

# NCSPP Symposium Presentation

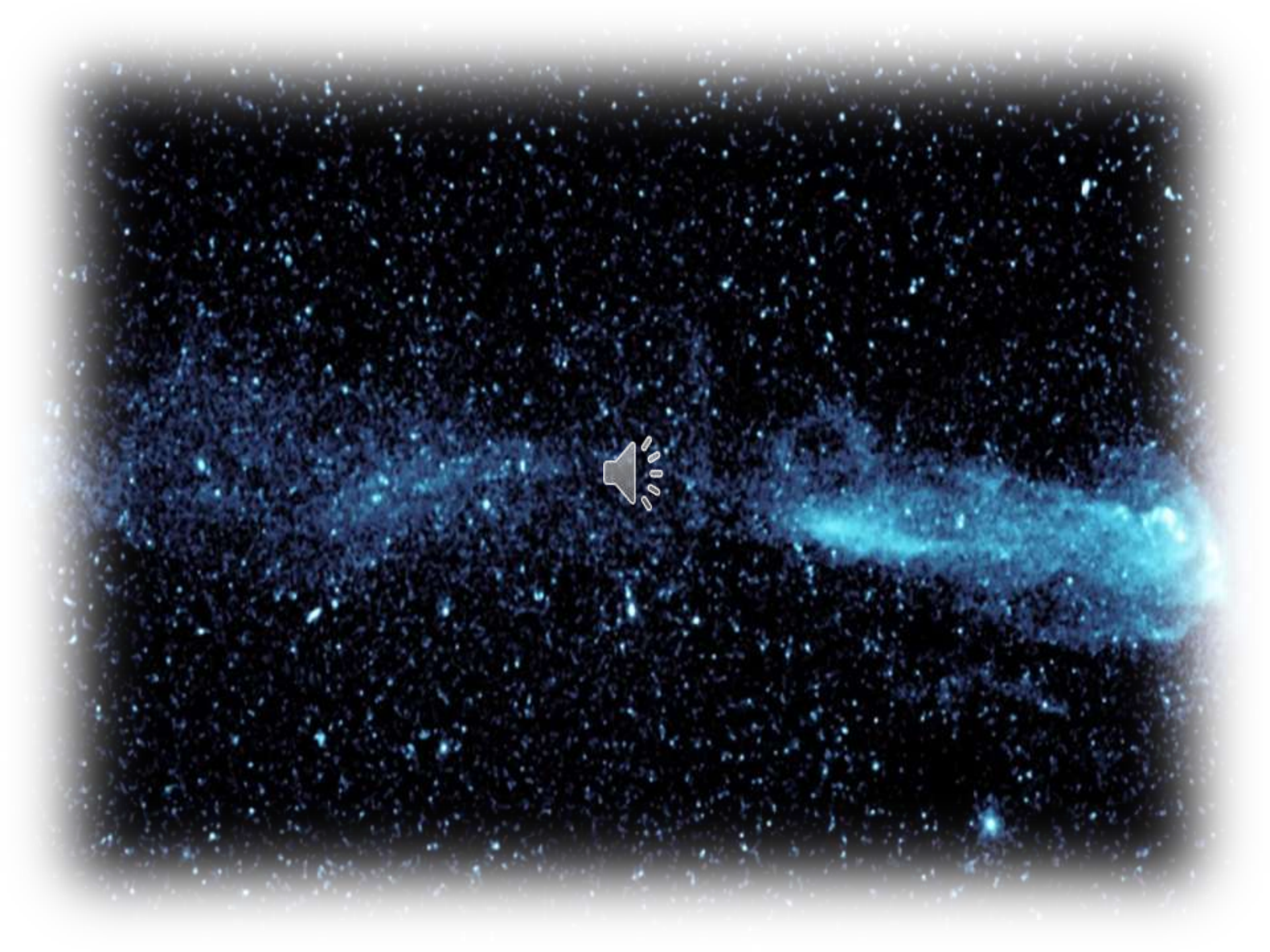
**“Bringing diversity, inclusiveness, and social justice concerns to public awareness:  
Our experiences at NACIQI and beyond to create change  
and reclaim our core roles.”**

Presented by:

- **Andrea Morrison, Ph.D.**, Faculty at American School of Professional Psychology, Argosy University, San Francisco Bay Area; CAPIC Board At-Large Representative
- **René Puliatti, JD**, Executive Director, California Psychology Internship Council (CAPIC)
- **Juliet Rohde-Brown, Ph.D.**, Core Faculty and Director of Clinical Training at Pacifica Graduate Institute, Carpinteria; CAPIC Board Officer
- **Farzana Kahn, PsyD**; former CAPIC Board Intern/Student Representative

**January 19, 2017 at Long Beach, California**





- Real life vs. Hollywood
  - Few larger-than-life villains are out there
    - No Darth Vader or Evil Emperor's
    - Instead well -intentioned professionals managing multiple interests with little time to do so.
  - But policies which adversely impact our profession and the public do exist, often by not seeing the unintended consequences and interactions of these policies.
  - What is our goal? More diversity, inclusiveness and social justice in the psychology training universe, resulting in a stronger profession and better care of the public we serve.



## **General Disclosure**

**No conflicts of interest.**



**All panelists are current or former members of the leadership of the California Psychology Internship Council (CAPIC), which organized the presentation before the NACIQI hearing on June 2016.**

**CAPIC has a direct interest in bringing concerns about diversity, inclusiveness, and social justice concerns to public awareness. This interest does not impair the panelists' ability to objectively and professionally address these issues.**

**Panelists will provide separate, individual clarifications, as appropriate.**



**René Puliatti, JD  
Executive Director  
CAPIC**



**Disclosure**

**No conflicts of interest. However, as Executive Director, I am a paid employee of CAPIC, and as such have a financial interest in promoting CAPIC.**

**Also, while I have a direct interest in bringing CAPIC's concerns about diversity, inclusiveness, and social justice concerns to public awareness, this interest does not rise to the level of a conflict and does not impair my ability to objectively and professionally address these issues.**

# Why are we here?

Over the past few years, CAPIC seen a marked decrease in participation by students at its internships, and sought to understand the reasons behind it as well as its impact.

- The most significant factor in this decrease appears to be the push by APA-accredited doctoral academic programs to increase their student placement at APA-accredited internships.
- This push has in turn been driven by a perceived need by schools to meet the 50% threshold rule (APA/CoA Implementing Regulation D-4-7(b)), since failure to do so results in increased scrutiny by APA/CoA.
- This is particularly frustrating due to the lack of evidence of the superiority of APA-accredited internships over CAPIC ones.

This decrease has impacted on our students, our profession and the public:

- The majority of CAPIC internships are at community mental health sites, often county-run sites, which often serve minority and underserved populations. Without sufficient students/interns, some internships are less able to provide services to their communities.
- Without students from diverse backgrounds, diverse communities are less well-served.
- Some students are pressured to attend APA-internships, even if other internships better meet their personal and professional goals.

# **How did we get here?**

**CAPIC has been partners with APA, CoA, APPIC and others.**

- **CAPIC has routinely worked with APA, CoA, APPIC and other entities to address the common goals of promoting excellence in doctoral level psychology training.**
  - **Half-Time Internship Model**
  - **APA/CoA Trainings for Internships Seeking Accreditation**
  - **Coordination of APPIC/CAPIC internship match schedules.**
  - **Liaison activities at various conferences (APA, ASPPB, NCSPP)**
- **We have also had direct correspondence and conversations**
  - **CAPIC has also used Public Comments (e.g. to Implementing Regulations) and similar venues for raising concerns.**
- **However, these channels for communicating have not been effective in having our current concerns addressed.**
- **As a result, we reached out directly to the US DoE, and its NACIQI.**



# National Advisory Committee on Institutional Quality and Integrity

What is NACIQI? It is the federal entity within the US Department of Education (US DoE) which decides whether to recommend accreditation (and periodically, re-accreditation) for private organizations (such as the APA/CoA) which offer educational services to the US public. <https://sites.ed.gov/naciqi/>

Accreditation by the US DoE is the gov't stamp of approval and leads to many benefits for APA/CoA and its members (e.g. federal recognition, federal funding, federal student aid, loan forgiveness programs, etc.). NACIQI can deny re-accreditation or can put conditions on it.

What is the NACIQI Hearing? It is a public hearing which gives the public the opportunity to directly raise their concerns regarding these private organizations and the government's oversight of them. Prior to the hearing, the NACIQI also solicits Written Comments.

How does one learn about the schedule and the procedures for Written Comments and the NACIQI hearing? The Federal Register publishes notices of upcoming NACIQI hearings



## Unintended Consequences and Impact on Stakeholders:

- In response to concerns from internship programs, doctoral academic programs and students, as well as its own concerns, CAPIC has sought to address the unintended consequences of various APA, APA/CoA, and APPIC policies regarding the training of psychology interns.
- Policies:
  - Overall pressures to reduce enrollment
  - IR-D 4-7(b): 50% Threshold Rule to Place at APA sites
  - APPIC Match Rule #2: Exclusive Use of APPIC Match
- Impact/Unintended Consequences:
  - Decreased participation by students in non-accredited internship match process.
  - Negative impact on women, minorities and non-traditional students
  - Negative impact on community mental health facilities and the clients they serve.



# Stakeholders Solicited for Input/Comments

- CAPIC solicited comments from various stakeholders (students, internship directors, faculty, etc.). APA-Accredited programs reluctant to speak.
- CAPIC submitted a formal Written Comment (posted on our website), including individual statements from various stakeholders.
- Ten individuals registered to speak at the NACIQI hearing. Nine actually traveled to DC and spoke.
  - René Puliatti, JD
  - Megan O'Banion, PsyD
  - Andrea Kaplan Morrison, PhD
  - Melodie Schaefer, PsyD
  - Juliet Rohde-Brown, PhD
  - Tara Pir, PsyD (René Puliatti spoke on her behalf)
  - Jaclyn Deilgat, PhD
  - Jennifer Frazier, MS
  - Nadia Thalji, MA
  - Farzana Kahn, MA

# Snippets from René Puliatti's Oral Comments

- *I have seen profound changes in the profession and I've heard stories from students who have been devastated by the impact of APA/CoA policies. I've also heard from psychologists of "an impoverishment of the profession" due to APA and CoA policies.*
- *One such APA/CoA policy is Implementing Regulation (IR) D-4-7(b), which uses quotas to require academic programs to place 50% of their students at APA-accredited internships. IR D-4-7(b) has a multitude of problems and negative impacts on students (particularly on women and persons of color), on schools, on internships and on the public (particularly the underserved), which are detailed more fully in my Written Comment.*

# Snippets from René Puliatti's Oral Comments

- *IR D-4-7(b) is just one example. More importantly, it is a symptom of a larger problem, which is the culture of interwoven relationships and conflicts of interest among APA, CoA, APPIC and others. The push by APA for a Model Licensing Act, at the same time that CoA is requiring 50% quotas, is just one of the more glaring examples of this. The APPIC Match Rule #2 is another.*
- *Am I am conflating CoA with APA? No. We don't speak of CoA-accredited schools or internships, we speak of APA-accredited ones. Further, the impact of CoA and APPIC policies serves APA's professional organizational goals. The fact that they are implemented through CoA administrative rules does not lessen that impact.*
- *We need more diversity and inclusion in the training of psychologists, and current APA/CoA policies are creating less. A fundamental, cultural change is needed at APA/CoA. A good start is the repeal of IR D-4-7(b), but the discussion must not stop there. Together, we can help ensure diverse, inclusive and high-quality training continues to flourish, for students, for the profession and for the public.*

# Snippets from René Puliatti's Written Comments

- Here is an excerpt of one internship program's letter:
- *[Our] internship program strives to select the best applicants to match our clients' needs. We are an ethnically diverse community college serving over 27,000 students ranging in age from 16-84. Over 50% of our students are designated as an "underserved and underrepresented." Because many of these students don't have the financial resources to get outside therapy, they come to our office. The exclusionary process ... has greatly diminished the applicant pool in the past three years, which, in turn, has significantly decreased the number of interns accepting this site, and consequently has reduced the number of underrepresented students that we are able to serve. Accordingly, the students who need therapy the most, don't get the services they need. I consider [it] to be in violation of Ethical Principle 3.01 Unfair Discrimination.*
  - Richard Beyer, PhD, Pasadena City College



# Snippets from René Puliatti's Written Comments

- Here is an excerpt of one student's letter:
- *If the wellbeing and training of PsyD students is in the forefront of the minds of those making decisions about the internship training process, and if one of the goals of the greater community of psychologists is to serve at-risk and in-need populations, then CAPIC should remain a vibrant and well supported choice for students.*
- *I know many other students who have similarly benefited from attending CAPIC sites, as well as many students who have suffered by being pressured and otherwise required to attend APPIC sites outside of California. I truly hope that the future training of PsyD students provides them with the sites and the tools they need to flourish as psychologists, and as unique individuals.*
  - Anonymous Student Intern

# Snippets from Dr. Tara Pir's presentation

- Diversity is a hallmark of my work.
- ...CoA [has] recognized IMCES for its “systematic and long-term efforts to attract and retain people from diverse backgrounds” and remarking that diversity is in the very “fabric” of my organization.
- ....my program is an integrative comprehensive outpatient clinical training model that serves the exceptionally diverse needs of the Los Angeles community and the future of our profession.

# Snippets from Dr. Tara Pir's presentation

- My commitment to diversity is reflected in my program's recruitment practices....
- However, ... APA/APPIC's exclusionary, shrewd, monopolistic approach aimed at meeting their quota as a business goal with the very aggressive, indirect intention of eliminating CAPIC. ... APA/APPIC's Match Policy 2 states that "Internship programs must offer all of their internship positions" ...[e.g.] not to utilize CAPIC's matching service or risk losing their APA/APPIC membership.
- This particular APA/APPIC match policy also demonstrates how interwoven these organizations are, and how the actual impact of such policies is detrimental to students, to agencies like IMCES, to the profession, and to the public.

# **Andrea Kaplan-Morrison**

- **I am part-time Core faculty at the American School of Professional Psychology at Argosy University in the San Francisco Bay Area. I have been a professor of psychology for more than 30 years.**
- **For much of that time I have been engaged in accreditation activities for both the Western Association of Schools and Colleges and for the American Psychological Association.**
- **I was even a member of the APA's Committee on Accreditation from 2003 to 2006.**
- **I have thought a lot about the nature and function of accreditation standards.**

- Nature and function of accreditation standards.
  - Concerns with COA's use of numerical quotas as an accreditation standard.
  - Major concern: Numerical quotas do not direct the doctoral programs to review and analyze each internship position to determine whether the student's internship accomplishes the training goals appropriate for each individual.
  - In the worst case scenario the doctoral program may end up in an adversarial position with students who are relatively powerless in defending the importance of their own professional learning goals.
  - This is not how accreditation processes should work.



# **Lack of Clear Evidence of APA Superiority**

- **Schaffer, Rodolfa, Owens, Lipkins, Webb,& Horn (2012)**
  - **Methodological flaw**
- **Morrison, Schaefer, Ribner, & Puliatti (2015)**
  - **Points out flaw in Schaffer article and provides preliminary data showing rough equivalency**
- **Bucky, Stolberg, Turner, & Kimmel (April 2015).**
  - **Study showing no significant difference in quality of supervision or training. Article publication pending.**

# Training Healthcare Psychologists: Outcomes from Multiple Models

Andrea Morrison, Ph.D., Melodie Schaefer, Psy.D, Neil Ribner, Ph.D., and Rene Puliatti

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, APPIIC, 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.



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| Total # of Positions | Total # of Positions | Total # of Positions | Total # of Positions |
|----------------------|----------------------|----------------------|----------------------|
| 2011- 2012           | 2012-2013            | 2013-2014            | 2014-2015            |
| 443                  | 466                  | 420                  | 386                  |

## 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 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 | Skilled Use of Supervision and Consultation | Soundness of Ethical and Legal Issues | OVERALL RATING |
|-----------------|--|--|-------------------------------|----------------------------------|--|---|---------------------------------------|----------------|
| CAPIC           | 2.89                                       | 2.86   | 2.72                          | 2.78                             | 2.99   | 2.84  | 2.48                                  | 2.85           |
| APA             | 2.43                                       | 2.6  | 2.59                          | 2.6                              | 2.45   | 2.71  | 2.28                                  | 2.48           |
| APPIIC          | 2.2  | 2.2  | 1.87                          | 2.18                             | 2.22   | 2.6   | 2.2                                   | 2.2            |

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

| CAPIC INTERNS   |                      |          |   |
|-----------------|----------------------|----------|---|
| MEAN GRE > 3.00 | LICENSURE RATE > 80% |          |   |
| STUDENT         | TYPE                 | APPROVED | Post Doctoral Employment (2012-2014)                              |
| 11              | 3.81                 | 100      | Healthcare, Hospital, Outpatient, Academic, Research, Supervision |
| 12              | 3.67                 | 100      | Healthcare, Outpatient  |
| 13              | 3.72                 | 100      | Healthcare, Outpatient  |
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| APPIIC INTERNS  |                      |          |   |
|-----------------|----------------------|----------|---|
| MEAN GRE > 3.00 | LICENSURE RATE > 75% |          |   |
| STUDENT         | TYPE                 | APPROVED | Post Doctoral Employment (2012-2014)                              |
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| 58              | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
| 59              | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
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| 99              | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
| 100             | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |

| APA INTERNS     |                      |          |   |
|-----------------|----------------------|----------|---|
| MEAN GRE > 3.00 | LICENSURE RATE > 80% |          |   |
| STUDENT         | TYPE                 | APPROVED | Post Doctoral Employment (2012-2014)                              |
| 1               | 3.81                 | 100      | Healthcare, Hospital, Outpatient, Academic, Research, Supervision |
| 2               | 3.67                 | 100      | Healthcare, Outpatient  |
| 3               | 3.72                 | 100      | Healthcare, Outpatient  |
| 4               | 3.72                 | 100      | Healthcare, Outpatient  |
| 5               | 3.78                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
| 6               | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
| 7               | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
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| 34              | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
| 35              | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |
| 36              | 3.72                 | 100      | Community Mental Health Clinic, Outpatient, Supervision           |





Steven Bucky, PhD, ABPP, Ronald Stolberg, PhD, Sasha Turner, MA, Christine Kimmel, MA, California School of Professional Psychology at Alliant International University

## Introduction

Supervision is an essential element in developing highly competent, well trained psychologists. A wide cross section of research studies have investigated characteristics of supervision including: the supervisory working alliance, self-disclosure, supervisory style, cultural variables, and supervisee ratings of their supervisor. However, there is limited data regarding supervisor characteristics across accrediting bodies and level of training.

## Aim of Current Study

The present study aims to bridge that gap by providing information regarding supervisees satisfaction across accrediting bodies (APA/APPIC and CAPIC) and level of training (practicum and internship). This study builds upon a previous study conducted by Bucky, Marques, Daly, Alley, & Karp, 2010 who surveyed doctoral students regarding various strengths and weaknesses of clinical supervisors.

## Methods

225 clinical trainees were surveyed using the Supervisee Evaluation of Supervisor Questionnaire (SESQ) originally created by Bucky, et al, 2010. The SESQ consists of:

- A 12 item demographic section
- An evaluation section consisting of 53 items assessing various aspects of a supervisee's evaluation of their supervisor using a 7-point Likert scale
- An open ended section containing three prompts

Statistical comparisons were conducted using SPSS. Specific statistical tests included ANOVA for initial comparisons and Bonferroni, and N-N-K for post hoc analyses

### Knowledge about multiple theoretical orientations

|               |      |  |
|---------------|------|--|
| (1) APA/APPIC | 6.23 | Significant difference between Group 1 and Group 3 |
| (2) CAPIC     | 5.88 |  |
| (3) Practicum | 5.27 |  |

### Knowledge about research

|               |      |   |
|---------------|------|---|
| (1) APA/APPIC | 6.00 | Significant difference between Group 1 and Group 3, Group 2 and Group 3 |
| (2) CAPIC     | 5.63 |   |
| (3) Practicum | 4.80 |   |

### Aware of transference in supervision

|               |      |  |
|---------------|------|--|
| (1) APA/APPIC | 5.94 | Significant difference between Group 2 and Group 3 |
| (2) CAPIC     | 6.14 |  |
| (3) Practicum | 5.22 |  |

### Aware of countertransference in supervision

|               |      |  |
|---------------|------|--|
| (1) APA/APPIC | 5.90 | Significant difference between Group 2 and Group 3 |
| (2) CAPIC     | 6.12 |  |
| (3) Practicum | 5.05 |  |

## Results

When looking at the 53 Likert scale questions there were **no significant differences in the supervisor ratings based on type of accreditation** (APA/APPIC & CAPIC). However, significant differences were found on four specific questions when looking at the differences between supervisors at the internship level and the practicum level. In each case the aggregate practicum level supervisor earned lower scores

## Conclusion

The results of the study contribute new information regarding the consistency of doctoral level clinical supervision ratings across accrediting bodies and identify various differences between internship and practicum supervisor ratings.

# **Quality Assurance (QA)**

- **CAPIC vs. APA/CoA Quality Control and Monitoring**
- **CAPIC QA program is local.**
- **CAPIC QA program is robust.**
- **CAPIC Internships often visited by multiple academic programs.**
- **Different, but effective**

# **Need for Diverse Training Models**

- **Having a diversity of training models that meet the diverse learning needs of all our students is not only important for our graduate students, it is essential to ensure the strength and viability of our profession as a whole.**





**NCSPP Mid-Winter Conference**

***CAPIC Symposium: Bringing Diversity, Inclusiveness, and Social Justice Concerns to Public Awareness: Our Experiences at NACIQI and Beyond to Create Change and Reclaim our Core Roles***

**January 19, 2017**

**Long Beach, CA**

# **The Importance of Making Diversity and Social Justice Concerns Central to Accreditation Processes**

*Juliet Rohde-Brown, Ph.D.*



# **Disclosure**

**Juliet Rohde-Brown, Ph.D.**

**Core Facility and Director of Clinical Training at Pacifica Graduate  
Institute, Carpinteria**

**Officer, Board of Directors, CAPIC**

**Conflicts of Interest: None**



# Social Justice Concerns

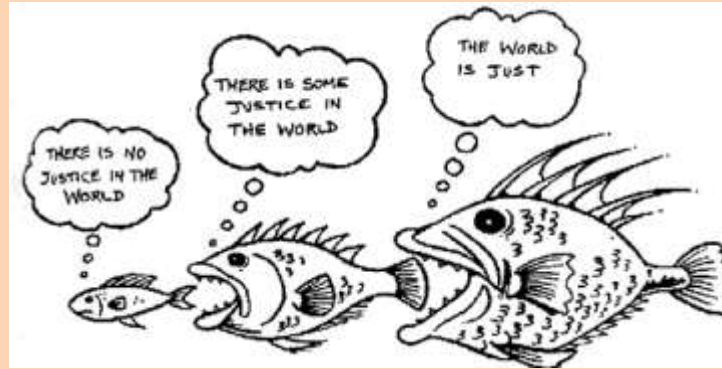
- Impact on the community, on the students, on the profession.
  - CAPIC Internship Sites Needing to Close Doors
- Restrictions that Schools Place on Students to Only Apply to APA Internships
  - Sharing a Common Fear (the “quota”)
- Potential Marginalization of Sites/Schools/Cultural Groups
  - Impacts Clinical and Health Service in Communities



# Diversity

**“Involves issues of how people vary along dimensions such as ethnicity, race, gender, age, sexual orientation, religious affiliation, social class, and health status”**

(Robinson, 1997; Cormier & Hackney, 2005—as cited in Marquis, 2008).



# Power and Privilege

**“Multiculturalism demands attention to issues of power and privilege”**

**“differential access to resources (power) and unearned advantage and thus dominance (privilege)”**

*Cormier & Hackney, 2005 – as cited in Marquis, 2008*



# Student Population Different Contextually in 2017

- First Generation Immigrants
- Family and Other Systemic Considerations (i.e., caregiving)
- Potential Dire Effects of Moving From Geographic Area
- Benefit of Half-Time Two-Year Internship Model
- Building Professional Recognition and Respect in Community of Origin
- Contributing Something of Value
- Desiring to Work with Particular Populations/Specialized Areas
- Massive Student Loans to Pay Off

# *Why Not CAPIC?*

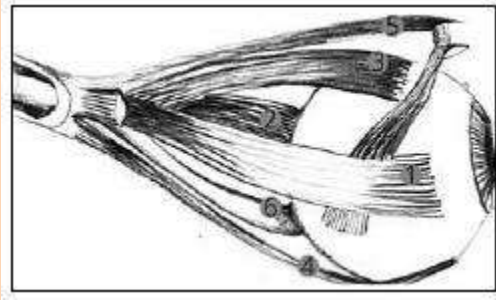


- No Data to Demonstrate Significant Differences between APA, APPIC, or CAPIC
- However, Data Being Gathered to Demonstrate that the Inference of Inferiority of CAPIC is Skewed

# REFERENCES

## Lack of Evidence of Significant Difference Between APA and CAPIC internships:

- 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.
- A third study showing no significant difference in internship quality has also been approved for publication: Rodriguez-Menendez, G., Dempsey, J., Albizu, T., Power, S., and Campbell, M. (2016). *Faculty and student perceptions of clinical training experiences in professional psychology*. Manuscript submitted for publication to [Training and Education in Professional Psychology](#).



## So Why?

What is the source of the skewed perception? Is it fear? Is it accepting the status quo without critical analysis?

*(See Thomas Teo Critical Psychology Articles)*

# With All Due Respect

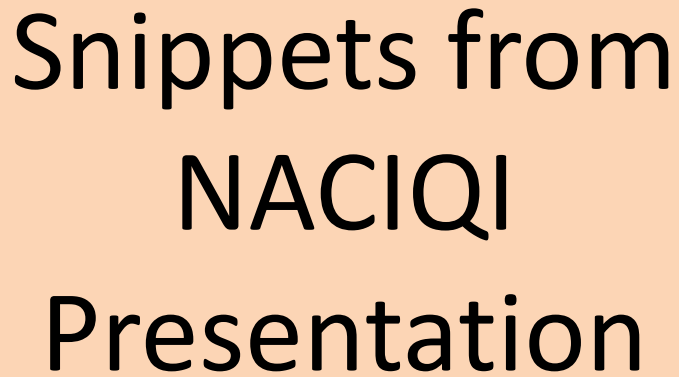
- We are all attempting to do the best we can with educating and training doctoral students and avoiding harm to those who seek services
- What actually IS honorable modeling of professional competence? Article where students say that educators and supervisors not necessarily modeling competency themselves in APA Schools (*Furr & Brown-Rice, 2016*)– and by extension “other” non-APA schools
- The key is that “we are all in this together” so why have misrepresentations of superiority? And why do students have to suffer for the restrictions that emerge from such organizational identities?
- Example: Having to Wait An Entire Year to Apply Again to APA Accredited Internships Rather Than Being Able to Apply to CAPIC Internships.
- Again, why, without realistic evidence, is CAPIC perceived as “lesser than” in regard to competence in training?



# Hence, NACIQI Journey

- Because we wanted to open a conversation with the CoA and NACIQI about Accreditation “Borders” so that the CoA may reconsider certain restrictions (which could even result in restriction of trade) out of concern for our students and their professional future and livelihood.
- CAPIC Goal: Equal Opportunity/Feminist Stance/Expanding Complexity
- We Ask This -- Unless Proven Otherwise, Accept CAPIC as Comparable Training





## Quoting Past CAPIC Chair, Dr. Megan O'Banion

# “A Call for Critical Evaluation” (O’Banion, 2016)

APA’s website:

“Accreditation provides a forum in which educators and practitioners of psychology can exchange ideas on future needs of the profession and ways in which to best address these needs in professional education and training” (as cited by O’Banion, 2016)

(<http://www.apa.org/ed/accreditation/about/about-accreditation.aspx>)

Concerns:

- “The CoA does not demonstrate the fundamental practice of researching or providing empirical support for some of the most decisive CoA’s accreditation outcome requirements” [IR D. 4.7 (b) and SoA ii.C.2 (a-b)].
- “By creating high-stakes standards that focus on numerical and narrow objectives, academic programs focus meeting the standards to maintain their accreditation over prioritizing the student’s individual personal, learning, and professional needs.”
- “Institutionalizing a narrow view of education and training is harmful. Accreditation standards that promote application and training requirements that are most accessible to those in privileged and dominant groups threatens the health and diversity of the profession.”



(O’Banion, 2016)



# “A Social Justice Issue”

“When powerful institutions demonstrate lack of evidence-basis for practice, limited inclusivity, and insufficient accountability, it impacts the integrity of our profession. Furthermore, the most harmful consequences fall on the most vulnerable – our students and our underserved communities. These are the stakeholders that accreditation is designed to protect.” (O’Banion, 2016)



# In the wake of the Hoffman Report

- “Embrace APA’s Pledge for Transparency, Integrity, and Renewed Self-Study.”
- “How we standardize the design and methodology of accreditation can create opportunities for inequality, oppression, and discrimination within our programs and in the profession.”
- “Ask for the CoA to be held to the same level of accountability as that of the programs it accredits by ENSURING:
  - That the accreditation standards themselves are consistent with the science and practice of psychology (evidence base).
  - A transparent and rigorous ongoing review and improvement of accreditation processes and governance occurs.
  - Quality education and training the TRULY meets the needs of our student body, the public and our profession.”

*(O’Banion, 2016)*

# These are Uncertain Times for All



*Let's build bridges together!*  
*Thank You!*



# Farzana Kahn, PsyD

Former Board Intern/Student Representative,  
CAPIC

I would like to share with you the benefits I, as a current post-doctoral fellow, experienced by being allowed to attend a CAPIC internship

More importantly, how many others like me, would achieve their career goals if allowed to attend a CAPIC internship rather than being forced to attend an APA or APPIC internship.

- I completed a CAPIC internship at Highland Hospital in Oakland, California.
- My career goals then and now are to work with the underserved populations in San Francisco and Oakland, California.
  - I've received a rich educational experience by working with severely and persistently mentally ill populations with chronic medical illnesses from low SES and minority backgrounds.

- CAPIC matches many students' goals of wanting to stay local.
- Many students may not want to leave their home state of California because their career and personal goals are within the state of California.
- Reasons for not wanting to relocate for internship include family; for example, some students are responsible for helping take care of their elderly parents.
  - Due to my cultural background, I for one am responsible for helping my parents with their daily activities. My parents do not speak fluent English and often need assistance with navigating the medical system due to their medical illnesses and language barriers. If I was forced to move out of state, then my parents' wellbeing would suffer greatly.



- Many students who know they want to stay local may also have financial restraints.
  - It seems highly unfair to ask students to relocate for their internships and add on more expenses on top of the high price of pursuing higher education.
- The half-time internship model, which is not as available at APA-accredited internships, provides opportunity to fulfill the requirements for completion of doctoral degree in the field of Clinical Psychology.
  - This allows students to take care of their other financial needs while completing their doctoral requirements.

For student that do not match with an APA or APPIC site on their first try, some of those students cannot afford to wait an entire year of schooling while waiting to obtain an APA-accredited internship.

In addition, there are single parents who are in our graduate programs. Some of them are are not able to afford the expenses required to interview for APA/APPIC and move across country (for a year) for an APA-accredited internship.

-These students should have the choice to choose the CAPIC route and stay local, again serving their community.

- In addition, while a CAPIC intern, I had the luxury of being close to my social supports when undergoing stress of graduate life.
- While a CAPIC intern, I also had the opportunity to have made great connections with my peers from other local psychology programs and with other local providers in the community.
  - This alone lead the pathway to me attaining my current post doctoral fellow and a job offer.

- The students who want to choose the CAPIC route because they plan to work in California, they are able to build strong relationships with localized facilities that they will be working with in the future.
- These students are able to serve the underprivileged community mental health programs that are often over flooded with people in need of care and not nearly enough clinicians.

- And most simply, students who want to stay local and are allowed to choose the CAPIC internship route, experience reduced anxiety, meaning increased quality of life.

# Wrapping Up, So How Did We Historically Get Here?

## Andrea Kaplan-Morrison's remarks

- How did we get to this point where we feel compelled to go to Washington, D.C. to testify that APA's Commission on Accreditation is about to implement regulations which will make it harder for us to do the kinds of things that inspired us to become psychologists in the first place?
- History of the development of Clinical Psychology in this country
  - After World War II there was a dramatic increase in the need for clinical psychologists
  - Need for accreditation from an organization which had been certified by the government as able to insure the quality of the programs it was funding. That organization was the APA.
  - Need for programs to provide more training to psychologists interested in becoming practitioners, not only researchers. Boulder Conference (1949)
  - Demand for clinical psychology continued to increase. Thus a new kind of program, practice oriented programs, were created. Vail Conference (1973)
  - NCSPP was started in 1976
    - NCSPP began to articulate the competencies that were essential for all Psy.D programs, and of sufficient quality to earn accreditation by APA's COA. NCSPP eventually won the right to join the Committee on Accreditation.



# Wrapping Up, So How Did We Get Here?

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# Wrapping Up, So How Did We Get Here?

## Andrea Kaplan-Morrison's remarks

- A huge problem then emerged.
  - Competition for internship became a huge problem for the field and it didn't seem to be possible to create internships fast enough to keep up with this increasing demand.
- Meanwhile in the real world, demand for psychological services continued to grow, especially for the young, the old, the chronically mentally ill, the addicted, the homeless, the most marginalized citizens in our communities.
- So here we are now. We have a shortage of training opportunities, that is internships, but an enormous need for the provision of psychological services for those who are least likely to be able to pay for these services.
  - Reduce the number of psychologists to NOT outnumber training opportunities.
  - Alternatively figure out how to get interns in the position to train while providing services to those people in our communities who need these service the most.
- If we look to the founders of NCSPP we might be able to make use of their wisdom. One such founder is Don Peterson.

# Wrapping Up, So How Did We Get Here?

## Andrea Kaplan-Morrison's remarks

- Don Peterson, founding father of the Psy.D programs and NCSPP, wrote in 1997
- “What are the most urgent needs that we see about us now. Does anybody have any trouble naming them? Preventive, cost-effective health care; alternatives to hospitalization for the severely mentally ill; reducing drug abuse, alcohol abuse, substance abuse of any kind; decent nurturance for children who lack stable families; strengthening families wherever that is possible; better schooling; more productive business practices; alternatives to violence on the street, in the home, wherever it happens, reducing the bigotry on which ethnic violence is based.”
- So the problems in society remain. Peterson continues:
  - “Has science told us how to solve these problems? Of course not. People hanker after simple solutions to immensely complex problems. Drugs? Say no. Crime? More prisons. “
  - “We need to face the most serious problems confronting the people in our society now, but we need to do so in a spirit of intellectual modesty that approaches awe.”
  - “We need to join in cooperative action to share the experiences we are gaining.”

# **Wrapping Up, So How Did We Get Here?**

## **Andrea Kaplan-Morrison's remarks**

- **It is with these wise words of one of our founding fathers in mind that we suggest that rather than dismissing CAPIC internships as inferior it might be worthwhile to take a closer look at these internships. For example why and how have these internships been supported by the state of California to help meet the needs of the citizens in our communities.**
- **Also how have these internships been providing training opportunities for the diverse and often non-traditional students who attend Psy.D programs in California.**
- **How is quality assured in these internships?**
- **How is funding provided?**

# Possible Solutions for Moving Forward

- **Develop alliances with organizations like NCSPP.**
- **Have ongoing conversations with APA, CoA and APPIC.**
  - **Repeal or reform IR D-4-7(b),**
  - **Expand C-30 (Outcome Data),**
  - **More transparency in APA/CoA decision-making,**
  - **More inclusive policies (e.g. with the APPIC Match)**
  - **More separation (less entanglement) by APA in other organizations (e.g. CoA, APPIC, ASPPB, etc.).**
- **Develop relationships (research?) with the VA on CAPIC quality and outcomes.**
- **Have ongoing outreach to NACIQI members, to ASPPB leadership and to ASPPB state licensing board reps, to our own CAPIC members, to other schools (APA- and regionally-accredited).**
- **Develop sufficient and reliable funding streams (e.g. MHSA).**



Our End Game!

More diversity, inclusiveness and social justice  
for our profession and the public!

Feedback and/or Questions  
from Audience?

**Thank You!**