

# University of Hartford

## Graduate Institute of Professional Psychology

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### SPECIAL POINTS OF INTEREST:

- Meet GIPP's newest faculty **Lourdes Dale, Ph.D**
- Internship Match News
- Spotlight on GIPP Students and Clinical Adjunct Faculty
- Advice on Completing your Dissertation Proposal and Navigating the Internship Application & Interview Process
- Important Events

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### Special Thanks to:

Lourdes Dale, Donna DiCello, Liese Franklin-Zitzkat, Adriana Jakovljevic, John Mehm, David Tolin, Christy Trombley, Otto Wahl, Jessica Wozniak, Rebecca Zucker

## The Director's Report

It is my pleasure to welcome you to the reactivation of our program newsletter. As you are probably aware, I think of our program as a learning community that includes all contributors--core faculty, part-time faculty, students, staff, alumni, and practicum supervisors. It is my hope that this newsletter will be an additional tool through which we may be able to retain and expand our sense of community by sharing information, opinions, and maybe even, on occasion, insights.

I was asked to provide a kind of "state of the program" message as my role in this newsletter, and I am happy to do so. I would like to do that by focusing on what I think are the highlights of the last year and a half since my arrival at GIPP. Any illusory correlations you would like to infer between my arrival and the

positive things described below are highly encouraged.

First, there have been several personnel changes. Dr. Sylvester Briggs departed from the University, and Acting Director Jack Powell returned to the Psychology Department. Betty Viereck accepted the task of updating our databases on students, faculty, and alumni as our Program Coordinator, and Cindy Oppenheimer joined us as half-time Office Assistant, replacing Arline Morales, who retired. Lourdes Dale, Ph.D. joined our faculty, bringing special interests in pediatric health psychology, prior experience managing a psychiatric emergency unit, and proof that pregnancy and food cravings do go together.

GIPP has successfully added a Child and Adolescent Proficiency Track thanks primarily to Dr. Debora Kustron, who shep-

herded this track through University approval processes and now serves as its Coordinator. Drs. John Mehm and Donna DiCello

accepted the roles of Associate Directors and, through their efforts, have enabled our practicum sequence, admissions and dissertation processes, qualifying examinations, and program conferences to run smoothly and successfully.

We are, of course, in the final stages of APA re-accreditation. The APA site visitors came in November. Their report contains some minor criticisms of specific courses and identification of a couple

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**Otto Wahl, Ph. D**

## Admissions Expected to be Successful

Written by John Mehm, Ph. D.

Admissions interviews for the Fall 2005 entering class concluded with a final session on March 4th. GIPP received applications from 175 candidates this year, and interviews were conducted with 100 of the most promising applicants. Many top applicants told us that the Child and Adolescent Track, in only its second full year, was a specific attraction for them to the University of Hartford.

Among the final candidates, the average age (about 25 years) and ratio of women to men (six to one) continued some of the trends from recent years. The majority of final candidates were from the Northeast, although several interviewees were from other regions of the country. We received several applications from outside the US, and we interviewed three inter-

national candidates. We also enjoyed an increase in the number of top candidates who were fluent in two or more languages.

Many thanks to all the current students who volunteered their time to help with the admissions interview sessions. As letters of acceptance are mailed, we look forward to an outstanding class of new students for the fall.

Associate Director **Dr. John Mehm** is the Coordinator of Admissions and is assisted by Graduate Students **Rebecca Merenda** and **Ashley Bechtel**.

# Noteworthy Accomplishments



**Associate Professor Kathy McCloskey** has published another article on domestic violence:

McCloskey, K. A., Sitaker, M., Grigsby, N., & Malloy, K. A. (2004). Characteristics of male batterers in treatment: An example of a localized program evaluation. *Journal of Aggression, Maltreatment, and Trauma*, 8, 67-95. Dr. McCloskey, along with GIPP student, **Desreen Raphael** and University of Hartford Professor of Sociology, John Stewart, presented a paper, "Perpetrator asymmetries in sexual assault victim selection: Results from the 2000 U. S. National Incident-Based Reporting System (NIBRS)," for the 9<sup>th</sup> International Conference on Family Violence. San Diego, CA, September 19-22, 2004.



**Associate Professor Robert Leve** had a paper published in the journal, *Complexity*.

Reference: Leve, R. M. (2004). Informational acquisition and cognitive models. *Complexity*, 9, 31-37. Dr. Leve also presented a paper—"Stress

Free Soaring and Staying Aloft"—at the Ontario, California Soaring Conference, Feb. 10, 2005.

**Affiliate Faculty member Jeffrey Magnavita** was elected Fellow of APA Division 12 (Clinical Psychology).



**GIPP Director Otto Wahl** presented talks for various organizations, as follows:

Wahl, O. F. Mental illness and the media. Presentation for Mount Union College, Alliance, OH, October 21, 2004. Wahl, O. F. Confronting stigma. Presentation for Sinnissippi Centers, Dixon, IL, October 19, 2004. Wahl, O. F. Mental illness stigma and ways to change it. Presentation for NAMI-Fairfield (CT), Fairfield, CT, October 6, 2004. Wahl, O. F. Mental health issues in the media. Panel presentation for the annual meeting of the Rosalynn Carter Fellowships for Mental Health Journalism, Atlanta, GA, September 20, 2004. Wahl, O.F., & Wood, A. L. Research on the effectiveness of the In Our Own Voice program. Presentation for the NAMI Annual Convention, Washington, DC, September 10,

2004. Wahl, O. F. Stigma—The next generation: What our children are learning about mental illnesses. Presentation for the Mental Health Center of Boulder, Boulder, CO, August 10, 2004. Wahl, O. F. Mental illness stigma and mental health reporting. Presentation for the Investigative Reporters and Editors National Conference Showcase Panel, "Meeting the challenges of investigating mental health and trauma issues." Atlanta, GA, June 18, 2004. Wahl, O. F. Confronting stigma. Presentation for the NAMI-CT Annual Meeting, New Haven, CT, June 7, 2004.

**Student Joanne Conti** is the co-author of a published article: Suchman, N., Mayes, L., Conti, J., Slade, A., & Rounsaville, B. (2004). Rethinking parenting interventions for drug-dependent mothers: From behavior management to fostering emotional bonds. *Journal of Substance Abuse Treatment*, 27, 179-185.

**Student Janel Swaye** is serving as Advocacy Fellow for the Connecticut Psychological Association and as student representative on the University of Hartford Graduate Council. Janel has also received support from the Catherine Acuff Advocacy Award

to attend the APA State Leadership Conference in Washington, DC this month.



**Students David Klemanski & Rebecca Merenda** have served as Ad-hoc reviewers for the journal *Current Psychiatry*

and recently submitted their first publication along with **Clinical Adjunct Faculty David F. Tolin, Ph. D.**: Klemanski, D. H., Merenda, R., Cipriano, T. & Tolin, D. F. (in press). [Review of the book *Overcoming compulsive hoarding*]. Cognitive and Behavioral Practice.



**Student Ken Herbert** presented a paper on "Electroconvulsive Therapy (ECT): How and why this is done in 2004"

at the University of Scranton 19<sup>th</sup> Annual Psychology Conference on April 24, 2004.

**Congratulations to both Faculty and Students for their recent accomplishments!**

## Spotlight: Adjunct Clinical Faculty **DAVID F. TOLIN, Ph. D.**

Dr. Tolin attended the University of Washington for his undergraduate education, received his Master of Science degree in Psychology from Western Washington University, and his Doctor of Philosophy in Clinical Psychology from the University of Arkansas. Prior to receiving his doctoral degree, he completed his internship at Tufts University School of Medicine/VA Medical Center (Boston).

Throughout his career, he has been instrumental in teaching and training both undergraduate and graduate students in clinical psychology. Currently, Dr. Tolin serves as the Founding Director of the Anxiety Disor-

ders Center at the Institute of Living. Additionally, he serves as a Clinical Adjunct Faculty member for the University of Hartford and Assistant Professor of Psychiatry at the University of Connecticut Medicine. In the past two years, he has developed a practicum training program for students interested in learning advanced applications of Cognitive-Behavioral therapy for



people with anxiety disorders.

Dr. Tolin is also an avid researcher and has secured major grants from the National Institute of Mental Health, Eli Lilly Company, and the Donaghue Medical Research Foundation, for example. He has published a plethora of journal articles and has written a number of chapters for a variety of psychology books. He recently appeared on the Oprah Winfrey show as an expert in the treatment of compulsive hoarding and co-authored a book entitled *Buried in Treasures: A self-help guide for compulsive hoarding, saving, and collecting*. Dr. Tolin also serves as the APA Annual Convention Division 12 Program Chair.

## Student Spotlight: ADRIANA JAKOVLJEVIC

**Adriana, a second year student, shares with us her upbringing, family background, and her reasons for choosing a career in psychology.**

**Where were you born, raised, etc.**

I was born and partly raised in Bariloche, Argentina. This is a small ski resort town in the south of Argentina, located in Patagonia. I lived there with my parents until I was nine years old. My grandmother lived in Cleveland and insisted we move to be near her. At that time, Argentina was not very stable (well, it still isn't!) and my parents decided it would be best for all three of us to move at that time before I became any older, as my parents were concerned it might make it harder for me to adjust to a

new country. We lived in Cleveland for the following 14 years. I attended college at John Carroll University. When I graduated from college, my parents moved away from the cold weather to Miami, FL. A year later, I followed them and received my MS in Mental Health Counseling from Carlos Albizu University. I had always planned to go on and complete a doctoral degree, so while in my masters program I applied to the University of Hartford and here I am!

**What is your family background?**

I am a mixture of nationalities: Slovenian, Croatian, Italian and Spanish. My grandparents emigrated from Europe to Argentina and that is where my parents met in Buenos Aires. My last name is Croatian, so most people are

shocked when they learn that I speak Spanish.

**What made you decide on a career in psychology?**

I had always wanted to work with children but I didn't want to teach or be a guidance counselor. Then, when I was in high school, I took a couple psychology classes and really enjoyed them. When deciding on a possible career, I realized that I wanted to make a difference in the lives of children by helping them through difficult times. Having the personal experience of immigrating to the US became the basis for my interest in the cultural adjustment of children and adolescents. While in college, I was exposed to many different aspects of psychology such as working medical patients, children with ADHD and doing research. My experiences

in the classroom, work, and practicum during college solidified my desire to be in this field.

**What would you like to be doing in five years?**

In 5 years I see myself working in a community mental health agency working primarily with Hispanic children and their families. I would also like to do a little work with inpatients or possibly a partial hospitalization program.

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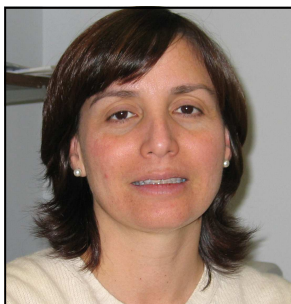
## Dale Joins GIPP Faculty

*Dr. Lourdes Dale, the newest member of the GIPP faculty, describes her graduate training and clinical experiences and how these have contributed to her professional research interests.*

**Written by Dr. Lourdes Dale**

Several years ago, while working as a summer camp counselor, I realized the importance of providing children with a safe environment and clear limits. I learned behavior management techniques and saw real improvements. I was excited by these successes, but became discouraged when I realized the children would be returning to the same troubled environment that created problems. This is when I decided that I needed to find a way to make a more substantial difference in the lives of children.

I have come to understand that a good therapist develops an intervention strategy to foster in the child a sense of safety that would buffer the child through the unsafe situations, which vulnerable children frequently encounter. Thus, from my perspective, the management of mental health involves community and family factors. I believe that the child's sense of safety is dependent upon the child seeing himself/herself as "likable" and perceiving the world as predictable. Unfortunately, many children are not only being abused and neglected, but are being raised in environments that lack personal safety.



**Lourdes Dale, Ph. D.**

The link between sense of safety and mental health is my primary clinical and research interest. My academic, clinical, and research experience in graduate school helped me understand the importance of these factors. I learned about the importance of physiological factors in the regulation of emotions via my coursework and research while in the doctoral program in Human Development with a specialization in psychophysiology (University of Maryland). I learned about the importance of comprehending how family dynamics related to the emotion regulation while completing my master's in Family Studies (University of Maryland). I gained insight regarding how individual factors relate to emotion regulation and personality structure while completing my doctorate in clinical psychology (The American University). My diverse academic, research, and clinical experiences have helped me form an appreciation of the complexity of children and the importance of considering physiological, individual, familial, and societal factors in mental health.

While completing my graduate coursework, I was able to begin testing some of my ideas with Dr. Stephen Porges, who was my research mentor during my graduate training. To understand the contributions of the nervous system, we used his measure of cardiac vagal tone as a means of evaluating the neural heart. We investigated changes in vagal tone in response to challenges (such as feeding) as a means of evaluating self-regulatory abilities in newborn infants. While

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# The Journey Toward Internship

Written by Liese Franklin-Zitzkat

Doctoral training is in many ways a journey, and the internship year can be considered the culmination of that journey. As with any long voyage, arrival at one's ultimate destination requires planning, preparation, and patience. The internship application process has been described as stressful, time consuming, exhausting, anxiety producing, and downright intimidating. This article, which draws upon my own experiences and those of some of my peers, represents an attempt at arming future internship applicants with tips and tools for successfully – and calmly – navigating through the maze of paperwork, interviews, and more. The first half of the article offers suggestions for making decisions early on in your graduate training that will help to maximize your internship opportunities, while the second half presents guidelines pertaining to the application process itself.

## The “Pre-Application” Process

First- and second-year students take note: The internship application process begins long before the APPIC application is downloaded from the internet, transcripts are ordered, and recommendation letters are sought. The journey

**“maximize your internship options by pursuing a well-rounded practicum experience”**

toward internship actually begins during the first year of doctoral study when selecting practicum sites for the following year, and it continues during the second year when selecting a dissertation topic. In fact, every aspect of doctoral training ultimately impacts the internship application process, and the following guidelines are based on that notion:

**Begin to formulate internship and career goals as early as possible.** Although much more easily said than done, identifying the types of clinical settings in which you would like to work in the future will help to lay the foundation for your training by informing decisions related to practicum, dissertation, internship, and more.

**Select practicum sites that correspond with future goals.** Internship sites will be very interested in the kinds of experiences you had and whether those experiences have prepared you to work with the types of clients they treat. For example, it is likely that an inpatient psychiatric hospital will prefer candidates that have at least some exposure to inpatient settings. If you intend to apply only to internship sites lo-

cated in a particular geographical area, research those sites and select practica accordingly. If you are undecided about your career and internship goals, maximize your internship options by pursuing a well-rounded practicum experience that includes both inpatient and outpatient settings. Some factors you may want to consider in choosing practicum sites include the type of venue (e.g., community mental health clinic, VA hospital, university counseling center, private inpatient hospital), the depth and breadth of psychopathology you will see, and the number of direct service hours you are likely to accrue.

**Record practicum hours, types of clients seen, and tests administered as you go along.** This will make the process of completing the APPIC application much faster and easier. The GIPP practicum manual includes a copy of a spreadsheet that is based on the APPIC application and indicates the kinds of information that needs to be recorded.

**Get your dissertation rolling.** If you are lucky enough to know what type of internship site you want, you can choose your dissertation topic accordingly. For example, if you are strongly interested in an internship at a VA hospital, you might choose a topic related to

trauma. Keep in mind that research-oriented sites may respond better to empirical studies. Regardless of your topic, progress on your dissertation demonstrates initiative and motivation. Sites are interested in candidates that will earn their degree soon after internship completion and will not be “ABD” (All But Dissertation). In addition, if your research experience is sparse, your dissertation provides you with material to include in Essay #4 of the APPIC application.

**Look for opportunities to build your curriculum vita.** Your curriculum vita, or CV, is an integral part of your internship application package. Look for ways to expand it through presentations, research, volunteering, and/or published articles. At GIPP, the Women's Mentoring and Research Project's annual colloquium provides an excellent opportunity for students of both genders to gain experience presenting at a professional conference. In addition, you might consider approaching a faculty member or practicum supervisor about co-authoring an article in an area of mutual interest.

**Record interesting and successful clinical cases.** Internship applications and interviewers often ask about

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## 2005-2006 Predoctoral Internship Results

ASTOR HOME FOR CHILDREN (2)  
POUGHKEEPSIE, NY

BAYLOR COLLEGE OF MEDICINE  
HOUSTON, TX

CARSON CENTER FOR ADULTS &  
CHILDREN, WESTFIELD, MA  
CITRUS HEALTH NETWORK  
MIAMI, FL

COLORADO MENTAL HEALTH INSTITUTE  
(FORT LOGAN) DENVER, CO

COMMUNITY HEALTHLINK YOUTH & FAMILY  
WORCESTER, MA

DEVEREAUX MASSACHUSETTS  
RUTLAND, MA

DORTHEA DIX HOSPITAL  
RALEIGH, NC

HUTCHINGS PSYCHIATRIC CENTER  
SYRACUSE, NY

MAIMONIDES MEDICAL CENTER  
BROOKLYN, NY  
MERCYFIRST  
SYOSSET, NY

NYU MEDICAL CENTER/RUSK INSTITUTE  
NEW YORK, NY

RIVER VALLEY SERVICES  
MIDDLETOWN, CT

VA MARYLAND HEALTHCARE SYSTEM  
BALTIMORE, MD

VA NORTH TEXAS HEALTHCARE SYSTEM  
DALLAS, TX

VILLAGE FOR FAMILIES & CHILDREN (2)  
HARTFORD, CT

YALE COMMUNITY MENTAL HEALTH CENTER  
NEW HAVEN, CT  
YALE UNIVERSITY DEPARTMENT OF PSYCHIATRY  
NEW HAVEN, CT

YOUTH OPPORTUNITY CENTER  
MUNCIE, IN

CONGRATULATIONS!!!

21 THIRD YEAR STUDENTS AND BEYOND  
WERE SUCCESSFULLY MATCHED!

# Completing Your Dissertation Proposal

Written by Jessica Wozniak

The first and probably most difficult task is selecting a topic and securing a primary reader. First, you already have your own topic in mind based on your own interests and research, you must search for a reader who is willing to aid you in this. A second and probably more feasible method is to review the list of available faculty members and find someone that has a similar interest or population to yours. Schedule a time with them to discuss possible research options. They may already have ongoing research that they would like a student to continue with or they may have knowledge of an area that needs to be explored more. In my experience, it was the knowledge of the readers' that was the most valuable in helping me to develop my topic over time.

Also, using Dissertation Seminar to help formulate ideas is beneficial for some people. Sharing references and knowledge with your classmates is another way to help develop and identify a topic of interest.

Once a topic is selected, an intensive literature review needs to be done. Different strategies work for different people when it comes to this; however, I found it helpful to pick a weekend that I was going to local college libraries, and sit down and do it in one shot... getting as many articles as I could and requesting interlibrary loans for the rest.

How you proceed from here depends on your research/writing style. Some people outline, others dive right into to the first draft.

Some people like to make different piles of the articles based on relevance, some like to read them all through and use index cards for important points, others like to type while they read. Your literature review will not only provide you with information on your topic but it can also give you ideas for ways in which to organize or outline your paper. Looking at how other researchers have organized their information on a similar topic will give you an idea of important points that you may want to address in your paper.

Next you need to determine how you will actually carry through with your research. A lot of factors come into play here, for example, what is your actual hypothesis and what is the best way to test it? I found talking with my readers and using methods from other researchers that I found during my literature search were the most helpful ways of doing this.

Once you have this basic foundation completed, it comes down to tweaking, editing, and your readers' reviews. Use your readers as a resource since they likely have more experience than you.

The hardest part of this process is finding the motivation to complete all the above tasks. Again, each person needs to discover what will work for them, what will drive them to get it done. Timelines with concrete deadlines, peer pressure/encouragement, rewarding yourself for steps completed, or convincing someone else to reward you when you pass certain

milestones have all been strategies that people have used in the past. Once you discover what will work for you, you will be on your way to defending your dissertation proposal.

**“Looking at how other researchers have organized their information on a similar topic will give you an idea of important points that you may want to address in your paper”**

## Advice: Take it or leave it!

**Love starts with a smile, grows with a kiss, and ends with a tear**

**Don't cry over anyone who won't cry over you**

**Good friends are hard to find, harder to leave, and impossible to forget**

**You can only go as far as you push**

**Actions speak louder than words**

**Don't let the past hold you back; you're missing the good stuff**

**Life's short. If you don't look around once in a while, you might miss it**

**A best friend is like a four leaf clover: hard to find and lucky to have**

**If you think that the world means nothing, think again. You might mean the world to someone else**

**True friendship never ends and friends are forever**

**Good friends are like stars....You don't always see them, but you know they are always there**

**Don't frown. You never know who is falling in love with your smile**

**Everything is okay in the end. If it's not okay, then it's not the end**

## The Director's Report [Continued from page 1 ...]

areas of relative weakness—uneven distribution of dissertation advising and past inability to retain and promote junior faculty. Overall, however, we got pretty good marks for most things, with particular recognition of the strength of our practicum experiences. As appropriate in the process, I have submitted a response to the report, adding perspectives to site visitor observations. Next, in April, the APA Committee on Accreditation will review our Self-Study materials, the site visitors' report, and my response. After that meeting, APA will inform us of their decision concerning re-accreditation.

In our quest for continuing improvement, we have established several new committees at GIPP. A student-faculty workgroup has been reviewing program procedures for handling

non-academic issues—grievances, impairment, ethical misconduct, concerns about faculty members or supervisors—and making recommendations for improvements. Our Curriculum Planning and Review Committee is examining both our overall curriculum plan and specific courses. An Awards Committee has developed a plan for annual awards to recognize outstanding contributions within the GIPP community.

I should also note a few of the outcomes that show our program is being successful. Last May, we graduated the largest ever number of doctoral students from GIPP (35). Eighty-nine percent of students applying for internship last year were matched with internship sites (vs. 82% nationally). A survey of alumni completed in March 2004 showed that alumni gave high marks to

their experiences at GIPP, especially for their training in assessment and their practicum experiences. Nine out of ten reporting alumni were employed in clinical settings; eighty-four percent of eligible graduates were licensed in one or more states.

I want to say a word also about the future. Discussions continue with University of Hartford administrators concerning a move for GIPP onto campus. A definitive date for such a move is proving elusive, but the administration remains clear that they would like us on campus. It is likely that we will join the Psychology Department in its new building (East Hall), where we can explore possible collaborations with our colleagues. There is also discussion of changing our budget to make us more like other departments at the university and

less directly dependent on tuition revenues. Where we will end up—and when—is unknown at this time.

Finally, I want to take this opportunity to thank all the members of the GIPP community who have provided me with acceptance and support since my arrival. You have not only tolerated my frequent e-mails, adapted to my leadership style, and been patient with my ignorance of GIPP history and culture, but you have also helped me to feel, not like an unwelcome intruder, but like a valued member of your community. For that, I thank you most sincerely and cross my fingers that I can continue to count on your good will even as you get to know me better.

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## Dale Joins Faculty [Continued from page 3 ...]

working with Dr. Porges, I coordinated several multidisciplinary research projects at university and hospital settings. I was responsible for organizing the clinical research team and developing the methodology, collecting and analyzing the data, and writing the results for publications and presentations. I enjoyed all aspects of the work.

I have been fortunate to have equally intellectually stimulating and supportive supervisors throughout my clinical training. This was definitely the case during my pre-doctoral internship (1993-1994) at Harvard Medical School's combined Judge Baker Children's Center/Children's Hospital Internship Program. This top ranked internship program surpassed my expectations. I met many inspiring children (whom I can recall by their favorite toys) and learned a great deal about the human spirit. The internship also strengthened my interest in understanding how medical illness relates to emotional health and family functioning. Thus, I decided to remain at Children's Hospital as a psychology fellow with the Inborn Errors of Metabolism Clinic of the Department of Genetics/Metabolism. My primary responsibility was the psychological testing of the children as a means of understanding the impact of their metabolic disorders on their cognitive functioning. The testing results were used to help

the parents and schools understand the strengths and weakness of each child and his/her educational needs. I am very proud of my role in initiating and planning a workshop for school providers, where we discussed the medical, nutritional, psychosocial, and educational considerations of children metabolic/mitochondrial disorders.

Following my graduate training, I began working 30 hours/week at Division of Child and Adolescent Psychiatry of Boston City Hospital (which later became part of the Boston Medical Center). I provided ongoing psychotherapy, completed psychological testing, and was instrumental in furthering our link with the Latino Clinic of the Department of Pediatrics. As my skills were recognized, I was promoted to director of the Latino Team and attending for our consultation/liaison and emergency services. I spent the remainder of my workweek involved in several projects: I consulted on a research project of overweight diabetic Latino adults (BMC Department of Endocrinology); I was a behavior specialist for the Growth and Nutrition Clinic (Children's Hospital); I completed psychological testing batteries of children for follow-up on a Maternal PKU Study (Children's Hospital); and I taught a graduate level class in psychological testing (Cambridge College).

I successfully juggled these responsibilities

until 1998, when my responsibilities were limited as a result of my joining our recently developed faculty practice plan and being asked to develop and direct the Urgent Care Team (UCT), combined consultation/liaison (C/L) and emergency services (ER). Directing the UCT has been challenging and rewarding. I found myself in the position of being a relatively young psychologist directing a team that included the previous director of C/L and ER services and colleagues who had been my supervisors. During the past three years, I created policies and procedures for the care of children with primary psychiatric disorders, primary medical issues with secondary psychiatric disorders, and boarded at BMC while awaiting psychiatric placement. I built a cohesive team that provided exceptional care and is valued by the Department of Pediatrics. Within Boston, we were recognized for providing outstanding emergency services to the most complicated children and adolescents.

From a clinical perspective, I have provided outpatient, consultation/liaison, emergency, and inpatient psychiatric services to children of all ages (infancy through late adolescence) with a range of primary psychiatric disorders (e.g., PTSD, bipolar disorders, schizophrenia) and medical illnesses (e.g.,

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## The Journey Toward Internship [Continued from page 4 ...]

success stories and learning experiences. In addition, many sites require submission of work samples such as case summaries and assessment reports. Be on the lookout for cases that can be used for these purposes. If you are confident about your qualifying examination and think you might want to submit it as a work sample, obtain written consent from your qual client to use it for that purpose.

**Consider the “five year plan.”** Taking the fourth year off has several advantages. It allows you to solidify your internship and career goals, broaden your clinical experience, increase your direct intervention hours, make progress on your dissertation, and avoid the stress of applying for internship while trying to complete course requirements.

**The Application Process:** The following recommendations address the application process itself:

**Start early.** The summer before your third year (or your fourth year if you are on the “five year plan”) is the ideal time to begin the application process. Develop a schedule and stick to it. Keep in mind that, once the semester starts, you will have class assignments to complete. If you finish your internship essays and other materials over the summer, you will significantly decrease your stress level during the fall semester when coursework becomes demanding.

**Take advantage of informational resources.** Dr. Wahl holds regular information sessions throughout the application process. In addition, the APA publication *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Match* is an excellent resource that will guide you through every aspect of the process. I found the sample essays, cover letters, and CVs to be particularly helpful. The APPIC listserves and Match News email service, available through [www.appic.org](http://www.appic.org), are other useful sources of information.

**Apply to sites that match your experiences and goals.** The importance of “the match” between candidate and internship site cannot be overstated. Training directors typically offer interviews to those applicants whose goals and previous experiences are most compatible with the opportunities offered by their sites. It is critical that your application materials emphasize the match, both in terms of what you can offer the site and what the site can offer you. If, while writing your essays, you experience difficulty articulating the match between you and a particular site, this may be a sign that the site is not a good match for you, and you may want to reconsider your decision to apply there.

**Actively seek feedback and support.** Faculty advisors and practicum supervisors can provide you with valuable feedback about your essays and other application materials, not to mention recommendation letters highlighting your clinical skills. Keep in mind that these individuals may not approach you to offer assistance, but they are absolutely available to you if you simply ask. In addition, current GIPP interns can assist you with feedback about the essays and work samples that you are sending to their particular sites. Finally, peer support can be invaluable. One of this year’s applicants recommends pairing up with an “internship buddy” for ongoing, mutual support and feedback. Indeed, as another applicant pointed out, fellow internship seekers have a unique understanding of the anxieties inherent in the process. One word of caution, however, is to avoid conversa-

tions and situations that are unproductive and merely serve to increase anxiety. In other words, there may be times when you need to temporarily isolate yourself to avoid getting pulled into the anxiety of others.

**Prepare for interviews.** The interview provides an excellent opportunity to acquire a sense of a site’s culture and atmosphere. However, interviewing at multiple geographical locations can be expensive and exhausting. One of this year’s applicants recommends spacing out interviews to allow time for travel and recuperation. Interviewing can also be anxiety-provoking. One of the most effective ways to control anxiety is to increase one’s skills in accordance with the challenges of the situation. In other words, do your homework. Be prepared to articulate your internship goals and reasons for selecting each site. Remember to emphasize your experience and strengths because, as another applicant pointed out, interviewers may have read your materials weeks earlier and may not recall details. Think about whether you have worked with the types of clients treated at each site, and be ready to cite specific examples. Become familiar with each site’s brochure, develop answers to potential questions (which can be found in the APAGS workbook), and prepare plenty of questions of your own that convey interest and indicate that you have read the brochure. One applicant researched internship faculty members’ interests and publications and relayed an instance in which knowledge of a faculty member’s dissertation spurred conversation and helped to build rapport. Finally, remember that many internship sites use interviews primarily to evaluate applicants’ personal characteristics and interpersonal skills.

**Concluding Remarks:** It is important to maintain perspective on the internship process. There comes a point when you have done all you can and must be willing to accept that the outcome is out of your control. Remember that, whatever the immediate outcome, there are always options. Ultimately, you will arrive at your destination. Enjoy the journey!

## Important Dates

March 21-25	Spring Break
April 28	Women’s Research and Mentoring Conference
April 25 - 29	Summer Semester Course Registration
May 09	Last Day of Spring Semester
May 15	Commencement
May 16	Summer Classes Begin
June	End of the Year Party (Date to be determined)
June 23	Last Day of Summer Semester
July - Sept.	Predoctoral Internships Begin

## Dale Joins Faculty [Continued from page 6 ...]

brain tumors, HIV, metabolic disorders, failure-to-thrive, sickle cell anemia). I have expertise in assessing risk and ameliorative factors, and in providing interventions, which decrease psychiatric risk and level of care. I have a great deal of experience with psychological testing and consulting to schools regarding the educational needs of children, particularly those who are Latino and/or medically ill. As a

therapist, I am comfortable tailoring my approaches (e.g., individual and play therapy, parenting support/guidance, family therapy) depending on treatment needs.

I want to be involved in clinical strategies to rectify the long-term consequences of feeling unsafe and to be involved in research programs investigating the specific mechanisms that create the debilitating effects of trauma on the entire indi-

vidual. I believe there are physiological changes that occur as a result of trauma that make it difficult for traumatized individuals to feel safe even if physically healthy and living in a safe/supportive environment. I have seen how subtle criticisms may trigger a physiological response that appears to be sympathetically driven. These individuals are ready for fight or flight. Although this adaptive response keeps them safe

from strangers, it interferes with their relationships with loved ones.

I am enthusiastic about conducting my research investigating the physiological factors related to emotion regulation. I am optimistic about my potential for obtaining external research funding. I am also looking forward to using my clinical and research skills in helping students with their own research interests.

## Students:

# Present your research at the Women's Research & Mentoring Conference

April 28, 2005

Graduate Institute of  
Professional Psychology

### Contact

Dr. Donna DiCello  
for more  
information  
dicello@hartford.edu

## Student Spotlight: Adriana Jakovljevic [Continued from page 3]

### What are your specific areas of clinical interests?

I am and have always been interested in working with children and adolescents. My main interest is working with Hispanic clients and their families. I'm interested in acculturation (specifically, the differences between the parents and adolescents) and immigration issues. I believe there is a real need for professionals that can help the children of immigrants to adjust to a new culture; particularly when they have issues that when left alone and unresolved can reach the level of psychological problems in the future. Being a fully bilingual and bicultural person I can comprehend the issues from both sides of the culture divide and I find that this helps greatly with my clients.

### Where is your current practicum placement?

I am currently at the Child Guidance Center of Greater Bridgeport doing individual and family therapy. I am also co-facilitating a theraplay group for 3 to 5 years olds and their caregivers.

### Do you have a mentor, and if so, tell us more about his or her influence on your career/clinical choices.

Someone who I would consider a mentor is the advisor I had in my masters program. She was always very honest and straight forward in her feedback and her guidance. She became a psychologist after raising a family and was very encouraging that I follow my desire to go on for my doctorate. She is very proud that I am doing what I want and that I didn't stop just because I had a graduate degree. She has been a great support. I also have to say that my parents have been an incredible influence on my professional goal because they are my number one fans. If it wasn't for their constant support, patience and encouragement, this path would be much more difficult

for me. I am very fortunate to have them supporting every dream and aspiration that I have.

### What do you like most about the University of Hartford and GIPP?

The strongest asset to our program is the child and adolescent track. I think it is very important that its classes are specifically designed toward working with this population. It allows the classes to really get into issues that are of importance with children and adolescents. I believe that having this concentration will be a great asset for next year when I apply for internship. All of my course work and practicum experience will be child-focused giving me a greater understanding of this population.

### What do you do for fun outside of the school setting?

The little time that I do have free I like to spend it with my friends, hanging out, going to dinner and getting my mind off school work! In the summer time I enjoy spending time outdoors. I also enjoy my trips home because they are like mini-vacations!

