

## **Introduction & Training Philosophy**

Thank you for your interest in our internship training program!

Counseling and Psychological Services (CAPS) at Cal State Fullerton (CSUF) offers an extensive, APA-accredited Doctoral Internship in Health Service Psychology for doctoral-level graduate students in clinical and counseling psychology programs. Since CAPS provides services to all registered students at CSUF, we can offer interns with a wide variety of experiences within the clinical and educational functions of the center. Training and competence in providing developmentally appropriate clinical assessment and individual therapy services to a culturally diverse, adult college student population are emphasized. In addition to individual therapy, interns have the opportunity to participate in the co-facilitation or process observation of group psychotherapy with a staff counselor. Interns participate in outreach activities such as classroom presentations, workshops, resource fairs and consultation with faculty, staff and student groups. Interns provide triage and crisis services, as well as attend meetings and undertake special projects that are typical of university counseling center settings. CAPS' training program focuses on the following areas of professional skill development and competence:

- ï Generalist Clinical Practice
- ï Providing Brief, Time-limited Therapy
- ï Multicultural Counseling and Working with Diverse Populations
- ï Crisis Intervention
- ï Supervision Training
- ï Outreach Services
- ï Professional Development Issues and Processes

The doctoral internship is designed to be a structured, graded, supervised experience, with a focus on preparing the interns to move toward independent practice as psychologists. The emphasis will be on ensuring competent, ethical practice, as well as the development of a professional identity that is consistent with the expectations of the field. As such, interns will be exposed to a variety of therapeutic modalities and styles and will gain experience working with a wide range of psychological disorders. Throughout the training year, interns will address a range of developmental, ethical, and professional issues that are common to mental health practice in university counseling center settings. CAPS' training program typically includes opportunities for the following activities:

- ï Providing individual, couples, and group counseling within the brief therapy model
- ï Conducting walk-in and triage crisis assessments
- ï Conducting intake evaluations
- ï On-site individual and group supervision
- ï Administrative tasks such as clinical documentation and case management

- ï Consultation with CAPS staff and health professionals at Health Services
- ï Consultation with in-house psychiatric staff
- ï Didactic seminars focused on a variety of clinical and professional topics
- ï Participation in weekly staff meetings and clinical team meetings
- ï Providing psychoeducational programming, outreach, and liaison services to the CSUF campus
- ï Participation in special projects that benefit CAPS' clients and the university community
- ï Numerous opportunities for increased self-reflection, self-awareness, and overall professional development

CAPS doctoral internship is designed to be a forum for advanced learning of and practice in the art and the science of psychology. We assist our interns in refining their practice as formed through both the processes of experiential training and engagement of scholarly knowledge. We emphasize the development of practitioners who have a working knowledge of accepted ethical and legal standards of practice, and who conduct themselves within these guidelines.

The training faculty is proud of the comprehensive training experience we offer our interns. We appreciate the opportunity to work with developing professionals and share the commitment to providing a meaningful training experience. For prospective intern applicants, we hope that the information on our website helps you determine the fit of our program and your training and career goals. If any questions remain after your review of our internship program, please feel free to contact the Training Coordinator for more information. On behalf of the staff at Counseling and Psychological Services (CAPS), we wish you the best in your internship application and selection process!

**Contact:**

Phi Loan Le, Psy.D., Training Coordinator

Phone: (657) 278-3040

Email: [phle@fullerton.edu](mailto:phle@fullerton.edu)

**Internship Accreditation Status**

The internship program at CAPS is currently accredited by the American Psychological Association. Our next accreditation review will occur in 2024.

*Please direct questions related to our program's accredited status to the Commission on Accreditation:*

[Office of Program Consultation and Accreditation](#)

*American Psychological Association*

*750 1st Street, NE, Washington, DC 20002*

*Phone: (202) 336-5979*

*Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)*

*Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)*

## **Program Aims**

We work to facilitate the development of psychologists who can practice competently and independently in several domains. Our program emphasizes strengthening skills in areas that are typical of university counseling center psychologists. We strive to train generalists who are adept in providing competent and effective psychotherapy, assessment, and crisis intervention for diverse populations and communities within a brief model. We support and encourage the ongoing process of professional development, recognizing the significance of self-awareness and productive self-reflection throughout this process. Ultimately, we strive to train interns who will subsequently enter the field as competent, ethical, and compassionate professionals. The specific program aims are as follows:

1. **To foster the professional development, identity, and values necessary for effective and ethical practice as a psychologist.**
2. **To develop the skills and competencies necessary for entry-level professional practice with diverse populations, with an emphasis on the development of professional skills.**

## **Internship Activities**

### **Orientation**

The interns participate in an initial, structured orientation period at the outset of their training year which includes specific didactic and practical training modules. Training modules will cover information about the agency and institution (structure, operations, policies, and procedures as related to the provision of psychological services), special populations and campus constituencies that interns will be working with at CAPS, and ethical and professional issues. The orientation period will also provide an opportunity for the interns to get to know one another, to be introduced to the staff, and to begin learning about the expectations of them as interns and the agency culture as a whole. Each intern will receive a written Training Manual which s/he will be asked to review, and interns will be given the opportunity to ask questions and clarify points.

### **Clinical Services**

#### **Intake/Clinical Assessment**

Interns will receive training on conducting initial intake appointments at CAPS and will begin conducting intake evaluations early in the training year. Before completing intakes independently, interns will have the opportunity to observe two intake sessions conducted by a senior staff member either in vivo or through recorded video. Interns will offer two intake slots per week.

#### **Individual Therapy**

CAPS is a problem-focused, brief therapy agency, with individual therapy being the most common treatment modality. Clients working with CAPS providers can receive up to 10 sessions of individual or couples counseling per academic year. CAPS is a high-volume agency, and interns can expect to carry a steady caseload of clients, providing approximately 14-15 therapy appointments per week.

Although CAPS is a brief therapy agency, we recognize the training benefit of working with clients in a long-term format. As a result, interns will have the opportunity to carry one long-term client on their caseload at any time. Interns must consult with their primary supervisor regarding the identification and selection of an appropriate long-term client. Long-term clients may be seen by the intern for the duration of the training year or less, as clinically indicated.

### **Group Therapy**

Interns are invited to participate in the CAPS group therapy program, though this is not a requirement of the internship. The type and degree of participation will be based on interns' interests and personal learning goals and may vary depending on the availability of active groups each semester. Involvement will also likely depend on a variety of factors, including the intern's previous level of experience, schedule matches, and the group leaders' estimation of the impact of intern involvement on the group itself. Interns who participate in offering group therapy services will receive specific supervision in this area. CAPS offers several general and topic/population-specific groups throughout the year. Groups can be a useful referral resource for clients who would like to continue progressing toward their goals at CAPS, but who have reached the limit of their individual sessions. It is also a way for clinicians to be able to work with clients on a longer-term basis.

There are many ways that interns can become involved in groups. Interns are eligible to participate in a group as a process observer or to participate as a co-leader with a senior staff member in a psychoeducational/structured group, support group, or process-oriented therapy group. Which specific group(s) an intern might be involved in will be negotiated on a case-by-case basis between the intern, their supervisor, and the group leader.

### **Crisis Intervention**

Interns will gain experience in responding to a wide variety of crisis-oriented situations. The primary modality for this will be in serving as the walk-in or "triage" counselor for a designated shift each week. Interns will respond to students who are presenting for assistance with crisis situations. University faculty and staff and greater community members who request help with students of concern may also access triage services.

Interns will receive extensive didactic training on suicide and aggression risk assessment and treatment planning, crisis response, providing appropriate community referrals, and working with moderate- and high-risk clients. In the fall semester, interns will provide triage response under the close supervision of their supervisor and the training staff. As they gain skills and comfort in responding to crises and in supervisory consultation, interns will move toward more independence in conducting triage assessments and providing crisis intervention. Interns who are working with moderate- to high-risk clients on their ongoing caseload can expect to receive close supervision on these cases from their primary individual supervisor.

### **Outreach Services**

Interns actively participate in the center's outreach service (OS) efforts. These include outreach presentations, wellness workshops, liaison service, and tabling events. The academic year-long liaison experience is a unique component of our training program. The liaison experience is an opportunity for interns to participate in and provide service to the larger campus community, while paired with a CAPS staff member. The focus and content of the liaison service will be determined based on the intern and staff member pairing and will vary depending on the liaison relationship.

All interns are encouraged to take advantage of as many outreach opportunities as their interests and availability allow.

### **Supervision of Supervision**

Interns will participate in a number of training activities to gain competence in the provision of supervision, including didactic training and experiential training and practice. Interns will engage in supervised peer supervision during fall and spring semesters for one hour per week. Interns will receive group supervision of their supervision during Supervision of Supervision (SoS) for one-and-a-half hours per week. Models of supervision are discussed in group supervision of supervision.

## **Supervision**

Interns receive at least 2 hours of primary individual supervision and 2-3 hours of group supervision each week. During the Fall and Spring semesters, interns will also receive an additional 1 hour per week of individual specialty supervision. In addition to the 6 hours of weekly supervision described, interns participate in a 1-hour Case Consult meeting once per month in the Fall and Spring. Therefore, regarding required supervision, interns receive a total of 4-6 hours of supervision each week, 2-3 of which are individual supervision, and 2-3 of which are group-based supervision. Interns will receive additional hours of supervision if they participate in providing group therapy, which is encouraged, but optional.

Each intern will typically be assigned a primary supervisor for the entire training year. The assignment of specialty supervisors may change mid-year, in concert with the academic calendar of our university. When matching intern with a specialty supervisor for the second half of the training year, we take into account several factors, including the intern's training goals and supervisor preferences.

### **Individual Supervision—Primary**

Each intern will receive 2 hours per week of primary individual supervision of their clinical and professional work by a CA-licensed psychologist. The supervisor will work closely with the intern to design an individualized, graded learning experience within the context of the requirements and expectations of the training program. The intern and their supervisor will explore the intern's areas of strength and expertise as well as collaboratively determine areas of professional growth and identify learning objectives for the training year. Individual supervision will include not only discussion of the intern's direct and indirect clinical service activities, but will also address issues of professional development, professional identity, and professional enculturation to the field. As the intern moves closer to independent practice, it is expected that the intern and their supervisor will negotiate a shift in the emphasis of supervision from a more supervisor-directed plan to a more consultative relationship with an intern-directed focus.

### **Individual Supervision—Specialty**

During the Fall and Spring semesters, interns will be assigned to work with a specialty supervisor, with a focus on learning more about a particular client population, theoretical orientation, or presenting concern/diagnosis. Each intern will receive 1 hour per week of individual specialty supervision of their clinical and professional work by a CA-licensed psychologist, marriage and family therapist, or clinical social worker. Each semester, a variety of specialty supervision topics will be offered, and intern preferences will be taken into account when making supervision assignments.

### **Group Supervision**

Interns receive 2-3 hours of group supervision each week for the entire year. The 3 hours of group supervision include 1.5 hours of General Group Supervision and 1.5 hours of Group Supervision. During the winter break and summer, interns will receive 2 hours of General Group Supervision.

### **General Group Supervision**

This meeting will be facilitated by the Training Coordinator. During General Group Supervision, trainees will discuss clinical work and professional issues, as well as conduct case presentations with the goals of receiving support, feedback, and recommendations from their peers and the facilitator. Interns are also encouraged to use this group supervision to celebrate successes with clients, to display examples of good clinical work, to discuss professional concerns that impact their work with specific populations or presenting issues, to discuss professional development topics, and to address matters about the dynamic amongst the intern cohort. The focus of this meeting is entirely on the interns' clinical work and professional development.

### **Group Supervision of Supervision**

Interns will meet as a group with the Supervision of Supervision Supervisor(s) for 1.5 hours of weekly supervision of their provision of supervision work. These meetings will include discussing cases, reviewing supervision videos, providing feedback to help each other reflect and improve on their skills in this area, and exploring professional and developmental issues related to the provision of supervision.

### **Supervision of Group Therapy Work**

Participation in the provision of group therapy is an optional experience for interns, but one that is strongly encouraged. Interns are encouraged to participate as process-observers or co-facilitators of a CAPS group with a senior

staff member. CAPS offers several groups each semester. Please see the group sections of our website for the current offerings:  
<http://www.fullerton.edu/caps/services/appointments/index.php>

Interns will be supervised on their group work by the senior staff co-facilitator and will receive 30 minutes per week of supervision specific to their group work each week that the group is running. Interns who express interest in providing group therapy services will be paired with a senior staff group facilitator based on several factors, including intern and senior staff preferences, availability, intern training goals, and previous academic and practical experience with group facilitation. Interns may be involved in no more than two groups at a time.

### **Case Consult Meeting**

Case Consult meeting occurs weekly during the Fall and Spring, and on an as-needed basis during the Summer. Interns attend once per month, or more often as their interest and schedule permit. This meeting serves as a peer group supervision for the entire clinical staff. Interns are encouraged to discuss ongoing cases they are struggling with to receive feedback and suggestions from the other staff in attendance. This meeting also allows interns to learn from the senior staff who also present cases and seek feedback. Clinical issues that impact the center as a whole (e.g., emergency situations on campus that CAPS is expected to respond to) are occasionally discussed in this meeting. In the spring semester, the focus of this meeting shifts toward more formalized case presentations.

## **Other Training and Professional Activities**

Intern seminar is scheduled weekly for a total of two hours. Seminar topics alternate between Professional Practice issues and Multicultural Competence issues.

### **Professional Practice Seminar**

This seminar focuses on increasing interns' competence in a variety of professional issues and topics, several of which are specific to working with the CSUF population and a college student population in general. Topics cover issues such as practice within different theoretical models, practice with a variety of presenting concerns and clinical populations, and ethical and professional development issues.

### **Multicultural Competence Seminar**

This didactic, interactive, and experiential seminar focuses on developing interns' competence in multicultural counseling and professional practice with diverse populations. Seminars will address increasing interns' knowledge, awareness, and skills about competent multicultural practice. Diversity is broadly



conceptualized, and the seminar will invite engagement around a number of dimensions of diversity.

### **Capstone Case Presentation**

Interns will each complete one formal case presentation to be delivered to the CAPS staff in the Spring semester. The presentation provides an opportunity for interns to demonstrate their overall clinical work with a client at CAPS. Interns are encouraged to utilize feedback from their presentation to improve it for possible future use in their job search process.

### **Professional Development**

Interns are allotted time for participation in professional development activities. These might include working on dissertation activities, reading professional literature, conducting field-related research, or attending field-related workshops, seminars, and professional conferences.

## **Administrative**

### **Staff Meeting**

Interns will participate in a weekly administrative meeting with the full CAPS staff.

### **Individual Meeting with the Training Coordinator**

This monthly meeting provides a mean for interns to address any administrative or procedural questions or concerns and to consult with the Training Coordinator about their development and the training program.

### **Case Management and Documentation**

Interns are allotted time in their weekly schedules for clinical documentation and associated follow-up tasks such as clinically-oriented phone calls, resource management, etc.

### **Supervision Prep**

Interns are expected to spend at least one hour per week in preparation for supervision. This may include activities such as session video review, readings, and other tasks as assigned by supervisor.

### Sample Weekly Schedule

The doctoral internship at CAPS is a robust experience designed to provide in-depth training on several professional activities. As with any university counseling center, CAPS experiences the natural ebbs and flows of the academic calendar, with some parts of the year being more intense than others. We offer a sample weekly schedule below with this in mind.

<b>Clinical Service</b>	<b>Weekly hours</b>
Individual Therapy	14-15
Intake Evaluations	2
Triage/Crisis Walk-in	3
Outreach and Liaison	.5-1
Group Therapy	0-1.5
Providing Supervision	1
	<b>20.5-23.5</b>
<b>Supervision</b>	
Primary Individual Supervision	2
Specialty Individual Supervision	1
Group Supervision	1.5
Case Consultation Meeting	.25
Supervision of Supervision	1.5
Supervision of Group Work: 0.5	0-.5
	<b>6.25-6.75</b>
<b>Training and Professional Activities</b>	
Training Seminars	2
Professional Development Activities	1
	<b>3</b>
<b>Administrative Tasks</b>	
Staff Meeting	.5
Meeting with the TC	.25
Supervision Prep	2
Outreach Prep	0.5-1
Case Management and Documentation	6
	<b>9.25-9.75</b>

### Program Expectations

#### Licensure Hours

The doctoral internship in Psychology at CAPS is a 1,800-hour, full-time, 12-month internship, starting July 31, 2023, and ending July 30, 2024. To complete the internship, interns need to accrue at least 1,800 hours, with 25% of their 1,800 total hours being in direct client service (i.e., at least 450 direct service hours). The program is designed such that interns who are interested in earning 2,000 total hours can do so if they so choose.

### **Evaluation Process**

The training staff places a high premium on creating a work environment that is professionally stimulating with appropriate support and has sufficient flexibility to accommodate individual developmental needs. Fundamental to a successful training experience is the provision of ongoing feedback from primary supervisors, the Training Coordinator, and other training staff with whom trainees have significant contact throughout the training year. Interns and supervisors are encouraged to seek and provide informal feedback throughout the year.

There are two (2) formal evaluation periods during each year for interns. Supervisors will complete written evaluations of their interns, and interns will complete written evaluations of their supervisors. For the formal evaluation periods, supervisors will complete the evaluation form that corresponds to their role with the intern.

Supervisors and trainees are encouraged to share informal evaluative feedback throughout the semester to allow for maximum opportunity to address any developing or ongoing concerns and to minimize unexpected feedback. In the same way that trainees should not experience any major "surprises" in their evaluation, trainees are expected to address supervision concerns as they arise so that supervisors do not experience "surprises" in their evaluations. Although this can be uncomfortable, directly addressing concerns with others is an area of professional competence that trainees will need to engage in as they continue in their professional development.

### **Professionalism and Expectations for Development**

Inherent in the internship experience is an expectation of professional development in a variety of areas. It is also a time of further refinement of one's professional identity and indoctrination to the field. It is the philosophy of the training program at CAPS that this participation in the process of ongoing professional growth does not end with the completion of the internship year. Instead, psychologists continue to value such development throughout their careers. We encourage interns to embrace the opportunities through the internship experience, as the training year is designed to help them improve their skills as a clinician and to develop professionally. We invite interns to both relax and strive in the understanding that they are expected to make mistakes and to collaborate with the training staff to use these as learning opportunities.

CAPS places a high value on the appreciation of diversity, which is conceptualized broadly and across many dimensions. This is reflected in our multicultural, multi-lingual,

multi-disciplinary staff, and in our ongoing efforts to provide comprehensive, and culturally-sensitive services to our clients and the campus community. The internship program supports these efforts and places emphasis on the development of culturally competent knowledge, awareness, and skills for our interns. Interns are expected to develop competencies to effectively serve diverse populations, including clients whose identity, beliefs, worldview, or cultural background may create personal conflict with those of the intern. While we respect trainees' right to maintain their belief systems, the training of professional psychologists who can serve a diverse public necessitates both the trainees' and trainers' openness to learning, introspection, cognitive flexibility, and exploration of personal beliefs, attitudes, and values. The training program at CSUF CAPS upholds the statement developed by the Education Directorate of the APA and approved by the APA Board of Educational Affairs in 2013 entitled, *Preparing Professional Psychologists to Serve a Diverse Public*. This statement may be found online at the following address: <http://www.apa.org/pi/lgbt/resources/policy/diversity-preparation.aspx>.

### **Staff, Setting, and Facilities**

Counseling and Psychological Services (CAPS) is part of the larger CSUF Student Wellness area, which also includes the following departments: Health Services, TitanWell, and Violence Prevention and Advocacy Services. Psychiatric services are designated as part of CAPS' services. Although these four departments are tied administratively, Student Wellness offices are located in several buildings.

Interns are each assigned individual office space in the main CAPS building for their professional use during the training year. Offices are equipped with a desktop computer, internet service, and phone and answering services. Interns will be issued a webcam to record their clinical sessions. CAPS utilizes the Point and Click computer program for scheduling and record keeping. Interns will receive specific training in this system when beginning their training. Interns have access to the CAPS front office staff, Student Wellness Information Technology staff, and Campus Information Technology staff for support and assistance, as needed.

### **Training Staff**

Our training program is an integral part of CAPS, and almost all of the CAPS staff are meaningfully involved in the training program in one way or another. You are invited to learn more about the CAPS staff, including educational backgrounds and areas of interest here: <http://www.fullerton.edu/caps/staff/>

We encourage you to peruse the Student Wellness website for more information about the staff, setting, and facilities: <http://www.fullerton.edu/studentwellness/>.

### **Stipend and Benefits**

The stipend for this full-time, 12-month internship is \$35,000. Interns are eligible for Medical, Dental, and Vision benefits, and accrue Vacation and Sick Leave. Interns also receive University holidays and library privileges.

## **The University and Region Description**

California State University, Fullerton is a major regional university in a vital, flourishing area that includes Orange County, metropolitan Los Angeles, and the expanding Inland Empire. The beautiful, 236-acre campus is set in Fullerton in north Orange County, about 25 miles from downtown Los Angeles and approximately 21 miles from nearby beaches.

Cal State Fullerton has more than 42,000 students and approximately 4,100 full- and part-time faculty and staff members. The University offers 110 degree programs in eight colleges, including a doctorate program in education and doctor of nursing practice.

Accredited by the Western Association of Schools and Colleges, CSUF is fifth in the nation for the number of bachelor's degrees awarded to minority students and first in California and second in the nation for the number of bachelor's degrees awarded to Hispanics (CSUF Fact Sheet, July 2021).

In 1957, Cal State Fullerton became the 12th state college in California to be authorized by the Legislature as a degree-granting institution. The following year, a site was designated for the campus to be established in northeast Fullerton. The property was purchased in 1959. This is the same year that Dr. William B. Langsdorf was appointed as the founding president of the school.

Today, Cal State Fullerton is a comprehensive, regional university with a main campus that consists of 110 permanent buildings, a picturesque 26-acre Arboretum, and student residence halls. The campus also features the Student Recreation Center, a \$40.6-million, two-story 95,000-square-foot facility located west of Titan Gym.

The Performing Arts Center is a \$48-million complex that provides state-of-the-art facilities for audiences and performers alike, as well as instructional facilities for students.

The \$87.5-million Steven G. Mihaylo Hall is home to the Mihaylo College of Business and Economics – the largest accredited business school in the state and nationally recognized for accreditation in both its business and accounting programs.

The University is one of 23 campuses in the California State University system. Since the campus opened, CSUF has awarded degrees to more than 278,000 graduates. Many are leaders in business, government, education, and the arts.

On Aug. 1, 2013, Cal State Fullerton became the first smoke-free campus in the California State University system. Since that time, smoking of tobacco products (including cigarettes, cigars, pipes, and e-cigarettes) is prohibited on all California State University, Fullerton property, including off-site facilities, such as College Park, Fullerton Arboretum and elsewhere. With the implementation of this policy, Cal State Fullerton joins more than 1,000 colleges and universities nationally that have adopted similar bans.

To learn more about the policy, smoking cessation programs and other information, please visit the following website: <http://www.smoke-free.fullerton.edu/>.

For more information about the university, including information about our current enrollment and the diversity of our student population, please visit: <http://www.fullerton.edu/about/>

### **Fullerton and the Orange County Area**

Fullerton, a city of more than 135,000 inhabitants, is located in north Orange County, about 30 miles southeast of central Los Angeles. It is part of the Southern California population center and within easy freeway access of all the diverse natural and cultural attractions of this region. Fullerton is a full-service city renowned for its unique mix of residential, commercial and industrial, educational, and cultural environments which provide an outstanding quality of life for both residents and businesses alike.

The extensive development of the 42 miles of beaches in Orange County and the development of such attractions as the Disneyland Resort, Knott's Berry Farm, the Laguna Festival of Arts and Pageant of the Masters, the Honda Center, Angel Stadium, the Anaheim Convention Center and the Orange County Performing Arts Center continue to make tourism an increasingly important activity. So does the Mediterranean-type climate, with rainfall averaging 14 inches per year, and generally mild days (either freezing or 100-degree temperatures are uncommon) with frequent morning fog during the summer. Both downtown Los Angeles and the Pacific Ocean can be reached by car in half an hour, and mountain and desert recreation areas are as close as an hour's drive from the campus.

For more detailed information about the University and the local area, please see: <http://www.fullerton.edu/about/>

### **Visits and Virtual Tours**

In keeping with our social justice philosophy, we do not allow on-site visits to our program before the ranking deadline. We do not wish to add to any financial impact of the internship application process by requiring in-person interviews. We also want to avoid creating uneven opportunities for applicants to be exposed to our program. However, we recognize that applicants take in information in a variety of ways, and some applicants want or need more than a phone conversation to get a feel for a site. With this in mind, we'd like to direct you to a virtual tour of the CSUF Campus: <http://www.fullerton.edu/virtualtour/>.

## Internship Admissions, Support, and Initial Placement Data

### INTERNSHIP PROGRAM ADMISSIONS

Date Program Tables are updated: September 1, 2022

#### Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, provide website link (or content from brochure) where this specific information is presented:	

**Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:**

CSUF CAPS is currently accepting applications for three full-time, one-year positions in our 2023-2024 doctoral internship class. The dates of the internship year are from July 31, 2023, to July 30, 2024. As an APA-accredited, APPIC Member program, we are participating in the 2022 APPIC Match Process (**APPIC Program Code Number: 218711**).

CSUF CAPS considers applicants that are currently enrolled in an APA- or CPA-accredited doctoral program in counseling or clinical psychology that requires internship training. Applicants are expected to have completed all required coursework and supervised practicum before the starting date of the internship. CAPS requires that applicants have completed their comprehensive examinations before the ranking deadline for the APPIC Match, and are certified as ready for internship by their doctoral program.

**Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:**

Total Direct Contact Intervention Hours:	<input type="checkbox"/> N <input checked="" type="checkbox"/> Y	400 hours minimum
Total Direct Contact Assessment Hours:	<input checked="" type="checkbox"/> N <input type="checkbox"/> Y	

**Describe any other required minimum criteria used to screen applicants:**

CAPS prefers applicants who have previous experience with or interest in the following: working in a university/college counseling center setting; providing short-term individual therapy, group therapy, outreach, and consultation; providing crisis intervention and management; and working with diverse clients. Our program is a good fit for applicants who have a strong interest in and commitment to multiculturalism/diversity. We also look for applicants with strong interpersonal skills and the ability to work collaboratively within a multidisciplinary team.

Prospective applicants should note that the CSUF CAPS Doctoral Internship in Health Service Psychology **does not sign additional contracts with academic training programs** above and beyond contracts related to participation in the APPIC Match, and **does not complete**



**additional competency evaluations** beyond those developed by and integrated into the internship program itself.

## **System-wide Guidelines for Affirmative Action Programs in Employment**

The California State University (CSU) is committed to maintaining and implementing employment policies and procedures in compliance with applicable nondiscrimination and affirmative action laws and regulations. It is CSU policy to provide equal employment opportunity for all persons regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, and veteran status.

Cal State Fullerton will not tolerate acts of discrimination or harassment based upon Protected Classes, or related retaliation against or by any employee or student.

All final candidates for employment at California State University, Fullerton may be required to undergo and complete criminal background screening plus psychological, drug and alcohol screening as a condition of employment. **Background screenings will be conducted after the Match. Applicants who match to our program but do not successfully pass the background screening will be dismissed from the internship** (see APPIC Match Policy 6b). Convictions will not automatically disqualify job candidates. The seriousness of the crime and date of conviction and the specific job applied for will be considered.

Candidates selected for the position must complete the sign-in process by the date that employment begins. This includes signing the Oath of Allegiance and presenting verification of work authorization status and completing Section 1 of the I-9 form. Under Federal law, CSUF may employ only individuals who are legally able to work in the United States. If offered a position, candidates will be required to present proof of eligibility to work in the United States as required by the Immigration Reform and Control Act of 1986, before employment.

## **Application Instructions**

Applicants must submit all application materials online via the Applicant Portal on APPIC's webpage (Please see [www.appic.org](http://www.appic.org) for further instructions). To be considered for a position, applicants must submit all of the following materials by the application deadline:

- ï Completed APPIC Application for Psychology Internship (APPI) form.
- ï Cover letter that includes a description of your interests in our internship program, your previous relevant clinical and academic experiences, and how completing an internship at CSUF CAPS fits into your short- and long-term goals.
- ï Current curriculum vita.
- ï Official transcripts for all graduate work.
- ï Three letters of recommendation, at least two of which are from supervisors that are familiar with your clinical skills. **NOTE:** CAPS only accepts letters of recommendation

that are completed using the current APPIC Standardized Reference Form (for more information, visit [www.appic.org](http://www.appic.org)).

## Deadline

All application materials must be uploaded to the APPIC Applicant Portal no later than **Sunday, November 4, 2022, at 11:59 PM (PST)**.

## Selection Process

All complete applications received by the deadline will be considered. Notification about interviews will be made no later than December 15, 2022. Applicants who are not offered an interview will also be notified by this date.

Individual interviews will occur in January and will be conducted by phone with the Training Coordinator and members of our Selection Committee. Interview length is typically 50-60 minutes and includes time for applicants to ask questions. After a final discussion of candidates, the Selection Committee will submit our rank list to NMS.

Applicants are encouraged to contact the Training Coordinator via email with any questions that are not answered during the interview portion of the process: [phle@fullerton.edu](mailto:phle@fullerton.edu).

In considering prospective applicants for our internship program, CAPS adheres to the CSU system-wide and campus-specific policies pertaining to discrimination and harassment in the selection and hiring process.

## APPIC Policies and Guidelines

CAPS is participating in the 2019 APPIC Match Program and will abide by APPIC Match policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

**Our 4-digit APPIC Member Number in the online APPIC Directory is: 2187**

**Our 6-digit Program Code Number for the Match is: 218711**

## Financial and Other Benefit Support for Upcoming Training Year\*

Annual Stipend/Salary for Full-time Interns	36,400	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	<b>Yes</b>	No
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	Yes	<b>No</b>
Coverage of family member(s) available?	<b>Yes</b>	No
Coverage of legally married partner available?	<b>Yes</b>	No
Coverage of domestic partner available?	<b>Yes</b>	No

Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	Accrue 16 hours of vacation per month. Receive 1 Personal Holiday per calendar year. All University holidays.	
Hours of Annual Paid Sick Leave	Accrue 8 hours of sick leave per month.	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	No
Other Benefits (please describe): Private office equipped with computer/internet/session recording equipment Library privileges for the full California State University system (including 23 campuses) Discounted parking rates Eligibility to access Faculty/Staff use only gym Faculty/Staff discount at campus bookstore		

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

## Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2018-2021	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	2	
	<b>PD</b>	<b>EP</b>
Academic teaching	0	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	1	2
Hospital/Medical Center	0	0
Veterans Affairs Health Care System	0	0
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	3	1

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Other		
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Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

