

## High Plains Psychology Internship Consortium (High Plains PIC)

### Intern Evaluation & Record Retention Policy

High Plains Psychology Internship Consortium (High Plains PIC), in compliance with the APA's Standards of Accreditation, requires that interns demonstrate minimum levels of achievement across all nine (9) profession-wide competencies. These competencies include the following:

1. Intervention
2. Assessment
3. Ethical and Legal Standards
4. Cultural and Individual Diversity
5. Research
6. Professional Values, Attitudes, and Behaviors
7. Consultation and Interprofessional/Interdisciplinary Skills
8. Supervision
9. Communication and Interpersonal Skills

For additional details about the criteria for each competency, see pages 19-20 of this handbook.

Informal evaluation is ongoing throughout the training year. Supervisors are expected to provide interns with feedback on strengths, as well as communicate early and often in regards to areas of growth. Interns are formally evaluated by their primary supervisor twice per year, at the mid- and endpoints of their training experience. Evaluations are conducted using the High Plains PIC Intern Evaluation Form, which includes a Likert Scale and comment spaces where supervisors include specific written feedback regarding the intern's performance and progress over the specified time period. The evaluation form includes information about the intern's performance regarding all of High Plains PIC's expected training competencies and the related learning elements. Supervisors review these evaluations with interns during supervision and encourage an in-depth discussion with the opportunity for interns to raise questions or concerns as needed. Upon completion of this review, the intern and supervisor sign the evaluation and the intern receives a copy. The evaluation is submitted to the Training Director, who also reviews and co-signs before scanning into a secure electronic file.

A minimum level of achievement on all profession-wide competencies (and items) assessed by evaluations is defined as a rating of "3" for each competency at mid-term and a "4" at the final evaluation. The rating scale for each evaluation is a 5-point Likert scale with the following rating values:

**5 Advanced - Skills comparable to independent practice at the licensure level.** The intern demonstrates sound thinking and critical judgment in most situations; the intern has fully mastered this skill area and can handle complex situations independently. Supervision and training are consultative in nature.

**4 Proficient - Minimal Supervision required** - Intern is considered competent for entry-level practice in this area. The intern consistently integrates well-developed knowledge, skills, and ability in all aspects of professional practice. Functions proactively and independently in most contexts. Supervision is used to discuss complex/novel situations.

**3 Intermediate - Functions adequately, meets expectations, and demonstrates intermediate competence** - The intern needs minimal structure for routine activities, but may need closer supervision for more complex situations. Generalizes knowledge, skills, and abilities across clinical activities and settings. This is the level expected for most skills mid-way through the internship training year.

**2 Beginning - Continued intensive supervision is needed** - The intern requires intensive supervision for unfamiliar clinical activities and/or novel circumstances. This is the level of competency expected for a beginning intern, and might be an appropriate rating for beginning acquisition of a novel skill set within a new rotation.

**1 Remedial - Significant development needed** - The intern shows significant deficiencies in this skill area, with little to no independent judgment. The intern is dependent upon direct observation and detailed preparatory instruction, and shows skill in this area that is below that expected of a beginning intern. Intensive supervision is required to attain the most basic level of competence OR intern has not attained the expected level of competence despite standard mentoring/supervision. Scores in this range at mid-term (or final) always trigger a review by the Training Director and Training Committee.

**N/A--Not Applicable/Not Observed (only used at midterm)**

In addition, all High Plains PIC interns are expected to complete 2000 hours of training during the internship year. Interns are expected to have at least 25% direct client contact and will receive at least four hours of supervision by a licensed psychologist per week. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program.

In addition to the evaluations described above, interns must complete a self-evaluation form at the beginning and end of the internship. This evaluation is the Intern Evaluation Form also used by supervisors. Interns also complete an evaluation of their supervisors and a program evaluation at the mid- and endpoints of the internship. These evaluations are designed to facilitate feedback that informs any changes or improvements needed in the training program. All evaluation forms are available in the High Plains PIC Intern Handbook.

Following completion of the High Plains PIC internship, ongoing communication between former interns and the Training Director will occur at varying intervals. During the internship year and the year immediately following internship, interns will be asked to complete the Annual Reporting Online (ARO) form required by the APA Commission on Accreditation (CoA). Additionally, internship programs are required to provide distal outcome data to CoA that demonstrate former interns' perceived assessment of the degree to which the program promoted mastery of profession-wide competencies. Thus, an evaluation of the internship program will be distributed as part of the ongoing accreditation process.

#### **Communication with Graduate Program**

High Plains PIC believes that a close, working relationship with intern graduate programs is necessary to support interns in the successful completion of the internship training year. As such, High Plains PIC

interns sign a release of information for their graduate programs for the Training Director and/or Training Committee to communicate pertinent information throughout the year. Formal communication with the graduate program begins after an intern successfully matches with High Plains PIC. At this time, the Director of Training of the graduate program is included in the match letter. Written communication with feedback regarding intern progress is also provided to the intern's doctoral program at the mid- and endpoints of the training year. The final contact with the graduate program notes whether the intern has successfully completed the program. If successful completion comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures, the home graduate program will be contacted within two weeks. This contact is intended to ensure that the graduate program, which also has a vested interest in the intern's progress, remains informed and engaged in order to support an intern having difficulties. The graduate program is also notified of any further action that may be taken by High Plains PIC as a result of the Due Process procedures, up to and including termination from the program.

**Maintenance of Records**

All intern records, including, at a minimum, a description of the training experience, all formal evaluations, and certificates of completion are maintained indefinitely by the Training Director in a secure digital file. Additionally, these files are stored and secured in a locking file cabinet within the Training Director's office, which remains locked during non-working hours. During working hours, access to the files is restricted to authorized personnel only.