

High Plains Psychology Internship Consortium



Intern Brochure
2024-2025



Mission:

The mission of High Plains Psychology Internship Consortium is to prepare and retain psychologists who provide behavioral healthcare to diverse children, adolescents, and adults in rural and clinical settings.

High Plains Psychology Internship Consortium (High Plains PIC) represents the collaborative effort of six agencies in northern Colorado, southeastern Wyoming, and western Nebraska to pool and share resources for the purpose of creating a high-quality internship opportunity that meets the unique clinical and workforce needs of rural areas of these states. The aim of High Plains PIC is to prepare and retain psychologists who provide behavioral healthcare to diverse children, adolescents, and adults in rural school and clinical settings. The clinical training sites of High Plains PIC include Weld Re-8 School District (Fort Lupton, CO), Greeley-Evans District 6 (Greeley and Evans, CO), Educational Service Unit #13 (Scottsbluff, NE), Options in Psychology, LLC (Scottsbluff, NE) and the Colorado Center for Assessment & Counseling (Fort Collins, CO). One site, Volunteers of America-Northern Rockies (Cheyenne, WY), will not be accepting interns for the 2024-2025 internship year. The Department of School Psychology at the University of Northern Colorado (Greeley, CO) is a non-clinical site that contributes expertise and resources to the consortium.

Accreditation Status

High Plains PIC is fully accredited through 2024. Questions related to the program's accreditation 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

Phone: (202) 336-5979

Email: apaaccred@apa.org

[APPIC Membership Status](#)

High Plains PIC (#2406) is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates in the APPIC Match Service. High Plains PIC 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.

[Program Structure and the Intern Experience](#)

High Plains PIC offers one-year, full-time doctoral internships beginning and ending in early August each year. High Plains PIC is currently recruiting for the 2024-2025 session. The Consortium is comprised of six agencies located in rural Colorado, Wyoming, and Nebraska and provides a range of clinical and didactic experiences that represents the necessary depth and breadth required for future professional practice within rural school and clinical settings. Interns have a primary placement at one site with the possibility of completing other training experiences at other sites within the consortium or with community partners.

Across training sites, interns are expected to complete 2,000 hours of training during the internship year with at least 25% (500 hours) spent in face-to-face direct service delivery with a focus on evidence-based practice. Interns are expected to achieve proficient to advanced competency in the APA Standards of Accreditation (SoA) nine Profession-Wide Competencies by the end of the internship experience, as well as abide by the APA Code of Ethics and the policies and procedures of both High Plains PIC and individual training sites.

Major Training Emphases

High Plains PIC offers interns a unique opportunity to advance their clinical training in rural (or rural-serving) settings, areas in which behavioral healthcare is often in short supply. Interns are afforded rich clinical experiences that highlight the specific demands and shared experiences within these small communities, as well as identify and creatively address the common barriers inherent in rural health. As providers, interns participate in High Plains PIC's goal to expand the capacity of underserved rural communities to address behavioral healthcare needs through integrated services. Furthermore, all training experiences are provided within the context of a developmental perspective and trauma-informed care. In addition to offering a distinctive experience in rural psychology, High Plains PIC offers the following major training emphases in all sites:

Behavioral Health Intervention

Interns across sites receive training in Behavioral Health Intervention. Each consortium site provides opportunities for interns to work in outpatient and/or school settings to provide therapy (individual, group, and family), crisis intervention, and academic interventions to individually and culturally diverse range of children and adolescents within a variety of evidence-based therapeutic modalities.

Psychological Assessment

Interns across training sites receive training in Psychological Assessment. Interns at each consortium site administer, interpret, and write integrated, comprehensive evaluation reports. Assessments may include intellectual, achievement, personality, neuropsychological batteries, and/or other competency-based measures. In addition to administering these measures, interns utilize assessment writing skills to produce accurate, high quality, reports that communicate findings and recommendations in a clear, coherent, useful manner that is appropriate for the intended audience. While each site varies on the number and type of referrals, interns complete a minimum of five (5) comprehensive psychological assessments during their internship year.

Interdisciplinary Collaboration and Consultation

Interns across training sites participate in activities related to interdisciplinary consultation and systems collaboration. Each consortium site provides opportunities for interns to provide education and guidance to other professionals regarding psychological issues, establish and engage in collaborative relationships with other agencies (e.g., schools, community agencies, social services, juvenile justice system), and participate on interdisciplinary treatment teams.

Trauma-Informed Care

Interns across training sites are provided with a strong background in Trauma Informed Care. Recognizing that trauma is a common experience for both children and adults, and that trauma is associated with adverse behavioral health and physical health outcomes, High Plains PIC implements a trauma-informed approach. Interns at each consortium site are expected to understand the impact of trauma, recognize the signs and symptoms of trauma, integrate this knowledge into practice, and actively work to avoid re-traumatization.

Supervision

Depending on each site, there are a variety of opportunities for interns to gain experience in supervising practicum students and/or psychological assessments. Additionally, interns will be assigned to lead two peer group supervisions. During these sessions, arranged well in advance, interns will have the opportunity to facilitate at least one hour of the group supervision time. This practice provides interns the opportunities to learn how to facilitate discussion, practice their own model of supervision, and develop their skills and competence in supervision. A faculty supervisor will be in attendance during this hour but will remain in the “background” so that the peer supervisor is fully in charge of that peer supervision hour. The peer supervisor, faculty supervisor, and other interns will be given an opportunity to reflect and provide feedback at the end of the session. Readings on peer group supervision will be provided to interns to help clarify this process. All interns receive a minimum of 4 hours per week of formal, scheduled supervision. Licensed psychologists serve as the primary clinical supervisors at

each consortium site. Each site is a little different in terms of supervision. For example, at CCAC, one psychologist may oversee assessment and another review therapeutic interventions. Different supervisors may also provide supervision on different types of clients (e.g., adult vs. children). Regardless, interns receive a minimum of two (2) hours of individual supervision each week from a licensed psychologist, with at least one (1) hour of that supervision from their primary supervisor. Supplemental weekly individual supervision is provided by supervisors of rotational experiences as needed. In addition, “on-the-fly,” informal supervision and consultation are encouraged and provided by High Plains PIC supervisors, as well as members of the interdisciplinary teams at each consortium site. The consortium abides by an informal “open door” policy, encouraging interns, other trainees, and staff members to ask for assistance and consultation as needed.

Weekly group supervision is required and conducted with all interns for two (2) hours per week. HP PIC supervisors and Dr. Hess provide this supervision. Group supervision is conducted via high-quality, secure distance technology with in person sessions occurring periodically. Group supervision focuses on case presentation, professional development issues, and clinical topics.

Research

High Plains PIC trains psychologists who are effective consumers of research and who utilize scholarly inquiry to inform their practice. In addition to infusing current research into areas of practice, interns are expected to review and critique three peer-reviewed journal articles on a relevant topic in psychology and meet to discuss findings and implications at the quarterly research journal club. Interns will also be expected to demonstrate their independent ability to disseminate research or other scholarly activities by presenting or publishing at the local, state, or national level. Interns are provided opportunities to work on their dissertations as needed or on other site-related projects.

Stipend, Benefits, and Resources

High Plains Psychology Internship Consortium (HP-PIC) offers seven (7) doctoral internship positions. Interns are employed by the agency to which

they are matched. Interns begin and end their training year in August and the current stipend for the 2024-2025 training year ranges from \$28,000 - \$35,000.

In addition to a stipend, interns are provided with other benefits. Interns at Educational Service Unit #13, Greeley-Evans District 6, Re-8, and Volunteers of America-Northern Rockies are provided with health insurance benefits. The interns at Options in Psychology are provided with a supplemental stipend of up to \$250/month (or \$3,000 annually) allotted for the purchase of a health insurance plan. At CCAC, interns are provided a higher stipend that includes the cost of purchasing their own health insurance plan.

Three of the six training sites follow a school schedule (i.e., Re-8, ESU #13, D6) which affords these interns several scheduled breaks throughout the academic year. As such, interns at these three sites will use the days that align with their school breaks (e.g., winter break, spring break), plus receive 5 flex days and 2 professional development days. Interns at the non-school sites will receive 15 scheduled vacation days, 5 “flex” days, and 2 professional leave days (for postdoc interviews, dissertation defense, conference attendance, etc.). In addition, interns are provided with two (2) hours per week of dedicated research time that may be used for dissertation and/or activities fulfilling the research requirement of the internship.

High Plains PIC interns have access to numerous resources in all training sites. Assessment and other training materials are provided by each training site, with the opportunity to borrow materials from the Diagnostic Materials Library at the University of Northern Colorado. Each intern has access to administrative and IT support through their primary training site. Each intern is provided with a workspace as well as access to a laptop computer and distance technology. Interns are also able to access the Applied Statistics and Research Methods Lab through the University of Northern Colorado, and receive full electronic access, including the ability to download books and journal articles, to the UNC library system.

Because group supervision is held virtually, interns must have access to the

internet, and a computer with a camera and microphone (provided by your sites). Additionally, interns are expected to travel to other consortium sites several times during the internship year for didactics and therefore, must have access to reliable transportation. Interns are reimbursed for their travel between sites for required training experiences at the standard mileage rate set by the State of Colorado each year. The voucher form is included in your HP-PIC orientation packet and instructions on how to complete and submit the document to the University of Northern Colorado are provided during Orientation.

High Plains PIC Training Sites

Greeley-Evans District 6 (D6) – 1 Full-Time Position

APPIC Program Code: 240611

Primary Supervisors: Tiffani Martin, Ph.D. tmartin2@greeleyschools.org

Sean Peters, Ph.D. speters@greeleyschools.org



General Information. Greeley-Evans School District 6 (D6) serves more than 22,000 students in the communities of Greeley and Evans, Colorado. We have 29 district-operated schools and six charter schools. D6 includes preschool up to our transition program (18-21 years old). We are the 13th largest school district in the state of Colorado. Our students originate from many countries with seventy-eight languages spoken in D6. Diversity is our strength and we are proud to serve students from varying ethnic and racial backgrounds and families of various income levels, including 64% of students eligible for free and reduced lunch.

Intern Experience. There is a wealth of training opportunities at D6 for interns including, but not limited to, individual and group psychotherapy, psychological and neuropsychological assessment, functional behavioral assessment, behavior support plan development and implementation, consultation, crisis intervention, and professional development. As part of the internship experience, interns provide psychological services at an elementary school, middle, or high school.

Additionally, supervisors work collaboratively with interns to provide opportunities to meet their individual training needs and goals, which are agreed to at the beginning of internship and adjusted as needed throughout the year. This may include working with specialized programs (intensive autism, affective behavior, deaf and hard of hearing, and life skills); district teams (BrainSTEPS, crisis intervention, juvenile corrections, preschool, and transition 18-21); professional development; and supervision. We strive to support our interns as they progress in their development and become more independent in their competencies.

Educational Service Unit #13 (ESU 13) – 2 Full-Time Positions

APPIC Program Code: 240612

Primary Supervisor: Katherine Lundgren Carrizales, Ph.D. kcarrizales@esu13.org



General Information. Located in Scottsbluff, Nebraska, Educational Service Unit #13 (ESU13) is a nonprofit agency that provides specialized services to schools throughout the western Nebraska Panhandle. Most of the areas serviced by ESU13 are rural with limited access to community resources and a large percentage of economically disadvantaged students. The mission of the agency is to strive to achieve educational excellence for all learners through strong partnerships, services, and leadership. Communication and collaboration are emphasized within departments and between organizations to allow an environment in which the expertise of all professionals is utilized to create the most effective and efficient learning environments for western Nebraska's students. The services provided by ESU13 include psychological services, speech pathology, occupational therapy, physical therapy, special education, Deaf and Hard of Hearing services, as well as early intervention and brain injury support. The agency also provides districts with

extensive staff development through the ESU13 Professional Learning department and houses several critical programs that serve the Panhandle including Head Start, Title IC Department, and the Autism Spectrum Program. In addition, ESU13 manages a variety of alternative learning programs for secondary students, including a Therapeutic Day Treatment Program, as well as a school for students ages 5-21 as part of the continuum of services for students with developmental disabilities.

Intern Experience. The interns matched with ESU13 are provided a unique opportunity to participate in the Psychological and Behavioral Health Department, which provides several evidence-based services within the school setting including psychological evaluations, individual and systems consultation, and therapeutic/behavioral interventions, as well as the implementation of Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI). As such, interns are directly involved in identifying problems or needs and then researching, recommending, and assisting in the implementation of the appropriate evidence-based intervention. The interns are immersed in an interdisciplinary team approach, allowing them routine collaboration and communication with other specialized disciplines. In addition, there are numerous professional development and specialized training opportunities throughout the ESU departments that are designed to augment the intern's skill base as well as expose interns to cutting-edge evidence-based interventions in a variety of disciplines. These opportunities include participation and training within the Traumatic Brain Injury group, training and workshops through the Autism Spectrum Disorder Network, and participation in training and workshops that focus on topics such as trauma informed care, behavioral health, academic interventions, giftedness, and accelerated learning.

The Colorado Center for Assessment and Counseling (CCAC) - 2 Full-Time Positions
(one child and one adult track)

APPIC Program Code: 240613

Primary Supervisors: Joselyne Perry, Ph.D. (Adult Track) dr.perry@coloradocac.com
Jeremy Sharp, Ph.D. (Child Track) dr.sharp@coloradocac.com



Colorado Center for
Assessment & Counseling
KNOWLEDGE to THRIVE

General Information. The Colorado Center for Assessment and Counseling (CCAC) is a multidisciplinary, outpatient private practice specializing in comprehensive, strengths-based psychological and neuropsychological evaluation and psychotherapy with children and adults. CCAC's staff includes several licensed psychologists as well as master's level licensed clinicians and trainees across disciplines. They provide knowledgeable, compassionate care for kids and adults with ADHD, autism spectrum disorder, mood disorders, learning disorders, and personality disorders. Located in Fort Collins along the front range of northern Colorado, their mission is to maintain strong community relationships in the interest of best serving their clients and their families.

Intern Experience. The intern experience includes psychological/neuropsychological evaluation of children and adults using best practice standards for assessment. Interns placed at CCAC also engage in individual psychotherapy with children, families, and adults utilizing evidence-based practices, including Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), Interpersonal Process Therapy, and Acceptance and Commitment Therapy (ACT). They have the opportunity to participate in our thriving group program as well. Interns participate in multidisciplinary staff meetings and coordinate care with local providers, including physicians, speech-language pathologists, occupational therapists, psychiatrists, and other mental health practitioners.

Options in Psychology, LLC (Options) - 2 Full-time positions

APPIC Program Code: 204614

Primary Supervisors: Mark Hald, Ph.D. mhald@optionspsych.biz

Anne Talbot, PsyD atalbot@optionspsych.biz



General Information. Options in Psychology, LLC is a private, freestanding mental health clinic composed of a collaboration of doctoral-level psychologists and contract masters-level therapists who have a broad range of experiences and interests. Options in Psychology offers a full range of evidence-based psychological services to infants, children, adolescents, and adults in a 200+ mile radius from Scottsbluff, Nebraska. Services provided include psychological and neuropsychological assessments including general psychological, and parent capacity evaluations; psychotherapy and counseling, family and marital therapy, drug and alcohol evaluations and treatment; health psychology (e.g., pre-operative evaluations for bariatric surgery, spinal cord stimulators, and deep brain stimulation), art and play therapy, Child-Parent Psychotherapy, and other evidence-based practice as well as a variety of consultation and educational services. In addition, case management services are provided on an as-needed basis.

Intern Experience. The intern matched with Options In Psychology will become a team member of this thriving practice. A typical week will include conducting assessments and providing counseling services to a variety of clients. Interns are expected to provide a minimum of 15-20 hours per week of services. The intern's

focus on clinical practice is based on both the needs of the flow of the clinical and the developmental needs and professional interests of the intern.

Weld Re-8 School District – 1 Full-Time Position

APPIC Program Code: 240615

Primary Supervisor: Anthony Baldo, Ph.D. tbaldo@weld8.org



General Information. Weld Re-8 School District is located in Fort Lupton, Colorado, approximately 30 miles northeast of Denver. The district consists of a preschool program, two elementary schools, a middle school, a high school, and a K-8 school. We serve approximately 2,500 students across the district. The district has a large Latino/Latinx population (68.7 percent), and more than 65 percent of our students receive free or reduced lunch. Nearly 40 percent of students have a home language other than English, with most of those families speaking Spanish.

Intern Experience. Interns are placed at an elementary school and a secondary school (either a middle school or a high school or both). They also have the opportunity to conduct screening and assessments with preschool children and to provide services to preschool students if desired. Additional opportunities are available as we try to match each intern's experience to their goals and interests. Our goals are to provide interns with a diverse, well-rounded experience and to have them functioning independently, through a gradual release process, by the end of their internship. Interns will be involved with all roles typically engaged in by school psychologists, including psychological assessment, consultation, counseling, crisis and safety management, involvement in tiered levels of support for students, etc.

University of Northern Colorado Department of School Psychology (UNCDSP)
High Plains PIC Training Director: Robyn Hess, Ph.D., ABPP
robyn.hess@unco.edu



The University of Northern Colorado, located in Greeley, CO, is accredited by the North Central Association of Colleges and Schools. The University was recently reviewed by the Higher Learning Commission in 2014 and received full accreditation. UNC's Doctoral Program in School Psychology prepares graduates for entry-level practice in school psychology, a substantive area of professional psychology. The program has been accredited by the American Psychological Association since 1981. This department houses the Training Director of High Plains PIC, Robyn Hess, Ph.D., ABPP. Dr. Hess is a board-certified, licensed psychologist who has several years of experience as a trainer in School Psychology. While there is not a clinical rotation offered within UNC, interns receive some of their didactic training and case consultation from the diverse faculty, are provided with opportunities for additional group supervision, and have access to a variety of resources through the school psychology program including assessment kits and statistical consultation.

Elective Rotations

Elective training experiences may be offered that are unique to each site. Elective rotations are offered dependent upon the needs and interests of the intern(s) and the availability of community partners. Most of our sites offer in-house rotations that may include an emphasis on working with clients at different developmental levels, clients with complex medical needs, or who represent specialized populations (e.g., migrant Latinx families, SPMI, forensic).

Life in Rural High Plains

High Plains PIC is a consortium with training sites located in northern and eastern Colorado, southeastern Wyoming, and western Nebraska. Interns are placed primarily at one site for the full internship year with opportunities to participate in training experiences at other sites within the consortium. Five of the six sites are located in the High Plains, a sparsely settled area known for ranching and farming. The region has a high elevation with low moisture and is subject to wide (and sometimes extreme) ranges in temperature.

Colorado

There are three internship sites in Colorado. One internship position is located in Fort Lupton, Colorado, a town with a population of approximately 8,000. It is close to Boulder and Longmont, and only 30 minutes from Denver International Airport. Fort Lupton offers entertainment through its museum, local winery, Coyote Creek golf course, and 12 parks (<https://www.fortlupton.org>). Additionally, the city has a recreation center as well as a rock wall meant to be climbed by people of all ages. A second Colorado internship position is at the Colorado Center for Assessment and Counseling, in Fort Collins, CO. Located in northern Colorado, Fort Collins is home to Colorado State University. Nestled at the base of the Rocky Mountains, Fort Collins offers exciting recreational opportunities and unique cultural offerings. Throughout the year, live music and entertainment, as well as great local dining, can be found throughout the historic downtown area (<https://www.visitftcollins.com>). Fort Collins offers the convenience of a small town with all the amenities of a larger city. Although Fort Collins itself is not considered rural, because of its location, it draws from many neighboring counties in both Colorado and Wyoming that are considered to be rural. The third Colorado internship site is located in the communities of Greeley and Evans, approximately 50 miles northeast of Denver. These mid-size communities are situated between the Rocky Mountains and the High Plains and offer entertainment through regular community events, outdoor recreation, and the annual Greeley Stampede (<https://www.visitgreeley.org>).

For those who want to take full advantage of all that Colorado has to offer, Denver is located approximately an hour away from both sites. Denver, the “Mile High City,” is an outdoor city bursting with urban adventure. The metro area boasts a thriving arts and culture scene, (e.g., Denver Museum of Nature and Science, Denver Art Museum, Denver Botanic Gardens, Denver Center for the Performing Arts, Red Rocks Amphitheatre), several professional sports teams (e.g., Denver Broncos, Colorado Rockies, Denver Nuggets, Colorado Avalanche, Colorado Rapids), dozens of innovative and acclaimed restaurants, and a vibrant craft beer culture with 20 breweries. Visitors are often pleased to find that the city is known for its walkable downtown, bicycle sharing system, and easy-to access public transportation system.

In addition to Denver, interns working in the eastern Colorado area are within driving distance of the Rocky Mountains. Rocky Mountain National Park, a 1-hour drive from Fort Lupton, covers 410 square miles and includes Longs Peak (14,225 ft) and 18 named Peaks above 13,000, as well as 150 lakes. Winter Park, also a 2-hour drive, is best known for world-class skiing, though it is also a summer playground for Coloradans and outdoor enthusiasts. Activities include hiking, biking, horseback riding, rafting, fishing, zip-lining, and an alpine slide. And, of course, interns will also find themselves within a day’s drive of other well-known ski areas including Keystone, Breckenridge, Vail, and Aspen.

Nebraska

Two internship sites are located in Scottsbluff, Nebraska. Scottsbluff has a population of around 15,000 and is considered the retail hub of the Nebraska panhandle. Across the North Platte River is the city of Gering, Nebraska with a population of 8,400 (a combined population of 23,400). These two cities in many ways function as one large community. The area contains 23 parks, pools, and the West Nebraska Arts Center, which includes Theatre West (a summer theater company) and the historic Midwest Theater (a grand old movie palace). The communities are located next to the Scotts Bluff National Monument, towering 800 feet above the North Platte River. Walking and biking trails connect

Scottsbluff-Gering and Terrytown. In addition, the surrounding area provides plenty of opportunities for outdoor enthusiasts including golfing, horseback riding, state parks, hunting, fishing, biking, hiking, and bird watching. Some of the more well-known natural wonders of the area include Chimney Rock (20 miles from Scottsbluff), the Sandhills region (4 hours), and Toadstool Geological Park near the South Dakota border (90 miles). The area is also near Black Hills National Park and Badlands National Park in South Dakota (approximately 200 miles). Scottsbluff is located near several larger cities for those seeking more urban activities. Denver, CO is approximately 3 hours away with Cheyenne, WY, and Fort Collins, CO falling in between. Rapid City, SD is approximately 3 hours to the north on the way to the Black Hills area. There are a lot of “hidden gems” to offer in Scottsbluff (<https://visitscottsbluff.com>).

Wyoming

One of the internship sites is in Cheyenne, the capital of Wyoming. Cheyenne has a population of about 63,600 and has a wide variety of recreational opportunities, depending on what interests you. The city has a great art scene, which the monthly Cheyenne Art Walk demonstrates. There’s also the historic Atlas Theater, individual art studios, and the symphony orchestra to enjoy. Cheyenne has five parks, including Curt Gowdy State Park. Whether you want to watch or play sports, the city has ample opportunities for both. There are two golf courses, a disc golfing course, a softball complex, bowling alleys, and the Cheyenne Capidolls Roller Derby league which takes place at the Ice and Events Center. Nature lovers will enjoy Vedauwoo Recreation Area, Terry Bison Ranch, and the Crystal and Granite Springs reservoirs. Cheyenne is also home to the world’s largest outdoor rodeo, Cheyenne Frontier Days which occurs every summer and includes a carnival and concerts (<https://www.cfdrodeo.com>). For a different vibe, check out the Cheyenne Botanical Garden in Lions Park! Check out all the gardens have to offer here: (<https://www.botanic.org>).

Application Process and Selection Criteria

The Consortium currently offers 7 full-time positions: 4 positions in northern Colorado (primary placement at Colorado Center for Assessment and

Counseling, Weld Re-8 School District, or Greeley-Evans District 6) and 3 positions in western Nebraska (primary placement at Educational Service Unit #13 or Options in Psychology). Volunteers of America- Northern Rockies in southeastern Wyoming will not be participating in the 2024-2025 APPIC match.

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org).

[A complete application consists of the following materials:](#)

1. A completed online AAPI (APPIC's standard application)
2. Cover letter (part of online AAPI) stating your preferred training site(s) and why you are interested in those sites specifically. Applicants can indicate their interest in more than one site within the consortium in one cover letter.
3. A current Curriculum Vitae (as part of the online AAPI)
4. Three standardized reference forms, at least two of which must come from individuals who have directly supervised your work (as part of the online AAPI)
5. Official transcripts of **all** graduate coursework (as part of the online AAPI)
6. Supplementary materials:
 - 1) One full integrated assessment report (please redact appropriately)

All application materials must be received by December 1 in order to be considered. Applicants are notified about interview status on or before December 15. In early January, all individuals who have been invited to interview will virtually attend an overview of High Plain PIC. Applicants will attend virtual interviews with specific sites. We do not plan to have in-person interviews, however, individuals are more than welcome to set up times to come to visit the sites in person. Some sites may elect to hold open houses prior to the official interview notification.

High Plains PIC bases its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to the beginning internship are considered preferred:

1. APA-accredited doctoral program
2. A minimum of 350 intervention hours
3. A minimum of 50 assessment hours
4. Dissertation proposal scheduled or defended
5. Some experience or special interest in working with underserved and/or diverse populations, particularly those located in rural areas
6. Some experience or special interest in working with children and adolescents
7. School psychology applicants (**for school positions**)

Please note that High Plains PIC is partially affiliated with the University of Northern Colorado Department of School Psychology and therefore, applicants from UNC will be more heavily weighted. Applicants from other programs are still considered and encouraged to apply.

In addition to the preferences noted above, High Plains PIC takes into consideration the potential commitment or interest of any prospective intern to remain in rural Colorado, Wyoming, and/or Nebraska following internship. Developing a strong behavioral health workforce is an important consideration for The Consortium, and an interest in remaining in the rural, underserved area to join the workforce is considered a benefit in a potential intern.

In addition to education and training requirements and preferences specified above, High Plains PIC requires that matched interns meet additional site-level criteria, including a background check, to begin their training year. If a matched intern does not meet site-level criteria, the match agreement will be

terminated, and the intern will not be allowed to complete their internship within High Plains PIC. Additional information about site-level criteria is available upon request.

[Consortium Contact Information](#)

For more information about High Plains PIC, please contact:
Robyn Hess, PhD., ABPP Training Director (Robyn.Hess@unco.edu)
You may also visit the website: www.unco.edu/cebs/high-plains

Aims, Competencies, and Learning Elements

As noted, High Plains PIC represents the collaborative effort of six distinct agencies in Colorado, Wyoming, and Nebraska to share resources for the purpose of creating a high-quality, sustainable internship that meets the unique clinical and workforce needs of the region, areas that are notably underserved. High Plains PIC is designed to be in alignment with the framework of the American Psychological Association (APA) Standards of Accreditation (SoA). The aim, profession-wide competencies, and associated learning elements are listed below.

Aim

The aim of High Plains PIC is to prepare and retain psychologists who provide behavioral healthcare to diverse children, adolescents, and adults in rural school and clinical settings.

Profession Wide Competencies and Learning Elements

By the conclusion of the training year, all High Plains PIC interns are expected to achieve intermediate to advanced competency to demonstrate that they are prepared for entry-level independent practice and licensure in the following areas:

1. Intervention
 - a. Establishes and maintains effective relationships with recipients of psychological services

- b. Develops evidence-based intervention plans
- c. Implements interventions informed by the current scientific literature
- d. Demonstrates the ability to apply the relevant research literature to clinical decision making
- e. Modifies and adapts evidence-based approaches
- f. Evaluates intervention effectiveness

2. Assessment

- a. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- b. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)
- c. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
- d. Selects and applies assessment methods that draw from the best available empirical literature
- e. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client
- f. Interprets assessment results to inform case conceptualization, classification, and recommendations
- g. Communicates findings in an accurate and effective manner sensitive to a range of audiences

3. Ethical and Legal Standards

- a. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct
- b. Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations rules, and policies relevant to health service psychologists
- c. Demonstrates knowledge of and acts in accordance with all professional standards and guidelines
- d. Recognizes ethical dilemmas as they arise and applies ethical decision making processes in order to resolve them
- e. Conducts self in an ethical manner in all professional activities

4. Cultural and Individual Diversity

- a. Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
- b. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity
- c. Integrates knowledge of individual and cultural differences in the conduct of professional roles
- d. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship
- e. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may

differ from their own.

5. Research

- a. Demonstrates the substantially independent ability to critically evaluate research
- b. Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional, or national level

6. Professional Values, Attitudes, and Behaviors

- a. Behaves in ways that reflect the values and attitudes of psychology
- b. Engages in self-reflection regarding personal and professional functioning
- c. Demonstrates openness and responsiveness to feedback and supervision
- d. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

7. Interprofessional and Interdisciplinary Consultation

- a. Demonstrates knowledge and respect for the roles and perspectives of other professions
- b. Applies knowledge about consultation in direct or simulated (role played) consultation

8. Supervision

- a. Demonstrates knowledge of supervision models and practices
- b. Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals

9. Communication and Interpersonal Skills

- a. Develops and maintains effective relationships with a wide range of individuals
- b. Produces and comprehends oral, nonverbal, and written communications
- c. Demonstrates effective interpersonal skills