



CAPIC

CALIFORNIA PSYCHOLOGY
INTERNSHIP COUNCIL

CAPIC
100 Ellinwood Way
Suite N275h
Pleasant Hill, CA 94523

CAPIC Presentation For 2016–17 Annual Member Meetings

January 27th @ ASPP Argosy, Alameda, CA
February 3rd @ TCSPP – LA, Los Angeles, CA

925–969–4550

capicadmin@capic.net

www.capic.net

CAPIC Board (2016–2017)



Doctoral Academic Program Representatives Internship Program Representatives

Northern California

- **Sukie Magraw, PhD. (2018)**
Professor and Co-Director of Training
John F. Kennedy University, Pleasant Hill
- **Megan O'Banion, Psy.D. (2018)**
Director of Clinical Training
ASPP Argosy University, SF Bay Area
Board Secretary

Southern California

- **Juliet Rohde-Brown, Ph.D. (2018)**
Board Treasurer
Core Facility & Director of Clinical Training
Pacifica Graduate Institute, Carpinteria
- **Debra Warner, Psy.D. (2018)**
Director of Clinical Training
The Chicago School of Professional
Psychology – LA– Clinical Forensic
Psychology, Los Angeles

Northern California

- **Carol Kirshnit, Ph.D. (2017)**
Academic & Staff Assistance Program,
UC Davis Health System, Sacramento
- **Jorge Wong, Ph.D. (2019)**
Director of Clinical & Regulatory Affairs
Asian Americans for Community
Involvement, San Jose

Southern California

- **Kendra Nickerson Ph.D. (2018)**
Board Chair
Asso. Director & Training Director
Mount Saint Mary's University
Counseling and Psychological Services,
Los Angeles
- **Rebecca Eberle-Romberger, Psy.D. (2019)**
Director
Whittier College Student Counseling
Center, Los Angeles

CAPIC Board (2016–2017)

At-Large Representatives

Northern California

- Andrea Morrison, Ph.D. (2016)
ASPP at Argosy University, SF Bay Area
- Valerie B. Jordan, Ph.D. (2017)
Formerly with
University of La Verne, La Verne

Southern California

- Melodie Schaefer, Psy.D. (2018)
Board Vice-Chair
Formerly with Children, Youth and
Family Services Consortium,
CSPP/Alliant International University,
Los Angeles
- ▶ Linda Holder, Ph.D. (2019)
 - ▶ California Lutheran University



Student/Intern Representatives

Northern California

- Sebastian Shelton, MA (2017)
- John F Kennedy University, Pleasant Hill

Southern California

- Nadia Thalji, MA (2017)
Pacifica Graduate Institute, Carpinteria

2017 Board Elections (June 2017)

Open Positions:

- NoCA Internship Rep
- NoCA At-Large Rep
- NoCA Student/Intern Rep
- SoCA Student/Intern Rep

Schedule (Rough)

- May, 2017: Call for Nominations
- June, 2017: Elections

CAPIC Office Staff

Executive Director

- ▶ René Puliatti, Esq.
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Office Administrator (PT)

- ▶ Jessica Brown
E: capicadmin@capic.net

MHSA Coordinator (PT)

- ▶ *Unfilled at this time*
E: capicassist@capic.net

Bookkeeper Consultant

- ▶ Merry M. Chu-Suzuki
E: accounting@capic.net



HOME PAGE of CAPIC website – Top Half



Promoting excellence in psychology training since 1991. |

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[Home](#) [About CAPIC](#) [Online Match](#) [Students](#) [Program Members](#) [Events](#) [Resources](#)



CAPIC is an association of doctoral academic programs, internships and postdoctoral programs recognized by the California Board of Psychology as a pathway to licensure.

CAPIC promotes diverse, local and high-quality psychology training that addresses students' professional needs as well as the mental health needs of our often underserved communities.

Learn about [CAPIC's unique place](#) in professional psychology training. See if CAPIC is the right fit for you!

[CAPIC Externship Program](#)

Click [here](#) for more info!

[Become a CAPIC Postdoc Program](#)

Click [here](#) for more info!

[CAPIC Sponsorships Available for Students to Attend CPA Convention!](#)

[Application Deadline is March 9th!](#)

[CAPIC/MHSA Stipend Program!](#)

[Application Deadline is April 17th.](#)

[2017 CAPIC Online Match](#)

The application deadline has passed.
Internships now consider applicants!

Ranking is open on the [InternFit website](#).

Click [here](#) for the overall match schedule.

[Go to the Online Match pages for more info.](#)

Calendar

[View Full Calendar](#)

Resources

HOME PAGE of CAPIC website – Top Half



Promoting excellence in psychology training since 1991.

Search ...



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The California Psychology Internship Council (CAPIC) is an association of clinical psychology doctoral academic programs, doctoral internship programs and postdoctoral programs located throughout California.

Our mission is to promote excellence in professional psychology training and mental health services.

This website provides a path for better understanding CAPIC and the services we offer. Welcome!



[Learn More and Join CAPIC! »](#)

CAPIC's Unique Place

CAPIC offers a pathway to licensure in CA.

See if it is the right fit for you:

[Unique Place](#) + [Myths/Facts](#)

CAPIC Externship Program – NEW!

Click [here](#) for more info!

CAPIC Postdoc Programs

Click [here](#) for more info!

2017 CAPIC Match Fairs

NoCA Fair is on Jan 27th.

Click [here](#) for more info.

SoCA Fair is on Feb 3rd.

Click [here](#) for more info.

Calendar

[View Full Calendar](#)

2017 Match: Student Registration Open

Resources

Students

Info for Students

Academic Programs

Info for Doctoral Academic Programs

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CAPIC Board (2016–2017)

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CAPIC Background & Mission

Background:

CAPIC was founded in 1991 as a consortium of doctoral academic programs and internship agencies, adding postdoctoral members a few years ago. 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.

CAPIC's Unique Place:

- ❖ CAPIC provides a pathway to licensure in CA.
- ❖ CAPIC internships are of comparable quality to APA-accredited and APPIC-member internships.
- ❖ CAPIC supports cultural competence and diversity – both in its students and in its internship training programs – to improve the profession and better serve the public.
 - ❖ Ethnographic Diversity;
 - ❖ Half-time and full-time models
 - ❖ Community-focused,
 - ❖ Diverse theoretical orientations, populations served , training experiences/opportunities

Mission:

CAPIC's mission is to promote excellence in professional psychology training and mental health services. To this end, CAPIC:

- ❖ Works collaboratively with all the stakeholders and professional psychology organizations in furthering the quality of professional psychology training;
- ❖ Serves as a leader in centralizing doctoral internship training;
- ❖ Promotes standards and innovation in professional psychology training to provide clinical services to the state's diverse communities;
- ❖ Collaborates and advocates for access to training stipends for psychology interns and training resources for agencies; and
- ❖ Develops ethical internship training environments that are sensitive to issues of diversity and culture.



CAPIC continues its core mission of promoting excellence in professional psychology training and mental health services for licensure, with a focus on diverse, quality, local training to students.

What is our CAPIC Membership? Three Program Member Types

Doctoral Academic Programs

- ❖ 34 In-State Members (17 APA Accredited)
- ❖ 7 Out-Of State Associate Members

Doctoral Internship Programs

- ❖ 95: 78 Active Members + 17 Without Interns
 - 47 with Full-Time Internships
 - 43 with Half-Time 1-Year Internships
 - 36 with Half-Time 2-Year Internships

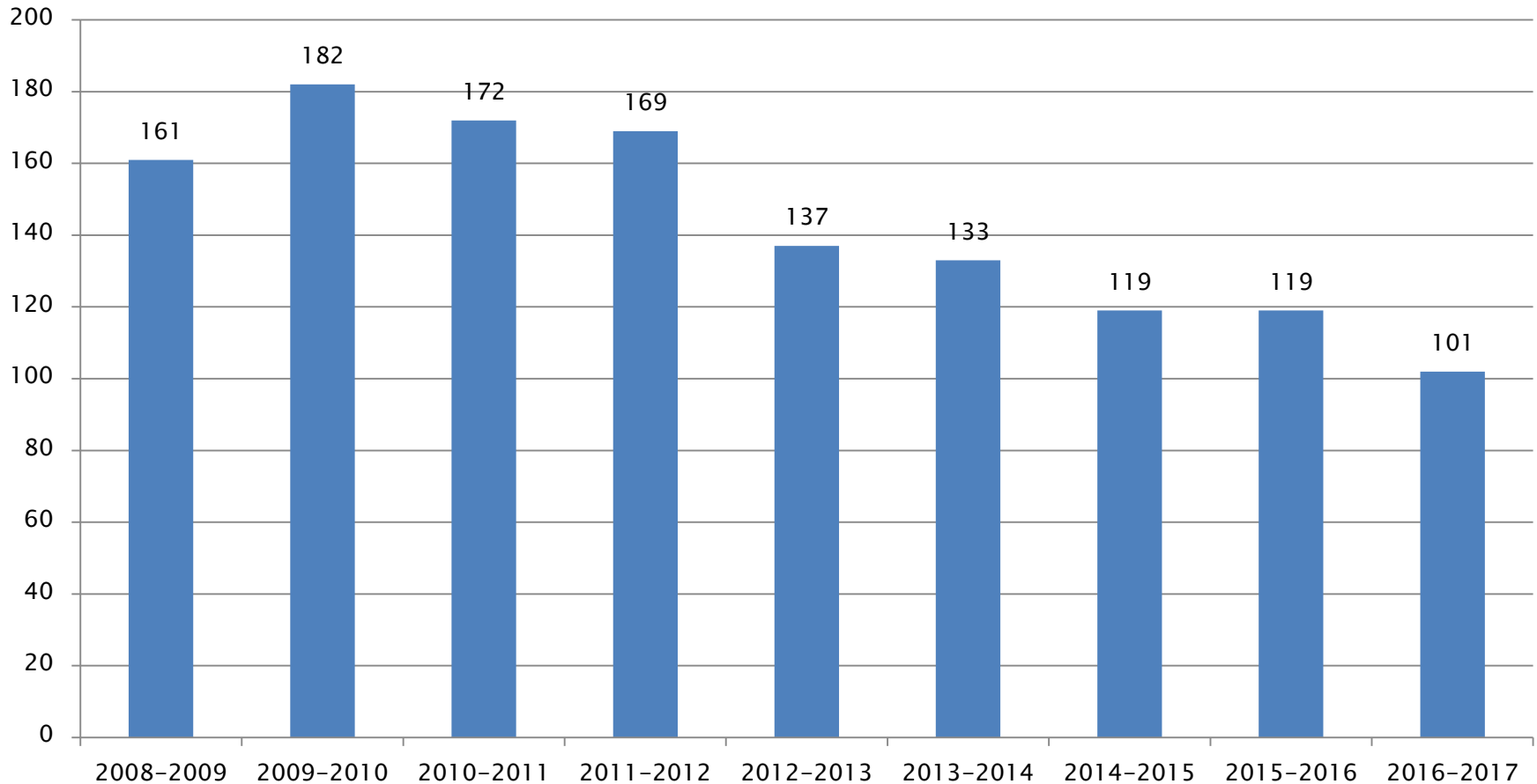
Postdoctoral Training Programs

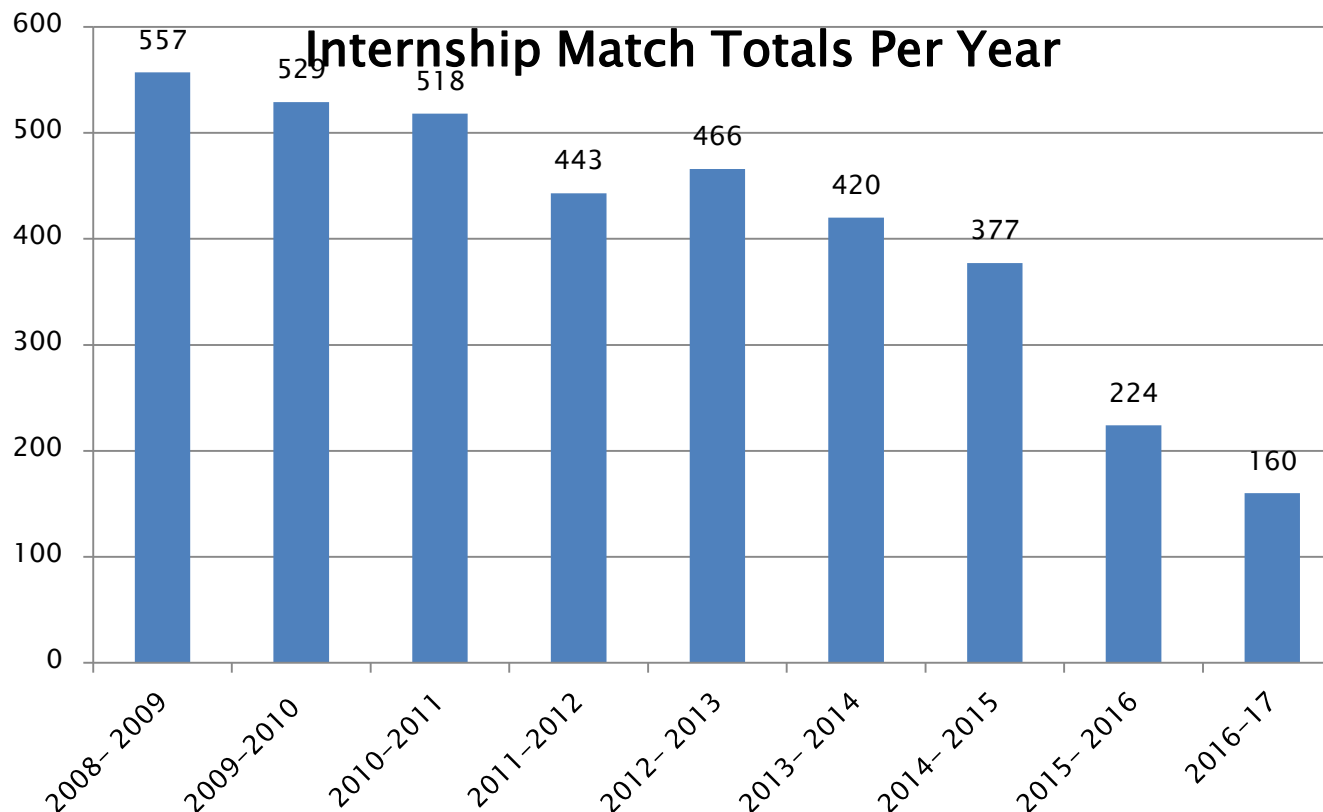
- ❖ 23 Members

Total # of CAPIC Internship Programs :

From 2008 to 2016 (Info is based on data from the Spring Online Match process)

Number of Intenships Programs



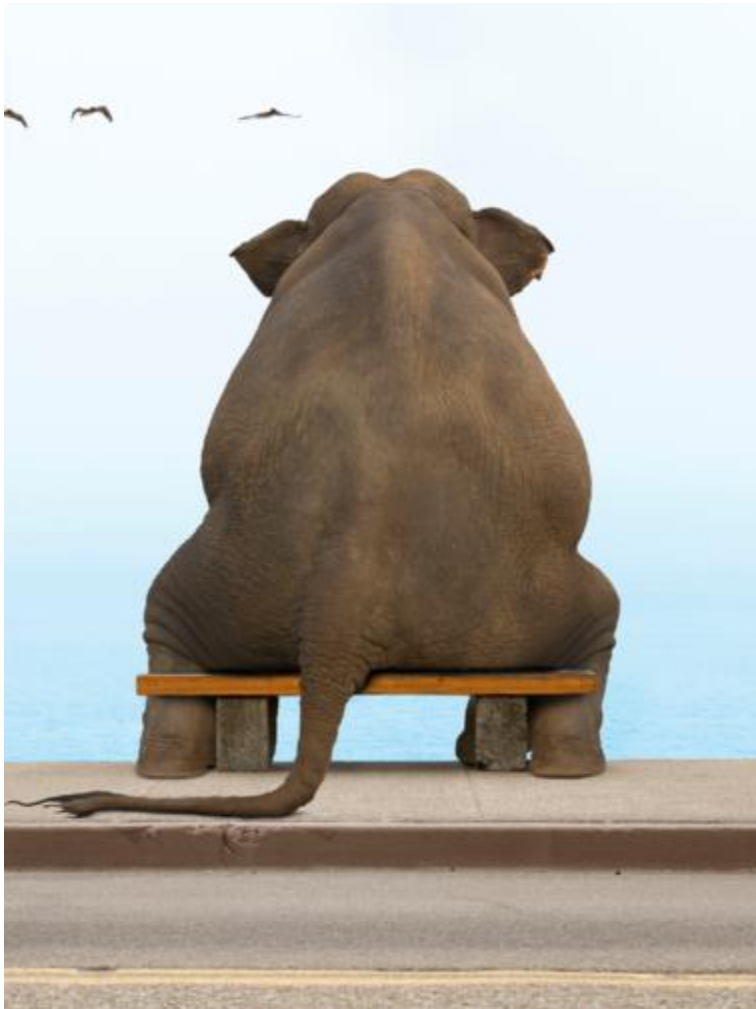


From 2013-14 to 2016-17, there has been a marked decline in student participation, with a corresponding 62% decrease in internship matches (from 420 to 160).

The number of Active internships (and available positions) had been relatively stable until now, with 78 Active internships, and 25 internships that either Inactive or Active but without interns.

	Breakdown of Internship Matches								
Year	2008- 09	2009-10	2010-11	2011-12	2012- 13	2013- 14	2014- 15	2015- 16	2016-17
Total Matches	557	529	518	443	466	420	377	224	160
Full-Time	167	159	114	122	224	248	222	132	90
Half-Time	390	370	404	321	242	172	155	92	70

The Elephant in the Room. Significant Decrease in Student Participation



Last year we had 160 internship matches.

While this is half the # from two years ago, it is still significant and is still a value to the students and to the communities we serve.

What it means for our internships:

- Fewer students
- Fewer students of sufficient quality
- Some internships without two interns
- Some internship closing

What it means for our communities:

- Fewer staff and fewer services available
- Less access to needed mental health services

What it means for our doctoral academic programs:

- Fewer local quality training options
- Less diversity of client populations
- Less diversity in theoretical orientations

What it means for CAPIC:

- Serving Californians. 160 matches still significant.
- Need to determine our functional viability
- Need to be financially sustainable.
 - Obtain additional funding sources.

What is CAPIC Doing About it?

Working to understand the sources of the problem(s).

- Decreased overall enrollment in psychology programs.
- Pressures for gainful employment (job market, student debt).
- Pressures from other organizations (e.g. APA, CoA, APPIC, etc.)
 - Belief that supervision and training at APA internships are better.
 - Pressure on schools to meet APA/CoA quota (i.e. IR D-4-7(b)).

Working with our Existing Program Members

- Better and More Communication/Advocacy.
- Finding Creative Solutions.
- Upcoming Poll to Members: How Can CAPIC Better Meet Your Needs?

Reaching out and working with our professional colleagues

- Attending conferences and meetings. Being at the table.
 - CPA, BoP, ASPPB, NCSPP, APA, CoA, APPIC.
- Reaching out to other qualified Doctoral Academic Programs.

Advocating for our members, our students and the public impacted.

- Using reasonable arguments with evidence.
 - Poster & Articles (Kaplan, Bucky, Rodriguez-Menendez).
- Incorporating personal stories. US Dept of Education NACIQI Hearing.
- Continuing to reach out. Listening as well as talking.

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, APPLIC, 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	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
APPLIC	2.1	2.2	1.67	2.13	2.22	2.6	2.3	2.3

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

APPLIC 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	3.86	NO	Community Mental Health Ctr.	Assessment, Consultation, Psychotherapy
12	3.85	NO	University Counseling Center	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; Administration, Assessment, Research, Administration, Consultation, Psychotherapy, Supervision
04	3.77	YES	Private General Hospital; Veteran Affairs Medical Ctr.	Psychotherapy & Supervision; Assessment, Consultation, Psychotherapy, Supervision
05	3.77	YES	University Counseling Ctr; Private General Hospital	Assessment, Consultation, Psychotherapy, Supervision
06	3.89	YES	Correctional Facility	Assessment & Psychotherapy
07	3.89	YES	HMO; HMO	Assessment, Consultation, Psychotherapy, Supervision; Administration, 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



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.

2016 –17 CAPIC Events Timeline

Past Events:

- ▶ **January – March:**
 - 2016 CAPIC Match. 160 internships formed
- ▶ **April:**
 - CPA Convention.
 - Celebratory Lunch of CAPIC's 25 Years of Serving the Profession and the Public
 - Announcement of new MHSA Stipend Contract
- ▶ **May:**
 - ASPPB Meeting
 - Call for Nomination of Board Members
- ▶ **June:**
 - Quarterly Board meeting @ San Diego
 - Election of Board Members
 - US DoE NACIQI Hearing on APA/CoA Accreditation
- ▶ **July:**
 - Newly elected board members start their term
- ▶ **August:**
 - APA Conference
- ▶ **September:**
 - Quarterly Board Meeting @ JFKU
- ▶ **October:**
 - ASPPB Meeting
- ▶ **December:**
 - Quarterly Board Meeting @ Pacifica Graduate Institute
- ▶ **January:**
 - Board officers start their term

Upcoming Events:

- ▶ **January – March:**
 - ▶ 2017 CAPIC Match
 - ▶ Ranking Opens on March 8th.
 - ▶ Ranking Deadline is March 29th.
 - ▶ Match Day is April 4th
- ▶ **February**
 - ▶ MHSA Stipend Award Application Process Opens
 - ▶ CAPIC Sponsorship of Students for CPA Convention Application Opens
 - ▶ Mid-Quarter Membership Call (Feb 15 @ 9 am)
- ▶ **March:**
 - ▶ Quarterly Board Meeting (March 10 & 11) @ JFKU
 - ▶ CPA Lobby Day (March 14) @ Sacramento
- ▶ **April:**
 - ▶ CPA Convention (April 6 – 9) @ SFO Airport
 - ▶ WPA Conference (April 27 - 29) @ Sacramento
 - ▶ ASPPB Meeting (April 27 – 29) @ Memphis
- ▶ **May:**
 - ▶ Mid-Quarter Membership Call (May 10 @ 9 am)
 - ▶ Board Nominations (Tentative: May 15 - June 4)
- ▶ **June:**
 - ▶ Board Elections (Tentative: June 9 – 30)
 - ▶ Quarterly Board Meeting (June 23–34) @ TCSPP – LA Irvine
 - ▶ MHSA Awardees Announced
- ▶ **July:**
 - ▶ Newly elected board members start their term.
 - ▶ New Online Membership and Profile System Launched
- ▶ **August:**
 - ▶ APA Convention (Aug 3-5) @ Washington, DC
- ▶ **September:**
 - ▶ Board Elections (Tentative: June 9 - 30)
 - ▶ Quarterly Board Meeting (Sep 8-9) @ JFKU – Pleasant Hill
- ▶ **October:**
 - ▶ ASPPB Meeting (Oct 18 – 22)

What can YOU Do to Help?

Stay Engaged! Stay Responsive! Stay Positive AND Realistic!

Internship and Postdoc Programs

Have a strong and unique training program

Go beyond the minimum requirements (e.g. increase stipends, training, options, etc.)

Stay Engaged

- Keep us informed of significant changes

- Respond to CAPIC emails, polls, requests. Offer your suggestions/solutions.

- Tell your personal stories. And your interns!

- Serve on the CAPIC Board

Doctoral Academic Programs

- Keep us informed of significant changes

- Consider CAPIC internships and postdocs alongside APA and APPIC programs, not just as a backup

- Respond to CAPIC emails, polls, requests. Offer your suggestions/solutions.

- Consider the unique personal and professional needs of each individual student

- Tell your personal stories. And your students!

- Serve on the CAPIC board

2017 CAPIC Online Match

CAPIC is again holding only one online match round, which will occur after the second APPIC Match. Students may participate in both APPIC matches and then (if unmatched) in the CAPIC match.

- ▶ Application submissions for students start on Feb 9th. The Application deadline is Feb 27th.
- ▶ Ranking Opens on March 8th. Ranking Deadline is March 29th.
- ▶ CAPIC Match Day has been moved up one day to April 4th. Clearinghouse also opens that day.

- ▶ Students from qualified out-of-state doctoral academic programs may participate in the entire match.

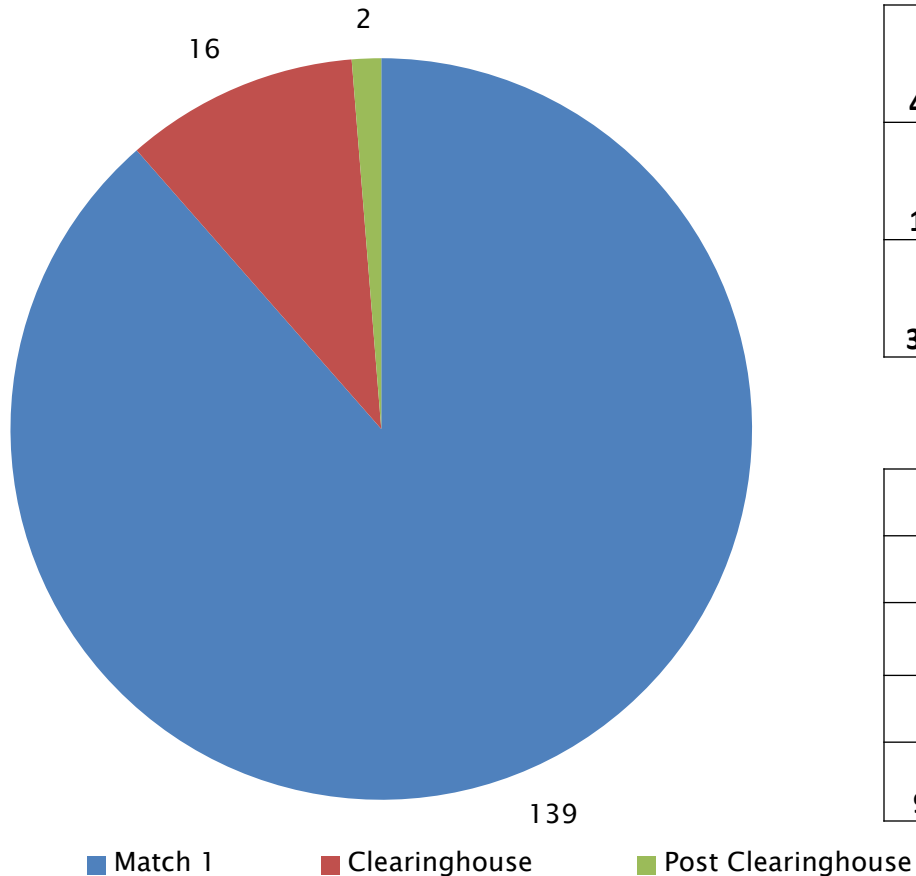
- ▶ Additional materials are also posted on our [website](#), including:
 - [2017 CAPIC Online Match Schedule](#)
 - [2017 Match Northern CA Internship Fair Flyer](#)
 - [2017 Match Southern CA Internship Fair Flyer](#)
 - [2017 Match Overview with Screen Shots – Student Perspective](#)
 - [2017 Match Overview with Screen Shots – Internship Perspective](#)
 - [CAPIC Offer and Acceptance Policy](#)
 - [CAPIC Info Regarding Interns and Stipends](#)
 - [Useful Info For CAPIC Doctoral Interns](#)
 - [CERF Sample with Approval Guidelines](#)

- ▶ See also our [Match FAQ's webpage](#) for more answers.

- ▶ Additional info is posted on our [Online Match Process](#) webpage (and its subpages).

Info and stats from the 2016 CAPIC Match are given on the next six (6) slides.

LAST YEAR 2016-17 CAPIC Online Matches: 160 Total



449	Initially Open Internship Positions at 99 Programs.
160	Matched CAPIC Internships
36%	Match Success Rate for Internships

189	Students initially entered the CAPIC match
-24	Students who withdrew or matched elsewhere
165	Students participated in ranking and matching process
160	Students successful matched
97%	Match Success Rate for Students Who Ranked.



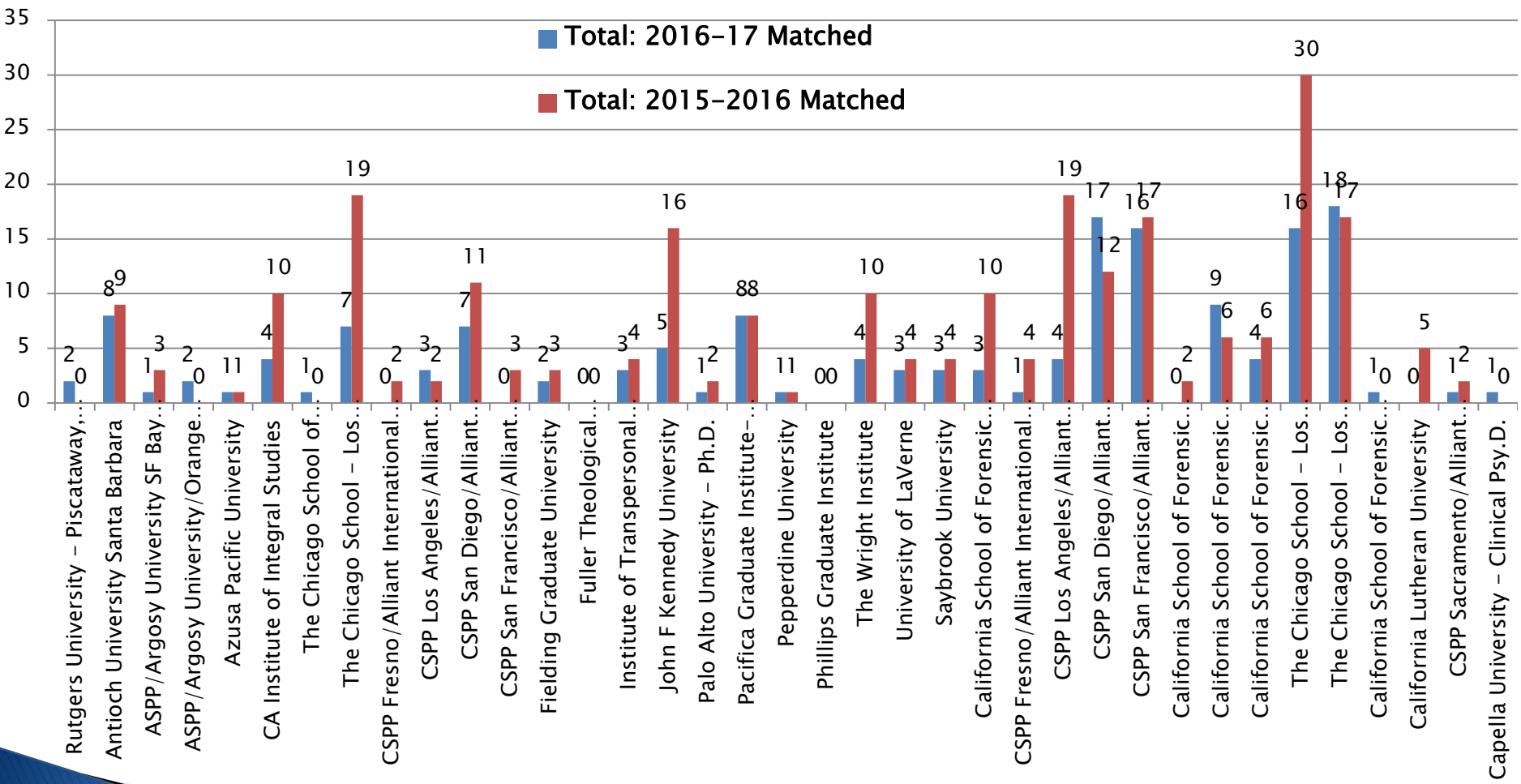
2016 CAPIC Online Internship Match - Summary Stats:

<u>Match 1</u>	<u>Clearinghouse</u>	<u>Post Clearinghouse</u>	<u>Participation and Results</u>
99	86	67	Participating Internship Programs
147	117	111	Participating Internship Tracks
449	310	247	Open internship positions
189	27	14	Initial Count of Participating Applicants/Students
24	0	0	Withdrawn Applicants
165	27	14	Participating Applicants at the time of Ranking/Matching
139	17	4	Matched Applicants + Internship Programs/Tracks Positions
26	10	10	Unmatched Applicants
86	85	23	Programs with unfilled positions (at the end of that phase).
310	276	243	Unfilled internship positions (at the end of that phase).
84.24%	62.96%	28.57%	Percentage of Matched Students (within each Phase)
30.96%	5.80%	1.62%	Percentage of Matched Internship Positions (within each Phase)

COMBINED MATCH SUMMARY (N/A)

160	Matched Applicants + Predoc Internship Programs/Tracks
97%	Percentage of Matched Students
36%	Percentage of Matched Internship Positions

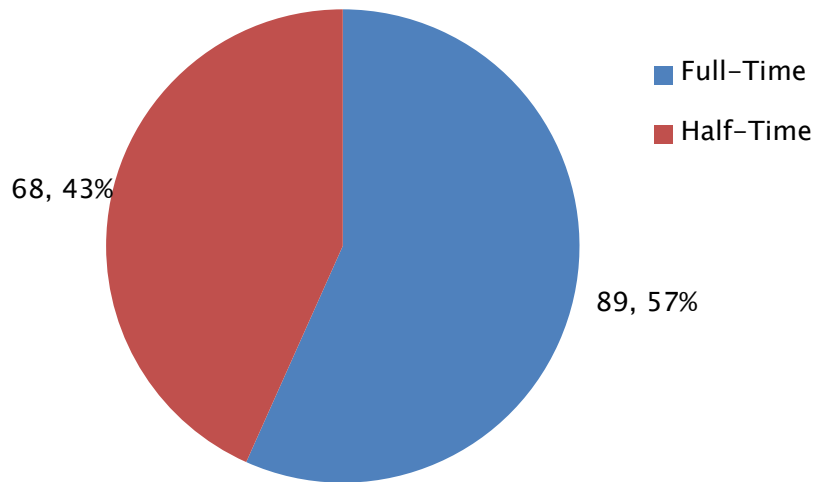
Matches by Doctoral Academic Programs



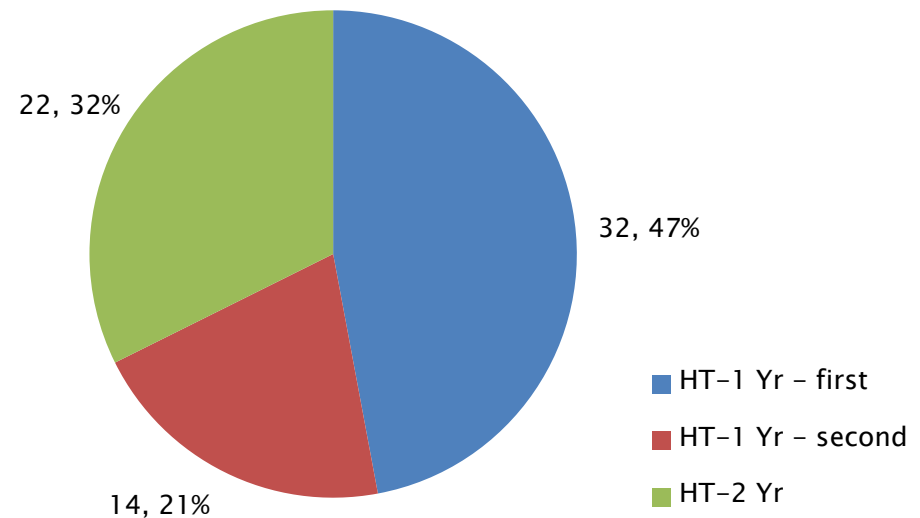
2016-17 Matches

Full-Time vs. Half-Time

Internship Status



Half-Time Status Breakdown

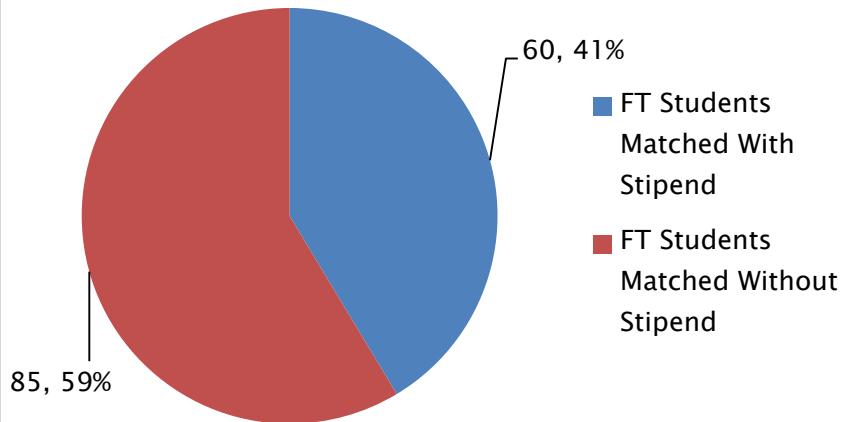


160 Matches Total

2016 Matches

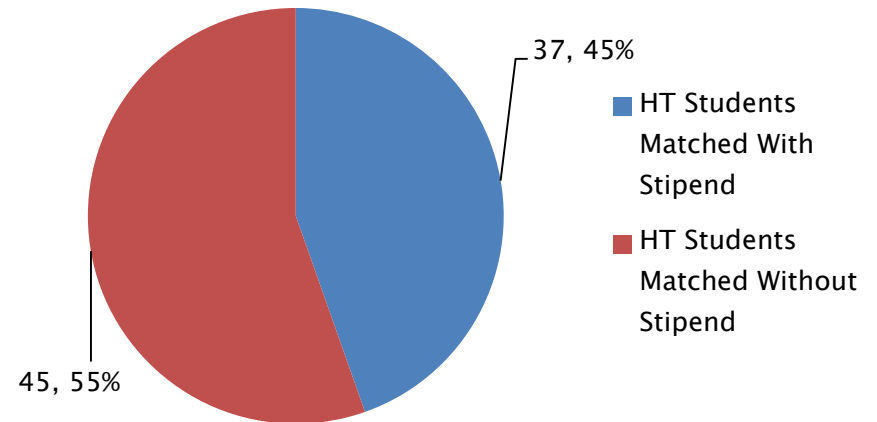
Est. Stipend Stats

Full-Time Matched Students



Average Full-Time Stipend: **\$10,032**
FT Stipend Range: **\$500 - \$39,480**

Half-Time Matched Students



Average Half-Time Stipend: **\$4,094**
HT Stipend Range: **\$175 - \$14,820**

CAPIC encourages but does not require stipends for interns.

The adequacy of CAPIC stipends relates to CAPIC's training guidelines, not to labor laws, which should be considered separately.

Internships are responsible for abiding by all labor standards.

CA minimum hourly wage of \$10.50 equates to \$21,840/year. The minimum wage is higher in some areas.

While an intern exception to some wage laws exists, programs are responsible for applying it properly.

For more info, see the [CAPIC Info Regarding Interns and Stipends](#) document on the CAPIC website.

Doctoral Academic Program	Comparison to Previous Year			Comparison to Previous Year		
	Total: 2016-17 Matched	Total: 2015-16 Matched	% Change from Previous Year	Total: 2016-17 Participating	Total: 2015-16 Participating	% Change From Previous Year
Rutgers University - Piscataway, NJ - (Psy.D. in CP)	2	0	N/A	2	0	N/A
Antioch University Santa Barbara	8	9	-11%	11	12	-8%
ASPP/Argosy University SF Bay Campus	1	3	-67%	2	8	-75%
ASPP/Argosy University/Orange County Campus	2	0	N/A	3	0	N/A
Azusa Pacific University	1	1	0%	1	2	-50%
CA Institute of Integral Studies	4	10	-60%	6	13	-54%
The Chicago School of Professional Psychology (Chicago)	1	0	N/A	1	0	N/A
The Chicago School - Los Angeles - Psy.D. in Clinical Psychology	7	19	-63%	8	28	-71%
CSPP Fresno/Alliant International University - Ph.D.	0	2	-100%	0	2	-100%
CSPP Los Angeles/Alliant International University - Ph.D.	3	2	50%	3	4	-25%
CSPP San Diego/Alliant International University - Ph.D.	7	11	-36%	14	13	8%
CSPP San Francisco/Alliant International University; PhD	0	3	-100%	0	7	-100%
Fielding Graduate University	2	3	-33%	3	7	-57%
Fuller Theological Seminary/Fuller Graduate School of Psychology	0	0	N/A	1	1	0%
Institute of Transpersonal Psychology/Sofia University	3	4	-25%	3	4	-25%
John F Kennedy University	5	16	-69%	6	22	-73%
Palo Alto University - Ph.D.	1	2	-50%	2	3	-33%
Pacifica Graduate Institute-Carpinteria	8	8	0%	10	10	0%
Pepperdine University	1	1	0%	1	3	-67%
Phillips Graduate Institute	0	0	N/A	0	0	N/A
The Wright Institute	4	10	-60%	5	19	-74%
University of LaVerne	3	4	-25%	3	5	-40%
Saybrook University	3	4	-25%	3	4	-25%
California School of Forensic Studies - Fresno - Psy.D	3	10	-70%	9	14	-36%
CSPP Fresno/Alliant International University - Psy.D.	1	4	-75%	1	5	-80%
CSPP Los Angeles/Alliant International University - Psy.D.	4	19	-79%	6	26	-77%
CSPP San Diego/Alliant International University - Psy.D.	17	12	42%	21	21	0%
CSPP San Francisco/Alliant International University; Psy.D.	16	17	-6%	18	19	-5%
California School of Forensic Studies - Irvine - Psy.D.	0	2	-100%	1	2	-50%
California School of Forensic Studies - San Diego - Psy.D.	9	6	50%	12	6	100%
California School of Forensic Studies - Los Angeles - Psy.D.	4	6	-33%	6	6	0%
The Chicago School - Los Angeles - Psy.D. in Applied Clinical Psychology	16	30	-47%	16	35	-54%
The Chicago School - Los Angeles - Psy.D. in Clinical Forensic Psychology	18	17	6%	20	22	-9%
California School of Forensic Studies - San Francisco - Psy.D.	1	0	N/A	1	0	N/A
California Lutheran University	0	5	-100%	0	6	-100%
CSPP Sacramento/Alliant University - PsyD	1	2	-50%	1	4	-75%
Capella University - Clinical Psy.D.	1	0	N/A	1	0	N/A
	157	242		201	333	

CAPIC-MHSA Psychology Intern Stipend Program

The CAPIC/MHSA psychology intern stipend program is funded by the Mental Health Services Act (California Prop 63).

CAPIC was awarded a new \$900,000 MHSA Intern Stipend Program contract!

- ▶ This contract started July 1, 2016 and runs for five years, two with stipends and three without. Sixteen \$20,772 stipends will be awarded per year for two years.
- ▶ This contract emphasizes (a) serving counties of need and (b) incorporating MH consumers as providers.
 - We are updating the application and selection process to give advantage to applicants with these two desired characteristics.
 - To be eligible for a CAPIC/MHSA stipend, an applicant must be currently enrolled at a doctoral academic program in California and must already be at a qualified internship program at the time of their application (Spring 2017). She/he must also be committed to serving at a qualified postdoc program after graduation.
- ▶ **The application process for 2016–17 stipends will on the CAPIC website on February 23, 2017.**
 - The deadline for applications is April 17, 2017.
 - The applications will then be reviewed, evaluated and ranked.
 - Stipend awards will be announced in June, 2017.
- ▶ The stipends will be distributed to awardees in the Fall of 2017.
- ▶ **The application process for 2017–18 stipends will open on the CAPIC website in mid-February of 2018.**
- ▶ **Our previous MHSA Contract (2018–2016) is winding down.** Details on this contract program are given on the subsequent slides.

CAPIC-MHSA Psychology Intern Stipend Program

- ▶ The CAPIC/MHSA psychology intern stipend program is funded by the Mental Health Services Act (California Prop 63).
- ▶ In September 2008, CAPIC was awarded a contract from the California Department of Mental Health (CA/DMH) to provide stipends to psychology students serving internships in publicly supported mental health agencies in California, and to develop educational materials that would help train psychologists in the Resiliency-Recovery theoretic approach to treating people with chronic mental health problems. In 2011, this contract was extended to 2015. In 2012, the contract was transferred from DMH to The Office of Statewide Health Planning and Development (OSHPD).
- ▶ In total, CAPIC was awarded a contract for over \$5.1 million (as amended and extended). CAPIC has awarded \$4,121,185 in stipends over the past six years to 218 clinical psychology students committed to working in the California public mental health system. Each full-time stipend is \$20,772.
- ▶ As part of this contract, CAPIC has also produced a series of [online training modules on mental health](#).

▶ Mental Health Services to the Public:

- ▶ By the end of our current MHSA contract, our stipend recipients from years 1 –6 will have completed their postdoctoral obligations, and will have given nearly 600,000 hours of public mental health service to Californians. This does not include post-licensure hours, as many stipend recipients also continue their careers in the public mental health system. See chart at the right.

CAPIC/MHSA Stipend Recipients (as of 02/01/2017)	6 Years Combined (TOTAL)
TOTAL Number of Stipends Awarded	218
# Awardees with completed Postdoc	189
# Awardees still in process	6
# Awardees who have returned stipend funds	14

% - Passed EPPP	81%
% - CA licensed	63%
% - currently working in public MH	64%
<i>% figures are based on responses from stipend recipients</i>	

CAPIC/MHSA Psychology Intern Stipend Program

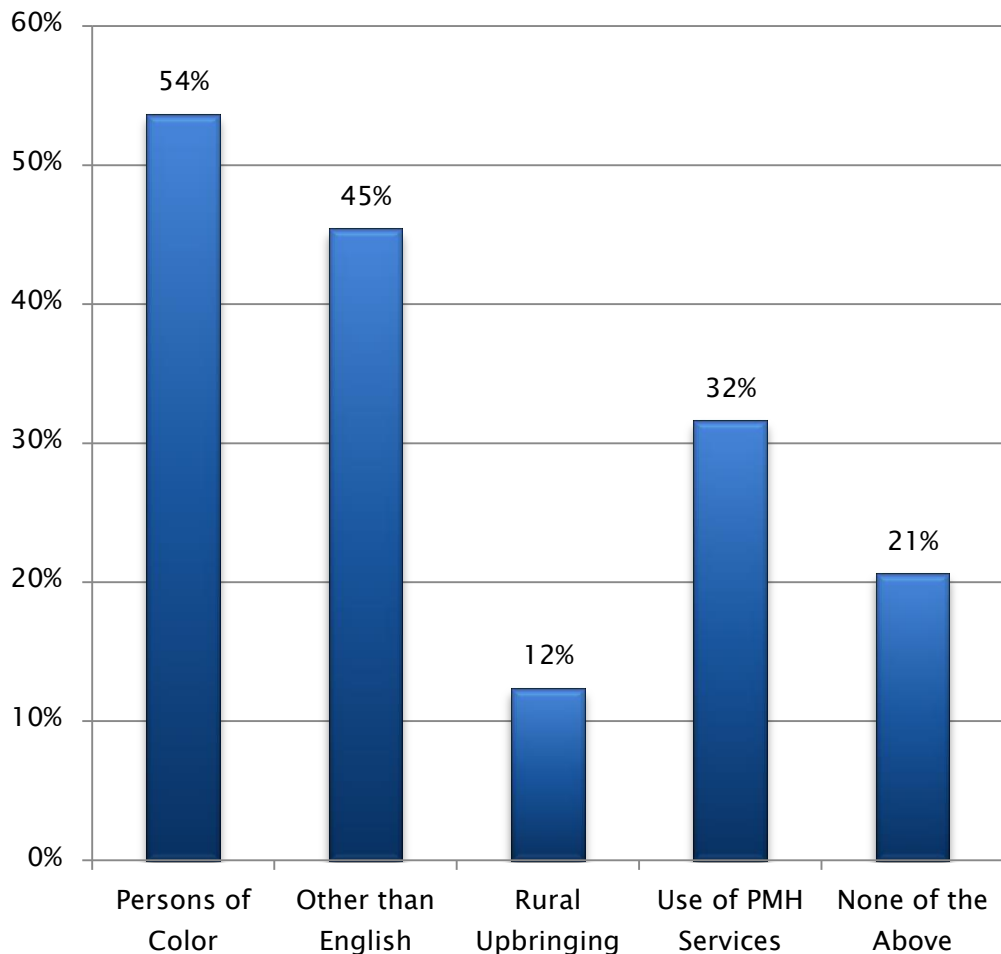
-- Contract Not Renewed in Spring 2014 --

- ▶ CAPIC's awarded its last round of MHSA stipends in June 2014 and its current MHSA contract ends in June 2016. As the current CAPIC MHSA stipend contract winds down, its primary responsibility is to follow up with past stipend recipients to ensure they complete their postdoc requirements.
- ▶ CAPIC had hoped for continuing MHSA funding, and submitted a proposal in the Spring of 2014 (for RFP 13-4158), but the contract was awarded to Alliant International University (AIU). Additional details are given below:
 - In December of 2013, OSHPD issued a new RFP (13-4158) Educational Stipend Program for Clinical Psychologists.
 - The total contract funds – for all Psychology awardees combined) is \$900,000.
 - That equates to 17-18 stipends per year, half as many as CAPIC provides under our current stipend program.
 - It extended the issuance of stipends two additional years, rather than three.
 - It added a component to better serve OSHPD-designated Counties of Need.
 - It added a component to increase consumer and family member employment in the public mental health workforce.
 - CAPIC submitted its proposal on March 7th, 2014.
 - Alliant International University (AIU), Palo Alto University and California School of Integrated Studies also submitted proposals.
 - On March 14th, OSHPD announced an Intent to Award the entire contract to AIU.
 - On March 20th, CAPIC appealed the award, hoping to obtain a portion of the contract funding.
 - On March 28th, OSHPD denied CAPIC's appeal and awarded the contract to AIU.
 - Only students from AIU programs will be eligible for these stipends. Students should contact AIU directly regarding these stipends.



CAPIC-MHSA Psychology Intern Stipend Program

Overall Diversity of Stipend Recipients Years 1–6

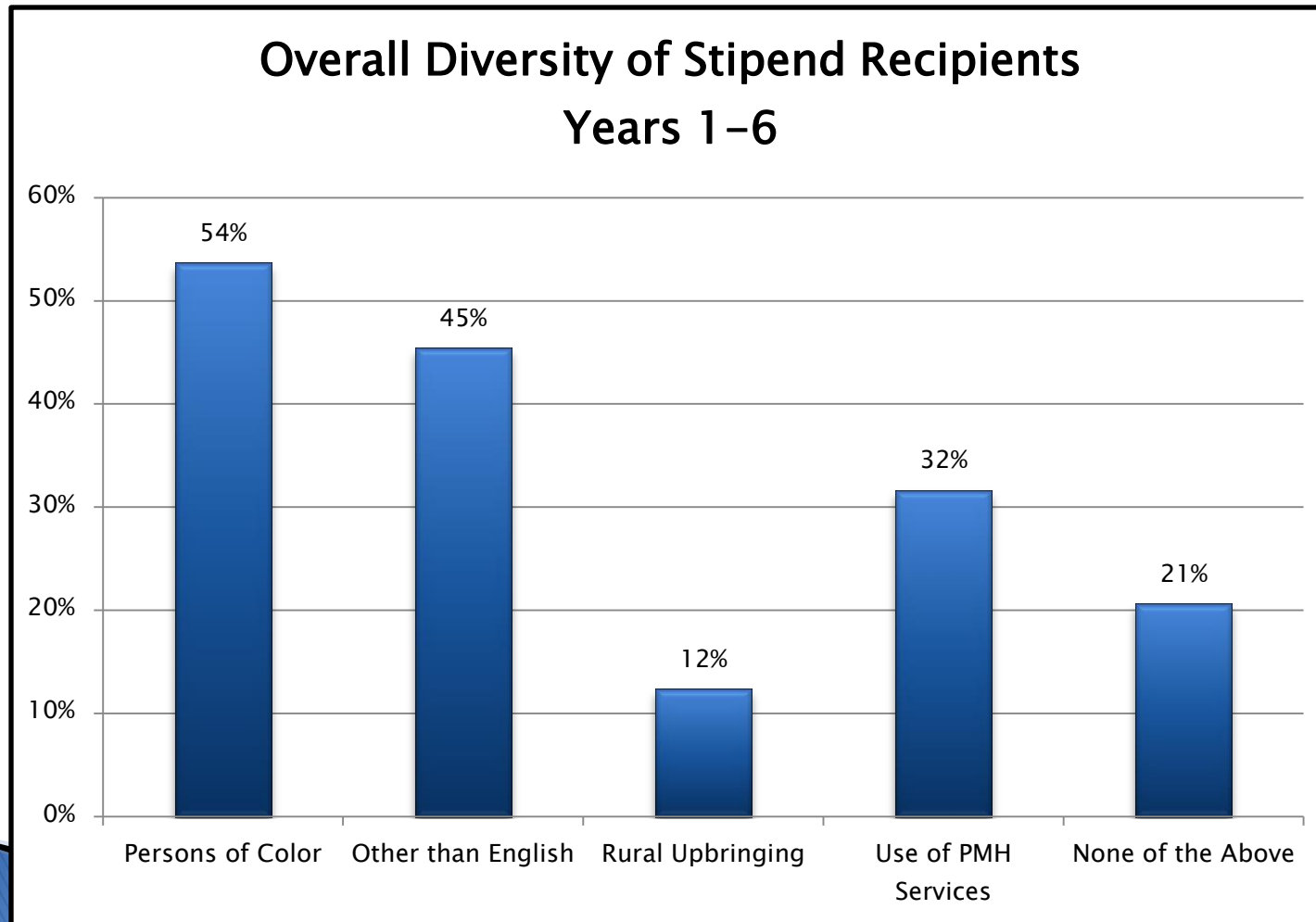


- ▶ CAPIC/MHSA stipend recipients represent the diversity of California's population, and in particular the underserved mental health client population.
- ▶ The chart to the left shows the diversity (e.g. ethnicity, language competency, rural upbringing, and use of public mental health (PMH) services) of our stipend recipients over the past six years of our CAPIC/MHSA stipend program.



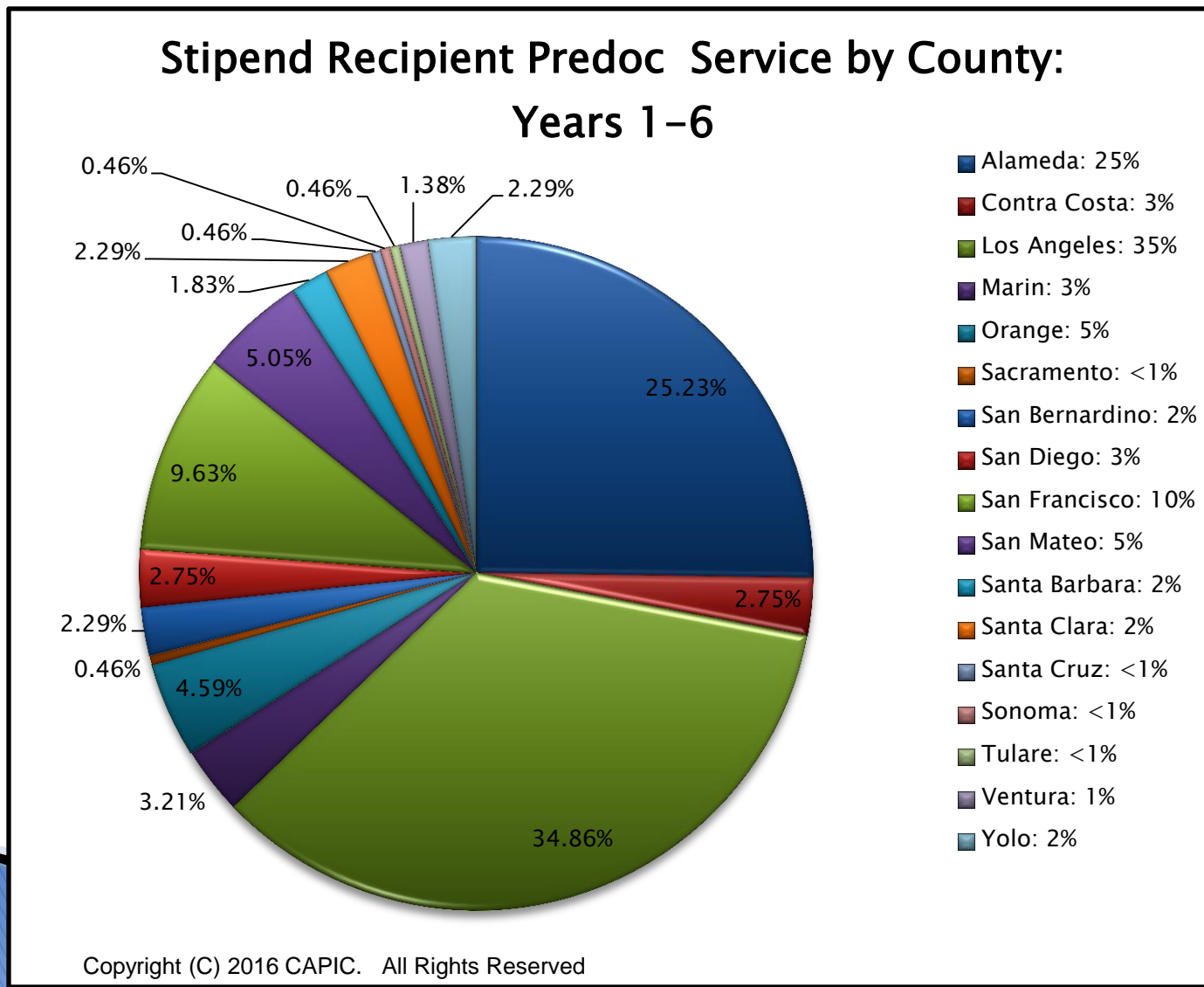
CAPIC-MHSA Psychology Intern Stipend Program

- ▶ The diversity of CAPIC/MHSA stipend recipients has increased significantly since the start of our stipend program, six years ago. The following chart shows the overall diversity (e.g. ethnicity, language competency, rural upbringing, and use of public mental health (PMH) services) of our CAPIC/MHSA stipend recipients.



CAPIC-MHSA Psychology Intern Stipend Program

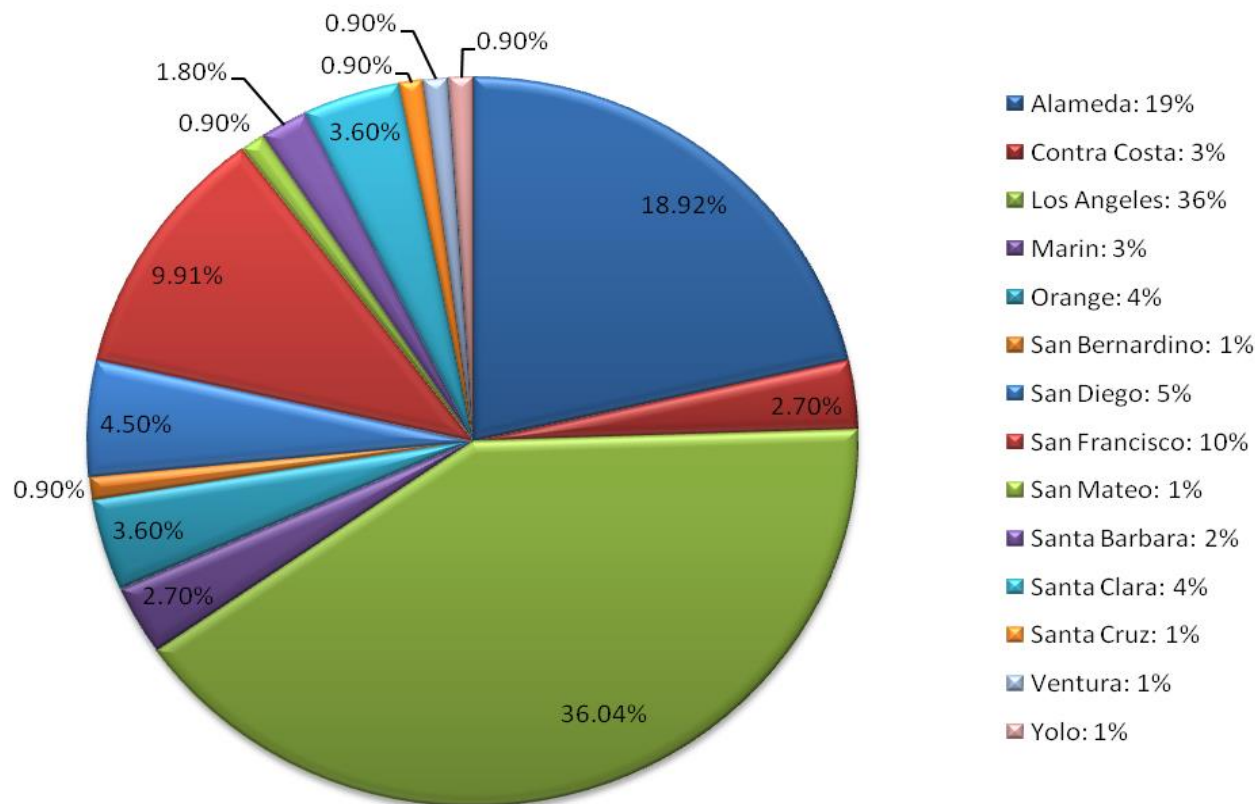
- ▶ **DOCTORAL INTERNSHIP SERVICE:** CAPIC/MHSA stipend recipients provide their doctoral internship services to a geographic cross-section of California. While service by stipend recipients is naturally clustered in population centers, it covers a significant geographic area, with placements in 17 counties across the state.



CAPIC-MHSA Psychology Intern Stipend Program

- ▶ **POSTDOC SERVICE:** Similarly, CAPIC/MHSA stipend recipients provide their postdoctoral services to a geographic cross-section of California. While service by stipend recipients is naturally clustered in population centers, it does cover a significant geographic area, with placements in 14 counties across the state.

Stipend Recipient Postdoc Service by County
(Years 1-5 only. Year 6 recipients are not yet in postdoc status)



CAPIC-MHSA Psychology Intern Stipend Program

Online Educational/Training Modules

- In addition to managing the stipend program, CAPIC has created 14 online training modules for use – free of charge – by mental health professionals. These modules focus on the Resiliency-Recovery theoretic approach to treating people with chronic mental health problems, and each module consists of the following components:
 - Introduction
 - Goals and Learning Objectives
 - Reading List
 - Video Lecture
 - Power Point Slide Show of Lecture Materials
 - Study Questions and Discussion Board (BBS)
 - Exam and Course Evaluation
- Besides their value as educational/training resources, each of these online training modules is approved for 2.0 hours of Continuing Education (CE) credits for California-licensed Mental Health clinicians.
- These training modules are accessible via the web on the CAPIC website at:
<http://mhsa.capic.net/mhsa/stipends/>



CAPIC–MHSA Psychology Intern Stipend Program

Online Educational/Training Module Curriculum

- ▶ CAPIC's online training modules focus on the Resiliency-Recovery theoretic approach to treating people with chronic mental health problems. Below are the titles of these training modules and the mental health professionals who created them:

1. *Recovery and Recovery Oriented Care*, Susanna Friedlander, PhD
2. *Homelessness & Poverty: Mental Health Needs and Treatments for the Homeless Mentally Ill*, LaTonya Wood, PhD.
3. *Supportive Employment as an Evidence Based Practice for the Severely and Chronically Mentally Ill*, LaTonya Wood, PhD
4. *Severe Mental Disorders: Treatment and Systems of Care*, Haydee Montenegro, PsyD
5. *Poverty, SES, Health, and Health Care: Epidemiology & the Needs of Public Mental Health Clients*, Haydee Montenegro, PsyD
6. *Advocacy and Public Policy in Professional Psychology*, Gilbert Newman, PhD
7. *Supervision in Professional Psychology*, Gilbert Newman, PhD
8. *Cognitive Behavioral Interventions in the Treatment of Substance Abuse*, Melodie Schaefer, PsyD
9. *Trauma and Substance Abuse: Considerations in Assessment and Treatment*, Melodie Schaefer, PsyD
10. *Substance Abuse and Working with Families: Special Consideration for Treatment*, Melodie Schaefer, PsyD
11. *Health & Mental Health: Assuring Needed Care to All*, Linda Garcia-Shelton, PhD, MHSA, & Katrina Miller, MD
12. *Evidenced Based Practice in Public Mental Health Settings*, Linda Garcia-Shelton, PhD, MHSA
13. *Working Effectively with Culturally Diverse Populations in the Public Mental Health System*, Matthew Mock, PhD
14. *Pharmacology for Clinicians: A CAPIC Workshop*, Patricia Wood, PhD
15. *Brief Interventions for Behavioral Health Settings* by Eric Prensky, PsyD (This new module was added in June 2014.)

Additional online modules are also planned as part of CAPIC's MHSA contract.



CAPIC/MHSA Public Policy Issues

- ▶ There is an ongoing discussion regarding the public mental health system in California, psychologists' roles in it, and MHSA funding in support of it.
 - MHSA is becoming the primary source of funding for public mental health services in California. Discussions and planning are currently underway on how best to allocate these MHSA funds among the various constituent groups, including peer counselors, MFTs, LCSWs, nurses, psychiatrists, primary care providers and psychologists.
 - Psychologists provide a wide range of valuable skills/services & that contribute to meeting the needs of consumers and are relevant to integrated healthcare.
 - Psychologists have not been as involved as they should on these planning and policy discussions on allocating MHSA funds. We need to be more involved to ensure our concerns are properly heard -- and funded.
 - CAPIC has participated on MHSA/WET Committees to provide representation on the state level for psychologists within the CA public mental health system.
 - See Dr. Melodie Schaefer's separate PowerPoint presentation to the MHSA/WET Career Pathways Subcommittee WET Career Pathways Meeting on August 20, 2013 in Sacramento, on the need and role of psychologists in California's public mental health system.
 - For more info on MHSA and WET, visit their website at:
http://www.dmh.ca.gov/Prop_63/MHSA/Workforce_Education_and_Training



CAPIC Public Policy Positions

- ▶ There is also a related discussion regarding the accreditation process and the quality of accredited internships (e.g. APA) versus non-accredited internships (e.g. CAPIC-member).
 - We believe that there is no significant difference in the quality of training provided at CAPIC internships as compared to that provided at APA-accredited or APPIC-members internships.
 - We also believe CAPIC offer unique opportunities for students for rigorous, quality, local internships that address student needs, as well as internship program and client needs.
 - See the [Comparison Table of APPIC and CAPIC Membership Criteria](#) posted on the CAPIC website.
 - See also the *Morrison* and *Bucky* posters from recent studies comparing CAPIC, APPIC member and APA accredited 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 annual California Psychological Association convention, San Diego, CA.
- CAPIC has also responded to the Commission on Accreditation's Phase I and II Implementation of Guidelines and Principles for Accreditation (G&P).
 - CAPIC's public comment on Phase I Implementation of G&P is available at:
 - <http://www.capic.net/wp-content/uploads/2014/08/CAPIC-Comment-on-Phase-I-Implementation-of-GP-Updated-GW.pdf>
 - CAPIC's public comment on Phase II Implementation of G&P is available at:
 - <http://www.capic.net/wp-content/uploads/2014/08/CAPIC-Comment-on-Phase-II-Implementation-of-GP-Updated-GW.pdf>



CAPIC Public Policy Positions



- ▶ In 2015, CAPIC voiced our concerns in our response to the APA's Hoffman Report, including concerns for conflicts of interest and the need for systemic change at APA/CoA, among other items.
 - See [CAPIC's formal response letter to APA](#), posted on our website.
- ▶ In 2015, CAPIC also formally voiced our opposition to (IR) D-4(7)b and its requirement that 50% of students be placed at APA-accredited internships .
 - See [CAPIC Public Comment](#), posted on our website.
- ▶ Our concerns are specific to IR D 4-7(b) as well as systemic, including:
 - The 50% requirement of IR D 4-7(b) is an arbitrary quota and is not related to internship quality or individual student training goals.
 - There is an inherent conflict of interest between APA and its CoA, which needs to be closely examined, and with transparency.
 - There is a need to openly examine the secondary consequences of APA/CoA policies, as they can do a disservice to our profession by negatively impacting the diversity of our profession and our ability to serve communities in need.
- ▶ In June of 2016, ten CAPIC board members and colleagues traveled to Washington, DC and spoke before National Advisory Committee on Institutional Quality and Integrity (NACIQI) of the Department of Education (DoE) , which was reviewing/renewing its recognition of the APA/CoA as an accrediting agency.
 - Our [Oral Comments](#), as well as our previously submitted [Written Comments](#) are posted on our website.
- ▶ CAPIC also raised our concerns regarding the impact of APA/CoA and related policies at 2016 ASPPB meetings and the 2017 NCSPP Mid-Winter Conference.
 - At ASPPB, we also reached out to ASPPB and its member licensing boards regarding CAPIC internships being formally recognized by the CA BoP, as well as concerns regarding license mobility across state lines.
 - At NCSPP, we also presented a [symposium on our experiences at NACIQI and beyond](#), which is posted on our website.

CAPIC's 25th Anniversary



- ▶ **CAPIC was founded in 1991. In 2016 CAPIC celebrated 25 years of serving the profession!**
- ▶ **Over the years, CAPIC has evolved.**
 - We broaden our geographic scope beyond the SF Bay Area to include Los Angeles, San Diego and eventually the entire state.
 - We broadened our scope to include postdoctoral training programs.
 - We pioneered and championed the half-time internship training model.
 - We expanded opportunities for students by obtaining MHSA funding for stipends and online modules.
 - We moved our profiles and application process online.
- ▶ **We will continue to evolve to meet the challenges and opportunities ahead.**
 - We believe that CAPIC has – and will continue to have -- a vital role to play in training psychologists and serving the mental health needs of our communities, and in particular public mental health needs.
 - As previously noted, we believe CAPIC internships are quality internships, alongside APA-accredited and APPIC-member internships, and that CAPIC offer unique opportunities for students for rigorous, quality, local internship experiences.
 -
 - We are currently also doing strategic planning. We will be seeking your input to develop a renewed vision for CAPIC and to then help make this vision a reality.
- ▶ **It's not all work, so CAPIC celebrated its 25th Anniversary at the 2016 CPA Convention.**
 - Thanks to everyone who celebrated with us!
 - And thanks to everyone who has been a part of CAPIC over the past 25 years!
 - With your help, our next 25 years will be better than our first!