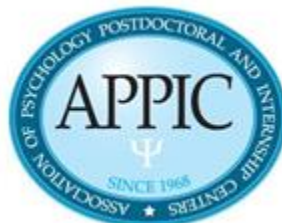


Brief Phase I Match Update

Challenging selection year!

- New Executive Orders resulted in the loss of positions from some federally-funded sites.
- Over the past two years, there have been:
 - An increase in the number of registered applicants (+401, or 10%, since the 2023 Match)
 - A decrease in available internship positions (-186, or 5%, including loss of positions due to federal funding challenges).
- Match statistics for Canada show the opposite pattern - the number of internship positions in Canada this year exceeds the number of registered applicants from Canadian schools.

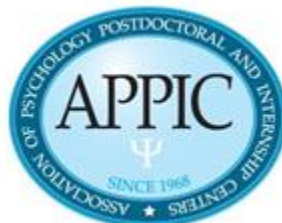
Match News, 2/21/2025



Updated Match Policy

Accreditation Requirement to access the Match 2024-2025 cycle

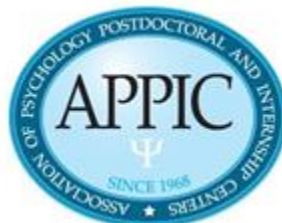
- Mission-driven focus on high-quality training. Full APPIC member programs were required to be accredited to access the 2024 Match (per policy adopted by the APPIC Board in 2020).
- Support for developing programs includes:
 - 3-Cycles of Match access for Provisional Members,
 - 3 Cycle “pre-accreditation eligibility period” for newly approved full members
 - The Accreditation Readiness Project (ARP) for US and Canadian Internship Programs. (ARP-C).



Doctoral Program Associates (DPA) Policy

DPA Policy (Updated 9/2023)

- Match participation is limited to accredited programs only. Participation in the Post Match Vacancy Service (PMVS) is now limited to two application cycles.
- Internship is considered to be a collaborative endeavor between doctoral programs and internship sites (APPIC Members)
 - Begins at the application process and should continue throughout the internship
 - Ongoing communication- Especially when there are problems!

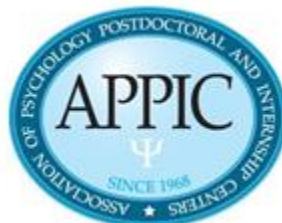


Doctoral Program Associates (DPA) Policy

Programs can allow students to participate in the Match/PMVS only if they have been deemed “ready” for internship:

Readiness for internship:

- The student has successfully completed all programmatic requirements
- Not currently on probation or a performance improvement plan
- Notification of substantive changes to student information is required (e.g., failing a course, not completing/being released from a practicum, being placed on a remediation plan)



Preparing Students for Internship

Research:

Readiness for Internship:

- Ensure clinical supervisors are engaging in observation of your students in practicum
 - Is this on your student's evaluation form?
- How is the observation of experiential training and modeling of core competencies occurring in courses (e.g., review of video in practicum class, role-play activities, instructor demonstrations)?
- Evaluate students' feedback of their clinical training experiences

(Rodriguez-Menendez et al., 2017)

Preparing Students for Internship

- Assess training gaps/needs
 - Studies show students are looking for more training with (examples):
 - Diverse clients (Rodriguez-Menendez et al., 2017)
 - Clients with SMI (Rbeiz et al., 2024)
 - Competence and confidence in assessment practice (Ingram et al., 2022)
- Students focus on accruing hours
 - Encourage a range of experiences (Rodriguez-Menendez et al., 2017)

Preparing Students for Internship

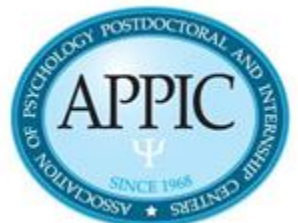
Early in the process, students look at:

- Match rates
- Competitiveness of the site
- Location, Benefits, Stipends
- Later in the process:
 - CV and Essay review
 - Interview Preparation
- Students have reported having seminars or class discussions about internships in their programs

Organizing the Internship Process

Step 1: Thinking About Internship and Beyond!

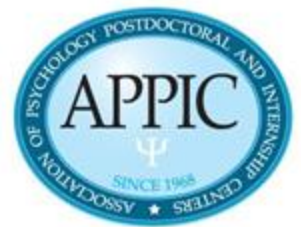
- Student Self-Assessment- Identify training goals, clinical interests, professional aspirations, and potential internship settings
- Consult with advisors and mentors
 - Ask about postdoctoral plans!
- Step 2: Research (Student)
 - Browse the APPIC Directory
 - Check site eligibility and any prerequisites
 - Compose a tentative list of sites
 - Subscribe to and read Match News emails
 - Begin to gather documentation: CVs, transcripts, certifications, hours, references



Organizing the Internship Process

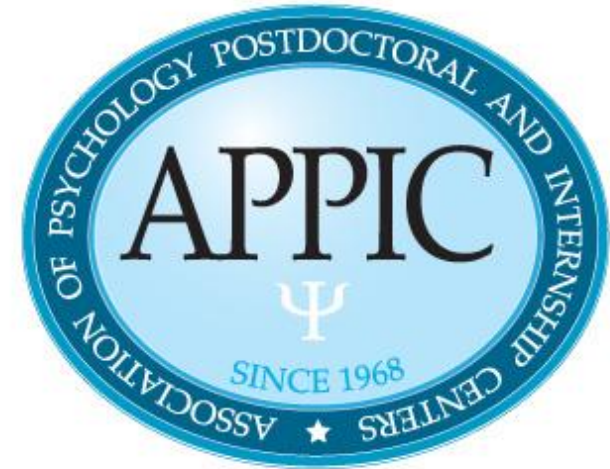
Step 3: The AAPI

- Essays- Provide feedback
 - Original work
 - Consider Peer-to-Peer feedback as part of practicum class/internship seminars
- Standard Reference Form/DCT Reference
 - No more than 3 SRFs per site
 - Students can choose which letters to submit to specific sites
 - Ask for references to offer specific areas of growth



AAPI

- Each Training Director controls portal closure; The TD should NOT close until after the published deadline (they can close later). The application due date is updated nightly but should not be before November 1st.
- Students should check if sites request any supplemental application materials. Check APPIC Supplemental Materials policy: <https://www.appic.org/Internships/Internship-Application-AAPI-Portals/AAPI-For-Applicants>
 - Phase I: Sites can ask for two supplemental documents (e.g., one Treatment Summary & one Assessment Report **OR** 2 of one of those).
 - Phase II: Sites should request supplemental documents **after** considering a student to interview. These documents can then be uploaded to the AAPI portal after submission for review.



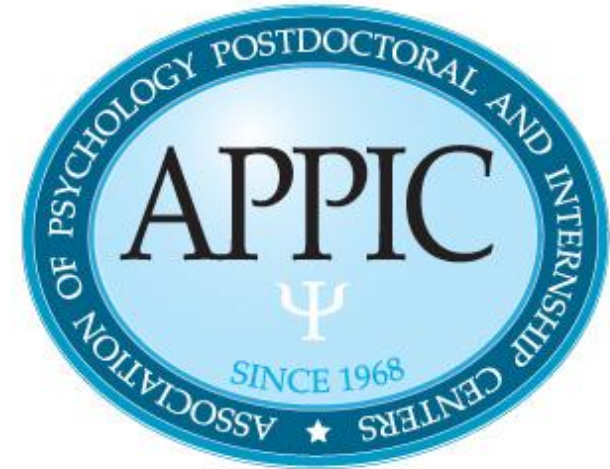
AAPI

- The APPIC website offers detailed information about Phase I, Phase II, and PMVS. <https://www.appic.org/>
- APPIC required APA/CPA accreditation for ALL internships to participate in the Match beginning July 1, 2023.
- Ensure students are signed up to receive Match News emails for any application deadline extensions or new programs that may be entering the Match.
- For more info on the Match-News list and other APPIC lists: <http://www.appic.org/>

(click on "E-mail Lists")

List Manager: Nicole Dorsey PhD

email: (ListManager@appic.org)



Organizing the Internship Process

Step 4: Interview Preparation

- APPIC strongly encourages virtual interviews
 - Promotes equity among applicants
 - Manages safety issues
 - Applicants noted that reduced cost of both monetary and travel time expenditures were especially beneficial

(Vas et al. 2023)

- Assist students with preparing for a professional presentation
- Practice commonly asked questions (e.g., case discussion, theoretical orientation)

Organizing the Internship Process

Step 4: Interview Preparation

- Applicants should
 - Review program materials (e.g., brochure, website)
 - Dress professionally and be in a quiet, private space without distractions
 - Be as prepared as they would for an in-person interview

Organizing the Internship Process

Step 4: Interview Preparation

- How to handle questions regarding any professional conduct issues on the AAPI
 - Openness
 - Two most important variables considered when deciding to offer an interview:
 - Willingness to take responsibility
 - Insight into the issue
- Review what your student has shared about the event and assist if needed

(Renninger et al., 2023)

Organizing the Internship Process

Step 4: Interview Preparation

- How to handle questions regarding any professional conduct issues on the AAPI.
- AAPI questions:

Is this student currently on probation or a performance improvement plan (e.g., learning, developmental, remediation plan, etc.)?

- Yes
- No

If yes, please explain their status and why you currently view them as ready for internship. In addition, please certify that you will only permit this student to submit a Rank Order List if the probation or performance improvement plan (PIP) has been fully and successfully completed. Per APPIC DPA policy, it is also your responsibility to notify your student's future internship Training Director should they be placed on probation or any type of PIP between rank submission and internship start date.

Organizing the Internship Process

Step 4: Match

- Rank Order List Submission
 - Match Day!
 - If your student did not Match, move to Phase II and support your student!

Step 5: After the Match- Before Internship

- Graduate School vs. Internship
 - How will internship differ from practicum experiences?
 - More fixed schedules (e.g., regular expected workday hours, what is the expectation?)
 - May need to request/prepare to take time off

Organizing the Internship Process

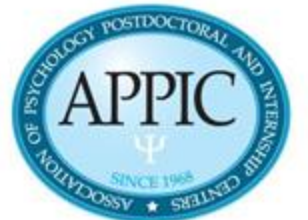
Step 5: After the Match- During Internship

- Stay involved and in touch with your student
- Should receive semi-annual updates from the internship training director
- Check-in with your students
- Reach out to the Training Director to check-in on the intern's progress
- If there are problems: APPIC Informal Problem Consultation if necessary

APPIC Informal Problem Consultation (IPC)

IPC

- APPIC service offering the opportunity for training directors, DCTs, and trainees to request consultation about a range of challenges that might arise during the internship training year.
- Submit a consultation request on the APPIC website
- Consultation is confidential
- Consultation will be provided by the APPIC ED, Board member, or Match Coordinator
- Complete and submit form for consultation on the APPIC website:
<https://www.appic.org/>



Trainee Self-Care

Many stressors associated with graduate training:

- Finances
- Academic responsibilities
- Time constraints
- Work/life balance demands

Students who practice self-care have more positive outcomes

(Colman et al., 2016;; Harder et al., 2017; Jiang, Topps, & Suzuki 2021)

Trainee Self-Care

Domains of Self –Care identified as important by trainees:

- Professional Support- peers, significant others, family
- Life Balance- hobbies, enjoyable activities

(Harder et al., 2024)

- Demonstrate and model self-care behaviors proactively to students/trainees
- Consider incorporating self-care assessment into CE or professional development

(Jiang et al., 2021)

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