

# Transitioning from student to employee

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**Traditional and unceded territories  
of the Wolastoqiyik People,  
known on settler maps as  
Fredericton, New Brunswick**

Photo credit: Brandi Person





# Acknowledgements

## **Dr. Trista Friedrich**

Pediatric psychologist  
Jim Pattison's Children Hospital  
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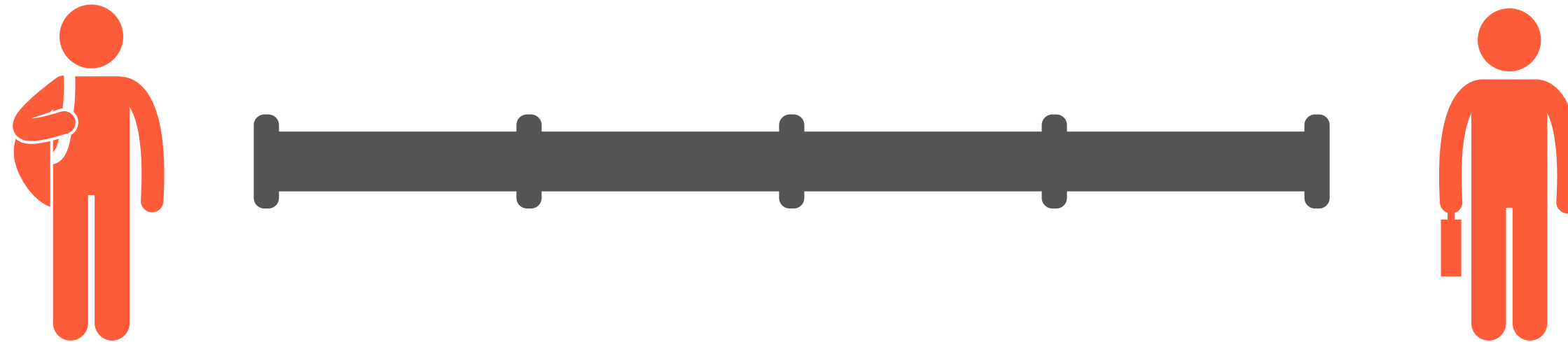


## **Dr. Cathy Fraser**

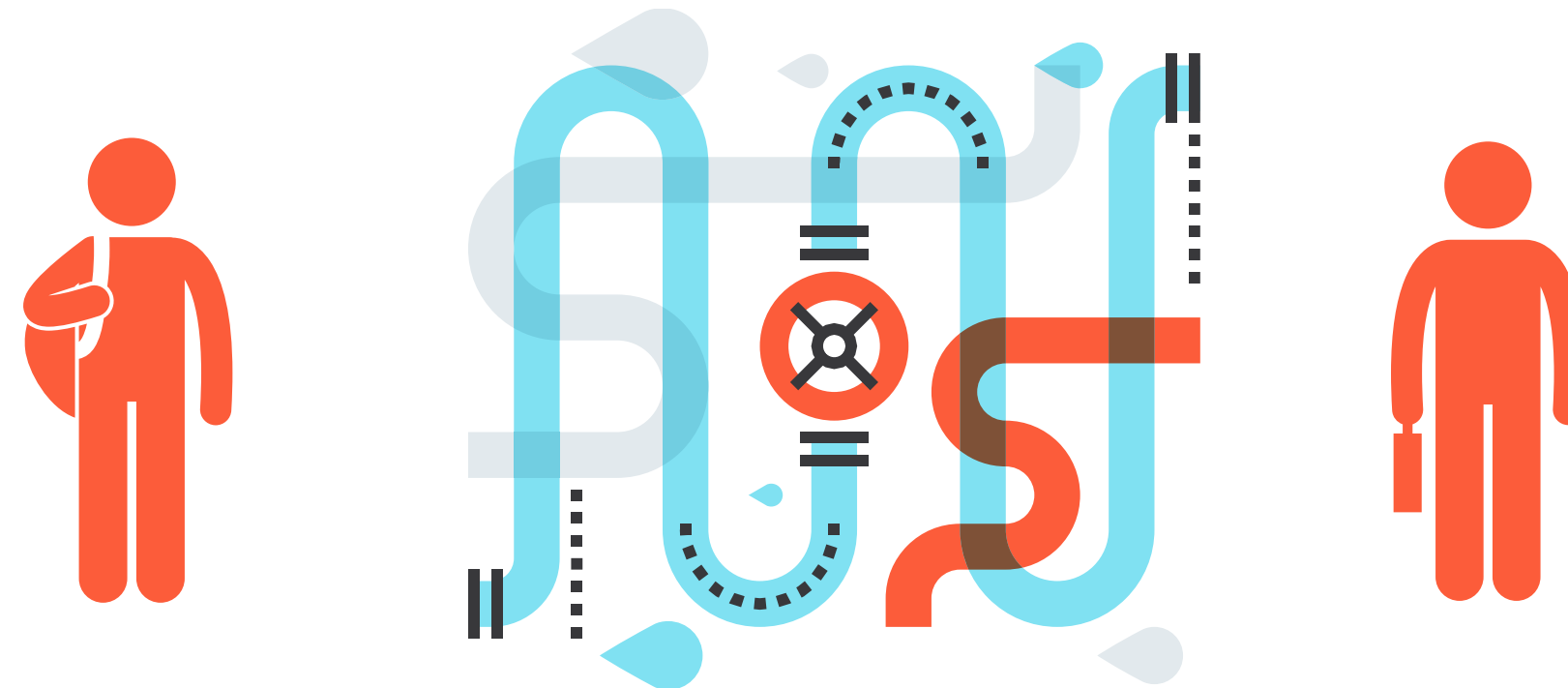
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# Psychology Education Pipeline

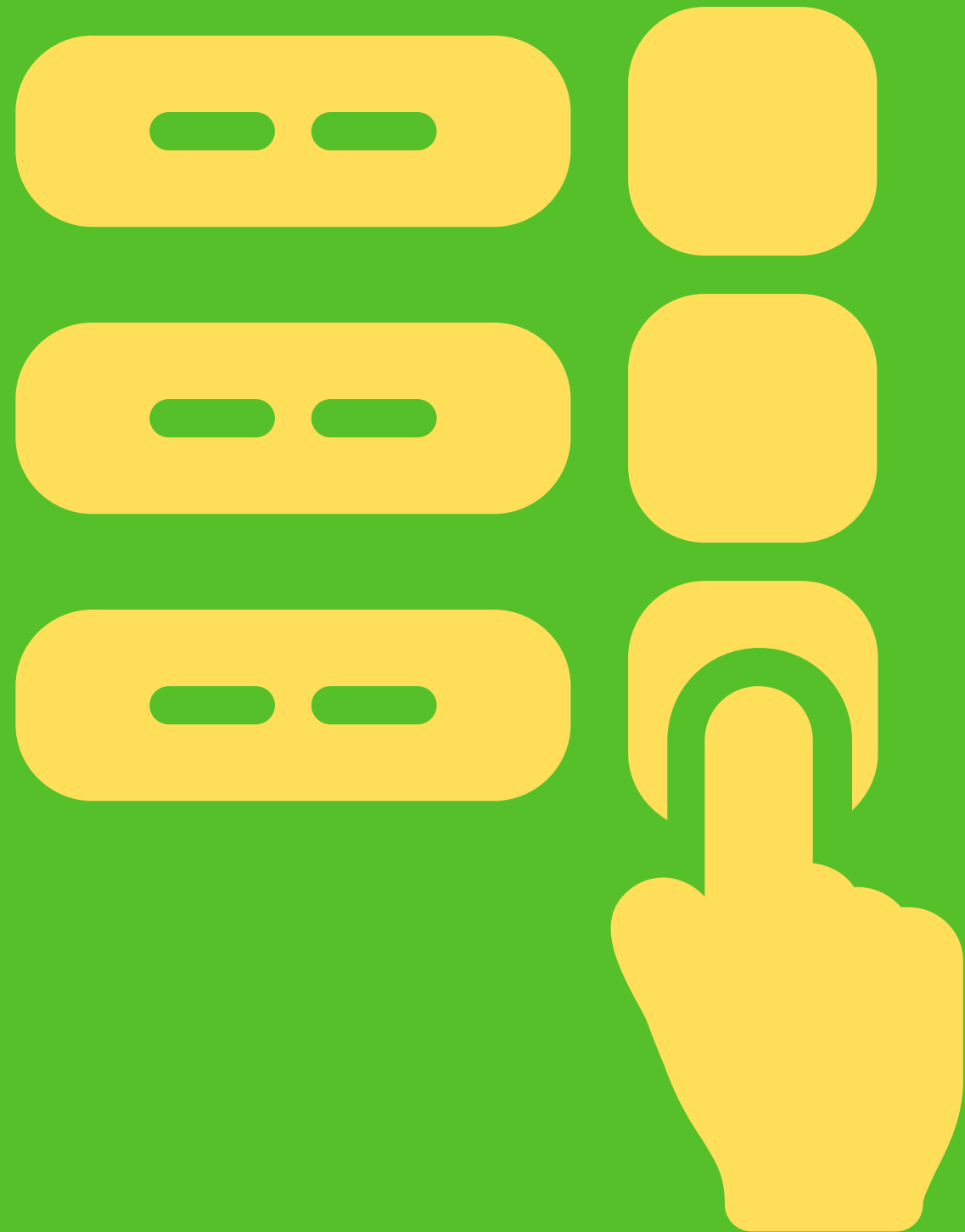


## How it feels



**Ready  
or not...**





# Getting to know you

Poll 1

# Today's topics



## **Professional Identity**

Who do I want to be?



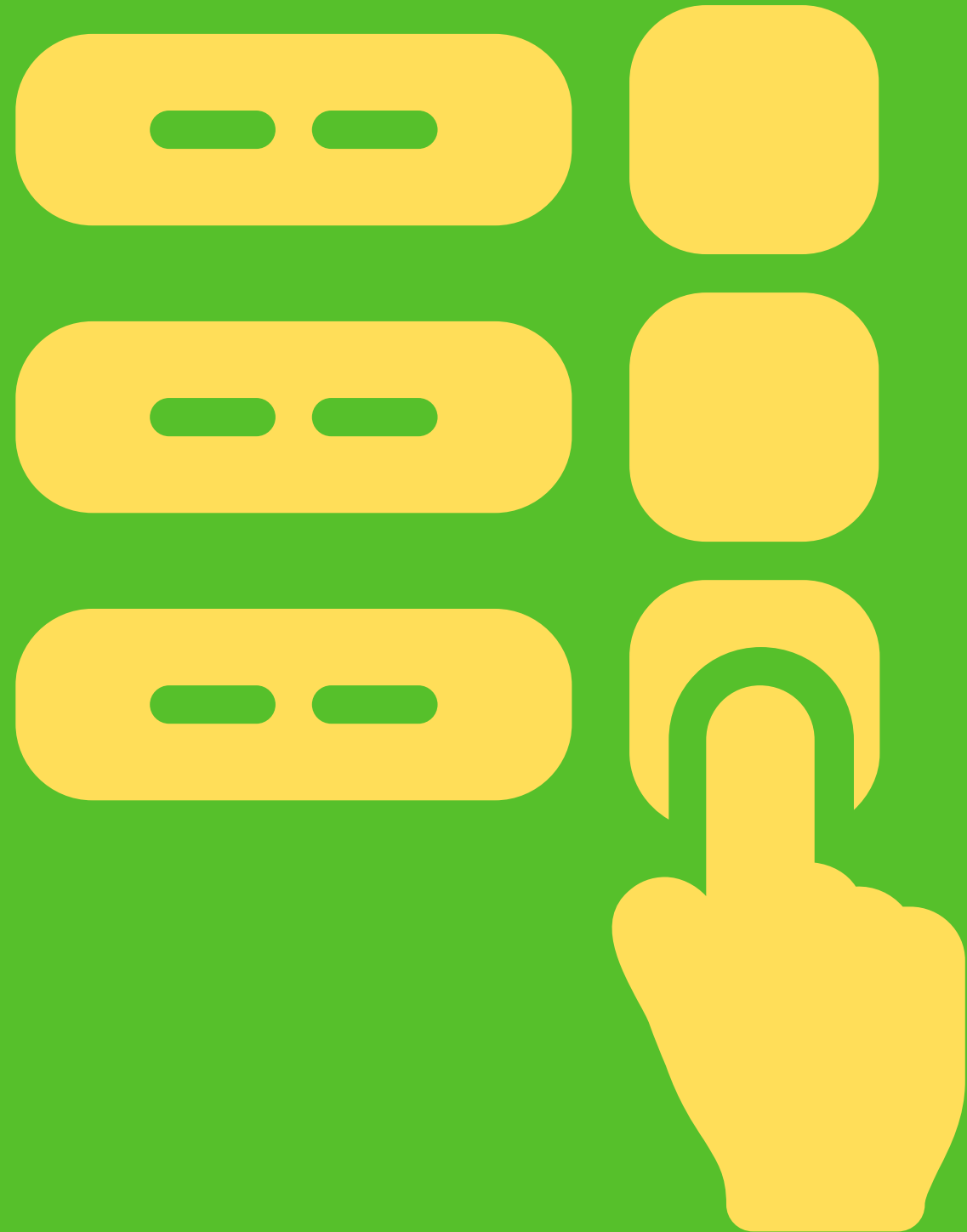
## **Practical Aspects of Transitioning**

How do I get there?



## **Career-sustaining behaviors**

How do I maintain it?



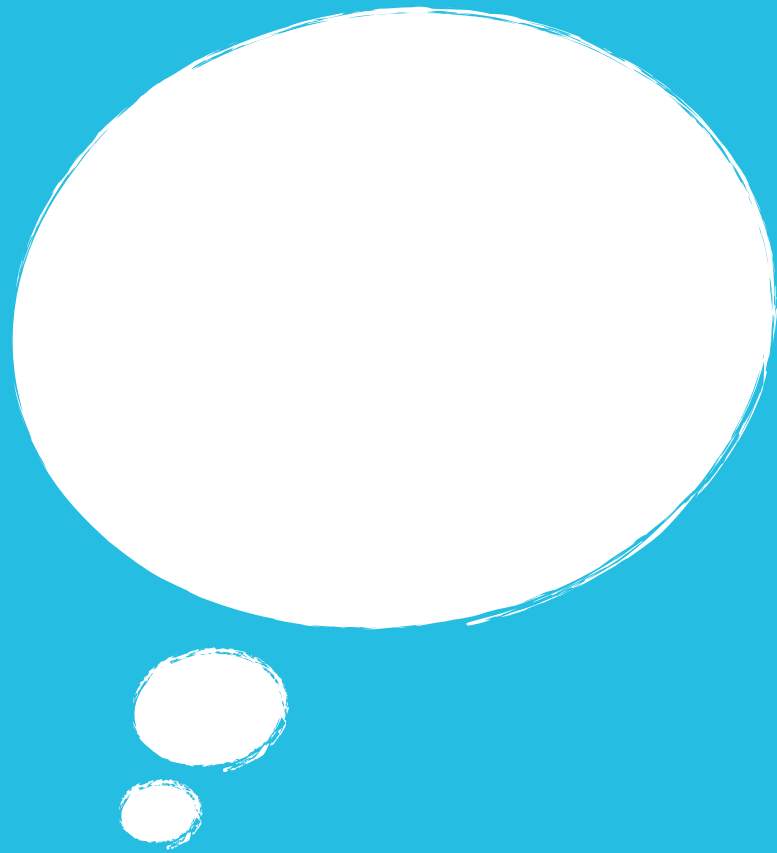
# Professional identity

Poll 2





**What does a  
psychologist do?**



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# Professional identity

Why are we talking about this?

·Psychologists work in demanding and varied environments. Lifelong learning is expected as we adapt to changing and evolving body of scientific knowledge, continued professional development and shifting work environments. Professional identity is our compass. Benefits include:

- Adherence to **ethical** standards
- Work within our **scope of practice**
- More **realistic** views of our role
- Higher levels of **career motivation**
- Adoption of more **proactive** career behaviors

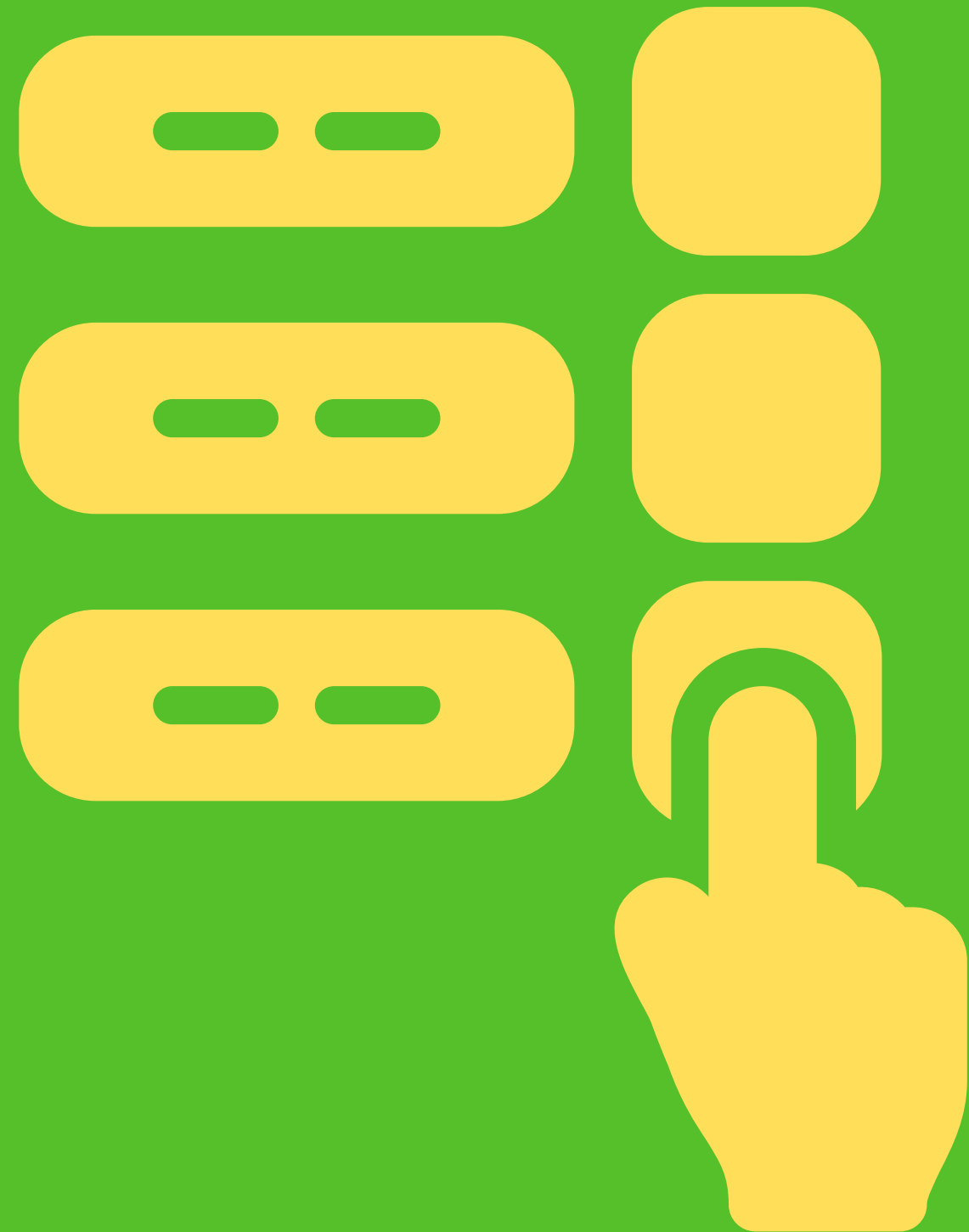
(Bentley et al., 2019).

## Who wears it best?



# Views of psychologist

- What social representations do you hold of psychology?
- How has this social representation changed over time?
- Professional vs individual identity?
- How is this influenced by culture, race, privilege, etc?



# Representation of psychology

Poll 3





# Building professional identity

## a case for multiple identities

- those with multiple academic identities (e.g., research scientist, data analysis, student supervisor) had a clearer sense of ...
  - what they wanted to do
  - what they would do next
  - how they described themselves to others
- Multiple identities helps you find models of your future self
- Multiple identities allows for easier adaptation during times of transition



# Building professional identity

## Development of provisional selves

- Observation and building a repertoire of possible selves
  - role prototyping - observation of different ways of enacting role
  - Identity matching - compare models to self
- Experimenting with provisional selves - impacted by emotional reaction/dissonance with experimentation
  - imitation - specific or wholistic
  - true to self strategies - picking ones that are authentic
- Evaluation to select and discard possible selves
  - internal
  - external

# Building professional identity

**Where does that leave me?**

- How many identities can I list?
- How are these impacted by intersectional factors (e.g., race, gender, ability, language, etc.)?

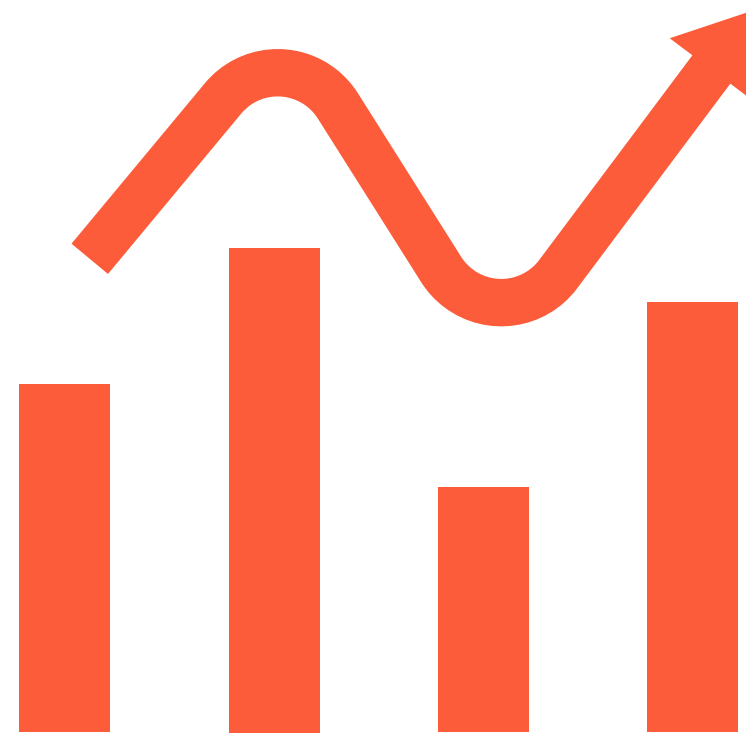


# Building professional identity

## Final thoughts



**Value of multiple identities**



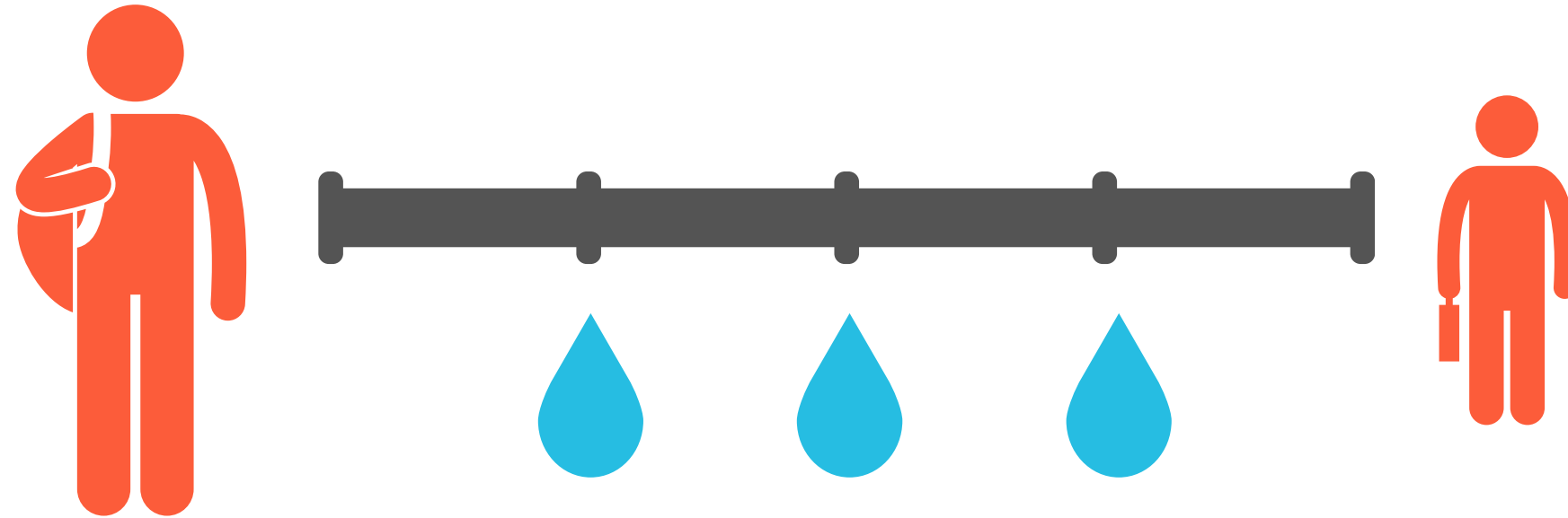
**Identity is NOT static**



**Mentorship**



# Graduate Training to First Job



Licensing

Job  
Search

Negotiating

# Early Career Psychologists

What do we know from early career psychologists (ECPs) about the transition from graduate school to first job(s)?

01

## Few more hoops

Journey not over yet  
Explore solutions/strategies to get through next transition

02

## Gaps in training

Academic and internship training may not have covered what you need

03

## Transferable skills

Many skills can be adapted to new settings and situations

# Factors that facilitate transition

- Job specific courses and placements i.e., appropriate skills for job
- Previous work experiences
- Entering the field while still studying
- Supervision
- Supportive team
- Academic and clinical mentors
- Supportive friends and family

# Facilitating transitions



## Trainee

Accomplishments  
Interpersonal  
factors  
Goodness of fit



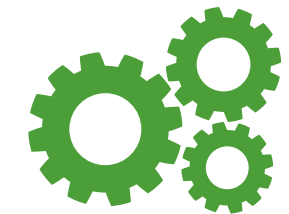
## Trainer

Professional  
competence  
Investment in  
trainee  
development



## Program

Status and  
nature  
Infrastructure  
Culture



## System

Inclusivity  
Bottlenecks  
Financial  
support  
Pipeline  
preparation



# Reflection on your progress so far

You're in the home stretch of the pipeline



# Common challenges

CPA Discussion Forum  
June 2019  
Friedrich, Savoie and Fraser



## Licensing/registration

- carving out time
- access to materials
- differences in jurisdictions
- costs (e.g., EPPP, transfer of transcripts)
- submission of documentation



## Job seeking and networking

- making professional connections
- balancing personal and profession priorities
- syncing program completion and job availability
- marketing your skills
- quieting the imposter within you



## Negotiation

- working within union contracts
- dealing with non-psychology managers
- negotiating rates in private practice
- knowing what to ask for when starting new role

# Breakout rooms

What strategies are needed at the trainee, trainer, program and system levels to help navigate this process?

**Group 1–3:** Licensing

**Group 4–6:** Job search

**Group 7–9:** Negotiating

**15 minutes to discuss**

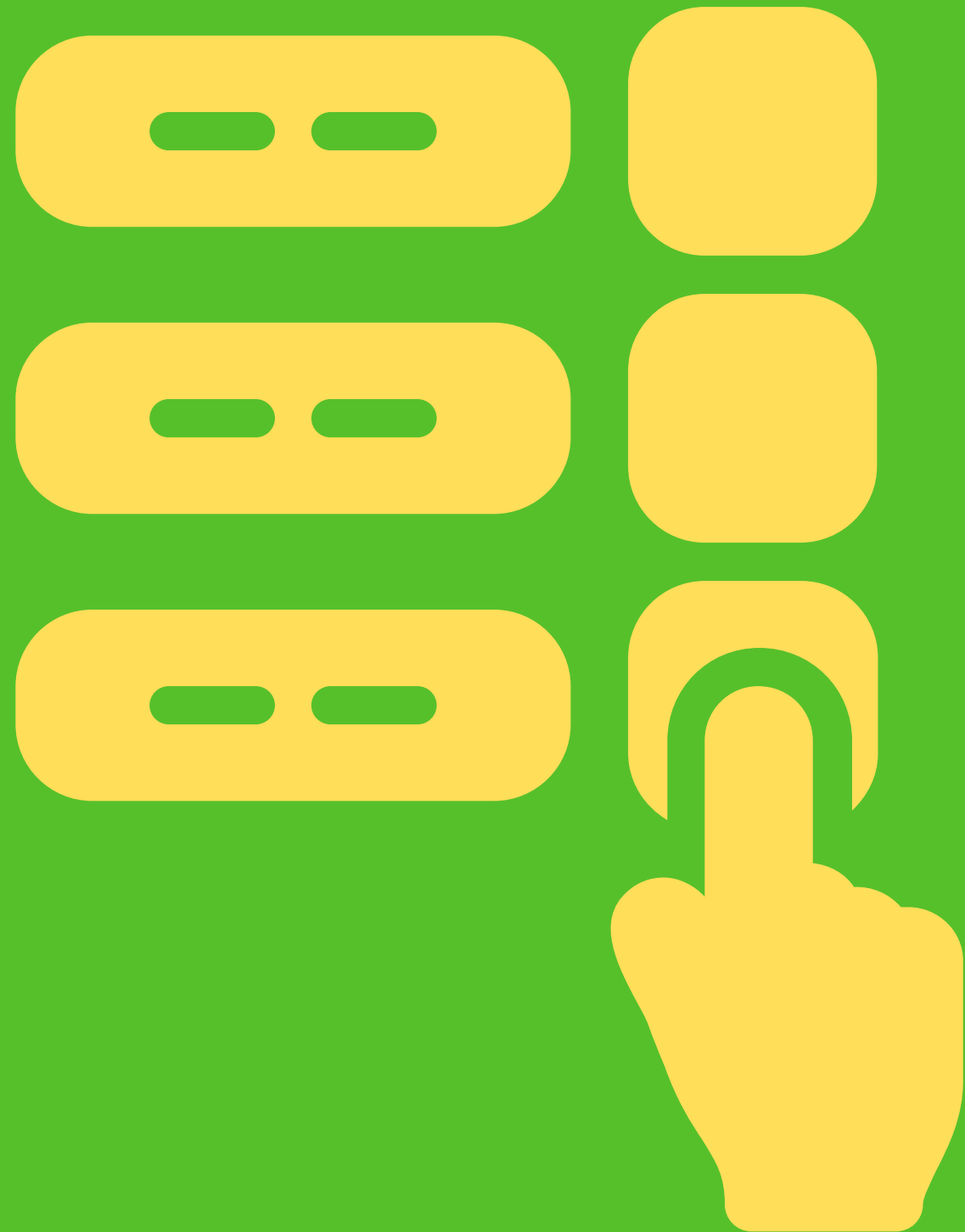


# Career sustaining behaviors

**Part 1:** Work-life balance

**Part 2:** Self-care and ethics

**Part 3:** Building resilience



# Work life balance

Poll 4

# Work-life balance (WLB)

during the psychology pipeline

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## a few interesting data points...

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Women with dependents apply to fewer internship sites

Parental stigma noted in dissertation research but not academic journals

1% of APA accredited programs reference work-life balance in program manuals

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Having dependents did not impact the number of sites that men applied to

58.7% of graduate students report poor work/school life balance

Self-care mostly discussed in context of stress/mental health/impairment

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4% of CPA accredited programs reference work-life balance

Women with dependents get fewer interviews

Graduate students report many stressors and wear many hats



# Support for WLB across settings

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Lee, Reissing & Dobson (2009) reviewed data on policies that support work-life balance in different settings:

- **Academia** – promotion of WLB varies across and within institutions
- **Public sector** – access to parental and family leave but less flexibility in hours. part-time options and job security
- **Private sector** – offers more flexibility but leave has financial repercussions, higher pay

Subtle forms of discrimination/pressure to use/not use family-friendly and WLB initiatives

Culture is changing and upcoming generations prioritize WLB more than ever

# Ask Questions



## Employer

- What policies help balance work and family responsibilities?
- What is the impact of parental leave on tenure, promotion, teaching and sabbaticals?

## Future colleagues

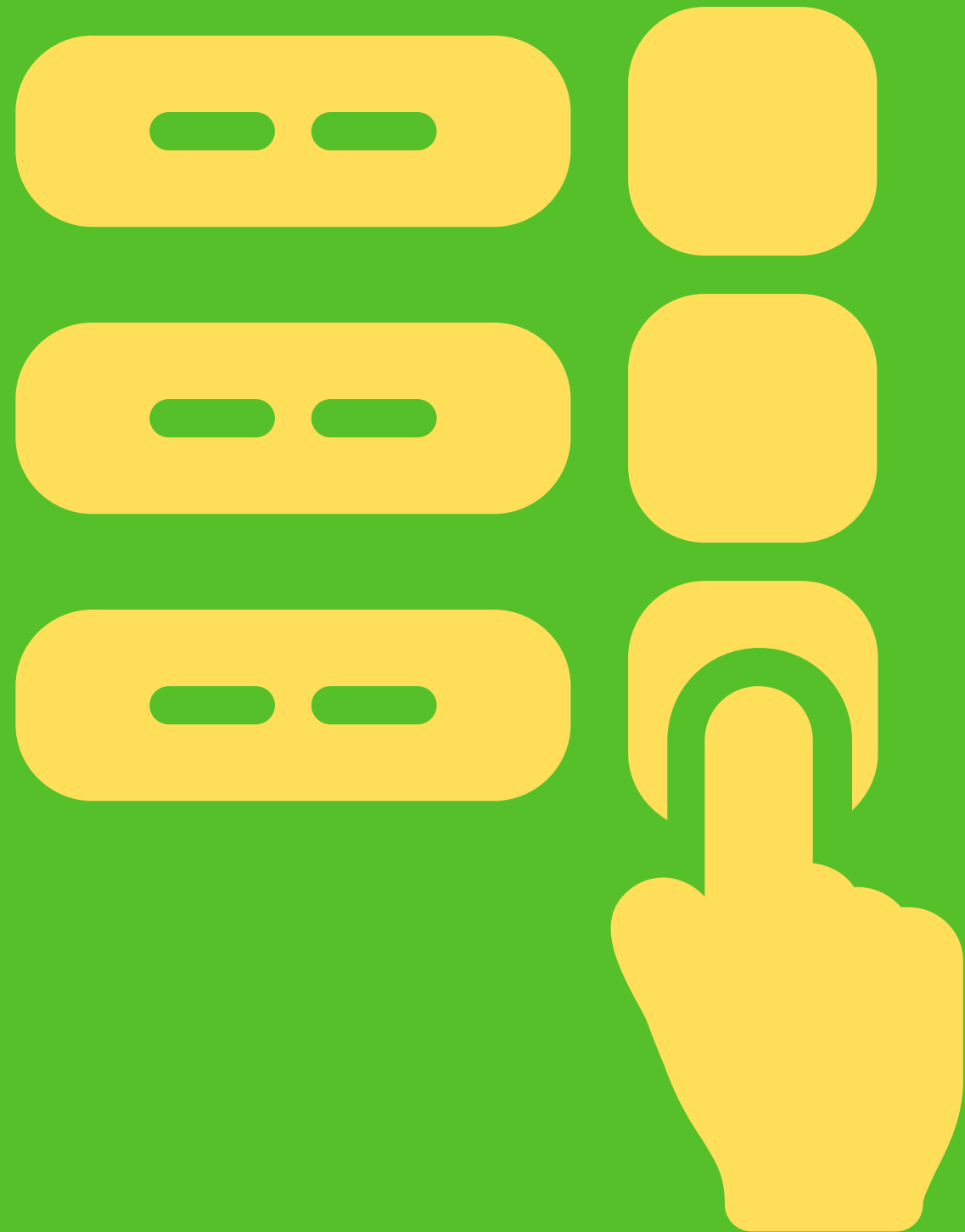
- How does your department support you in maintaining WLB?
- What is the climate like with respect to WLB?

## Yourself

- What are my personal goals, values and priorities?
- How important is WLB to me?

# Self-care (SC)





# Self-care

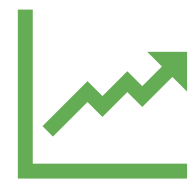
Poll 5

**Definition:** “The concept of *self-care* broadly refers to engagement in behaviours that serve to maintain and promote both physical and emotional well-being and ultimately promote the maintenance of one’s overall health by encouraging a balance between personal and professional demands” ([Bamonti et al., 2014](#))



### **Not just impairment**

Programs emphasize SC as intervention of impairment, rather than preventive



### **Uptake of SC activities**

Relationship between intervention and uptake of SC activities



### **Program Culture**

Correlation between uptake and program emphasis



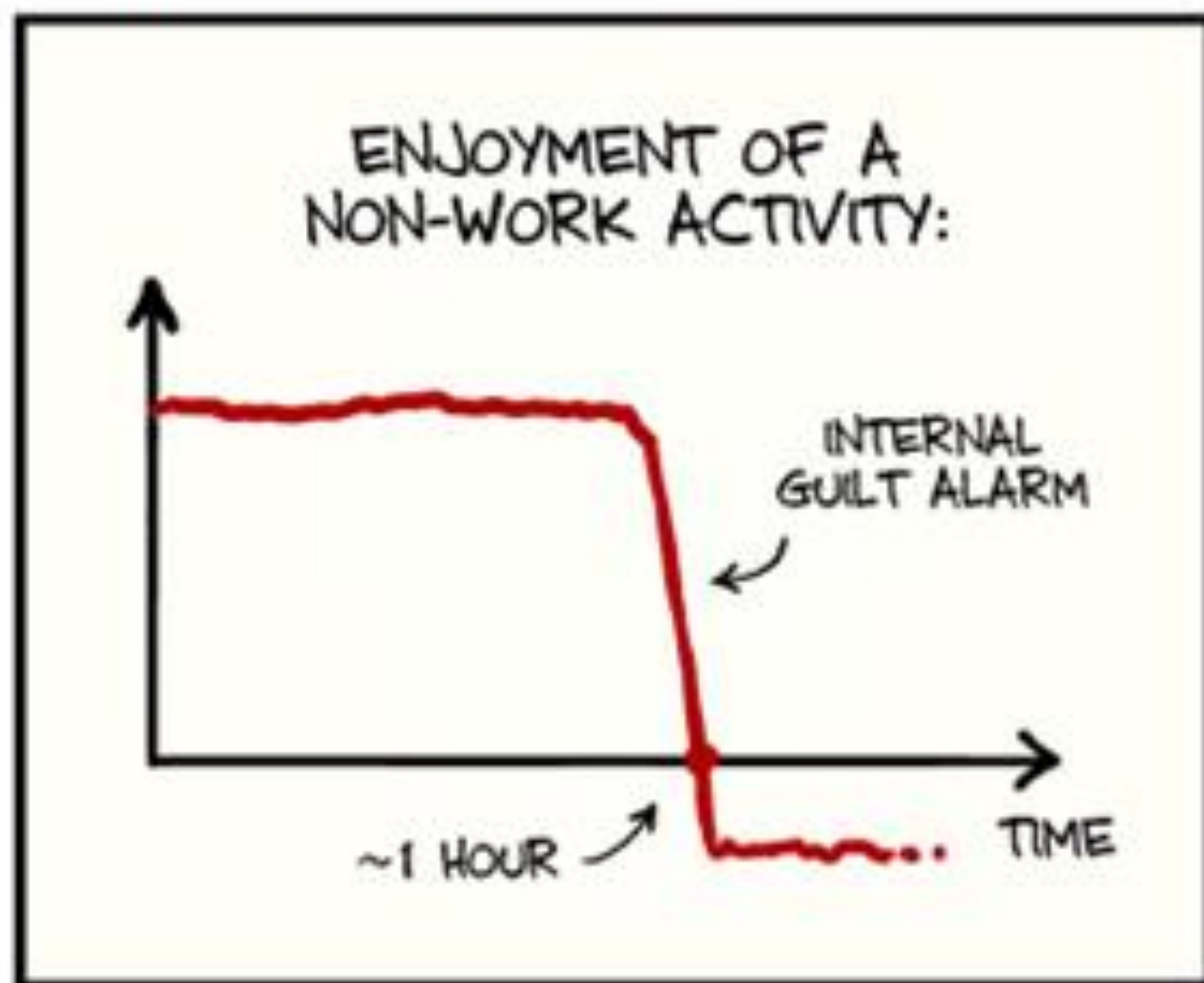
### **Specific SC strategies**

Not enough research to know which SC activities have the best outcomes



# Piled Higher and Deeper by Jorge Cham

www.phdcomics.com

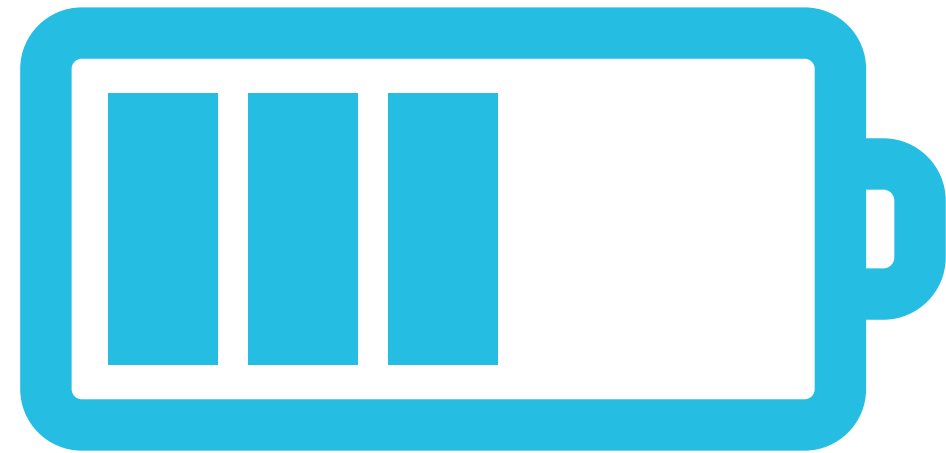


JORGE CHAM © 2015

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title: "The Guilt Timer" - originally published 10/7/2015





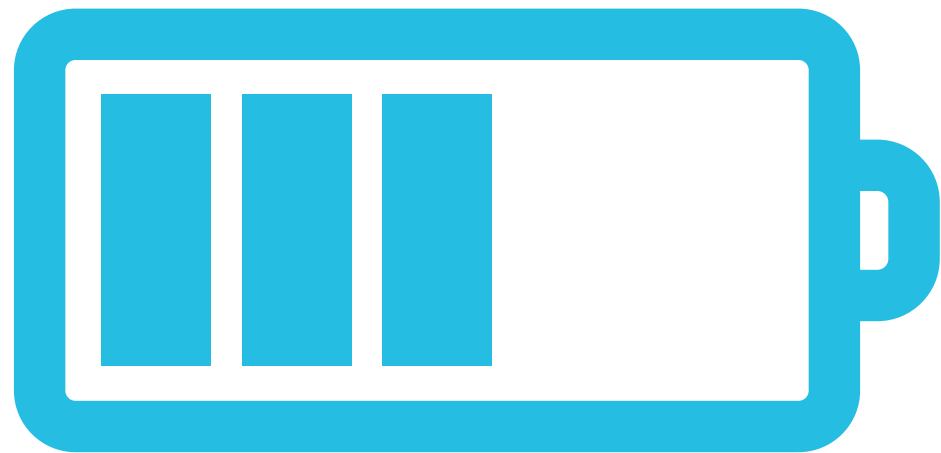
## **Canadian Code of Ethics**

**Maranzan et al., 2018**

# **Self-care as ethical imperative**

“Professional psychology training programs are critically responsible for training students to become competent, ethical psychologists armed with the knowledge and skills necessary for professional practice. Self-care, reflective practice, and self-assessment are core foundational competencies for professional psychology doctoral students (Santana & Fouad, 2017) and link directly to the principles of Responsible Caring and Integrity in Relationships in the Canadian Code of Ethics for Psychologists. “

# Self-care



**Maranzan et al., 2018**

**01**

## **Responsible caring**

Psychologists “engage in self-care activities that help to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment and interfere with their ability to benefit and not harm others” (CPA, 2017, p. 20).

Minimizing risk and maximizing benefits also implies keeping on top of our own wellness to optimize the care provided. Poor self-care can have negative consequences on our ability to practice effectively and thus ethically.

**02**

## **Integrity in relationships**

Psychologists need to be aware of how our own biases, stressors, experiences impact our ability to be objective and unbiased. It is more difficult to think objectively when stressed and burnt out.

**03**

## **Responsability to society**

Training programs have an obligation as well to offer this support and training. We are falling short.

# Self-care: things to consider

## Self-care is beyond impairment

Self-care should be **proactive**. Don't wait to implement self-care once impairment has been identified,



## Self-care is a competence

Like other areas of skill development, it requires **practice**.



## Self-care is helpful at all stages of the pipeline

Self-care should be continuous. Be mindful of its application going forward.



# Breakout room

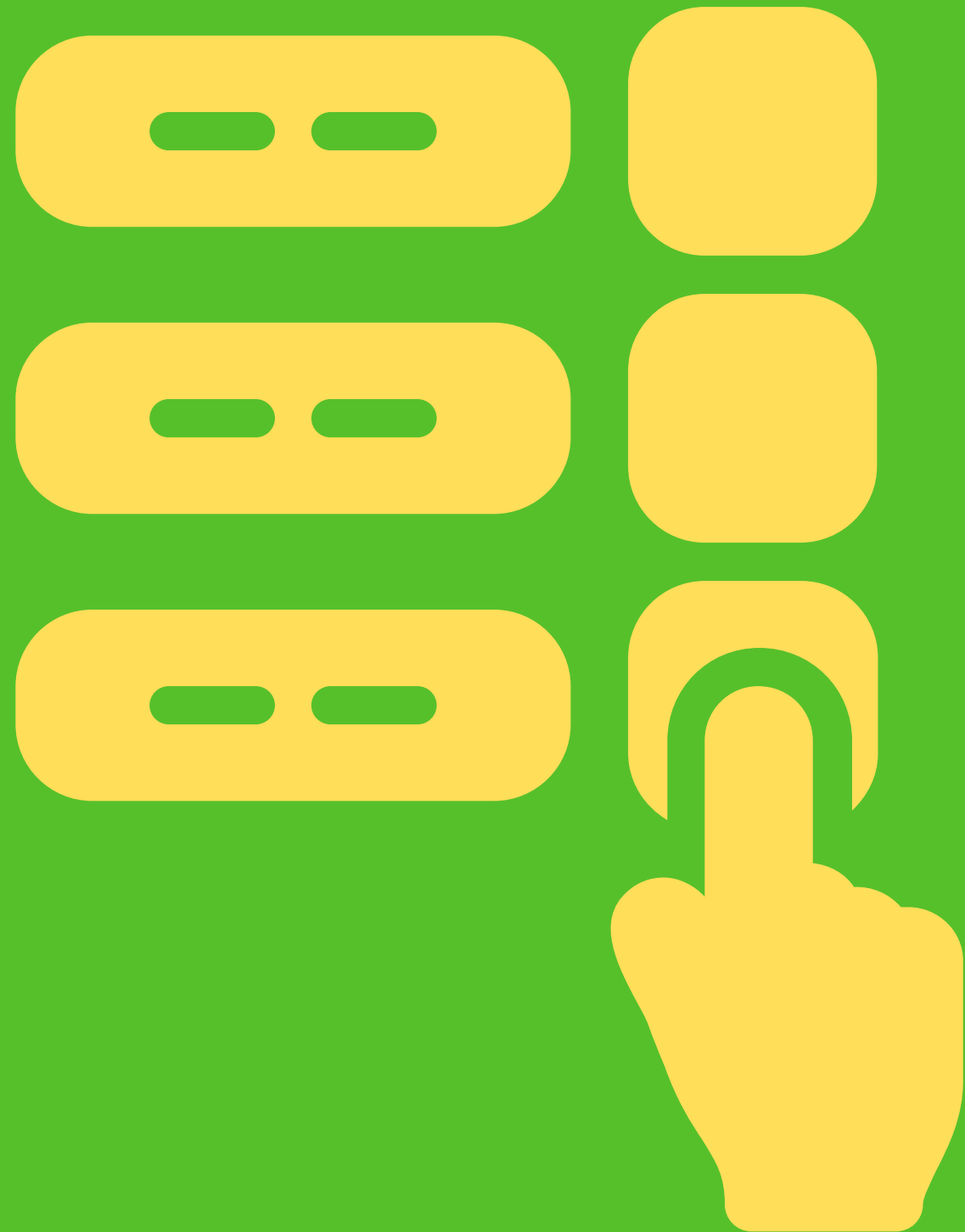
Self-care at different  
stages of the pipeline...  
What strategies work for  
me? What would I  
recommend?

**10 minutes to discuss**

**Group 1-3:** Self-care in  
doctoral training

**Group 4-6:** Self-care  
during residency

**Group 7-9:** Self-care  
moving forward



# Self-care intention

Poll 6

# Building resilience

Wisdom for Early Career  
Psychologists (ECPs)

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Asked 96 ECPs on factors that promoted resilience and a positive transition from doctoral training to first career:

Most common strategies reported:

- **Peer support** and supervision (47%) – opportunities to debrief with colleagues
- **Exercise** (28%)
- Time with **friends and family** (19%)
- **Hobbies** and interests outside psychology (18%)
- Continue self and **professional development** (13%)
- Cognitive thought **restructuring** (10%)
- Being **strategic** (10%), i.e., setting boundaries, proactive workload management

**Kolar, et al., 2017**

**Kolar et al., 2017**



# Building resilience

Wisdom for Early Career  
Psychologists (ECPs)

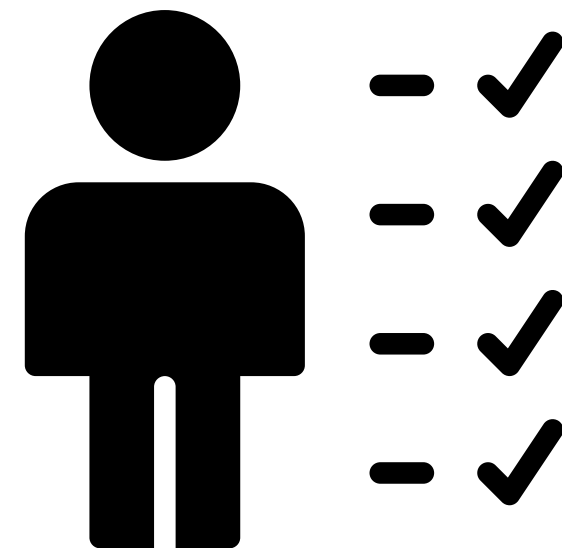
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Factors that facilitated the transition:

- Job specific courses and placements i.e., appropriate skills for job (28%)
- Previous work experiences (21%)
- Entering the field while still studying (16%)
- Supervision (20%)
- Supportive team (18%)
- Academic mentors (8%)
- Supportive friends and family (9%)

Kolar et al., 2017

**Being skilled  
and prepared**



**Feeling  
supported**



# Resources

## American Psychological Association Education and Career Tab

<https://www.apa.org/education-career/development/early>

### Early Career Psychologists



#### FEATURED

#### Salary data and negotiation skills

You ought to be paid what your position is worth, but how do you know what your position is worth? How do you negotiate appropriately? We've assembled some of the more popular data sources and skill development tools available to early career psychologists.



#### Early career development resources

Get your career off to the right start with resources for researchers, practitioners, academia, and more.



#### Boost your financial literacy

Financial planning information for early career psychologists, including the National Health Service Corps loan repayment program.



#### Funding and grants for early career psychologists

Descriptions of awards and funding opportunities for early career psychologists

### EARLY CAREER PSYCHOLOGISTS

- CPA hosts an on-demand course titled *Starting and Operating an Independent Professional Practice in Psychology* that helps students and psychologists understand the many issues associated with independent practice, and can help current practitioners enhance their business practices. Registration: [register for the course here](https://cpa.ca/professionaldevelopment/webcourses/catalogue/#Course1).  
<https://cpa.ca/professionaldevelopment/webcourses/catalogue/#Course1>
- For mapping out a career in psychology, self-assessment tools for individual development plans can be found here: <https://www.apa.org/education/grad/self-assessment.pdf>
- For an overview of CPA "Early Career" Membership options, visit: <https://cpa.ca/membership/becomeamemberofcpa/membershiptypes/>
- For more information on CPA member professional liability insurance coverage, visit: <https://cpa.ca/insurance/>
- For Early Career Psychologist grant and funding opportunities, visit here: COMING SOON!
- For navigating salaries, glassdoor has a search function for different salaries in your area and by job title found here: <https://www.glassdoor.ca/Salaries/>. You can also check out their "Know Your Worth" tool.
- For a "Sample Budget for Setting Up a Practice", visit: [Sample Budget for Setting Up a Practice.pdf](#)
- For a "Guidebook for Starting and Operating an Independent Professional Practice in Psychology", visit: [Starting\\_A\\_Psychology\\_Practice\\_guidebook.pdf](#)



## Canadian Psychological Association Publications and Resources/Career Hub

<https://cpa.ca/careers/career-hub/>

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