Exhibit 1: Questions You May Be Asked

1. Tell me about yourself.
   - Break the statement down
   - Start with professional interests and goals, but consider saying “I’d also be happy to talk about some of my personal interests.” (This shows that you are multidimensional, that is, you do have a life outside of psychology)

2. Why did you apply to our program?
   - Outline goals and training match
   - Rotations
   - Their setting
   - Research, if applicable
   - Any extras or unique opportunities

3. What do you want to get out of our internship (training goals)?
   - Investment in training (e.g., it fits well; you have studied their brochure, and it feels right)
   - Multidisciplinary setting—excellent training ground
   - You can make contributions (describe), plus learn, gain more experience, obtain guidance, and develop expertise
   - Mentorship and good professional relationships with faculty

4. What things do you want to work on during internship?

5. What research would you want to pursue here?

6. What is the status of your dissertation?

7. Why did you chose clinical/counseling psychology?

8. What are the strengths of your graduate program?

9. What are the limitations of your graduate program?

10. Why should we select you as an intern? Match with program?

11. Tell me about your
   - Clinical experience
   - Assessment experience
   - Research experience
   - Most difficult client situation and how you handled it

12. What is your primary theoretical orientation? Why?

13. What would you be doing if you were not in psychology?

14. What are your personal strengths and weaknesses?

15. What are your clinical strengths and weaknesses?

16. What are your professional (collegial) strengths and weaknesses?

17. What population have you found it most difficult to work with?

18. Has any client or patient ever challenged your fundamental beliefs about life? What was that experience like? How did you manage it?

19. What are you looking for in supervision?

20. Who was your favorite supervisor? Why?

21. Who was your least favorite supervisor? Why?

22. Tell me about a negative supervisory experience.

23. Tell me about a rewarding supervisory experience.
24. How do you work with and understand people with different ethnic or cultural backgrounds?
25. Do you have a master’s degree? In what?
26. What nonpsychology work experience has helped to shape your professional identity?
27. Why did you select the dissertation topic that you did?
28. Tell me about an ethical problem that you faced and how you handled it.
29. What are your future goals in psychology?
30. Where do you think your profession is heading?
31. What do you think about prescription privileges (or any other hot national psychology topic)?
32. What is your favorite or most influential psychology book?
33. What is your favorite nonpsychology book?
34. What else would you like me to know about you that is not on your CV?
35. What do you do in your spare time?
36. Tell me about your most rewarding case.
37. Tell me about your toughest case.
Exhibit 2: Questions to Ask Internship Faculty

1. What is a typical day like for an intern here?
2. What are you looking for in an intern?
3. What has the impact of managed care been on the program (if applicable)? How has it affected the rotation(s)? Affected the length of stay? Affected the role of the intern?
4. Do you anticipate changes in your program in the next year (rotations, staff)?
5. What is the relationship between psychology and psychiatry departments here? Other disciplines?
6. What do you think the strengths of this internship are?
7. What do interns usually do after their internship?
8. Are there opportunities for postdocs here? (Conveys that you are excited about internship and your career; will be applying for postdocs, jobs, and so forth.)
   - What kind of professional guidance is offered?
   - Are they supportive through the postdoc and job-seeking process?
   - Does the internship play an active role in trying to place its graduates?
9. Ask if not explained in materials
   - Seminars and educational opportunities or didactics and typical topics?
   - Intern evaluation process? Quality? Frequency? By whom?
   - Do they strive for breadth or specialty training?
10. Treatment opportunities
    - Individual/group/families/couple/age ranges?
    - Specific populations?
    - Typical referral questions on a specific rotation?
    - Proportion of inpatient and outpatient?
    - Continuity of care? Can you follow the patient from an inpatient stay on an outpatient basis?
    - Inpatient severity of pathology? Length of stay? Role of intern on the unit?
    - How are rotations assigned?
    - How are patients assigned to treatments? Flexibility in assignments?
11. Supervision
    - How are supervisors assigned?
    - Individual/group?
    - Hours per week or case?
    - Live? Video? Audio?
    - How many supervisors does each intern have?
    - Theoretical orientation of supervisors? Which is most strongly represented?
12. Assessment
    - Center’s assessment philosophy?
    - Availability?
    - Typical frequency?
    - Emphasis?
    - Neuropsychology?
    - Opportunities outside of rotations?
    - Projectives?
    - Proportion of assessment to therapy?
13. Research
- How strong of an emphasis do you place on research?
- What are the opportunities for research?
- How are research topics selected?
- What activities might you have the opportunity to become involved with?
- “I understand you are conducting research in X. Would an incoming intern have the opportunity to work with you in that area?”

14. Resources
- Computer support?
- Office?
- Treatment rooms?
- Referral agencies?

15. Is there ever a need to travel to other satellite clinics?

16. Are interns ever on call after hours?

17. How are emergencies managed? What is the typical frequency of emergencies?
Exhibit 3: Questions to Ask the Current Interns

1. Example of a workday/week: Typical activities? Hours per day/week? Meetings? Didactics?
   - Amount of work you take home?
   - What types of assessments?
   - How much time on assessment?
   - How many assessments per week? Write them at work or at home?
2. How is time divided among assessment, treatment, consultation, and psychotherapy?
3. Role of interns at site? With faculty?
4. Relationship between interns and faculty?
   - Do you feel that you are highly regarded by the faculty?
   - Supervision satisfaction?
   - Availability? On site if you encounter a problem?
5. Strengths of the program? Best thing?
6. Limitations/disappointments with the program? Worst thing?
8. On-call hours?
9. Paperwork?
10. Health care
   - Quality?
   - Satisfactory?
11. Time to work on dissertation?
12. Rotations
   - What rotations are you doing?
   - Most rewarding?
   - Least rewarding?
   - Support among the interns?
   - Number of interns on rotations at a time (one or more than one)?
   - Hours?
   - Supervision?
13. Cost of living?
14. Availability of affordable housing?
15. Do you like the city?
16. Do you socialize with faculty? With other interns?
17. Time for fun?
18. What has your experience at the site been like?
19. What has helped and impeded your adjustment to the site?
20. Where are you from? What program? What type of program?
21. What influenced your decision to select this internship?
22. For you, a year ago, what didn’t you ask that would be important to know?
10 Tips to Avoid Bombing Your Skype Interview

By Alison Green (August 29, 2012)

More and more employers are conducting initial job interviews over Skype or other online video services, hoping to get a better feel for candidates than a phone conversation might allow. But interviewing well via video requires a whole different type of preparation than a more traditional phone screen does. Here are 10 tips to ensure that you don't bomb your next Skype interview.

1. **Do a trial run a few days before the real interview, with a friend on the other end to give you feedback.** Treat this trial run the same way you'll treat the real thing, including wearing the outfit you'll wear for the interview. Your friend can tell you if you're talking too loudly or not loudly enough, if the pattern in your shirt is playing oddly on camera, or if you're washing yourself out with overly bright lighting.

2. **Pay attention to your physical background.** You'll look much more professional sitting at a desk or table and against a neutral background without any clutter. Make sure that you don't have wine glasses, cigarettes, or clutter visible in the background.

3. **Pay attention to the lighting.** Aim light at yourself from the front, not from behind you. A lamp with diffused lighting about six feet in front of you works well. You can also try covering your light source with a cloth to soften it. And make sure that you're not backlit from a window or light source behind you; if you are, you can end up appearing on the screen as just a dark silhouette.

4. **Keep other programs on your computer closed, especially if they might make noise during the call.** You don't want a beep every time you receive a new email, for instance, or a reminder popping up of that other interview you have tomorrow.

5. **Position yourself correctly.** Don't sit as close to the computer as you normally would. Instead, sit a bit farther back so that your face and upper shoulders are framed in the shot. Additionally, place the computer slightly higher than you normally do, so that it's capturing you face-on and you're not looking down at it. (An easy way to do this is to simply prop it up on some books.)

6. **Use the highest-speed Internet connection you can.** On slower Internet connections, video may not align well with the audio and can cause awkward time lags, so use the fastest connection you can. If nothing else helps, try plugging your computer directly into your Internet cable, rather than using a wireless connection.

7. **Remember to look into the camera, not at the picture.** If you look directly at the image of your interviewer on your computer screen, you'll appear to be looking slightly away from her. Instead, looking directly into your webcam will read as direct eye contact on your interviewer's end.

8. **If you find the image of yourself distracting, cover it.** Skype, for instance, will include a small image of yourself in the corner of your screen. If you tend to watch the image of yourself rather than watching your interviewer, change your setting to remove that window altogether—or just cover it with a sticky note.

9. **Plan for technological difficulties.** Keep your computer plugged in so the battery doesn't die, and keep your phone on hand in case the interview mode changes at the last minute.

10. **Don't hesitate to tell your interviewer up front that this is your first time doing a video interview.** That will help break the ice, and most interviewers will be very understanding (and inclined to cut you some slack if you seem uncomfortable).

Alison Green writes the popular Ask a Manager blog, where she dispenses advice on career, job search, and management issues. She's also the co-author of Managing to Change the World: The Nonprofit Manager's Guide to Getting Results, and former chief of staff of a successful nonprofit organization, where she oversaw day-to-day staff management, hiring, firing, and employee development.
About the Doctoral Program in Clinical Psychology

The University of Hartford is an independent, co-educational, non-sectarian institution of higher education accredited by the New England Association of Schools and Colleges (NEASC). The Graduate Institute of Professional Psychology (GIPP) offers doctoral training in clinical psychology leading to the Psy.D. degree. GIPP is part of the Department of Psychology, which has 22 full-time faculty and offers an undergraduate major, four master’s programs, and the Psy.D. program. The Psy.D. program has been accredited by the American Psychological Association (APA) since 1991, with the most recent review (2011) resulting in continuation of APA accreditation for the maximum seven years. We are a member program of both the National Council of Schools and Programs of Professional Psychology (NCSPP) and the Council of University Directors of Clinical Programs (CUDCP).

Utilizing the Practitioner-Scholar model, the Psy.D. program seeks to prepare well-trained psychologists for multiple roles in the profession. A main goal of our program is to prepare students to become practicing psychologists through the acquisition of knowledge and skills in: the foundations of psychology as an applied and scientific discipline; the assessment and treatment of mental health problems; the ability to work with people from diverse backgrounds; and the understanding of ethical principles and legal requirements. A second goal is to encourage community involvement and the development of skills necessary to work in community settings. A third goal is to engender an appreciation of life-long learning by promoting attitudes and practices conducive to continued development as professional psychologists. As a University-based Psy.D. program, we emphasize the interchange between scientific foundations and applied practice, and we promote competence in applied scholarship.

All applicants for a predoctoral internship have been reviewed and approved by the GIPP faculty to ensure that students have passed the qualifying examination and successfully defended their dissertation proposal. Our applicants will have either successfully completed all coursework and at least two years of clinical practica prior to internship application or show clear promise that these will be completed prior to the start of internship. It is our goal that students will defend their dissertation by the conclusion of the predoctoral internship.