

NSU

Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

**DOCTORAL PROGRAM IN
SCHOOL PSYCHOLOGY**

**INTERNSHIP APPLICATION
GUIDELINES**

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I. INTRODUCTION

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



Best of luck to all!

II. OVERVIEW OF THE PROCESS

Getting Started

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

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

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

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

State Licensure Laws

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

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

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

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

APPIC Match-News E-mail List

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

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

subscribe-match-news@lyris.appic.org

Legal Involvement

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

III. TIMELINE

One Year Prior to Application Deadlines

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

Winter of Second Year

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

May

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

June

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

July

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

August & September

- Meet with your research advisor weekly to finalize your CV, cover letter, and Essays 1 through 4.
- Contact those who agreed to write you a letter of recommendation and send a friendly reminder regarding the due date.
- Finalize the list of internship sites to which you will be applying.
- Register for the Match by downloading the Applicant Agreement form on the APPIC portal at: <https://www.natmatch.com/psychint/applregister.html>. You will be asked to sign the Applicant Agreement and pay a non-refundable fee.
- Request that your transcripts from Nova Southeastern University (NSU) as well as any other graduate school transcripts be sent to APPIC. There is a form on the APPIC portal that you should print, complete, and bring to the One Stop Shop in the Horvitz Administration Building.
- Visit the NSU Office of Career Development to review your curriculum vitae and to schedule mock interviews. Career advisement is available through drop in advisement (Monday–Friday, 9:00am–5:00pm) or by scheduled appointment only. To schedule an appointment, call (954) 262-7201.
- Meet with NSU Writing and Communication Center by logging onto <http://nova.myWOnline.com>.

October

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

Timeline at a Glance

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

IV. NAVIGATING THE INTERNSHIP APPLICATION PROCESS

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

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

Letters of Reference

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

The APPIC Standardized Reference Form

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

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

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

Date:

Name of student:

Name/contact information for referee:

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

Briefly describe the activities performed by student under your guidance:

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

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

Summary recommendation:

Writing the APPIC Essays

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

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

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

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

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

The doctoral internship is an important culminating professional practice experience in doctoral-level health service school psychology. The following includes guidelines that characterize high-quality doctoral school psychology internship experiences, consistent with *American Psychological Association (APA) Standards of Accreditation for Health Service Psychology (SOA)* and the School Psychology Specialty.

Although these guidelines set forth basic quality standards, *specific* internship requirements for licensure and certification are set at the state level and do vary by state

and jurisdiction. Therefore, graduate students **should consult relevant state licensure and certification requirements when considering the suitability of a particular internship.**

CDSPP is an organization of doctoral level school psychology programs that is committed to training school psychologists as health service psychologists. CDSPP is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who must evaluate the quality of school psychology doctoral internship, and for doctoral training programs that must make program development and internship approval decisions. These guidelines may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the *SOA* published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in school psychology that meets these guidelines will also be considered as meeting the *Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology* developed by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.

1. A school psychology doctoral internship is an organized training program designed to provide an intern with a planned sequence of training experiences that will develop the intern's professional wide competencies in health service psychology and the specialty of school psychology.

The internship is the culminating (i.e., completed after a programmed sequence of coursework, practica, and field experiences), supervised training experience prior to the granting of a degree by a doctoral program. Consistent with the definition of health service psychology (i.e., the integration of psychological science and practice in order to facilitate human development and functioning), the internship consists of a range of activities promoting the development of the following profession-wide competencies:

- Research;
- Ethical and legal standards;
- Individual and cultural diversity
- Professional values, attitudes, and behaviors;
- Communication and interpersonal skills;
- Assessment;

- Intervention;
 - Supervision;
 - Consultation and interprofessional/interdisciplinary skills.
2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.
 3. The internship program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and any requirements of the doctoral internship program, the supervision and supplemental training activities (e.g., learning experiences) provided, and clear expectations for the quality of intern's work. The internship program, doctoral program, and intern must jointly approve in writing the goals and content of the internship, including clearly stated expectations for the nature of experiences offered by the internship program, the quantity and quality of the work, intern salary, benefits, reimbursable travel, holidays, and other relevant internship policies.

Internship program due process procedures are made available to interns prior to the beginning of the training period. If due process procedures are initiated as a result of intern behaviors, intern activities, or internship conditions, the supervisor of the internship program will notify the intern's doctoral program.

4. Interns will minimally receive a formal, written evaluation at the end of the doctoral program's semester, trimester, or quarter course grading period. The internship program and doctoral program will agree in advance upon the format of the internship evaluation, which should in part be based of direct observation. The evaluated areas will be consistent with the doctoral program's aims and address intern development of profession-wide competencies.

Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student's readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists.

5. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500

hours in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.

6. The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in health service psychology.
7. The internship program employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level, and (b) is responsible for the integrity and quality of the internship program. The internship program has at least two psychologists on staff available as supervisors for the intern. The intern's primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into *formal internship* agreements with other entities, such as other school districts, clinics, or university doctoral programs.
8. The full-time internship includes **at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level**. The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical deportment and skills in psychological service delivery, and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.
9. In addition to the individual supervision (**as described in #8 above**), the intern spends **at least two additional hours per week in scheduled group or individual supervision** conducted by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.).

The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health,

educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.

10. The internship program has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on at least a monthly basis.
11. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in #8 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #8 and #9 above). The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.
12. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.
13. The trainee has a title such as "intern," "resident," or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of his or her doctoral intern status.

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

School District Applications

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

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

The Match

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

Important Match Dates

<http://www.appic.org/Match/About-The-APPIC-Match/APPIC-Match-Dates>

PHASE I

02/06/19: *11:59pm (EST)* – Deadline for submission of Rank Order Lists for Phase I of the Match.

02/22/19: APPIC Phase I Match Day – Results of Phase I will be released to applicants, training directors, and DCTs of academic programs that are APPIC Doctoral Program Associates.

10:00am (EST) – Match results will be distributed to internship programs and applicants. Academic programs that are APPIC Associates will also receive the Match results for each of their students.

11:00am (EST) – Internship Training Directors and the applicants to whom they have matched may contact each other after this time.

PHASE II

- 02/28/19:** *11:00am (EST)* –List of programs with unfilled positions in Phase I of the Match will be listed on this web site. Eligible applicants can submit applications starting as of this date.
- 03/18/19:** *11:00am (EST)* – Deadline for submission of applications for Phase II.
- 03/18/19:** *11:59pm (EST)* – Deadline for submission of Rank Order Lists for Phase II
- 03/25/19:** APPIC Phase II Match Day – Results of Phase II will be released to applicants, training directors, and DCTs of academic programs that are APPIC Doctoral Program Associates

What Happens on Match Day?

On Match Day, February 22, 2019 applicants learn whether they have been matched and, if matched, the program to which they have been matched. Similarly, internship sites will learn who has been matched to their program and whether they have any unfilled positions.

APPI Summary of Doctoral Training

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

| Doctoral Program Information | | | | |
|--|---|---|--|--------------------------------------|
| | Status | Date Completed or Expected (MM/YYYY) | Required to participate in APPIC Match? | Required to attend internship |
| Did you complete your academic coursework? (excluding dissertation and internship hours) | Expected | June 2019 | No | Yes |
| Have you successfully completed your program's comprehensive/qualifying examination? | Expected <i>(this is the Subject Area Exam (SAE) in school psychology)</i> | June 2019 | No | Yes |
| Master Thesis: | N/A | | | |
| What is the current status of your dissertation/doctoral research project? | | | | |
| Proposal Approval | Completed | June 2017 | Yes | Yes |
| Data Collected <i>If you collected data for your directed study respond as follows:</i> | Completed | September 2018 | Yes | Yes |
| Data Analyzed <i>If you analyzed data for your directed study, respond as follows:</i> | Completed | September 2018 | Yes | Yes |
| Defended | Completed | December 2018 | No | Yes |

Rank Order List

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

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

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

Program Sanctioned Practica and Other Activity Records

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

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

NAME: _____ NSU #: _____

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

Dates of Practicum/Activity: _____

Faculty or On-site Supervisor's Name: _____

(1) Total INTERVENTION Hours: _____

(2) Total ASSESSMENT Hours: _____

(3) Total SUPERVISION Hours: _____

(4) Total SUPPORT Hours: _____

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

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

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

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

NAME: _____ NSU #: _____

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

(1) Total INTERVENTION Hours: _____

(2) Total ASSESSMENT Hours: _____

(3) Total SUPERVISION Hours: _____

(4) Total SUPPORT Hours: _____

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

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

Internship Goals

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

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

V. APPLICATION TIPS

How Many Applications?

Many applicants struggle with determining how many sites they should apply to in order to maximize their chances of being matched. An APPIC survey that was sent out via an APPIC Match News email (09/25/17), examined the relationship between the number of applications submitted and the chance of being successfully matched. The results of the survey exclude Phase II placement activity and include results from the last five APPIC Matches. The following table displays the results:

| Number of Applications Submitted | 2017 Match Rate | 2016 Match Rate | 2015 Match Rate | 2014 Match Rate | 2013 Match Rate | 2012 Match Rate |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1-5 | 67% | 68% | 58% | 52% | 55% | 54% |
| 6-10 | 79% | 76% | 70% | 69% | 65% | 69% |
| 11-15 | 91% | 89% | 86% | 84% | 82% | 81% |
| 16-20 | 92% | 92% | 89% | 86% | 83% | 81% |
| 21 or more | 88% | 93% | 90% | 87% | 86% | 77% |

The results from the 2016 APPIC Survey of Internship Applicants, conducted at the conclusion of Phase I of the 2016 APPIC Match, are now available on the “Match Statistics” page on the APPIC web site: <http://www.appic.org/Match/Match-Statistics> (scroll down to “Survey Results”).

The information is presented in three separate parts:

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

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

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

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

Data from the APPIC Match consistently shows that submitting more than 15 applications does not improve applicants’ chances of being matched, and APPIC recommends that most applicants should submit no more than 15 applications.

Where Should I Apply?

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

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

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

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

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

Strategy

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

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

Tips from Former Applicants

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

Additional Tips

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

E-Mail and Social Media Considerations

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

VI. SCHOOL PSYCHOLOGY CERTIFICATION AND LICENSURE REQUIREMENTS

Credentialing in School Psychology: What does it mean?

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

Requirements for Certification and Licensure

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

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

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

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

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

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

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

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

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

VII. SAMPLE CURRICULUM VITAE (CV)

Jane Doe

jd123@mynsu.nova.edu

954-123-4567

EDUCATION

- | | |
|----------------------------------|--|
| 8/14- Present (Expected 6/18) | Doctor of Psychology, School Psychology <i>Accredited by the American Psychological Association (APA)</i> <i>Program Approval by the National Association of School Psychologists (NASP)</i> Nova Southeastern University, College of Psychology Fort Lauderdale, FL. |
| 8/14-8/16 | Master of Science in School Psychology (en route) Nova Southeastern University, College of Psychology Fort Lauderdale, FL. |
| 8/10- 5/14 | Bachelor of Arts, Psychology (Summa Cum Laude) College University, City, State. <i>Minor: Sociology</i> |

HONORS AND AWARDS

- | | |
|-----------|-------------------------------------|
| 2011-2016 | Psi Chi International Honor Society |
| 2011-2013 | Phi Kappa Phi Honor Society |
| 2012-2014 | Chi Alpha Sigma Honor Society |

CLINICAL TRAINING

- | | |
|----------------|--|
| 8/16 - Present | Practicum Student ChildNet, Fort Lauderdale, FL. Responsibilities: <ul style="list-style-type: none">• Conduct weekly individual psychotherapy sessions with children in the foster care system and adults seeking reunification with their child(ren).• Conduct weekly court-mandated therapeutic family visits aimed at improving the interaction between parents and their child(ren).• Participate in weekly child-on-child sexual assault meetings at the Broward County Sheriffs office and collaborated with colleagues to compose recommendations for the offender, the victim, and the families involved in the case.• Compile court-ordered psychological evaluations for children and adolescents presenting with cognitive and social emotional difficulties. <i>Site Supervisor: Scott Rosiere, Ph.D.</i> <i>University Supervisor: Gene Cash, Ph.D.</i> |
|----------------|--|

8/16 - Present

School Psychology Trainee

School-related Psychological Assessments and Clinical Interventions (SPACI)
Nova Southeastern University, Psychological Services Center, Fort Lauderdale, FL.

Responsibilities:

- Administer, score, and interpret individualized, tailored, comprehensive psychoeducational assessment batteries to assess the social, emotional, behavioral, and cognitive functioning of school-age children.
- Score and interpret a variety of assessment instruments to make informed decisions for treatment.
- Conduct biopsychosocial interviews with clients and their family members.
- Carry-out school observations.
- Compile integrated reports and provide diagnoses.
- Incorporate progress-monitoring data to guide decision-making in the assessment process.
- Develop research- and evidence-based recommendations unique to clients' presenting problems.
- Attend weekly individual and group supervision meetings to discuss case conceptualization, battery planning, and recommendations.
- Provide peer supervision to first-year doctoral trainees on a weekly basis.
- Participate in weekly seminar and didactic training.

University/Site Supervisor: Kristen Jones, Psy.D.

8/15 – 5/16

Practicum Student

University School of Nova Southeastern University, Lower School (PK-5)
Fort Lauderdale, FL.

Responsibilities:

- Conducted individual counseling with a diverse student population, including the Seminole Tribe of Florida, focusing on emotional, social, academic, and behavioral difficulties referred by parents, teachers, and guidance counselors.
- Facilitated social skills groups and created targeted lessons.
- Carried-out assessments pertaining to academic motivation by utilizing self-report measures and identified appropriate interventions as needed.
- Collaborated with teachers to implement behavioral interventions in the classroom.
- Consulted with teachers, parents, and other relevant stakeholders (i.e., OT, SLP, Special Education Staff) regarding student's academic and social/emotional functioning.
- Communicated and collaborated with private, clinical, and school psychologists in the community.
- Interviewed internship applicants for the following school year.
- Attended weekly supervision with both on-site and university supervisors.

University Supervisor: Peter Caproni, Ph.D.

Site Supervisor: Gabriel Sirkman, Psy.D.;
David Womack, Ph.D.

5/15 – 8/15

Assessment Specialist

Summer Reading Explorers Program (SREP), The Children's Trust, Florida
International University, Miami-Dade County, FL.

Responsibilities:

- Served as a student assessment specialist at multiple summer camp sites servicing approximately 2,000 kindergarten, first and second grade students across Miami-Dade County.
- Participated in trainings regarding effective execution and implementation of the reading intervention program.
- Administered iSTEEP Oral Reading Fluency (ORF), Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4), frustrational assessments, and other curriculum-based measures (CBM) to assess literacy proficiency in children transitioning into kindergarten, first grade, and second grade.
- Collaborated with a multidisciplinary team in making data-based decisions regarding placement of children in appropriate reading intervention groups.
- Facilitated parent workshops aimed at increasing family involvement with literacy intervention and school readiness.

University Supervisor: Angela Waguespack, Ph.D.

Site Supervisor: Shovon Bethune, M.A.

8/14 - 5/15

Practicum Student

Mailman Segal Center for Human Development, Baudhuin Preschool
Ft. Lauderdale, FL.

Responsibilities:

- Worked individually with children diagnosed with Autism Spectrum Disorder (ASD) and Developmental Delay (DD) and their families.
- Conducted assessments using the Battelle Developmental Inventory, Second Edition (BDI-2) for preschool-aged children diagnosed with Autism Spectrum Disorder (ASD).
- Provided behavioral support in the classroom during academic lessons, testing, and play activities.
- Conducted classroom observations with children from infancy to five years of age in classrooms for neuro-atypical and developmental delayed children to analyze the function of problem behaviors.
- Presented an in-service training aimed to teach parents and teachers about the importance of the early home literacy environment and how it related to reaching achievement.

University Supervisor: Angela Waguespack, Ph.D.

Site Supervisor: Nurit Sheinberg, Ed.D.

RELATED PROFESSIONAL EXPERIENCE

1/15 - Present

Graduate Assistant

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

Responsibilities:

- List responsibilities

5/13 – 8/13

Counseling Intern

T.E.E.N Works Program, Westchester County Youth Bureau
Westchester, NY.

Responsibilities:

- List responsibilities

TEACHING EXPERIENCE

8/16 - Present

Graduate Teaching Assistant

Nova Southeastern University, College of Psychology, Fort Lauderdale, FL.
Course: PSY 1503 Assessment of Child and Adolescent Intelligence
Testing

Responsibilities:

- Evaluate doctoral and specialists students in the administration, scoring, and interpretation of the Wechsler Scale of Intelligence for Children, Fifth Edition (WISC-V).
- Provide feedback during checkouts and administrations.

Instructor: Sarah Valley-Gray, Psy.D., ABPP

8/13 – 5/14

Undergraduate Teaching Assistant

College, City, State

Course: Research Methods and Designs in Psychology

Responsibilities:

- Held weekly office hours to tutor and assist students with class material.
- Held study groups and study sessions prior to each exam.
- Graded quizzes and assignments.

Instructor: Doctor, Ph.D.

WORK EXPERIENCE

1/11 – 8/14

Admissions Tour Guide

College, City, STATE

Responsibilities:

- Provided weekly campus tours to prospective students and their families.
- Assisted in open house events.
- Responsible for effectively communicating and engaging with visitors on a daily basis.

5/09 – 8/13

Assistant Swim Coach

Swim Club, City, State.

Responsibilities:

- Coached children ages 6 to 15 years old in stroke technique, race strategy, team work, and motivation.
- Organized and ran practices, mock meets, and swim meets.

RESEARCH EXPERIENCE

1/15 - Present

The Role of the Home Literacy Environment in Relation to Parent Engagement in Literacy Activities

Capstone Research Project, Nova Southeastern University, Fort Lauderdale, FL.

Responsibilities: Develop an area of special interest and expertise; select a faculty mentor for their project; conduct research; manage research implementation; collect, organize and interpret data; use of SPSS to run analyses; monthly meetings with statistician mentor; weekly meetings with faculty mentor; engage in collaborative, research team meetings.

Supervisors: Angela Waguespack, Ph.D.

8/13 - 5/14

Mindfulness tasks to measure attending behaviors and stress

College, City, State.

Responsibilities: Executed and administered mindfulness tasks to research participants and measured their attention via computerized tasks; used EKG thumb monitors to measure stress levels; organized, entered, and analyzed data into SPSS.

Supervisor: Doctor, Ph.D.

PRESENTATIONS

STUDENT., Waguespack, A. (2016, November). *The Home Literacy Environment and Parent Engagement in Literacy Activities*. Poster Presentation at the annual meeting of the Florida Association of School Psychologists, Palm Harbor, FL.

STUDENT., Waguespack, A. (2016, February). *Early Home Literacy Environment and Reading Achievement in Diverse Families*. Poster Presentation at the annual National Association of School Psychologists Convention, New Orleans, LA.

SERVICE IN PROFESSIONAL ORGANIZATIONS

8/16 - Present

Student Representative

National Association of School Psychologists (NASP)
Nova Southeastern University, College of Psychology, Fort Lauderdale, FL.

Responsibilities:

- Attending NASP student representative meeting at the annual NASP conference and disseminating relevant information with and communicating with NSU School Psychology Program students and faculty.

6/15 - Present

Writer/ Contributor

NSU's School Psychology Program Newsletter – GrASP Gazette
Nova Southeastern University, College of Psychology, Fort Lauderdale, FL.

Responsibilities:

- Compose sections of the newsletter; interview faculty for the “faculty spotlight”; take and compile pictures to be included in newsletter; collaborate with other students on various projects for different sections.

VOLUNTEER ACTIVITIES

10/15

Children’s Services Fund Inc. (CSFI) Volunteer

Florida Association of School Psychologists (FASP) Conference, Orlando, FL.

Responsibilities:

- Assisted with managing check-in at the Children’s Services Fund, Inc. (CSFI) Auction.
- Contributed to planning, organizing, and assisting in the CSFI silent auction.

CERTIFICATIONS

2016

Health Insurance Portability and Accountability (HIPPA)

School-related Psychological Assessments and Clinical Interventions (SPACI)
Nova Southeastern University, Fort Lauderdale, FL.

2014 **Disaster Mental Health Certification**
American Red Cross
Nova Southeastern University, Fort Lauderdale, FL.

2014 **Collaborative Institutional Training Initiative (CITI) for Research in Human Subjects Certification**
Institutional Review Board (IRB)
Nova Southeastern University, Fort Lauderdale, FL.

PROFESSIONAL AFFILIATIONS

| | |
|---------------|---|
| 2014- Present | National Association of School Psychologists (NASP) |
| 2014- Present | Florida Association of School Psychologists (FASP) |

LANGUAGES

English
Basic Spanish

REFERENCES

LIST REFERENCES

ADDENDUM

ASSESSMENT MEASURES/ RATING SCALES ADMINISTERED

-
- Achenbach Child Behavior Checklist (CBCL)
 - Adolescent Apperception Test
 - Autism Diagnostic Interview-Revised (ADI-R)
 - Autism Spectrum Rating Scale (ASRS)
 - Battelle Developmental Inventory, Second Edition (BDI-II)
 - The Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (BEERY VMI)
 - Behavior Assessment System for Children, Third Edition (BASC-3)
 - Bender Visual-Motor Gestalt Test – Second Edition (Bender-Gestalt II)
 - Bracken Children’s Sentence Completion Test
 - Bracken Basic Concept Scale-Expressive
 - Bracken Basic Concept Scale- Receptive
 - Children’s Apperception Test (CAT)
 - Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)
 - Connors Continuous Auditory Test of Attention (CATA)
 - Connors Continuous Performance Test, Third Edition, (Connors CPT-3)
 - Connors Continuous Performance Test, Kiddie, Second Edition (Kiddie CPT2)
 - Connors Third Edition, Self-Report (Connors-3-SR)
 - Connors Third Edition, Parent-Report (Connors-3-PR)

- Conners Third Edition, Teacher-Report (Conners-3-TR)
- Delis-Kaplan Executive Functioning System (D-KEFS)
- Expressive Vocabulary Test (EVT-II)
- Forer Sentence Completion Test
- Frustrational Assessment- EASY CBM
- Functional Behavioral Assessment (FBA)
- Gray Oral Reading Test, Fifth Edition (GORT-5)
- House-Tree-Person Projective Assessment (H-T-P)
- Kaufman Assessment Battery for Children, Second Edition (KABC-II)
- Leiter International Performance Scale, Third Edition (Leiter-3)
- Multidimensional Anxiety Scale for Children, Second Edition (MASC 2)
- Nelson Denny Reading Test, Forms G and H, (Standard and Extended Time)
- NEPSY-II (ages 3 through 4)
- NEPSY-II (ages 5 through 16)
- Oral Reading Fluency measures (ORF)
- Oral and Written Language Scales, Second Edition (OWLS-II)
- Peabody Picture Vocabulary Test – Fourth Edition (PPVT-IV)
- Phonological and Print Awareness Scale (PPA)
- Reynolds Intelligence Assessment Scales (RIAS)
- Rey-Osterrieth Complex Figure Test
- Roberts, Second Edition (Roberts-2)
- School Motivation and Learning Strategies Inventory (SMALSI)
- Strategies for Teaching based on Autism Research (STAR)
- Thematic Apperception Test (TAT)
- Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)
- Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV)
- Wechsler Individual Achievement Test, Third Edition (WIAT-III)
- Wechsler Intelligence Scale for Children – V (WISC-V)
- The Wide Range Assessment of Memory and Learning, Second Edition (WRAML-II)
- Woodcock-Johnson IV Tests of Achievement (WJ IV-ACH)
- Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV-Cog)
- Woodcock Johnson IV Tests of Oral Language (WJ IV- ORAL)

VIII. SAMPLE COVER LETTERS

LETTER 1:

15 November 2012

James K. Luiselli, Ed.D., ABPP, BCBA-D
Director of Training, Senior Vice President
The May Institute, Inc.
41 Pacella Park Drive
Randolph, MA 02368

Dear Dr. Luiselli:

It is with enthusiasm that I formally express my interest in the pre-doctoral internship training program at the May Institute. I am currently a fourth-year student at Nova Southeastern University, an APA approved doctoral program in school psychology. I believe that the May Institute would complement my training and provide me with an exceptional opportunity to expand my experience in working with individuals with developmental disabilities. Attached, please find my completed APPIC application, letter of application, three letters of recommendation, curriculum vitae, and official graduate transcripts.

As you will note from my application materials, I have had a number of clinical and academic training experiences that make me a strong match for your program. My first practicum experience at the Mailman Segal Center (MSC) provided me with the opportunity to work with typically developing children birth to five years of age, as well as those with developmental disabilities. I have gained skills in conducting psychological assessments utilizing such instruments as the Autism Diagnosis Observation Schedule (ADOS), as well as other cognitive, developmental, and pre-academic measures. I have also had the opportunity to provide individual, group, and parent training to improve the parent-child relationship and to enhance the skill sets of their children. Additionally, I have facilitated a social skills group and a didactic group on ethnic diversity issues with typically developing children. My second practicum afforded me the opportunity to conduct individual and group psychotherapy with adolescents and adults diagnosed with anxiety and mood disorders using cognitive-behavioral interventions.

During the completion of my doctoral training, I was simultaneously enrolled in a master's program in applied behavior analysis and will have completed the requirements to become a Board Certified Behavior Analyst (BCBA) in January of 2013. During the completion of my BCBA, I have worked with children 2 to 8 years of age with developmental disorders and behavior difficulties. I conducted functional behavior assessments and created and implemented behavioral plans, as well as developed and implemented individualized skill acquisition programs. My training as an Infant Toddler Developmental Specialist provided me with experience in coaching caregivers of young children in behavior strategies for skill acquisition

and behavior reduction. I have collaborated within the context of a multidisciplinary early intervention team which has included occupational therapists, physical therapists, and speech language pathologists.

The tracks that I am interested in being considered for at the May Institute include the National Autism Center Track, the Applied Behavioral Services Track, the Pediatric Health Services Track, and the Behavioral Health Services Track. I am particularly interested in having the opportunity to participate in research projects conducted by Dr. 's Fabulous involving behavioral interventions for decreasing maladaptive behaviors and skill acquisition interventions. This research is consistent with my clinical interest in working with individuals with developmental disabilities and would allow me to use the knowledge gained from this research to inform my implementation of interventions.

The pre-doctoral internship program at your site would afford me the opportunity to expand my training experiences in working with children and families. The services offered in your program match my clinical interest in conducting assessments and interventions using the principles of applied behavior analysis, as well as in working with individuals with developmental disorders, behavior disorders, and mood disorders. My long-term goals are to develop proficiency in conducting psychological assessments to inform diagnosis and treatment among individuals with developmental disabilities and their families. The tracks offered at your site would greatly enhance my training in these areas.

I am enthusiastic about the pre-doctoral internship program at the May Institute, and feel that it would be an ideal setting for me to expand upon my current clinical skills while simultaneously having the opportunity to develop new areas of proficiency. I am extremely interested in your program and eager to learn from the supervisors at the May Institute. Please do not hesitate to contact me via email at, or by telephone at if I can provide you with additional information.

Sincerely,

Awesome Student

LETTER 2:

15 November 2012

Dr. Holly Katz
Program and Clinical Training Director
Center for Group Counseling
22455 Boca Rio Road
Boca Raton, Florida, 33433.

Dear Dr. Katz,

Please accept my application for the position of pre-doctoral Intern at the Center for Group Counseling. The comprehensiveness of the services provided, along with the training emphasis on general clinical skills, presents an ideal opportunity for the culminating year of my graduate education. Attached you will find the APPIC Application, my curriculum vitae, along with three letters of reference.

The Center for Group Counseling, offers several services that match my clinical training. Moreover, there are a multitude of opportunities to expand on my knowledge in an atmosphere that facilitates learning and education. The Center's use of a Client-Centered approach to counseling groups and therapeutic services is consistent with my approach to psychotherapy. As the center serves the greater community of Palm Beach County, the client population is diverse in both demographic and clinical presentation which I find appealing as a clinician who is interested in diversity. The Center also offers several services to the wider community, such as school support groups, assisted living facility support groups, and monthly public education presentations that are not often found altogether at clinical training sites. As such there is a unique opportunity to gain a spectrum of experiences.

My first practicum experience involved extensive and comprehensive psychoeducational assessments, a skill that would be an asset to the Center. Nonetheless, I am interested in expanding my assessment repertoire to adults, presenting with an array of psychological difficulties. In addition, while I have had considerable experience working with children and adolescents in the areas of psychoeducational assessment and psychotherapy, I am intrigued by the thought of working with adults, individually, as well as within the context of family and couple work, consistent with the systems-based model offered at the Center. Furthermore, through the Center's clinical interview intake system, I hope to gain familiarity with community resources and treatments for clients presenting with concerns that require a specialized approach as well as the ability to distinguish the appropriate standards of care for each individual.

I believe that the Center for Group Counseling would be an ideal setting to allow me the opportunity to expand my clinical skills. Having been raised in Interesting Country, the atmosphere of South Florida has become my second home and I would relish the opportunity to remain here. I look forward to having the opportunity to discuss my qualifications with you in

person. Please do not hesitate to contact me at happystudent@nova.edu, or (555)555-5555 if I can provide you with additional information.

Sincerely,

Happy Student

IX. SCHOOL-BASED DOCTORAL INTERNSHIP SITES

School psychology doctoral candidates electing to complete the four-year track are required to complete at least 600-hours at the internship level in a P-12 setting during the culminating (200-hour) internship year. Below is a list of internship sites that meet these criteria and are organized in sections as follows:

- 1) accredited by the American Psychological Association (APA);
- 2) members of the Association of Psychology Postdoctoral Internship Centers (APPIC); and
- 3) internship sites in the state of Florida that have the potential to meet the requirements delineated by the Council of Directors of School Psychology Programs (CDSPP).

The following list represents the sites as of Summer 2018, and as a result may not include every internship that offers 600-hours in a K-12 setting. For additional information, visit the APPIC directory at: <https://membership.appic.org/directory/search>.

APA-Accredited Internships: The following APA-accredited internships are delivered in K-12 school settings or provide interns with a school-based component to meet the 600-hour requirement to be eligible to apply for the Nationally Certified School Psychologist (NCSP) credential.

| APPIC # | Site/Department | Location | URL |
|---------|--|-----------------------|---|
| 2149 | Alaska Psychology Internship Consortium/ Internship Consortium in Clinical Psychology | Nome, AK | https://membership.appic.org/directory/display/730 |
| 2316 | Avondale Elementary School District/Psychology | Avondale, AZ | https://membership.appic.org/directory/display/1355 |
| 2324 | Colorado Psychology Internship Consortium (CO-PIC)/Internship Consortium in Psychology | Denver, CO | https://membership.appic.org/directory/display/1684 |
| 1578 | Cypress-Fairbanks Independent School District/Psychological Services | Cypress, TX | https://membership.appic.org/directory/display/691 |
| 1571 | Dallas Independent School District/Psychological and Social Services | Dallas, TX | https://membership.appic.org/directory/display/57 |
| 1651 | Fort Worth Independent School District/ Psychological Services Department | Fort Worth, TX | https://membership.appic.org/directory/display/786 |
| 2255 | Hawaii Psychology Internship Consortium/ Internship Consortium in Clinical Psychology | KEALAKEKUA, HI | https://membership.appic.org/directory/display/1364 |
| 1579 | Houston Independent School District/ Psychological Services Department | Houston, TX | https://membership.appic.org/directory/display/238 |
| 1132 | Illinois School Psychology Internship Consortium/ Illinois State University | Normal, IL | https://membership.appic.org/directory/display/625 |
| 1585 | Lewisville Independent School District/Special Education | Lewisville, TX | https://membership.appic.org/directory/display/74 |
| 1416 | Nebraska Internship Consortium in Professional Psychology/Educational Psychology | Lincoln, NE | https://membership.appic.org/directory/display/84 |
| 1204 | Nova Southeastern University/South Florida Consortium Internship Program | Ft. Lauderdale, FL | https://membership.appic.org/directory/display/60 |

| APPIC # | Site/Department | Location | URL |
|----------------|---|--------------------|---|
| 1556 | Tennessee Internship Consortium in Psychology/TIC/Little Tennessee Valley Ed. Cooperative | Loudon, TN | https://membership.appic.org/directory/display/451 |
| 2022 | The School at Columbia University/Child Study Team | New York, NY | https://membership.appic.org/directory/display/178 |
| 1176 | University of Denver, Graduate School of Professional Psychology/ Internship Consortium | Denver, CO | https://membership.appic.org/directory/display/862 |
| 1693 | Virginia Beach City Public Schools/Psychological Services | Virginia Beach, VA | https://membership.appic.org/directory/display/58 |

APPIC-Member Internships: The following APPIC-member internships are based in K-12 school settings or provide interns with a school-based component to meet the 600-hour requirement to be eligible to apply for the Nationally Certified School Psychologist (NCSP) credential.

| APPIC # | Site / Department | Location | URL |
|---------|---|---------------------|---|
| 1158 | Arizona Psychology Training Consortium | Tempe, AZ | https://membership.appic.org/directory/display/284 |
| 1271 | Bridge View Day Treatment School/ Challenger Day Treatment/Clinical Training | Niles, IL | https://membership.appic.org/directory/display/94 |
| 2271 | Catholic Charities of the Archdiocese of Denver/ Sacred Heart Counseling (formerly Regina Caeli Clinical Services) | Englewood, CO | https://membership.appic.org/directory/display/1491 |
| 2381 | Connection's Academy East/Psychology Training | Lake Forest, IL | https://membership.appic.org/directory/display/1757 |
| 2409 | Guilford County Schools/ Psychological Services | Pleasant Garden, NC | https://membership.appic.org/directory/display/2105 |
| 2406 | High Plains Psychology Internship Consortium/ Psychology Internship Consortium | Greeley, CO | https://membership.appic.org/directory/display/2334 |
| 2318 | Jordan School District/ Guidance | West Jordan, UT | https://membership.appic.org/directory/display/1460 |
| 2421 | Kansas City School Psychology Internship Consortium/NKC Schools | Kansas City , MO | https://membership.appic.org/directory/display/2088 |
| 2134 | New Connections Academy/Clinical Training Department | Palatine , IL | https://membership.appic.org/directory/display/473 |
| 2285 | Pittsburgh Psychology Internship Consortium (P-PIC) | Pittsburgh, PA | https://membership.appic.org/directory/display/1558 |
| 2380 | Rutgers University/ Rutgers School Psychology Internship Consortium | Piscataway, NJ | https://membership.appic.org/directory/display/1612 |
| 2455 | Santa Barbara Psychology Internship Consortium/ SB-PIC | Goleta, CA | https://membership.appic.org/directory/display/2305 |
| 1941 | South Campus Therapeutic Day School/Clinical | Palatine, IL | https://membership.appic.org/directory/display/810 |

| APPIC # | Site / Department | Location | URL |
|----------------|---|----------------------|---|
| 1863 | Toronto Area Internship Consortium/Toronto Area Internship Consortium | Toronto, ON, CANADA | https://membership.appic.org/directory/display/1439 |
| 1866 | Waterloo Region Psychology Consortium (WRPC)/Lutherwood - Psychology | Waterloo, ON, CANADA | https://membership.appic.org/directory/display/1514 |

Florida Public School District Internship Sites: The following internship sites are based in K-12 school settings and provide interns with a school-based component to meet the 600-hour requirement to be eligible to apply for the Nationally Certified School Psychologist (NCSP) credential. These internships are not accredited by APA or APPIC members, but provide 2,000 hours of experience required to complete the internship requirement for the doctoral degree and to be eligible to apply for the NCSP. The candidate is responsible for ensuring that the internship site meets the criteria delineated by the Council of Directors of School Psychology Programs (CDSPP) and that a licensed psychologist (not a licensed school psychologist) provides the requisite supervision. The reader is referred to the link below for a list of all internship sites in the state of Florida (updated 2016).

https://docs.google.com/spreadsheets/d/e/2PACX1vT9sip_q3yGZdEYTqmwRM00kII8BLh8pyiNgWa57qvJwqml3Zl86781ezLnKyhyvcd0o4tECAtEyYz/pub?gid=1783830452&single=true&output=pdf

| District | Specialized Opportunities | Contact | Application Requirements |
|----------------|--|---|--|
| Alachua | Bilingual, Neuropsychological Assessment, Low Incidence Disabilities, InD, Counseling, PreSchool Population, Early Childhood, Spectrum, Charter Schools, E/BD, Alternative Education, MTSS/RtI Leadership, Medically Fragile | Dr. Marcia Wiesel-Leary 352.955.7671 ext. 232 wieselml@gm.sbac.edu | Resume/Vita, Cover Letter of Interest, Transcripts, Reference Letters, Academic Assessment Report Sample, Social-Emotional Report Sample, FBA Sample |
| Broward | Bilingual, Crisis Intervention, Neuropsychological Assessment, Low Incidence Disabilities, InD, Counseling, PreSchool Population, Early Childhood, Spectrum, Charter Schools, E/BD, Alternative Education, MTSS/RtI Leadership, PBS, FDLRS, Prevention Programs/Curricula, Medically Fragile | Chauntea Cummings 754-321-3440 chauntea.cummings@browardschools.com | Resume/Vita, Cover Letter of Interest, Transcripts, Reference Letters, 2 report/case study samples |
| Citrus | Crisis Intervention, Low Incidence Disabilities, InD, Counseling, PreSchool Population, Early Childhood, Spectrum, E/BD, Alternative Education, MTSS/RtI Leadership, PBS | Brett Holland 352.726.1931, ext. 2349 hollandb@citrus.k12.fl.us | Resume/Vita, transcripts, reference Letters, sample reports, completion of online employment application |

| District | Specialized Opportunities | Contact | Application Requirements |
|--|--|---|--|
| Indian River <i>Note: Unpaid</i> | Crisis Intervention, Low Incidence Disabilities, InD, Counseling, Preschool Population, Early Childhood, Spectrum, Charter Schools, E/BD, Alternative Education, MTSS/RtI Leadership, PBS, Prevention Programs/Curricula | Dr. Christina Jacobs 772.564.6077 christina.jacobs@indianriverschools.org | Resume/Vitae, Cover Letter of Interest, Transcripts, Reference Letters, Academic Assessment Report Sample, Social-Emotional Report Sample |
| Miami-Dade | A Primary & Secondary Rotation System, Bilingual Evaluations, Low Incidence Disabilities, Pre- K, Alternative Education, Charter Schools, Specialized SPED Centers, Crisis Intervention and Training, Academic and Behavioral MTSS/RtI, and E/BD Clinical Services | Jesus Aviles, SSP, NCSP Instructional Supervisor Jorge Garcia, PhD District/Charter Chairperson 305.995.1764/305.995.4184 Javiles@dadeschools.net Jgarcia1@dadeschools.net | Cover Sheet, Letter of Interest, Current Resume/CV, Student Copy of Transcripts, 2 Letters of Recommendation, and a Sample Comprehensive Psychological Report. |
| Palm Beach | All ESE Exceptionalities, Crisis Response, Counseling/Intervention, PreSchool/Early Childhood, Bilingual and Culturally Responsive Services, Specialized ESE Schools/Centers, Charter/Private Schools, Alternative Education, MTSS/RtI Leadership | M. "Maritza" Gallardo-Cooper, Ph.D 561.963-3886 maria.gallardo-cooper@palmbeachschools.org | Resume/Vita, Cover Letter of Interest, Transcripts, Reference Letters (3), Samples of Reports: (1) Academic and (2) Behavioral/Socio-Emotional Assessments |
| Santa Rosa | Crisis Intervention, Low Incidence Disabilities, Counseling, Spectrum Team, PBIS/CHAMPS | Sherry Smith and Dr. Grover Diehl 850.983.5052 smithsl@santarosa.k12.fl.us | Resume/Vita, Letter of Interest, Reference Letters (2), Sample psychological report including both academic and behavior information |

| District | Specialized Opportunities | Contact | Application Requirements |
|----------|---|---|---|
| Volusia | <p>Our Internship Program allows students access to a wide variety of experiences including Multi-Tiered System of Supports (MTSS), Professional Learning Community (PLC) and School Improvement Team (SIP) involvement. Further, our interns are involved with our school-based Problem Solving Teams, PBIS initiatives, Crisis Intervention (Prepare Model), and a variety of counseling experiences. For more information, please visit: http://myvolusiaschools.org/psychological-services/Pages/Intern-Application-Process.aspx</p> | <p>Troy Radford Coordinator, School Psychological Services</p> <p>386.734.7190 ext. 20757</p> <p>twradfor@volusia.k12.fl.us</p> | <p>Resume/Vita, Cover Letter of Interest, Transcripts, Reference Letters, Academic Assessment Report Sample, Social-Emotional Report Sample</p> |

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