

# Training Healthcare Psychologists: Outcomes from Multiple Models

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In a recent article Schaffer, Rodolfa, Owen, Lipkins, Webb, and Horn (2012) assert that data indicate students at APA accredited internships have higher pass rates on the EPPP. There are several serious methodological issues raised by this study that should be addressed before professional psychology deems APA accredited internships necessarily the best option for all graduate students seeking to practice clinical psychology. First, though the authors state that the EPPP is consistently validated, the most well known review of validation data is nearly a decade old and consists of only face or content validity as determined by surveys and focus groups of practitioners (Rehm & Lipkins, 2006). Second, there is an issue of Common Method Variance (Podsakoff, P.M., Mackenzie, S.B., Lee, J-Y, Podsakoff, N.P., 2003.) It is frequently the case that Psy.D programs, looking for different qualities in applicants, admit students with lower GRE scores than do many Ph.D programs. This is relevant because students who have higher GRE scores will be more likely to score higher on similarly structured exams due to Common Method Variance. The GRE and EPPP are both primarily multiple choice exams. In order to remove the effect of discrepancies between Ph.D and Psy.D students on GRE scores, we present data that compare students within the same APA accredited program who have completed either APA accredited, APPIC, or CAPIC membership internships on licensure pass rates and other outcomes relevant to preparation for entry into the field as healthcare professionals. This poster presents two separate sets of outcome data that support the notion that multiple types of training experiences may be virtually equal in meeting the needs of our diverse and often non-traditional students who seek training as healthcare professionals. It is in the best interest of our profession to insure that such diversity in quality training continues to exist.

Total # of Positions	Total # of Positions	Total # of Positions	Total # of Positions
2011- 2012	2012-2013	2013-2014	2014-2015
<b>443</b>	<b>466</b>	<b>420</b>	<b>386</b>

## Intern Data from ASPP/Argosy San Francisco 2012-2014 Clinical Competency Evaluations (Scale 0 - 3)

Internship Type	Case Conceptualization & Diagnostic Skills	Knowledge of Cultural & Individual Differences	Psychological Testing Ability	Assessing Psychotherapy Outcomes	Theoretical Formulation Skills/ Intervention	Makes Use of Supervision and Consultation	Awareness of Ethical and Legal Issues	OVERALL RATING
CAPIC	2.35	2.36	2.23	2.26	2.35	2.54	2.45	2.35
APA	2.43	2.5	2.33	2.6	2.43	2.71	2.29	2.43
APPIC	2.1	2.2	1.67	2.13	2.22	2.6	2.3	2.3

**About CAPIC**  
The California Psychology Internship Council (CAPIC) was founded in 1991 with the goal of standardizing, increasing access to, and improving the quality of professional psychology training.

CAPIC offers traditional one-year full-time and two-year half-time internships, as well as postdoctoral fellowship programs.

We believe multiple models of training are needed to fit the learning needs of increasingly diverse students, as well as the treatment needs of our diverse communities.

## Intern Data from ASPP/Argosy San Francisco 2003-2008 \*

CAPIC INTERNS				
MEAN GPA = 3.80			LICENSURE RATE = 93%	
STUDENT	GPA	LICENSED	Post Doc/Employment SETTING	Post Doc/Employment ACTIVITIES
01	3.61	YES	Medical School; Multiple Settings	Psychotherapy and Supervision
02	3.67	YES	Medical Center	Psychotherapy
03	3.70	YES	Private Practice	Psychotherapy
04	3.73	YES	Community Mental Health Clinic	Psychotherapy
05	3.77	YES	Community Mental Health Clinic	Assessment, Consultation, Psychotherapy
06	3.77	YES	University Counseling Center; Private General Hospital	Psychotherapy & Supervision; Assessment, Consultation, Psychotherapy, Supervision
07	3.80	YES	Community Mental Health Clinic; Academic Teaching Position	Psychotherapy; Teaching
08	3.82	YES	Community Mental Health Clinic; Private Psychiatric Hospital	Psychotherapy
09	3.85	YES	University Counseling Center	Psychotherapy
10	3.88	YES	Community Mental Health Clinic	Consultation, Psychotherapy
11	3.88	YES	Community Mental Health Clinic	Psychotherapy
12	3.91	YES	Community Mental Health Clinic	Consultation, Psychotherapy, Teaching
13	3.93	YES	Community Mental Health Clinic	Psychotherapy
14	3.99	YES	Academic Teaching Position	Teaching
15	3.78	NO	General Hospital; Academic non-teaching position	Psychotherapy; Administration

APPIC INTERNS				
MEAN GPA = 3.88			LICENSURE RATE = 77%	
STUDENT	GPA	LICENSED	Post Doc/Employment SETTING	Post Doc/Employment ACTIVITIES
01	3.69	YES	Independent Practice; Community Mental Health Ctr.	Psychotherapy; Administration
02	3.71	YES	Medical Center	Psychotherapy, Administration, Consultation
03	3.89	YES	Community Mental Health Center; Community Mental Health Center	Psychotherapy; Psychotherapy
04	3.91	YES	School Psychologist; Private Practice	Assessment & Psychotherapy; Assessment & Psychotherapy
05	3.91	YES	HMO; HMO	Assessment & Psychotherapy; Administration, Assessment, Consultation, Psychotherapy, Research, Supervision, Teaching
06	3.92	YES	Academic teaching position	Teaching
07	3.96	YES	Independent Practice; Community Mental Health Ctr.	Psychotherapy; Assessment & Psychotherapy
08	4.00	YES	Community Mental Health Center	Assessment, Consultation, Psychotherapy, Supervision, Teaching
09	4.00	YES	HMO	Assessment & Psychotherapy
10	4.00	YES	Community Mental Health Clinic	Assessment & Psychotherapy
11	3.66	NO	Community Mental Health Ctr.	Assessment, Consultation, Psychotherapy
12	3.85	NO	University Counseling Center	Administration, Assessment, Consultation, Psychotherapy, Research, Supervision, Teaching
13	3.94	NO	Private Practice	Psychotherapy

APA INTERNS				
MEAN GPA = 3.85			LICENSURE RATE = 93%	
STUDENT	GPA	LICENSED	Post Doc/Employment SETTING	Post Doc/Employment ACTIVITIES
01	3.70	YES	Community Mental Health Ctr.; Correctional Facility	Psychotherapy; Psychotherapy
02	3.72	YES	University Counseling Ctr.	Psychotherapy & Supervision
03	3.77	YES	Military Medical Center; Community Mental Health Ctr.	Assessment & Psychotherapy
04	3.77	YES	Private General Hospital; Veteran Affairs Medical Ctr.	Administration, Assessment, Research; Administration, Consultation, Psychotherapy, Supervision
05	3.77	YES	University Counseling Ctr.; Private General Hospital	Psychotherapy & Supervision; Assessment, Consultation, Supervision, Psychotherapy
06	3.83	YES	Correctional Facility	Assessment & Psychotherapy
07	3.89	YES	HMO; HMO	Assessment, Consultation, Psychotherapy, Supervision
08	3.91	YES	HMO; HMO	Assessment, Psychotherapy & Consultation
09	3.91	YES	Community Mental Health Ctr.; Community Mental Health Ctr.	Psychotherapy; Psychotherapy
10	3.94	YES	HMO	Administration
11	3.95	YES	Community Mental Health Ctr.	Assessment & Psychotherapy
12	3.96	YES	Consortium; Consortium	Assessment & Psychotherapy; Assessment & Psychotherapy
13	3.97	YES	Community Mental Health Clinic	Psychotherapy
14	4.00	YES	Personality Assessment Company	Assessment
15	3.51	NO	Military Medical Center	Assessment & Psychotherapy

- Some of the benefits of CAPIC Internships**
- Recognized for licensure
  - Multicultural training required
  - Rigorous Quality Assurance: Site visited every three years
  - Close connection to doctoral program: Local, consultative role of DCTs
  - Half-time training options
  - Serve diverse, local communities
  - Specialized, innovative trainings
  - Two-phase electronic match and clearinghouse

\* **Addendum to:**

Morrison, A., Schaefer, M., Ribner, N. & Puliatti, R. (2015, January). *Initial Training Healthcare Psychologists: Outcomes from Multiple Models*. Poster presented at the Mid-Winter Conference of NCSPP, San Diego, CA.

\* **Table within this poster was derived from the following earlier poster:**

Perl, R., Morrison, A., Prensky, E., Schaefer, M., & Ribner, N. (2012, April). *Producing positive outcomes using an alternative model of half-time internship training*. Poster presented at the biennial meeting of APPIC, Phoenix, Arizona.

**References**

Perl, R., Morrison, A., Prensky, E., Schaefer, M., & Ribner, N. (2012, April). *Producing positive outcomes using an alternative model of half-time internship training*. Poster presented at the biennial meeting of APPIC, Phoenix, Arizona.

Podsakoff, P.M.; MacKenzie, S.B.; Lee, J.-Y.; Podsakoff, N.P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. (PDF). *Journal of Applied Psychology* **88** (5): 879–903.

Rehm, L., & Lipkins, R. (2006). The examination for professional practice in psychology. In T. Vaughn (Ed.), *Psychology licensure and certification: What students need to know*. Washington, DC: APA.

Schaffer, J., Rodolfa, E., Owen, J., Lipkens, J., Webb, C., Horn, J. .(2012) The examination for professional practice in psychology: New data-practical implications. *Training and Education in Professional Psychology*, Vol. 6, No. 1, 1-7.