



CAPIC
100 Ellinwood Way
Suite N275h
Pleasant Hill, CA 94523

925.969.4550
capicadmin@capic.net
www.capic.net

To State and Provincial Licensing Boards:

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The California Psychology Internship Council (CAPIC) is a membership organization of doctoral-level academic programs and training programs (internship and postdoc) located throughout California. When creating CAPIC in 1991, its founders recognized that by working together they could increase the quality of professional psychology training throughout the entire education trajectory, as well as better train psychologists to serve population needs. That vision continues to lead CAPIC and the quality of its member programs.

Since 1991, over 12,000 students have completed CAPIC internships, providing almost six million hours of public health services to over 75,000 diverse and often underserved clients. CAPIC alumni have served their fellow Californians in numerous roles including: deans at doctoral academic programs, chief psychologists at major hospitals & federal prison settings, as well as training directors at numerous doctoral and postdoctoral internships. Many CAPIC alumni are also licensed and serving as psychologists in other states. A [tri-fold CAPIC brochure](#) summarizing these and other aspects of CAPIC is posted on the CAPIC website.

CAPIC doctoral academic programs are recognized by the California Board of Psychology (CA BoP) as meeting its academic institutional standards for licensure. See Sections 2911 and 2914 (c) of the California Code of Regulations, as described in the [Laws and Regulations Relating to the Practice of Psychology](#) (2017 edition), available on the CA BoP website. This document is also posted on the CAPIC website on our Resources >> Other Professionals [webpage](#).

All CAPIC doctoral academic programs are at least regionally accredited, and half are also APA-accredited. All CAPIC doctoral academic programs must also meet additional CAPIC and CA BoP requirements, including practicum and internship training, as well as coursework in various substantive areas. The full criteria for CAPIC doctoral academic program members is publicly posted [here](#) on our >>Program Members>> Academic Programs [webpage](#).

CAPIC internship and postdoc training programs are also recognized alongside APA-accredited internships for the accrual of Supervised Professional Experience (SPE) hours by applicants for licensure as a psychologist by the California Board of Psychology (CA/BoP). See Section 1387(a)(2)(A) of the California Code of Regulations, as described in the [Laws and Regulations Relating to the Practice of Psychology](#) (2017 edition), available on the CA/BoP website.

For licensure, the CA BoP requires applicants accrue at least 3000 SPE hours, with at least 1500 SPE hours being obtained postdoctorally. CAPIC's membership requirements lay the path for licensure in compliance with the CA BoP regulations, by requiring a internship with a minimum of 1500 SPE hours,

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although roughly half of CAPIC internships provide 2000 SPE hours. CAPIC postdoctoral programs are similarly required to provide a minimum of 1500 SPE hours.

CAPIC internship membership criteria are based on APPIC membership criteria, with the primary differences being that (a) CAPIC encourages but does not require stipends for interns; (b) CAPIC explicitly requires that multicultural training integrated into doctoral and postdoctoral training programs; and (c) CAPIC explicitly requires that internship training be cumulative, sequential and graded in complexity. See the [Comparison Table of APPIC and CAPIC Membership Criteria](#) posted on the CAPIC website. Regarding stipends, APA and APPIC require stipends at all their internships, while CAPIC encourages but does not require stipends. Still, roughly half of CAPIC internships do provide stipends. CAPIC also conducts ongoing quality assurance reviews that include site visitations by a CAPIC board member or Quality Assurance delegate. CAPIC's Quality Assurance program is explained further on the [Quality Assurance page](#) of the CAPIC website.

Together, CAPIC programs provide training substantially equivalent to both APPIC member and APA accredited internships, in terms of professional staff, supervision, training experiences, and related factors. This has been demonstrated by the following posters and/or publications:

- Morrison, A., Schaefer, M., Ribner, N., & Puliatti, R. (January 2015). [Training healthcare psychologists: Outcomes from multiple models](#). Poster presented at the National Council of Schools and Programs in Professional Psychology Mid-winter Conference, San Diego, CA.
- Bucky, S., Stolberg, R., Turner, S., & Kimmel, C. (April 2015). [Comparison of supervisory characteristics across accrediting bodies and levels of training](#). Poster presented at the 2015 California Psychological Association convention, San Diego, CA.
- Rodriguez-Menendez, G., Dempsey, J., Albizu, T., Power, S., and Campbell, M. (2017). [Faculty and student perceptions of clinical training experiences in professional psychology](#), *Training and Education in Professional Psychology*, Vol 11(1), Feb 2017, 1-9.

These quality training experiences are due in part to CAPIC's robust Quality Assurance (QA) program, which helps ensure that our program members continue to meet our and CA/BoP standards. Our QA program starts with our membership criteria and application review process and continues with regular and ongoing program reviews.

- As described above, CAPIC's internship membership criteria are adapted from those of APPIC. Our membership criteria for Internship Programs is posted on the CAPIC website on our >> Program Members >> Internship Programs [webpage](#). A comparison of APPIC and CAPIC Membership criteria is also posted on that same [webpage](#).
- As part of the initial application process, a prospective program seeking CAPIC membership submits its application online, thoroughly describing its various programmatic components and needs (e.g. staffing, training, supervision, intern requirements, etc.). A licensed psychologist (generally a CAPIC Board member) reviews this application, and conducts a site visit to confirm the documentation matches the practice occurring at the internship. This review is first sent to CAPIC's Membership Committee and then to the entire Board for discussion, review and when appropriate, approval as a CAPIC program member.

- CAPIC's Quality Assurance program continues with periodic and ongoing QA reviews, including an annual review and a site visit review every three to five years. More frequent reviews may be conducted if other factors warrant it.
- More information about CAPIC's quality assurance program is provided on the CAPIC website on our >> About CAPIC >> Quality Assurance [webpage](#). Online profiles of all of our program members is also available to the public on the CAPIC website on our >> Resources >> Public Access to Online Profiles [webpage](#).

Each Board of Psychology (or equivalent) for a given State/Province must determine for itself whether an applicant's academic and/or training programs meets its requirements (e.g. APA-accredited, substantially equivalent, or other standard) for licensure. CAPIC will work with you to help you understand what CAPIC programs provide, in order to assist you in making the determination of whether to accept alumni from CAPIC internship and postdoctoral training programs for licensure.

We believe that there is insufficient evidence of a significant difference in training quality between accredited and non-accredited (especially CAPIC) training programs to warrant restricting licensure to only accredited ones. We further believe that our training programs are comparable to APPIC and APA-accredited programs, and support a finding of substantial equivalency, especially given our membership criteria and quality assurance program.

CAPIC also believes that unduly restricting licensure requirements (e.g. by only accepting applicants from APA-accredited doctoral academic programs or from APA-accredited internships) is not in the best interest of the public or the profession. Alternative pathways to licensure such as CAPIC, which show substantial equivalency, should also be fairly considered by licensing boards. Such consideration would likely have multiple positive effects for both the public and the profession, including:

- Helping to enhance the diversity of the profession, by providing training pathways such as half-time internships that are often more utilized by non-traditional and diverse students;
- Helping to enhance the diversity of the profession by reducing costs to students who may wish to stay with their existing, local communities;
- Helping to improve access to psychological services to often underserved communities that cannot afford the costs associated with maintaining an accredited training program;
- Helping to reduce barriers to trade and mobility, by allowing alternative paths to licensure that increase competition and services to the public; and
- Maintaining greater state/provincial autonomy and control over official licensing matters by having independent standards rather than delegating its authority to a professional/trade organization (e.g. APA/CoA) which is outside of state/provincial control.

Thanks for your time. We hope you will consider CAPIC internships as a pathway to licensure for psychologists in your jurisdiction. If you have further questions, please do not hesitate to contact us.

Sincerely,

René Puliatti, Executive Director,
California Psychology Internship Council (CAPIC)

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