

# STUDENT TO EMPLOYEE TRANSITION

Responses from CCPPP National Didactic Series August 2021

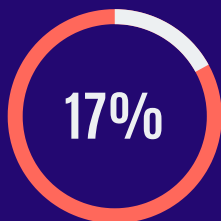
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Horizon Health NB Residency in Clinical Psychology

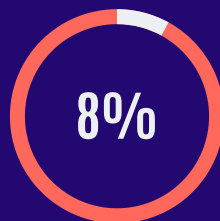
## Post-residency plans (n=57)



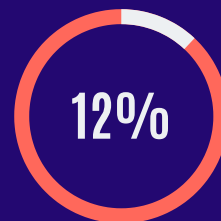
starting a job



completing  
doctoral requirements

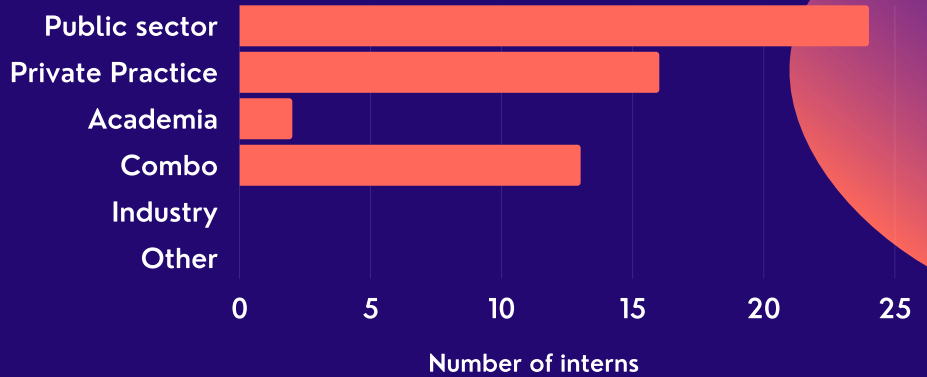


taking time off



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