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 are able to provide interns with a wide variety of experiences within the clinical and educational services of the center. Training and competence in providing developmentally appropriate clinical assessment and individual therapy services to a culturally diverse, adult college student population is 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:

- Generalist Clinical Practice
- Providing Brief, Time-limited Therapy
- Multicultural Counseling and Working with Diverse Populations
- Crisis Intervention
- Providing Outreach and Consultation
- 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 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:

- Providing individual, couples, and group counseling within the brief therapy model
- Conducting walk-in and triage crisis assessments
- Conducting intake evaluations
- On-site individual and group supervision
- Administrative tasks such as clinical documentation and case management
- Consultation with CAPS staff and health professionals at Health Services
- Consultation with in-house psychiatric staff

Updated 8/12/16
• Didactic seminars focused on a variety of clinical and professional topics
• Participation in weekly staff meetings and clinical team meetings
• Providing psychoeducational programming, outreach, and consultation services to the CSUF campus
• Participation in special projects that benefit CAPS’ clients and the university community
• Numerous opportunities for increased self-reflection, self-awareness, and overall professional development

The doctoral psychology internship at CAPS utilizes a practitioner-scholar model of training. As such, the program is designed to be a forum for advanced learning of and practice in the art and the science of psychology in a setting where the open-ended nature of development is recognized and valued. We assist our interns in refining their practice as formed through both the processes of experiential practice and engagement of scholarly knowledge. Our program is grounded in a strong emphasis on the development of practitioners who have a working knowledge of accepted ethical and legal standards of practice, and who conduct themselves and their practice within these guidelines.

The Training Staff are proud of the comprehensive training experience we offer our interns. We are highly invested in providing a good training experience, and we enjoy the opportunity to work with bourgeoning professionals. If you are a prospective intern applicant, we hope that the information provided on our website helps you to determine whether or not our site would be a good fit for your training and career goals. If any questions remain after your review of our site, 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:
Christina Carroll-Pavia, Ph.D., Training Coordinator
(657) 278-3040
ccarroll@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 2022.

Questions related to our program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
(202) 336-5979 | apaaccred@apa.org
www.apa.org/ed/accreditation
Goals and Objectives
Our overarching goal is to facilitate the development of psychologists who are able to practice competently and independently in a number of domains. While we recognize that one’s internship setting may not be reflective of one’s ultimate career path, our program is designed with an emphasis on strengthening skills in areas that are typical of professional work in university counseling center settings. We aim 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 value a philosophy of wellness and prevention, which is exemplified in the importance we place on providing collaborative outreach and consultation to our campus community. Finally, 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 goals and objectives are as follows:

GOAL 1: Development of generalist psychologists who are able to function competently and independently in a number of domains of psychological practice, with an emphasis on development of professional skills that are typical of professional work within a university counseling center.

- **OBJECTIVE 1A**: Develop competence across a breadth of psychotherapy and assessment services.
- **OBJECTIVE 1B**: Develop competence in crisis assessment, intervention, and treatment planning.
- **OBJECTIVE 1C**: Develop competence in providing services within a time-limited model.
- **OBJECTIVE 1D**: Develop competence in providing outreach and consultation services within a university community.

GOAL 2: Prepare interns to provide competent and effective services for diverse populations.

- **OBJECTIVE 2A**: Develop competence in providing psychotherapy and assessment services to clients of diverse demographic backgrounds.
- **OBJECTIVE 2B**: Develop competence in providing consultation and outreach services to clients of diverse demographic backgrounds.
- **OBJECTIVE 2C**: Develop competence in assessment and treatment of clients presenting with a broad range of clinical presenting concerns.
- **OBJECTIVE 2D**: Develop self-awareness and appropriate consideration of intern’s own relevant diversity and cultural factors when interacting with clients, colleagues, supervisors, and the broader community.

GOAL 3: Prepare interns for post-doctoral supervised experience upon completion of the internship, and eventual independent practice and licensure as a psychologist.

- **OBJECTIVE 3A**: Develop professionalism and development of a professional identity that is consistent with the expectations of the field.
OBJECTIVE 3B: Develop consistent behaviors in line with existing ethical standards, agency and organizational policies, and state laws governing the practice of psychology.

OBJECTIVE 3C: Develop confidence in the variety of roles undertaken during internship.

OBJECTIVE 3D: Develop ability to accurately self-assess.

OBJECTIVE 3E: Develop ability to appropriately participate in self-reflection and to productively use self-reflection and self-understanding for ongoing professional development and improvement.

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 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 about the agency culture as a whole. Each intern will be provided with 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. Prior to completing intakes independently, interns must observe at least two intake sessions conducted by a senior staff member. The intern must then be observed conducting two intake sessions by a senior staff member. Once the intern has watched two intakes and been observed conducting two intakes, the primary supervisor will make a determination about whether or not the intern is ready to conduct independent intake evaluations. Once interns have been approved to conduct independent intakes, they will offer 2 intake slots per week.

Individual and Couples Therapy

CAPS is a problem-focused, brief therapy agency, with individual therapy being the most common modality by which clients are treated at CAPS. Although gaining experience providing couples therapy is not a requirement of the internship program, interns are invited to provide couples therapy and receive supervision of their couples’ work as the opportunity arises and as is fitting with their personal interests and individual learning goals. 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, seeing approximately 12-15 individual and couples 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 are permitted 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 appropriate.

**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’ individual 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 a number of general and topic/population-specific groups throughout the year. Because there are no session limits for group therapy services, group can be a good 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 good way for clinicians to be able to work with clients on a longer-term basis.

There are a number of 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. While serving as the triage counselor, interns will respond to students who are presenting for assistance with crisis situations, university faculty and staff who request assistance with students of concern, and greater community members who may be calling in reference to a student of concern.
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 and Consultation
Interns actively participate in the center’s outreach and consultation efforts. Interns are expected to complete a minimum of three outreach presentations per internship year, one of which will be as part of a larger consultation relationship with a registered student organization on campus. Each intern will design and implement an academic year-long consultation service as a means of implementing the skills they have gained in the outreach and consultation seminar, as well as a means of participating in and providing service to the larger campus community. The focus and content of the consultation service will be determined by the intern and their consultee, with oversight and approval by the Outreach Coordinator. Although there are minimum expectations for completing outreach and consultation activities, all interns are encouraged to take advantage of as many outreach opportunities as their interests and availability allow.

Supervision
Interns receive at least 2 hours of primary individual supervision and 2 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 4-5 hours of weekly supervision described here, the interns all participate in a 1-hour Case Consult meeting once per month in the Fall and Spring, and once per month in the summer, as the meeting occurs. 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.

The assignment of individual and specialty supervisors changes mid-year, in concert with the academic calendar of our university. When assigning a primary 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 his/her 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 her/his 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 hours of group supervision each week for the entire year. The 2 hours of group supervision may be comprised of either 2 hours of General Group Supervision or 1 hour of General Group Supervision plus 1 hour of Group Supervision of Outreach and Consultation.

**General Group Supervision**

This meeting will be facilitated by the Training Coordinator or other CAPS senior staff members. 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 pertaining to the dynamic amongst the intern cohort. This weekly meeting is exclusively for interns, and the only persons in regular attendance are the interns and the group supervisor. When interns are
scheduled to present a specific case, that intern’s primary individual supervisor is invited to attend, and may be present only for the portion of group supervision during which their intern is presenting a case. The focus of this meeting is entirely on the interns’ clinical work and professional development.

**Group Supervision of Outreach and Consultation**
Interns will meet as a group with the Outreach Coordinator every other week in the Fall and Spring for 1 hour of supervision of their outreach and consultation work. These meetings will include discussing upcoming and previous outreach presentations, practicing outreach and consultation skills, providing feedback to help each other reflect and improve on their skills in this area, and exploring professional and developmental issues related to outreach and consultation. Additional or individual meetings will be scheduled by the Outreach Coordinator as needed. During weeks when interns meet for Group Supervision of Outreach and Consultation, General Group Supervision will be reduced to 1 hour.

**Supervision of Group Therapy Work**
Participation in 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 section of our website for the current offerings: [http://www.fullerton.edu/studentwellness/caps/clinical_services.php](http://www.fullerton.edu/studentwellness/caps/clinical_services.php).

Interns will be supervised on their group work by the senior staff co-leader, 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 a number of 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 in an effort to receive feedback and suggestions from the other staff in attendance. This meeting also allows for 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 didactic and interactive seminar is focused 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 is focused on developing interns' competence in multicultural counseling and professional practice with diverse populations. Seminars will address increasing interns' knowledge, awareness, and skills pertaining to competent multicultural practice. Diversity is broadly conceptualized, and the seminar will invite engagement around a number of dimensions of diversity.

**Outreach and Consultation Seminar**
This didactic and interactive seminar is focused on increasing interns' competence in outreach and consultation. This seminar consists of a multi-part didactic module that serves as the basis for subsequent training and supervision specific to interns' outreach and consultation work. This seminar occurs in the early part of the Fall semester.

**Capstone Case Presentation**
Interns will each complete one formal case presentation to be delivered to the CAPS staff in the Spring semester. The focus of this presentation is on providing a demonstration of 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.

Meeting with the Training Coordinator
The purposes of this weekly meeting are to address any administrative or procedural questions or concerns, and to provide the interns with a regular opportunity to consult with the Training Coordinator and with each other about the training program.

Case Management and Documentation
Interns are allotted time in their weekly schedules for the purposes of 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 a number of 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.

Clinical Service:
- Individual and Couples Therapy: 12-15
- Intake Evaluations: 2
- Triage/Crisis Walk-in: 2.5-4.0
- Outreach and Consultation: 0.5-1
- Group Therapy: 1.5

Supervision:
- Primary Individual Supervision: 2
- Specialty Individual Supervision: 1
- Group Supervision: 2
- Case Consultation Meeting: 0.25 (1 hr/month)
- Supervision of Group Work: 0.5
Training and Professional Activities:
- Training Seminars: 2
- Outreach Prep: 0.5-1
- Professional Development Activities: 1

Administrative Tasks:
- Staff Meeting: 1
- Meeting with the TC: 0.5
- Supervision Prep: 2
- Case Management and Documentation: 6-7
- Administrative Activities: 1

Program Expectations

Licensure Hours
The doctoral internship in Psychology at CAPS is an 1,800-hour, full-time, 12-month internship, starting August 2, 2017 and ending July 31, 2018. To successfully 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 are able to 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 3 formal evaluation periods during each year for interns, which coincide with the end of the fall and spring semesters, and the end of the training year. At each of these points, supervisors will complete written evaluations of their interns, and interns will complete written evaluations of their supervisors. Additionally, part-way into the fall semester, interns and primary supervisors are asked to complete and compare the CAPS Trainee Self-Evaluation Form. This is for the purpose of identifying a baseline of interns’ skills for future evaluations. At the end of the training year, trainees will also be asked to complete an evaluation of the training program as a whole.

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, addressing concerns with others directly 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. Rather, psychologists continue to value such development throughout their careers. We encourage interns to embrace the opportunities afforded to them through the internship experience, understanding that at its core, the doctoral internship is a training year 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 evident when engaging with our multicultural, multi-lingual, multi-disciplinary staff, as well as 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 an emphasis on the development of culturally competent knowledge, awareness, and skills for our interns. Interns training in our center 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 personal 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](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 (HS), Health Education and Promotion (HEP), and Disability Support Services (DSS). Psychiatric services are designated as...
part of CAPS’ services. Although these four departments are tied administratively, Student Wellness offices are located in several buildings. Staff in all departments gather for monthly meetings to facilitate communication among the departments, to participate in shared professional development activities, and to promote a positive, collegial environment amongst the Student Wellness staff.

Interns are each assigned an 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 are issued a webcam for the purposes of recording 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**
Because our training program is an integral part of our agency, 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/studentwellness/caps/staff.php](http://www.fullerton.edu/studentwellness/caps/staff.php)

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

**Stipend and Benefits**
The stipend for this full-time, 12-month internship is $25,000. 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 about 21 miles from nearby beaches.

Cal State Fullerton has more than 37,000 students and approximately 1,800 full- and part-time faculty members. The University offers 107 degree programs in eight colleges.

Accredited by the Western Association of Schools and Colleges, CSUF is fourth in the nation for the number of bachelor's degrees awarded to minority students and first in California for the number of bachelor's degrees awarded to Hispanics.

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 29 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 215,000 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 the Cal State Fullerton Irvine Campus, 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-csuf.aspx

**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-csuf.aspx

Visits and Virtual Tours
In keeping with our social justice philosophy, we do not allow on-site visits to our program prior to 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 have created a video tour of our center, and we invite you to check it out: https://youtu.be/NnMmTgRsSC4

We’d also like to direct you to a virtual tour of the CSUF Campus: http://www.fullerton.edu/virtualtour/

Application and Selection Process
CSUF CAPS is currently accepting applications for three full-time, one-year positions in our 2017-2018 doctoral internship class. The dates of the internship year are from August 2, 2017 to July 31, 2018.

As an APA-accredited APPIC Member program, we are participating in the 2017 APPIC Match Process (APPIC Program Code Number: 218711).

Minimum and Preferred Applicant Qualifications
Applicants for our doctoral internship must meet the following minimum requirements:

- Enrollment in an APA- or CPA-accredited doctoral program in counseling or clinical psychology that requires internship training
- Completion of all required coursework and supervised practicum prior to the starting date of internship
- Successful completion of comprehensive examinations prior to the ranking deadline for the APPIC Match
• Certified as ready for internship by their doctoral program

In addition to the minimum requirements outlined above, the Intern Selection Committee takes into consideration preferred qualifications for applicants. These qualifications include:

• Completion of at least 500 AAPI Intervention hours by the application date, at least 100 of which are with adults
• Interest in and experience working in a university/college counseling center setting
• Interest in and experience providing individual short-term therapy, group therapy, outreach and consultation
• Interest in and experience providing crisis intervention and management
• Strong interest in and commitment to multiculturalism/diversity as well as experience in working with diverse clients
• Strong interpersonal skills and ability to work collaboratively

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.

Application Instructions
Applicants must submit all application materials online via the Applicant Portal on APPIC’s webpage (Please see www.appic.org for further instructions). In order to be considered for a position, applicants must submit all of the following materials by the application deadline:

• Completed APPIC Application for Psychology Internship (APPI) form.
• 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.
• Current curriculum vita.
• Official transcripts for all graduate work.
• 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, see the APPIC webpage: www.appic.org).

Deadline
All application materials must be uploaded to the APPIC Applicant Portal no later than Monday, November 7, 2016 at Noon (12:00pm PST).
Selection Process
All complete applications received by the deadline will be considered. Notification about interviews will be made no later than December 16, 2016. 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: ccarroll@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.

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 successfully 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, prior to employment.

**APPIC Policies and Guidelines**
CAPS is participating in the 2017 APPIC Match Program and will abide by APPIC Match policies (for more information see: [www.appic.org](http://www.appic.org)). 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**

**Current and Former Interns**

**Current Interns:**
Geena Guerrido—Rosemead School of Psychology, Biola University
Dana Reyes—Azusa Pacific University
Alisa Turner—Adler University

**2015-2016:**
Margaret Donovan—Chicago School of Professional Psychology, Chicago Campus
Deborah Matian—CSPP-LA at Alliant International University
Ylena Parks—Rosemead School of Psychology, Biola University

**2014-2015:**
Jessica Foss—Fuller Theological Seminary, Graduate School of Psychology
Sean Lajaunie—Louisiana Tech University
Maria Mangione—Loyola University Maryland

**2013-2014:**
Jung Hyun (Terry) Hong—Fuller Theological Seminary, Graduate School of Psychology
Lori Meono—Pepperdine University
Timothy K. Wong—Fuller Theological Seminary, Graduate School of Psychology

**2012-2013:**
Rashida Mosley—Fuller Theological Seminary, Graduate School of Psychology
Eric Rosmith—University of North Texas
Crystal Saidi—Pepperdine University