

STUDENT TO EMPLOYEE TRANSITION

Responses from CCPPP National Didactic Series August 2021

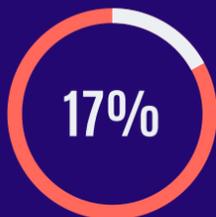
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Horizon Health NB Residency in Clinical Psychology

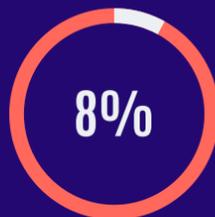
Post-residency plans (n=57)



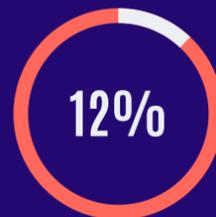
starting a job



completing
doctoral requirements

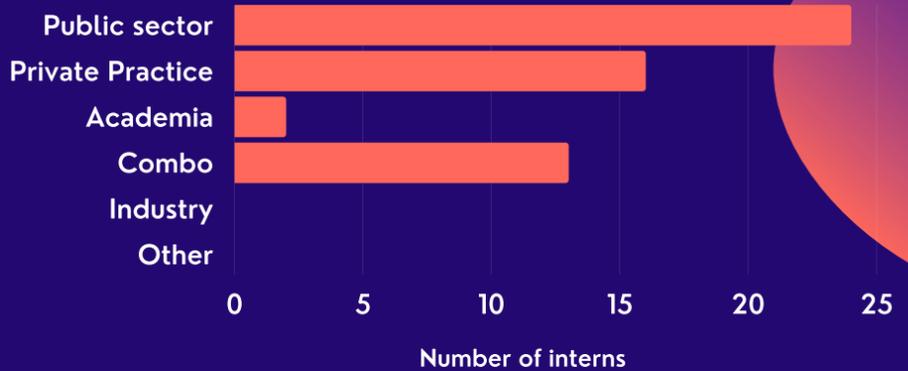


taking time off



Post-doctoral
studies

Post-residency employment settings (n=55)



Interns were asked to rate their agreement with statements pertaining to their **readiness** for the **transition** from student to employee.

Average ratings (n=59) on a Likert scale from 1 (totally disagree) to 10 (totally agree) are reported.



My training has prepared me for this transition



I am confident that this transition will go well



I look forward to the next step of the transition

Professional identity is an important guidepost in the transition from student to employee.

Interns were also asked to rate their agreement with the following statements using the same Likert scale as above (n=54).



I have a clear sense of my professional identity



I feel good about the kind of psychologist I am becoming



I can clearly describe the role of psychologists to others

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Breakout rooms were created to discuss strategies to navigate the process of finding jobs, negotiating contracts and getting licensed. Those in attendance were asked to consider strategies at the trainee, trainer, program and system levels that could be helpful. The following is a summary of the ideas that were generated.

Finding jobs

Explore training goals at the start of residency that fit with **career interests**

Programs can assist interns by **connecting** them to people who can facilitate job searches or have jobs of interest (e.g., human resources, prior students/interns, colleagues in other settings)

Be **open** to career choices

Directors of training **share job postings** from CCPPP or other sources

Proper **CV preparation** for different types of settings

Transfer skills from residency selection to job searches

Negotiating

Be **informed** about what an employer can offer (e.g., differences between public and private, or academic settings)

Be **explicit** about contract offers

Be **assertive** and ask for what you need personally (e.g., moving expenses) and professionally (e.g., office space, test libraries, etc.)

Know your value and **quiet** your inner imposter

Look up base salaries (e.g., APA early career psychologist website)

Licensing

Develop a uniform "**roadmap**" like Match Made on Earth

Shared drive for course syllabi to simplify application process

Designated **point of contact** at residency for licensing issues

Coordinate with other programs about licensing in jurisdictions where interns are planning to work

System changes to **reduce financial barriers** to registration

Presentations by **previous students/interns** on licensing process