



High Plains Psychology Internship Consortium



Intern Handbook

2025-2026



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Introduction

High Plains Psychology Internship Consortium (High Plains PIC) represents the collaborative effort of agencies in northern Colorado, southeastern Wyoming, and western Nebraska to pool and share resources to create a high-quality internship opportunity that meets the unique clinical and workforce needs of rural areas of these states. High Plains PIC aims 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 Smith Psychological Services (Cheyenne, WY), Weld Re-8 School District (Fort Lupton, CO), Educational Service Unit #13 (Scottsbluff, NE), Options in Psychology, LLC (Scottsbluff, NE), Greeley-Evans District School District 6 (Greeley, CO), and the Colorado Center for Assessment (Fort Collins, CO). 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 our next site visit and review cycle. The required self-study for reaccreditation has been submitted to APA with the site visit projected for Winter 2026. The accreditation status of High Plains PIC is not impacted by this scheduling delay. 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.

Overview

High Plains PIC offers one-year, full-time doctoral internships beginning and ending in early August each year. The Consortium is comprised of six agencies located in Colorado, Wyoming, and Nebraska and provides a range of clinical and didactic experiences that represent the necessary depth and breadth required for future professional practice within rural schools and clinical settings. Interns have a primary placement at one site with opportunities to collaborate with community partners.

The consortium includes the following training sites: Educational Service Unit #13 (ESU13), Options in Psychology, LLC, the Colorado Center for Assessment (CCA), Weld Re-8 School District, Greeley-Evans School District 6, and Smith Psychological Services (SPS). In addition, the Department of School Psychology at the University of Northern Colorado serves as a non-clinical training site partner. A description of each site and the associated internship experience is presented below.

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

APPIC Program Code: 240612

ESU13 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.

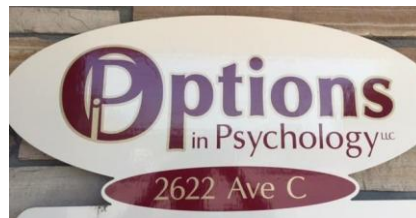
Intern Experience. The interns matched with ESU13 are provided a unique opportunity to participate in the Psychological and Behavioral Health Department, which provides several evidence-based services within the school setting including psychological evaluations, individual and systems consultation, 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.

Options in Psychology, LLC (Options) - Not accepting interns for the 2026-27 training year

APPIC Program Code: 240614

Options Primary Supervisors: 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.

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

APPIC Program Code: 240613

CCA Primary Supervisor: Jeremy Sharp, Ph.D. dr.sharp@coloradocac.com



General Information. The Colorado Center for Assessment (CCA) is an outpatient private practice specializing in comprehensive, knowledgeable strengths-based psychological and neuropsychological evaluation. Additionally, CCA provides evidence-based therapeutic services and psychoeducational workshops to child and adult populations. CCA, located along the front range of northern Colorado in Fort Collins, CO, was founded in 2014 by Dr. Jeremy Sharp. Since that time, CCA has treated thousands of patients, ranging in age from 2-93 years old. Common presenting

concerns include ADHD, Autism Spectrum Disorder, Learning Disorders, Generalized Anxiety Disorder, Major Depression, and Bipolar Disorder. Less common diagnoses include Schizophrenia, neurodevelopmental disorders secondary to medical complexity, Developmental Delays, and Personality Disorders.

Intern Experience. Interns placed at CCA have the opportunity to provide psychological and neuropsychological evaluation of children, adolescents, and adults using best practice standards for assessment. Interns also engage in both short- and long-term individual psychotherapy with children, families, and adults utilizing evidence-based practices, including Cognitive Behavioral Therapy (CBT) and Dialectical Behavior Therapy (DBT). Interns participate in staff meetings and coordinate care with local providers, including physicians, psychiatrists, speech-language pathologists, occupational therapists, and other mental health practitioners.

Weld Re-8 School District – 2 Full-Time Positions

APPIC Program Code: 240615

Re-8 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. The school population consists of 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 as well as 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.

Smith Psychological Services (SPS) – 2 Full-Time Positions

APPIC Program Code: 240613

SPS Primary Supervisor: Shaina Smith, Ph.D. shaina@smithpsychological.com



General Information. Smith Psychological Services is a generalist, privately owned mental health clinic owned and operated by Dr. Shaina Smith in Cheyenne, WY and is comprised of a doctoral level clinical psychologist as well as several master level therapists. Smith Psychological offers a wide range of services, from social security determination evaluations, state waiver evaluations, surgical clearance evaluations, and other types of assessments and trainings. We pride ourselves in specializing in police and public safety psychological evaluations, which range from pre-employment psychological evaluations for law enforcement, to return to duty and fitness for duty evaluations. Smith Psychological also offers a variety of therapy services for clients from teenagers to senior citizens with an emphasis in first responders and trauma treatment.

Intern Experience. The interns matched with Smith Psychological Services will play an integral role in supporting the daily operations of Smith Psychological while gaining valuable exposure to the field of clinical psychology. During their time with us, they will be provided with opportunities to conduct and be exposed to a variety of assessments (e.g., Social Security Disability, Wyoming Waiver, Pre-employment Psychological Evaluations, Department of Vocational Rehabilitation [DVR] evaluations, Department of Family Services [DFS] evaluations, and Diagnostic Evaluations) along with providing counseling sessions to a variety of clients. Team collaboration is valued at Smith Psychological Services and interns are encouraged to engage in clinical discussions and weekly case consultations with licensed professionals. We emphasize the development of professional skills and ethical awareness. The goal at Smith Psychological Services is to foster a learning environment that prepares interns for future academic and professional success in mental health care.

Greeley-Evans District 6 (D6) – 2 Full-Time Positions

APPIC Program Code: 240611

D6 Primary Supervisor: Sean Peters, Ph.D. speters@greeleyschools.org



General Information. Greeley-Evans School District 6 (D6) serves a student population exceeding 23,000 in the Greeley and Evans communities of Colorado, located approximately 60 miles northeast of Denver. The district encompasses 29 district-operated schools and 6 charter schools, offering education from preschool (ages 3-5) to the district transition program for individuals aged 18-21. Diversity is our strength and we are proud to serve students from varying cultural, ethnic, racial backgrounds, with 86 languages spoken within the district.

Intern Experience. Interns in D6 are assigned to one or more schools and receive training in individual and group therapy, psychological assessment, functional behavioral assessment, behavior support plan development and implementation, consultation, supervision, and crisis intervention. They collaborate closely with the schools' special education and mental health teams. Additionally, interns have the opportunity to pursue training experiences tailored to their individual goals and needs, which may involve working with district specialized programs, distinct level teams, and/or specific student populations.

University of Northern Colorado Department of School Psychology (UNC DSP)

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 Higher Learning Commission (HLC). UNC's next reaffirmation of accreditation will occur in 2034-2035. Also, UNC is a doctoral research university, classified by the Carnegie Classification of Institutions of Higher Education as 'Research 2: High Research Spending and Doctorate Production'. 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. The Training Director of High Plains PIC, Robyn Hess, Ph.D., ABPP, is a board-certified, licensed psychologist who had several years of experience as a trainer in School Psychology before moving to the Associate Dean position within the College of Education and Behavioral Sciences at UNC. Although there is not a clinical rotation offered within UNC, interns receive some of their didactic training from the diverse faculty of UNC and have access to a variety of resources including access to assessment kits and statistical consultation.

High Plains PIC Primary Faculty (in alphabetical order)

Anthony Baldo, Ph.D.

Dr. Baldo is a school psychologist at the Weld Re-8 School District and an adjunct professor at the University of Northern Colorado. Dr. Baldo earned his Ph.D. in School Psychology from the University of Northern Colorado in 2000 and holds licenses as a Professional Special Services Provider - School Psychologist and as a Licensed Psychologist in the State of Colorado. He has provided supervision to school psychology practicum, extern, and intern students for over 15 years and also provides supervision to psychologists working to complete the requirements for a Department of Regulatory Agencies (DORA) license. In 2019, he was named the School Psychologist of the Year by the Colorado Society of School Psychologists. In his free time, Tony enjoys skiing, hiking, mountain biking, and enjoying Colorado outdoors.

Katherine Carrizales, Ph.D.

Dr. Carrizales is a nationally certified school psychologist and licensed psychologist who is the director of the Psychological and Behavioral Health Department at ESU 13 in Scottsbluff, NE. Dr. Carrizales serves as the primary supervisor at Educational Services Unit #13, she provides group supervision and didactic seminars and is co-director of the High Plains PIC Training Committee. She has worked in the field of school psychology for over 10 years and she is currently pursuing her educational administration degree. She received her Ph.D. from the University of Northern Colorado in School Psychology in 2015. Throughout her training, she has participated in several research projects related to special education and multicultural education/consultation. She is a Circle of Security trainer/educator, Certified Child-Parent Psych-therapist, Registered Play Therapist, Certified in Bruce Perry's Neurosequential Model of Therapeutics, a Nationally Certified School Psychologist, and a licensed psychologist in the state of Nebraska. She enjoys advocacy for the field of psychology and is a past president of the Nebraska Psychological Association. Her professional interests include assessment and intervention with individuals ages 0-21 years; educational consultation; expansion of school mental health services including enhanced support networks for school mental health providers; school-wide behavioral and mental health interventions/prevention, and working with MDTs to create individualized education plans for students with a variety of behavioral health needs with a particular interest in working with young children with autism and their families. When not working Dr. Carrizales enjoys spending time with her husband and two sons, running, hiking, camping, and helping to coach the local community youth track club.

Robyn S. Hess, Ph.D., ABPP

Dr. Hess is a professor of school psychology at the University of Northern Colorado (UNC). She is board certified in school psychology (ABPP), a licensed psychologist, a licensed school psychologist, and a Fellow of the American Psychological Association. She received her Ph.D. in school psychology in 1993 from the University of Northern Colorado. She is currently Associate Dean of the College of Education and Behavioral Sciences at UNC and the Training Director of High Plains PIC. In this role, she provides research and group supervision, presents didactics, and leads the Training Committee. Dr. Hess specializes in culturally responsive assessment, education, and interventions, systemic interventions, and mental health services for children. Her research interests include school completion, stress and coping in adolescents, family involvement in schools, and refugee and immigrant populations. Dr. Hess has published extensively, served as the PI or co-Investigator on numerous state- and university-funded grants, served as an expert consultant and reviewer, served on graduate student committees, and developed and taught a wide assortment of university courses. In addition, she has served in leadership positions on both local and national levels, and she is actively involved in community service. In her free time, Dr. Hess loves to travel, read, and bike.

Sean Peters, Ph.D.

Dr. Peters is a Licensed Psychologist and School Psychologist (Special Services Provider) currently working at Greeley-Evans School District 6, in Colorado. He earned his Ph.D. from The School Psychology Program at The University of Texas at Austin in 2001 and completed his internship at The University of Tennessee Professional Psychology Internship Consortium. Dr. Peters' areas of interest/specialization include: Therapeutic Assessment, trauma-informed care, solution-focused therapy, consultation, and supervision. Outside of his professional work, Dr. Peters enjoys biking, especially bikepacking adventures, and cooking.

Jeremy Sharp, Ph.D.

Dr. Jeremy Sharp is a licensed psychologist and founder of the Colorado Center for Assessment (CCA). He has been in private practice since 2009 and has worked in the mental health field for nearly fifteen years. Dr. Sharp earned his Ph.D. in Counseling Psychology from Colorado State University before completing a post-doctoral residency at the University of Colorado at Boulder. These days, Dr. Sharp specializes in diagnostic assessment of children and adolescents. He is an approved evaluation provider for both Fort Collins and Greeley school districts, as well as an expert witness in child psychology. More personally, Dr. Sharp grew up in South Carolina before moving to Colorado for graduate school. You can find him running the local trails year-round. When he's not running, Dr. Sharp spends time with his two children, a golden retriever, and an amazing wife (who's also a therapist).

Shaina Smith, Ph.D.

Dr. Smith is a licensed clinical psychologist with a PhD in clinical psychology from Fuller Graduate School of Psychology, and a Masters of Christian Leadership from Fuller Theological Seminary. She has worked in numerous settings, including the VA, university counseling centers, community mental health, and private practice. Currently, Dr. Smith has owned and operated Smith Psychological Services in Cheyenne, Wyoming, serving clients in Wyoming, Colorado, Alaska, Montana, and Nebraska.

Dr. Smith specializes in police and public safety psychology. She conducts pre-employment evaluations, and fitness evaluations, as well as crisis management, consultation for agencies as well as therapists, annual wellness checks, peer support trainings, therapy, and agency wellness trainings. She finds purpose in bringing professionalism and efficiency to evaluations and providing a comfortable space for first responders. Dr. Smith has expertise in trauma treatment, and is trained in Brainspotting, Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), and Trauma Focused Cognitive Behavioral Therapy (TF-CBT). She utilizes neuroscience to inform treatment, and incorporates psychoeducation, as well as a psychodynamic Object-Relations framework and interpersonal process theory to help her clients create change in their daily experience.

In addition to her work with first responders and veterans, Dr. Smith has extensive experience working with individuals who have physical, cognitive, and intellectual disabilities, and strives to create an office environment conducive to all needs. Dr. Smith also completes other psychodiagnostic evaluations, including ADHD evaluations, Autism evaluations, diagnostic evaluations, evaluations for the department of vocational rehabilitation, ABI and DD waiver evaluations, and social security psychological evaluations, and strives to make everyone feel at home in a safe and peaceful environment.

Anne Talbot, Psy.D.

Anne Talbot, PsyD, is a specialist in neuropsychology and a forensic psychologist with 25 years of experience in a broad range of clinical and court-involved evaluations of adults, adolescents, and children referred from western and

central Nebraska as well as eastern Wyoming. Dr. Talbot is a past resident of the Nebraska Psychological Association with 12 years of experience in leadership roles within NPA, including extensive interface with legislators involving behavioral health public policy and professional advocacy. She has represented NPA and Nebraska psychologists in long-term close collaboration with leaders of the American Psychological Association in Washington, DC. Much of her clinical work incorporates a strong medical background from her previous career in critical care as well as inpatient psychiatric settings in Boston, Denver, and New York before developing the outpatient clinic now known as Options In Psychology (OIP) 30 years ago. Dr. Talbot has extensive experience training and supervising masters-level clinicians as well as doctoral-level interns and post-doctoral early career psychologists through OIP. Dr. Talbot has promoted a statewide support and mentorship program for early-career psychologists in Nebraska with a particular emphasis on the recruitment and retention of well-trained psychologists for the rural areas of western Nebraska. Her other interests include serving on the Board of Directors of the Ancova Empowerment Project, a non-profit corporation providing programs and experiences in the arts for children with emotional and situational challenges; international psychology, and photography.

Training Emphases

High Plains PIC offers interns a unique opportunity to advance their clinical training in rural and frontier 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. 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 also expected to achieve intermediate to advanced competency in the APA Standards of Accreditation (SoA) nine Profession-Wide Competencies, as well as abide by the APA Code of Ethics and the policies and procedures of both High Plains PIC and individual training sites.

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 provide written syntheses of psychological test batteries. 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, and useful manner that is appropriate for the intended audience. While each site varies in 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 offers 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 in 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.



Aim, Competencies, and Learning Elements

As noted, High Plains PIC represents the collaborative effort of six distinct agencies in rural 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 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, and 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

Supervision

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. Interns will communicate their training status by using the title or designation such as “psychology intern,” “school psychology intern”, or “doctoral intern.” Each site is a little different in terms of supervision. For example, at CCA, one supervisor may oversee assessment and another may review therapeutic interventions. Different supervisors may provide supervision on different types of clients (e.g., adults 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. 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. As a whole, the consortium abides by an informal “open door” policy, encouraging interns, other trainees, and staff members to ask for assistance and consultation as needed.

During individual supervision, interns are expected to bring their updated logs, copies of their protocols and updated progress notes, and any other materials that reflect their work from the previous week. Additionally, interns should be prepared with any specific questions or concerns. Supervisors are expected to schedule a weekly time and adhere to this time to the greatest extent possible and reschedule as soon as it is known that there is a conflict. Supervisors will use a variety of modalities to help interns learn new skills, reflect on their own practice, and develop their skills.

Weekly group supervision is required and conducted with all interns for two (2) hours per week and is provided by the different site supervisors and training director. Group supervision is conducted via high-quality, secure distance technology with in-person sessions occurring periodically during the full day didactic training days. Led by one of the Training Committee’s licensed psychologists, group supervision focuses on case presentation, professional development issues, and clinical topics.

Because our interns are placed across different settings, group supervision and the topics discussed tend to be broader and more general. Examples of previous topic areas from last year have included, “Entering into new systems”, “How can I adapt a program for an older/younger child?” “What is it like to work in a rural area?”

Additionally, interns are expected to bring cases (with blinded information) that they are working on to discuss in the larger group. This time is meant to supplement and not replace individual supervision. Group supervisors may also bring cases, ethical dilemmas, articles, or general topics to the group for discussion. Group supervision leaders will be identified on the shared Google calendar.

Throughout the year, interns will be assigned to lead two peer group supervisions. Interns should refer to the Google calendar to select a date to lead peer group supervision during which their supervisor is already facilitating group supervision. This date should then be communicated to Dr. Hess so it can be added to the calendar. During these sessions, arranged well in advance, interns will have the opportunity to facilitate at least one hour of the group supervision time. Typically, one of these sessions occurs in the first half of the training year, and one occurs in the latter half. This practice provides interns the opportunity 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.

Supervisors are generally available on-site or nearby depending on the specific training site and/or the time of day. However, there will always be some type of coverage in case of an emergency or a pressing question/concern. The supervision table presented below outlines the primary contact/supervisor followed by the secondary support personnel who can assist.

Supervision Table

Site	Primary Supervisors	Support Personnel
ESU13	Dr. Carrizales	School counselor, Crisis response team, Dr. Talbot, Dr. Hess
CCA	Dr. Sharp & Dr. Barthelemy	Other clinicians at CCA, Dr. Hess
D6	Dr. Peters	Dr. Martin, Dr. Hess
SPS	Dr. Smith	Dr. Talbot, Dr. Hess
Weld Re-8	Dr. Baldo	Dr. Parker, Dr. Hess
Options	Dr. Talbot	Dr. Lawhon, Dr. Carrizales, other clinicians at Options, Dr. Hess

Didactics

High Plains PIC believes in the value of education and encourages both interns and faculty members to embody the spirit of a life-long learner. As part of this expectation, interns are exposed to a variety of psychologists, mental health professionals, and guest speakers through a comprehensive didactic seminar series that spans the length of the training year. Didactics focus on a wide range of topics, including issues related to direct service provision, as well as more theoretical and/or professional development-focused topics, all designed to build upon prior knowledge and to align with the professional competencies. All didactic seminars are expected to incorporate individual and/or cultural diversity themes and adhere to professional-grade presentation standards, with up-to-date evidence-based citations and references as appropriate. These didactics will be organized around a broad theme (e.g., ethics, diversity, professional development, advanced skills, assessment) in order to provide depth and opportunities for discussion among interns and the Training Committee. Given the driving distance between sites, we host monthly,

full-day (7-8 hours), in-person, meetings in either Cheyenne, Greeley, Fort Lupton, Scottsbluff, or Fort Collins. During the snowiest months (usually January and February), online didactics will be offered for half the day (4 hours) and interns will complete self-guided activities for the remainder of the day based on their specific training goals. Periodically, interns will be asked to provide informal feedback on the didactics to determine whether these presentations are meeting their needs. At the beginning of the training year, interns are asked for a list of potential topics they would like to see presented. The didactic calendar for each training year is developed with topics that address the APA competencies, as well as those that fit the interests and needs of the current cohort.

In the event that an intern misses one of these established didactic days, the intern, their supervisor, and the Training Director will plan an alternative activity that is related to the presentations that were missed (e.g., reading articles on the topic and writing a brief reflection paper; attending an alternative training). **Interns are only allowed to miss one didactic day.**

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 engage in an applied research experience during their internship year. At the quarterly research article discussion, interns will review and critique peer-reviewed journal articles on a relevant topic in psychology and meet to discuss findings and implications. Interns will be expected to find and share research related to areas of interest or current trends in the field with other cohort members prior to the quarterly research article discussion meetings that are identified on the shared Google calendar. Interns are provided opportunities to work on their dissertations or on other site-related projects. 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.

Intern Cohesion

Creating an atmosphere of inclusivity, respect, and connection is of the utmost importance to the High Plains PIC Training Committee. Members of the Training Committee have experienced the professional isolation that can stem from life as a psychologist in a rural area. In fact, that shared experience was one of the driving forces in establishing a multi-state psychology internship consortium with a focus on rural populations. As such, the Training Committee is strongly committed to establishing a cohesive learning community, despite the physical distance between sites. There are two critical pieces to achieving this goal, including monthly didactics and the use of high-quality, secure distance technology on a weekly basis. First, the Training Committee welcomes interns to the program during a two-day orientation. During this time, interns are provided with all essential information to help them succeed during their training year, opportunities to establish connections and relationships with one another and the Training Committee, and a general orientation to the region. These relationships are then deepened throughout the course of the training year through shared weekly group supervision and quarterly research article discussion groups.

When an in-person didactic day and group supervision overlap, group supervision will occur during two of the hours of the didactic day. In general, didactics will occur on the third Friday of each month. In between meetings, interns are encouraged to eat lunch together or to connect virtually at any time, as needed and/or desired. In addition, interns will get together (format to be determined) at a graduation celebration with the Training Committee in July of the training year.

Logging Hours

During the internship experience, interns will be expected to maintain a log of their hours. At the beginning of the internship experience, interns may use a spreadsheet (shared with interns), Time2Track, or another platform. Whichever format is used, it must be shared with their supervisors, and a midterm/final summary shared with the Training Director. Interns are expected to update this document weekly to allow themselves and others to monitor progress towards total hours. In the Appendix, a document entitled Hours Log Categories provides a detailed description of how to document hours. Some intern positions require driving between sites. Typically, the time to drive from home to the first site is not included in your hours. However, if you are at one site and drive to another site, that time may be logged.

Intern Evaluation

High Plains PIC requires interns to demonstrate minimum levels of achievement across all nine (9) profession-wide competencies. 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-type scale and comment spaces where supervisors include specific written feedback regarding the intern's performance and progress over the specified time period. Supervisors are expected to base their ratings in part on in-person or video reviews of the intern's performance. They will 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 it into a secure electronic file, as well as provides a copy to the Director of Training of the intern's graduate program.

At **mid-term**, interns are expected to reach a minimum level of achievement of 3 on all element ratings within each competency. This score coincides with an Intermediate level of competency. Some items may be rated lower than a 3 if there have been limited opportunities to demonstrate the rating element or the intern has not met proficiency yet. In those cases, the intern and supervisor will develop a plan for how these competencies can be reached by the end of the internship experience. If there are several areas (5 or more across different competencies), the program's Due Process procedures may be implemented. At the **final evaluation**, interns must receive a rating of 4 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry-level independent practice and licensure, to successfully complete the internship.

Although average scores for competencies are computed, interns are expected to achieve a minimum score of 3 (or 4 depending on the rating period) on each item associated with a competency. If at any time throughout the training year supervisors have reason to be concerned about the intern's performance or progress, the program's Due Process procedures may be initiated. The Due Process and Grievance Policy is found at the end of this Intern Handbook.

All interns are expected to complete 2000 hours of training during the internship year. Interns are expected to have at least 25% (500 hours) of direct client contact. Meeting the hour 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, some supervisors will have interns 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 and in the shared Google drive.

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, 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 matching 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.

Stipend, Benefits, and Resources

In 2025-2026, High Plains Psychology Internship Consortium (High Plains PIC) will offer **eight** doctoral internship positions. Interns are employed by the agency to which they are matched. Interns begin the training year at the beginning of August, and end it during the final days of the following July. The current stipend for the 2025-2026 training year ranges from \$34,250 - \$38,288, depending on which specific site. In addition to a stipend, interns are provided with other benefits. Interns at all sites are provided with health insurance benefits or a supplemental stipend of up to \$250/month (or \$3,000 annually) for the purchase of a health insurance plan.

The school-based 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 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 post-doc interviews, dissertation defense, conference attendance, etc.). In addition, interns are provided an average of 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. ***Interns are asked to inform their primary site supervisor of requested leave at least two weeks prior to the date, except in the case of illness or an emergency, which should be communicated to their primary site supervisor as soon as possible. Interns are also expected to follow site-specific procedures for requesting leave.***

High Plains PIC interns have access to numerous resources in all training sites associated with the consortium. Assessment and other training materials are provided by each training site, and any additional materials needed may be purchased pending approval by the Training Committee. Each intern has access to administrative and IT support through their primary training site. They are provided with a workspace, as well as access to a phone, computer, and distance technology for necessary meetings, supervision, and/or didactic seminars. Interns are also able to access the Research Consulting Lab through the University of Northern Colorado and are granted full electronic access to the University 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. Interns will need to complete a W-9 form. UNC Accounting Specialist, Andy.Riley@unco.edu, processes the reimbursements. Send him an email with the day of travel and mileage to/from destination. See the travel reimbursement policy for additional details. Whenever possible, interns are encouraged to carpool with other interns. If an individual chooses to take their own vehicle rather than carpool, the travel will not be reimbursed. In addition, the intern employed by ESU13 has access to an agency vehicle that may be used during the workday to travel between regional sites.

Life in Rural High Plains

High Plains PIC is a consortium with training sites located in northern Colorado, southern 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. Most of the 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. Of note, the rural communities and frontier environment encompassed by the High Plains boast ample opportunities for loan repayment through the National Health Service Corps loan repayment program (<http://nhsc.hrsa.gov/>).

Colorado

There are three internship sites in the northern region of Colorado: Fort Lupton, Fort Collins, and Greeley. Two internship positions are 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.fortluptonco.gov/309/Visit-Things-To-Do>). Additionally, the city has a recreation center as well as a rock wall meant to be climbed by people of all ages. The second Colorado internship site is the Colorado Center for Assessment, in Fort Collins, CO. 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/>). 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>). As noted, Greeley is home to the University of Northern Colorado.

For those who want to take full advantage of all that Colorado has to offer, Denver is located approximately one hour away. 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 northern Colorado region 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, 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 few hours 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 14,300 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 with Denver, CO (~3 hours), Rapid City, SD (~3 hours), Cheyenne, WY (~1.5 hours), and Fort Collins, CO (~2.5 hours). 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 includes the monthly Cheyenne Art Walk and individual art studios. There's also the historic Atlas Theater 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 golf 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 which offer numerous outdoor activities including mountain biking, rock climbing, and camping. 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://cfdrodeo.com/>). For a different vibe, check out the Cheyenne Botanic Garden in Lions Park! Check out all the gardens have to offer here: (<https://www.botanic.org/>).

Application Process and Selection Criteria

For the 2026-2027 training year, the Consortium will offer 9 full-time positions: 6 positions in northern Colorado (primary placement at Colorado Center for Assessment, Re-8 school district, or D6), 2 positions in western Nebraska (primary placement at Educational Service Unit #13), and 2 positions in southeastern Wyoming (primary placement at Smith Psychological Services). Each site has its identification number and at CCA, each track (child or adult) has a unique identifying number.

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 their interview status on or before December 15. An overview or orientation to High Plains is offered in early January with online interviews offered during that same timeframe. Individuals are welcome to set up times to come to visit the sites in person. Some sites may elect to hold online 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 (**preferred 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 the internship. Developing a strong behavioral health workforce is an important consideration for High Plains PIC, and an interest in remaining in the rural, underserved area to join the workforce is considered a benefit for 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: [High Plains Psychology Internship Consortium \(unco.edu\)](https://unco.edu/highplainspsychology)

High Plains PIC Quick Reference Sheet

Clinical, Research, and Professional Development Requirements

- Complete 2000 hours of clinical training with at least 25% direct client contact hours
- Complete at least 5 comprehensive psychological assessments
- Engage a diverse range of clients in behavioral health interventions, including individual and group therapy (site specific)
- Attend monthly didactic seminars (full day)
- Complete a case presentation (therapy or assessment)
- Provide 2 hours of group supervision to peers
- Actively participate in quarterly journal article discussions

Supervision Requirements

- Attend 2 hours per week of individual supervision with primary supervisor
- Attend 2 hours per week of group supervision

Evaluation Requirements

- Review completed Intern Evaluation Form with primary supervisor at the mid-and endpoint of the training year. Sign the form and your primary supervisor will submit it to the Training Director.
- Complete Supervisor Evaluation Form at the mid- and endpoint of the training year. Review the evaluation with your supervisor, sign it, and submit it to the Training Director.
- Complete Program Evaluation Form at the mid- and endpoint of the training year. Sign the form and submit it to the Training Director.

Miscellaneous Requirements

- Complete a weekly activity log of your training hours using the provided Google hourly log, Time2Track, or a similar platform. Share the log with your primary supervisor on a weekly basis, unless otherwise arranged.
- Complete mileage reimbursement forms within 30 days of travel (as needed)
- Submit time off requests two weeks in advance, as feasible

High Plains Psychology Internship Consortium (High Plains PIC)

Diversity and Nondiscrimination Policy

High Plains Psychology Internship Consortium (High Plains PIC) strongly values diversity and this value is explicitly reflected in multiple areas of the internship including efforts to recruit and retain diverse interns and staff members, create an inclusive and affirming work environment, and effectively train interns to skillfully navigate individual and cultural diversity issues within all aspects of their professional lives.

First, High Plains PIC places a high value on the representation of diversity among staff members and interns. High Plains PIC believes that diversity among interns, supervisors, and staff members enriches the educational experience, promotes personal and professional growth, and strengthens communities, both in the workplace and beyond. As such, the Training Committee provides equal opportunity to all prospective applicants and does not discriminate based on race, color, religion, disability, sex, age, national origin, ancestry, marital status, familial status, sexual orientation, gender identity, or any other factor that is irrelevant to success as a psychology trainee and/or staff member. The Training Committee approaches diversity recruitment proactively, with ongoing discussions about ways to increase the visibility and attractiveness of the internship among diverse applicants. Applicants are evaluated in terms of quality of training, clinical experiences, and goodness of fit with the program. Of note, in considering “goodness of fit,” High Plains PIC reflects upon each applicant as a unique individual and considers what perspectives, experiences, knowledge, and skills they may add to the program, rather than looking for applicants who fit a mold of existing interns and/or staff members.

Second, High Plains PIC strives to create a welcoming, inclusive, and affirming environment that allows a diverse range of interns and staff members to feel respected and supported both personally and professionally. Every effort is made to create a climate in which all employees feel valued and comfortable, ensuring their success in the workplace. High Plains PIC believes this effort must be ongoing and prioritized. Interns and staff members are routinely encouraged to engage in self-reflection related to conscious and unconscious biases, acknowledge and discuss issues of diversity, and provide one another with formal and informal feedback related to diversity efforts and the climate of the workplace.

Third, High Plains PIC maintains required competency in individual and cultural diversity. Diversity experiences and training are interwoven throughout the training program to ensure that interns are both personally supported and well-trained in this area. These experiences include (but are not limited to) provision of interventions and assessment to diverse populations, an emphasis on diversity issues in supervision, and didactic seminars on diversity-related topics.

High Plains Psychology Internship Consortium (High Plains PIC)

Due Process Policy

High Plains Psychology Internship Consortium is committed to maintaining a high-quality internship program that promotes learning and professional growth for interns. Our supervisors value work environments that are challenging, flexible, supportive of diversity, and supportive of individual needs and requirements. To accomplish this goal, supervisors provide ongoing feedback to interns designed to facilitate professional and personal growth.

Since the internship is a training experience, it is expected that Interns will make significant development and growth during this year and may need support and assistance during this time. Supervisors at HPPIC are committed to intern growth and as such, provide activities, feedback, and learning opportunities that can facilitate growth. Other forms of support include orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, regular access to support individuals (e.g., supervisors) and/or groups (e.g., other interns, other practitioners, former interns), seminars specifically addressing expected stressors and transitions, and attention to the gradual increase in both the number and complexity of clients. It is the responsibility of the HPPIC intern to be responsive to supervisor feedback, engage fully in remedial learning activities that are recommended by the supervisor, and commit fully to the provision of effective psychological services that are needed to benefit their clients.

This document outlines the rights and responsibilities of interns in the training process. It also outlines the supervision, evaluation, and due process procedures.

Intern Rights and Responsibilities

Intern Rights

1. The right to a clear statement of general expectations upon entry into the internship, including a clear statement of goals and parameters of the training experience.
2. The right to be trained by professionals who behave in accordance with the APA ethical guidelines.
3. The right to be treated with professional respect, which recognizes the training and experience the intern brings with them.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.
5. The right to engage in an ongoing evaluation of the HPPIC experience.
6. The right to initiate an informal resolution of problematic training experiences through discussion or written request to their supervisor and/or to the HPPIC Training Director and HPPIC Associate Training Director if informal resolution has failed to address problems or to determine whether rights have been infringed.
7. The right to respect for one's personal privacy.

Intern Responsibilities

1. The responsibility to read, understand and clarify the HPPIC Intern Handbook and any policy documents associated with the respective HPPIC agency related to expectations or any other material included in these documents.
2. The responsibility to adhere to the principles set forth by the statutes and regulations of the American Psychological Association, the National Association of School Psychologists (for school-based interns) the appropriate state regulations, and the respective HPPIC agency.

3. The responsibility to be responsive to professionally appropriate feedback from supervisors, professional staff, and agency personnel.
4. The responsibility to prioritize the well-being of your clients.
5. The responsibility to behave in a manner that promotes professional interactions and is in accordance with the standards and expectations of the respective HPPIIC agency.
6. The responsibility to give constructive feedback that evaluates the training experience or other experiences in the HPPIIC.
7. The responsibility to conduct oneself in a professionally appropriate manner if due process is initiated.
8. The responsibility to actively participate in the training, clinical services, and the overall activities of HPPIIC. This includes requirements of completing documentation in a timely manner, attending all training activities, completing and submitting logs to supervisors, and providing information to the HPPIIC Training Director as requested for completion of all reports.
9. The responsibility to meet internship expectations by developing a Proficient level of competency in the nine Health Service Provider competencies outlined by APA; and other dispositional areas as delineated in the intern evaluation forms.

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty member raises a concern about the functioning of a psychology intern. These procedures are for the protection of intern rights and are implemented to afford the intern every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive. Specifically, due process ensures that decisions made by programs about interns are not arbitrary, that specific evaluative procedures are used, and that there is an appeals process available to interns allowing them to challenge the program's actions.

Definition of a Problem

For purposes of this document, a problem is defined broadly as interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes problematic rather than of concern. Intern trainees may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring attention, are not unexpected or excessive for professionals in training. Issues typically are identified as problems that require remediation when they include one or more of the following characteristics:

1. the intern does not acknowledge, understand, or address the problem when it is identified;
2. the problem is not merely a reflection of a skill deficit, which can be rectified by the scheduled sequence of clinical or didactic training;
3. the quality of services delivered by the intern is sufficiently negatively affected;
4. the problem is not restricted to one area of professional functioning;

5. a disproportionate amount of attention by training personnel is required;
6. the trainee's behavior does not change as a function of feedback, and/or time;
7. the problematic behavior has potential for ethical or legal ramifications if not addressed;
8. the intern's behavior negatively impacts the public view of the agency;
9. the problematic behavior negatively impacts the intern cohort;
10. the problematic behavior potentially or actually causes harm to a patient; and/or,
11. the problematic behavior violates appropriate interpersonal communication with agency staff.

Guidelines for Due Process

1. Presenting interns, in writing, with the program's expectations related to professional functioning.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding problematic behavior.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and seeking input from these academic programs about how to address such difficulties.
5. Instituting, with the input and knowledge of the graduate program, a remediation or probationary plan for identified inadequacies, including a time-frame and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the intern that describes how the intern may appeal the program's action. Such procedures should be included in the program's handbook and made available to the intern at the beginning of the internship.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding intern performance.
9. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

Procedural Guidelines

High Plains PIC's Due Process Procedures occur in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. Intern progress is monitored throughout the internship program and supports and adjustments are made according to their individual needs. However, if at any time the intern is identified engaging in behavior that is problematic (as defined above), the intern and their supervisory team will meet to consider the intern's progress. If repeated attempts to remediate the intern's deficits have been unsuccessful, a process for considering further action will be initiated. Involvement of the intern's Director of Clinical Training is encouraged at any point in these procedures, but Directors of Clinical Training must be notified if the procedures progress to Step 3.

Step 1

When a determination is made that an educational or professional problem exists, the intern and their supervisor will discuss the problem and outline ways to correct or rectify the problem. This interaction should include ample opportunities for the intern to react to the information presented regarding a potential problem area. The concerns, action plan and resolution will be documented in the supervision notes. If a more formal plan is developed with action steps, the intern and supervisor will each be given a copy to monitor progress.

If the problem continues for more than 2 weeks, the supervisor will again discuss the nature of the problem with the intern. The intern will have the opportunity to discuss the problem in detail with their supervisor. The purpose of this meeting will be to develop additional intervention plans and to decide whether the current remediation plan or a revised remediation plan should be in force. This process should be documented in writing in supervision notes and discussed with the Training Director and Training Committee but will not become part of the intern's professional file if the concerns are resolved.

Step 2

If the problems or concerns are not resolved or progress on the plan is limited, a meeting will then be held with the intern, supervisor, and High Plains Training Director. The intern will be informed of the meeting at least one week prior to the date and will have the opportunity to provide additional evidence to the supervisor and HPPIC Training Director to consider at that meeting.

Similarly, at the mid-term evaluation period, if an intern has several items (5 or more) that are rated at lower than the expected minimum level of achievement of 3 on all element ratings, Step 2 of Due Process will be enacted. A score of 3 signifies an Intermediate level of competency which is expected at the mid-term evaluation period. If several scores are lower, the intern is at risk for not meeting the minimum level of competency by the end of the internship period.

The purpose of this meeting will be to develop additional action plans, decide whether the current or a revised remediation plan should stay in place, and determine whether to convene a subset of the HPPIC Supervisory Faculty to address the intern's difficulties (Step 3). This meeting should be held within 2 weeks of the midterm evaluation or the supervisor's decision that adequate progress is not occurring.

Step 3

If after a reasonable period (~2-4 weeks), there is not improvement in the intern's functioning or if the outcome of the Step 2 meeting results in a conclusion that an intern's skills, professionalism, or personal functioning are inadequate for an intern in training and if the refined remediation plan has not been successful in addressing the intern's difficulties, a remediation team representing the HPPIC Supervisory Faculty[RH1] Board will be convened. This remediation team will be comprised of at least 4 members representing different HPPIC agencies, not including the intern's supervisor/agency. The role of the HPPIC remediation team is to provide additional supervisory expertise in the remediation of interns' developmental problems and to represent HPPIC in deciding actions that will be taken. The remediation team will initiate the following procedures:

- The negative evaluations will be reviewed formally and a determination made as to what actions need to be taken to address the problems identified. The intern will be notified in writing that such review is occurring and that the HPPIC Supervisory Board may receive any information or statement that the intern wishes to provide with reference to the identified problems.
- The intern will be informed at least one week prior to the meeting.
- After reviewing all available information, the HPPIC Supervisory Board may take one or more of the following steps:

- The board may elect to take no further actions.
- The board may recommend that specific actions be taken to correct or resolve the problem and/or that it will reconvene at a specified later date to review the intern's progress
- The board may issue an Acknowledgment Notice which formally states that the board is aware of and concerned about the negative evaluation; (b) the evaluation has been brought to the intern's attention and the supervisor will work with the intern to rectify the problem within a specified time frame; and (c) the behaviors associated with the negative evaluation are not significant enough to warrant more serious action at the time. This notice will be issued within 5 working days of the meeting among the HPPIC Supervisory Faculty Board, TD, supervisor, and intern, and will be shared with both the intern and the Director of Clinical Training at the intern's graduate institution.
- The board may issue a Probation Notice (Step 4).

Step 4

If the HPPIC Supervisory Faculty Board (as represented by the remediation team) decides that the behaviors associated with the negative evaluation are significant enough to warrant more serious attention, the Board may issue a Probation Notice. Probationary status specifies that the board, through the supervisors and HPPIC Training Director, will actively and systematically monitor for a specific length of time, the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. The Probation Notice is a written statement to the intern that includes the following items:

- A description of the problematic behavior.
- Specific recommendations for rectifying the problems.
- Criteria for ending the probationary status and procedures to assess whether the problem has been appropriately rectified.
- A time frame for the probation during which the problem is expected to be ameliorated.
- A summary of options available to the intern.

If the Board deems that remedial action is required, the identified impairment must be systematically addressed by the agency. Possible remedial steps include (but are not limited to) the following:

- Increased supervision, either with the same or other supervisors.
- Changed format, emphasis, and/or focus of supervision.
- A recommendation and/or requirement that personal therapy be undertaken with a clear statement about the manner in which such therapy contacts will be used in the intern evaluation process.
- Recommendation of a leave of absence and/or a second internship.

Following the delivery of an Acknowledgment Notice or Probation Notice, the HPPIC Training Director will meet with the intern to review the required remedial steps. The intern may elect to accept the conditions or may challenge the committee's actions as outlined below. In either case, the HPPIC Training Director will inform the intern's Director of Clinical Training at their home university and indicate the nature of the inadequacy and the steps taken by the HPPIC Supervisory Faculty Board. The intern shall receive a copy of the letter to the Director of Clinical Training.

Once an Acknowledgment Notice has been issued by the HPPIC Supervisory Board, the problem status will be reviewed within two months, or the next formal evaluation, whichever comes first. In the case of a Probation Notice, the problem status will be reviewed within the time frame set by the notice. At the end of the remediation period, the TD will provide a written statement indicating whether the problem has been remediated. This statement will become part of the intern's permanent file and shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

Failure to Correct Problems

When a combination of interventions does not resolve the impairment within the established period of time, or when the intern seems unable or unwilling to alter their behavior, HPPIC may take more formal action. If an intern's probation has not proved sufficient to rectify the problems under the conditions stipulated by the probation notice, the HPPIC Faculty Supervisory Board will conduct a formal review and then inform the intern in writing that the conditions for revoking the probation have not been met. The committee may then take any of the following steps, or other appropriate action. Prior to this action, the Training Director will consult with APPIC to communicate whether the decision to discontinue and release the intern from their Match is being considered.

1. It may continue the probation for a specified time period.
2. It may issue a suspension, whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. It may inform the intern, the Director of Clinical Training at the intern's home University, and the other HPPIC Faculty that the intern will not successfully complete the internship if their behavior does not change. By the end of the training year, if the intern has not successfully completed the training requirements, the Board will not give the intern a certification of completion. The intern and the intern's university will be informed that the intern has not successfully completed the internship.
4. It may inform the intern that the Board is recommending to the intern's sponsoring university, that the intern be terminated immediately from the internship program and move to terminate the intern.

All the above steps will be appropriately documented and implemented in ways that are consistent with due process procedures, including opportunities for interns to initiate grievance proceedings to challenge Supervisory Board decisions. The intern will be informed of meetings at least one week prior to their occurrence and have the opportunity to provide evidence for consideration. If the decision has been to terminate the intern, the intern, the HPPIC Board of Supervisors, and the Director of Clinical Training at the intern's home university will be notified within ten days. The intern and Director of Clinical Training will be given an opportunity to respond orally and/or in writing to this decision. The Supervisory Board will consider this input prior to reaching a final decision.

Immediate suspension of an Internship

In some rare instances, an intern's performance may result in immediate suspension of an internship. Immediate suspension may result if the intern abandons the internship (defined as 5 consecutive working days of non-attendance without prior approval of leave of absence); violates agency disciplinary rules which would result in immediate dismissal for any other agency employee; commits serious violations of the ethical code that jeopardize the well-being of clients or co-workers; or commits serious legal violations that jeopardize the well-being of clients or coworkers.

If the Supervisor and the HPPIC Training Director agree that suspension of an internship is warranted, a remediation team representing a subset of the HPPIC Supervisory Board will be convened. This remediation team will be comprised of a subset of at least 4 members representing different HPPIC agencies, not including the intern's home

agency. The role of the HPPIC remediation team is to determine whether the intern's performance justifies suspension of the internship. The remediation team will initiate the following procedures:

1. The written records and evaluations of the intern will be reviewed formally and a determination made as to whether the intern's performance justifies suspension.
2. The intern will be notified in writing that such a review is occurring at least one week prior to the meeting.
3. The intern will be notified in writing that the HPPIC Supervisory Faculty Board is prepared to receive any information or statement that the intern wishes to provide with reference to the identified problems.
4. After reviewing all available information, if the HPPIC Supervisory Board determines that termination is warranted, the intern, the HPPIC Faculty, and the intern's Director of Clinical Training at their home university will be notified. The intern and Director of Clinical Training will be given an opportunity to respond orally and/or in writing to this decision.
5. If, after reviewing all available information, the Supervisory Board determines that termination is not warranted, the Board will recommend remedial actions to rectify the performance problems of the intern.

If the HPPIC Supervisory Board recommends termination, the entire Training Committee and a representative of the training site's Human Resources will be convened to make this decision. The Training Committee will make this determination during a meeting convened within two weeks (working days) of the original meeting or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD has the authority, in their discretion, to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the intern's Director of Training at the intern's home doctoral program would be contacted within 5 working days of the decision.

Appeals Process

If the intern wishes to appeal a decision made, they may request an Appeals Hearing before the review panel as described below. This request must be made in writing (an email will suffice) to the TD within 5 working days of notification regarding the decision. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself (or another supervisor, if appropriate), the intern's primary supervisor, and at least two other members of the Training Committee. The intern may request one specific member of the Training Committee to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request for a hearing. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold or modify the decisions. Decisions of the review panel are final and binding on the intern and all persons or entities connected with High Plains PIC.

Grievance Procedures

Grievance Procedures are utilized in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or the internship training program. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program, the following steps will be taken:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, another trainee, or TD to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response in writing. The TD (or Training Committee member, if appropriate) will meet with the intern and the individual being grieved within 10 working days of the submission of the formal written grievance. In some cases, the TD or other Training Committee members may, in their discretion, wish to meet with the intern and the individual being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter. The plan of action will include:

- a) the behavior associated with the grievance;
- b) the specific steps to rectify the problem; and,
- c) procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or other Training Committee members will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the TD or other Training Committee member in writing within 10 working days of the joint meeting referenced above regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or other Training Committee member will convene a review panel consisting of him/herself and at least two other members of the Training Committee within 10 working days of this determination. The intern may request one specific member of the Training Committee to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. Decisions of the review panel are final and binding on the intern and all persons or entities connected with High Plains PIC.

If the review panel determines, at its discretion, that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the employment agency in order to initiate the due process procedures outlined in the staff member's employment contract. If the review panel determines that the grievance against the staff member has the potential to be resolved internally, the review panel will develop a second action plan that includes the same components as described in a), b), and c). The process and outcome of the panel meeting will be documented by the TD or other Training Committee member. The intern and the staff member being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days of the issuance of the second action plan. The panel will reconvene within 10 working days of the written statement review written documentation and determine whether the issue has been adequately resolved. For circumstances in which an intern has filed a grievance against a faculty or staff member, and internal resolution by the internship has been deemed inappropriate, the issue will be turned over to the employment agency for a successful resolution.

High Plains Psychology Internship Consortium (High Plains PIC)

Videoconference Supervision and Training Policy

High Plains Psychology Internship Consortium (High Plains PIC) uses videoconferencing to provide shared weekly training experiences that promote education, interaction, and socialization among interns and faculty. Interns and faculty meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Regularly scheduled training activities that occur in this format may include group supervision, research article group discussion, and periodic didactic seminars (during the winter months, these are held virtually). Group supervision occurs for two hours every week and is led by various supervisors from the High Plains PIC Training Committee on a rotating basis to provide interns with the opportunity to experience a breadth of supervisory relationships and supervision modalities. These meetings are held virtually due to the geographical distance between sites, with the exception of those that take place in-person on the monthly didactic days. The use of videoconference technology for group supervisory experiences is consistent with High Plains PIC's model and training philosophy. Furthermore, this model allows the interns to form greater connections to the training faculty and licensed psychologists in Colorado and Nebraska than would be experienced otherwise.

Videoconferencing is used for training activities as well. Research article discussion groups occur on a quarterly basis and are led by Robyn Hess, the Training Director of High Plains PIC. Didactic seminars are held monthly during a day-long meeting that occurs in person or through videoconferencing (during the 2-3 months of winter weather). Seminars are led by members of the Training Committee, as well as other guest speakers who demonstrate expertise in a relevant area. At times, a guest speaker may present through videoconferencing if they are geographically distant from where the didactic is being held. High Plains PIC highly values cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings.

High Plains PIC also recognizes the importance of supervisory relationships. It is expected that the 2-hours of required individual supervision with the individual site supervisor primarily takes place in-person. During inclement weather or if the intern requires guidance in between scheduled meetings, supervision may occur through videoconferencing. As noted, group supervision primarily takes place through the use of an online video conferencing platform. Interns have the opportunity to meet supervisors at other sites prior to their regularly scheduled group supervision meeting. This allows interns to begin to build relationships with the other interns and training faculty prior to engaging in videoconference group supervision. As many of these sites are located in rural areas, site supervisors are familiar with the use of videoconferencing technology. Further, there are individuals with expertise in IT who can assist should there be technological difficulties. Interns are provided opportunities to reflect and provide feedback to supervisors on perceived outcomes and their satisfaction with the individual supervisory experience. Through the program evaluation process, interns provide feedback on the group supervision component of their training. Given that High Plains PIC includes sites located across state lines, specific guidance on individual cases will not be provided during group supervision. Cases may be discussed using generalities and for all clinical cases, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues must be reported to that supervisor immediately. Interns are provided contact information for all High Plains PIC supervisors so crises and time-sensitive information can be reported as necessary.

All High Plains PIC videoconferencing occurs over a secure network using HIPAA-compliant technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all trainees. All interns are provided with instructions regarding the use of the videoconferencing equipment at the outset of the training year. Technical difficulties that cannot be resolved on-site are directed to the site IT Department. All interns

are provided access to a computer/laptop and internet at their site, allowing accessibility to all meetings held online. Typically, the Zoom platform is used which has a feature that allows an intern to use closed captioning as needed. Other diversity, equity, inclusion, and accessibility issues are considered on a case-by-case basis and will be resolved with input from the intern, primary supervisor, and Training Director.

High Plains Psychology Internship Consortium (High Plains PIC)

Use of Artificial Intelligence (AI) Guidelines

The use of generative artificial intelligence (AI) in psychological practice is becoming increasingly more common. As a starting point, High Plains has adopted working guidelines for the internship training year. This policy establishes four standards for the ethical and responsible use of generative AI in the provision of psychological services to clients by health service psychology clinicians serving as interns with High Plains PIC. The use of generative AI in psychological practice, especially for interns, is a rapidly evolving area with significant ethical and practical considerations. While specific, universally adopted policies are still under development, several key themes and guidelines are emerging from professional organizations like the American Psychological Association (APA) and related bodies. High Plains PIC also acknowledges that as technology advances, there will be continued conversations about generative AI that will inform evolving policies.

1. Interns must not use AI in which identifiable client information/data (e.g., test scores, background history) is inputted. That is, interns may not use AI for record keeping (e.g., treatment notes), psychological report writing, or other documents relevant to a specific client's treatment. Client data must be kept confidential. Interns should be aware that providing any client information—even information that is perceived as nonidentifiable—to an open-source generative AI program means that the resultant information exchange is out of the hands of the intern, the client, the supervisor, and other relevant parties. As a result, there is a potential breach of confidentiality that is avoidable. Importantly, interns should be aware that even if a generative AI has a business associate agreement and indicates Health Insurance Portability and Accountability Act (HIPAA) compliance, interns should consider their ethical responsibilities for client privacy.
2. Interns are expected to improve their skills in tailoring assessment feedback, case conceptualization, and treatment planning to a specific client (or clients) under close clinical supervision. The use of AI is antithetical to this aim; that is, using AI to generate psychological reports or treatment summaries is counter to the goal of individually tailoring assessments and interventions for clients. Further, competency in documentation is a key training goal of health service psychology programs. To the extent that interns might rely on AI-generated documentation, this would prevent them from independently attaining such competency. Finally, AI-generated material may contain a number of inaccuracies, misrepresentations, and biases.
3. Interns must not solely rely on AI technologies for clinical interpretation, clinical decision making, and review of the clinical literature. What AI produces is limited by its source data in regard to scope, recency, quality, relative weighting, and bias of information. In contrast, evidence-based practice requires the dynamic integration of the best available research, the client's characteristics and preferences, and the clinician's background and judgment. AI-generated clinical interpretations should be reviewed with caution and in consultation with one's supervisor.
4. Interns must consult with their supervisors on the use of AI and disclose when such technologies have contributed to the development of materials. AI is a promising tool for aiding in the provision of health service psychology. Thus, when reasonable and beneficial to client well-being, interns may use AI to generate materials that do not involve a specific client's information (e.g., generating self-monitoring logs or mindfulness exercises to use with a client). Prior to using AI, interns must obtain consultation and clarification about the appropriateness of AI use from their clinical supervisors. Interns are required to be transparent about the use of AI with their clinical supervisors, sharing which AI platform, prompts, and results are used for the provision of client care.

Ultimately, supervisors are going to differ in their level of comfort with AI use. Most importantly, do not upload any client data other than the most brief descriptors (e.g., create a mindfulness recording form for a 16-year-old female who likes flowers). AI is meant as a tool to assist practitioners in basic tasks in which they already have competency. Before using AI, check with your supervisor around appropriate and acceptable uses. Some uses may be appropriate at the beginning of the internship experience (e.g., using AI to modify an email to be more parent friendly), whereas other uses may be added after you have demonstrated competency (e.g., generating a list of recommendations for children with anxiety after you have demonstrated that you are knowledgeable about different types of strategies).

Adapted from Policy Developed By: Department of Psychology, University of Montana, Developed by Anisa N. Goforth, Hillary Powell, and Katelyn Melcher.

High Plains Psychology Internship Consortium (High Plains PIC)

Selection and Academic Preparation Requirements

For the 2026-2027 training year, High Plains Psychology Internship Consortium (High Plains PIC) will offer 10 full-time positions: 6 positions in northern Colorado (placements at Colorado Center for Assessment, Re-8, and D6), 2 positions in western Nebraska (placement at Educational Service Unit #13), and 2 positions in southeastern Wyoming (placement at Smith Psychological Services).

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

Application

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 interest in training site(s). Applicants may 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, two of which must come from individuals who have directly supervised the applicant's work (as part of the online AAPI)
5. Official transcripts of all graduate coursework (as part of the online AAPI)
6. Supplementary materials:
 - a) One full integrated assessment report (please redact appropriately)

All application materials must be received by December 1st in order to be considered. Applicants will be notified of their interview status by email on or before December 15. All interviews are held virtually.

Selection Criteria

High Plains PIC will review all complete applications received by December 1 and base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to 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 only)

High Plains PIC is also 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 listed above, High Plains PIC values the unique contributions that individually and/or culturally diverse interns provide within training and work environments. The Training Committee strongly encourages diverse applicants to apply.

High Plains PIC also takes into consideration the potential commitment or interest of any prospective intern to remain in rural Colorado, Nebraska, or Wyoming following internship.

Developing a strong behavioral health workforce is an important consideration for High Plains PIC, and an interest in remaining in the rural, underserved area to join the workforce is considered a benefit for a potential intern.

Finally, 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.

All applications are screened by training faculty at each of the High Plains PIC's training sites using a standard Application Rating Tool, and evaluated for potential goodness of fit with the internship program. Members of the Training Committee review and score each application. At each site, decisions are made about which applicants to invite for interviews based on the results of the ratings. As noted above, applicants are notified of their interview status on or before December 15, and virtual interviews are held in early January. Interviews are conducted using similar interview questions, although members of the Training Committee may ask additional interview questions of applicants as indicated.

Training faculty at each site determine final applicant rankings shortly after conducting all scheduled interviews. The full application package and information gathered from the interview process are used to determine applicant rankings. The final list is submitted to the TD who then submits its applicant rankings to the National Matching Service.

High Plains PIC participates in the APPIC Match process and agrees to abide by all APPIC Match policies. In accordance, High Plains PIC does not solicit, accept, or use any ranking-related information from any intern applicant.

Questions regarding the application, interview, and/or ranking process may be directed to High Plains PIC's Training Director.

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 abilities 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 the 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 end points 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.

High Plains Psychology Internship Consortium (High Plains PIC)Travel Reimbursement Policy

High Plains Psychology Internship Consortium (High Plains PIC) provides funding for mileage incurred during mandatory internship travel between Nebraska, Wyoming, and Colorado sites for in-person meetings. Mileage from the specific training site to the other training site is reimbursed at the current State of Colorado rate (2025 rate is set at \$.63 per mile). In order to be reimbursed for travel between sites, interns must carpool together when feasible (e.g., interns in Scottsbluff traveling to another location). If an individual chooses to take their own vehicle rather than carpool, the travel will not be reimbursed. In addition, the interns employed by ESU13 have access to an agency vehicle that may be used during the work day to travel between regional sites as well as to didactic training. Information about the origin and ending destination (e.g., Fort Collins, CO to Scottsbluff, NE - Roundtrip) should be submitted to the Accounting Specialist for the College of Education and Behavioral Sciences within 30 calendar days of travel. They will complete and submit the appropriate forms for reimbursement. Late reimbursement requests may not be honored by High Plains PIC.