



High Plains Psychology Internship Consortium



Intern Handbook 2021-2022



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Introduction

High Plains Psychology Internship Consortium (High Plains PIC) represents the collaborative effort of five agencies in northern Colorado, southeastern Wyoming, and western Nebraska to pool and share resources for the purpose of creating a high-quality internship opportunity that meets the unique clinical and workforce needs of rural areas of these states. The aim of High Plains PIC is to prepare and retain psychologists who provide behavioral healthcare to diverse children, adolescents, and adults in rural school and clinical settings. The clinical training sites of High Plains PIC include Peak Wellness Center (four sites in WY), Weld Re-8 School District (Fort Lupton, CO) Educational Service Unit #13 (Scottsbluff, NE), Options in Psychology, LLC (Scottsbluff, NE) and the Colorado Center for Assessment & Counseling (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 accredited, on contingency, through January 1, 2021. 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

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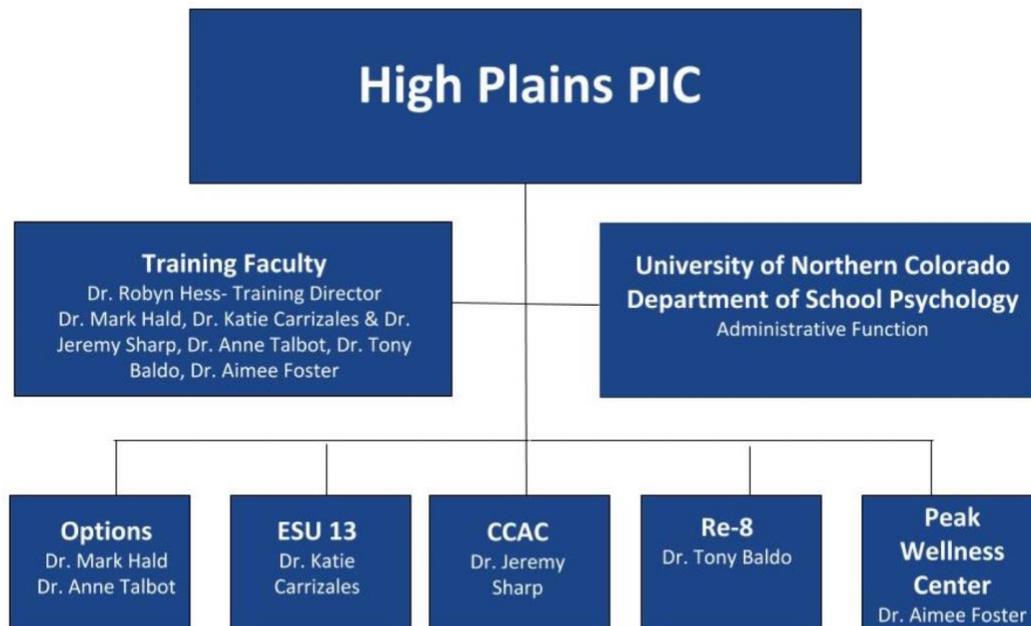
APPIC Membership Status

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 five agencies located in rural Colorado, Wyoming, and Nebraska and provides a range of clinical and didactic experiences that represents the necessary depth and breadth required for future professional practice within rural school and clinical settings. Interns have a primary placement at one site with the possibility of completing other training experiences at other sites within the consortium or with community partners.

The consortium includes the following training sites: Educational Service Unit #13 (ESU13), Options in Psychology, LLC, the Colorado Center for Assessment and Counseling (CCAC), Weld Re-8 School District, and Peak Wellness Center (PWC). In addition, the Department of School Psychology at the University of Northern Colorado serves as a non-clinical training site partner. Interns are placed at each of the clinical sites: two interns in western Nebraska at ESU13, one at Options, two in Colorado at CCAC, and one at Re-8 School District, and one in southeastern Wyoming at Peak Wellness Center. An overview of the structure of High Plains PIC is provided below. A description of each site and the associated internship experience is presented below.



Educational Service Unit #13 (ESU13) – 2 Full-Time Positions

APPIC Program Code: 240612

ESU13 Primary Supervisor: Katherine Lundgren Carrizales, Ph.D. kcarrizales@optionspsych.biz



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 striving 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 SOAR (Sharing Opportunities Achieving Results) department and houses several critical programs that serve the Panhandle including Head Start, the Migrant Education Department, and the Autism Spectrum Program. In addition, ESU13 manages a variety of alternative learning programs for secondary students, as well as a school for students ages 5-21 as part of the continuum of services for students with disabilities.

Intern Experience. The interns matched with ESU13 are provided a unique opportunity to participate in the Psychology Department, comprised of 4 full-time school psychologists and 1 full-time Licensed Mental Health Provider. The Department 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 evidenced-based intervention. The intern is immersed within 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 the SOAR Department training and workshops that focus on topics such as behavioral health, academic interventions, giftedness, and accelerated learning.

Options in Psychology, LLC (Options) - 1 Full time position

APPIC Program Code: 204614

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

Anne Talbot, PsyD atalbot@optionspsych.biz



General Information. Options in Psychology, LLC is a private, freestanding mental health clinic comprised 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 assessment, psychotherapy and counseling, family and marital therapy, drug and alcohol evaluations and treatment, health psychology (e.g., pre-operative evaluations for bariatric surgery), art and play therapy, 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 will become a team member to 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 hours per week of services.

[The Colorado Center for Assessment and Counseling \(CCAC\) - 2 Full-Time Positions](#)

APPIC Program Code: 240613

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



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

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

[Weld Re-8 School District – 1 Full-Time Position](#)

APPIC Program Code: 240615

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



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

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

Peak Wellness Center (PWC) – 1 Full-Time Position

APPIC Program Code: 240611

PWC Primary Supervisor: Aimee Foster, Psy.D. aimee.foster@peakwellnesscenter.org



General Information. Peak Wellness Center (PWC) is the largest community mental health center in the state of Wyoming. PWC provides services to uninsured and underinsured client populations across the southeast corner of the state. Covering 4 counties, PWC offices are located in Cheyenne, Laramie, Wheatland, and Torrington, Wyoming. Peak provides services to individuals of all age ranges suffering from mental illness and addiction. We offer a unique Psychosocial Rehabilitation (PSR) program for those suffering from severe and persistent mental illness which includes intensive case management and job placement. Our outpatient teams provide individual, group, and family therapies to adults and youth suffering from mental illness and addiction. Additionally, Peak offers residential substance abuse treatment and transitional living opportunities to our client population. PWC manages the only mobile crisis response team in the state, offering emergency response to our surrounding communities 24 hours/day with the option for clients to receive crisis stabilization at our Casa de Paz residential facility.

Peak's mission is to strengthen our Wyoming communities through the promotion of wellness and empowerment. We are committed to extending our arms into the furthest corners of our state to ensure that even those with the most limited resources receive the behavioral health care they need. Individual and group counseling are a large part of the services offered at Peak. Interns will be expected to maintain 25 hours of direct service (individual, group, testing, or family therapy) weekly during the training year. Exceptions will be made for weeks requiring off site trainings or other activities as requirement by the consortium.

Intern Experience. Peak offers supervision to several master's level trainees annually. Psychology interns will be given the opportunity to supervise trainees as they are available. Unfortunately, supervision experience is likely, but not guaranteed as outside interest in internship opportunities is unpredictable. Interns will be expected to take on-call rotations to assist with evening and weekend emergencies, as are all fully licensed Peak clinicians. Additional

compensation is offered for after hours on-call. Other training activities include participation in multidisciplinary team meetings, telehealth psychotherapy, and research opportunities.

University of Northern Colorado Department of School Psychology (UNCDSP)

High Plains PIC Training Director: Robyn Hess, Ph.D., ABPP robyn.hess@unco.edu



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

Elective Rotations

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

High Plains PIC Primary Faculty (in alphabetical order)

Anthony Baldo, PhD

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 the Colorado outdoors.

Katherine Carrizales, PhD

Dr. Carrizales is a nationally certified school psychologist and licensed psychologist who is the director of Behavioral/Mental Health 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 a member 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 BCBA as well as specialization in autism spectrum disorders and play therapy. She received her PhD 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, Certification in Bruce Perry's Neurosequential Model of Therapeutics, is a Nationally Certified School Psychologist, and a licensed psychologist in the state of Nebraska. She was recently elected as President Elect for 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.

Aimee Foster, PsyD

Aimee Foster is a Licensed Clinical Psychologist and the Laramie County Clinic Director for Peak Wellness Center in Cheyenne, WY. She obtained her undergraduate and graduate degrees from Azusa Pacific University in Azusa, CA. She completed her pre-doctoral training with the Rocky Mountain Internship Consortium in Colorado and specifically, University of the Rockies

Counseling Center in Colorado Springs, CO. Aimee went on to pursue post-doctoral training at the Loma Linda Behavioral Medicine Center in Loma Linda, CA where she earned her expertise in the treatment of eating disorders. She practiced as the primary Treatment Coordinator for the Partial Hospital (PHP) and Intensive Outpatient (IOP) eating disorder programs at Loma Linda for 2 years before moving into administration within the hospital system. Aimee's passion for community mental health and the front range called her to Wyoming in 2017 when she accepted the director position with Peak Wellness. In 2019 she accepted a five-year appointment to the Wyoming Board of Psychology by Governor Mark Gordon and has been serving for the past several months. She continues to serve clients through individual and group therapy and has also managed to keep her hand in academia through adjunct professor opportunities. Aimee's current passions include advocacy and training in the field of psychology, and she is grateful that her current roles allow her the opportunity to tackle both.

Mark Hald, PhD

Dr. Hald is a licensed psychologist and partner with Options in Psychology, LLC in Scottsbluff, NE. Dr. Hald serves as the supervisor for Options, he provides group supervision and didactic seminars, and is a member of the High Plains PIC Training Committee. He has an extensive background working with children, adolescents, and families in a variety of settings, including residential treatment centers, psychiatric hospitals, schools and private practice. Dr. Hald has taught at the college and university level and has given numerous presentations and workshops locally, regionally, nationally, and internationally. His professional interests include assessment and intervention from toddlers to preadolescent children, adolescents, and families; neuropsychology; and interventions for behavioral disorders, learning disorder, brain injuries, depression, anxiety, Asperger's Syndrome, attention deficit disorders, and other childhood disorders. He has extensive experience providing supervision in the area of play therapy and serves as a Circle of Security facilitator and reflective fidelity consultant. In his spare time, Mark likes to spend time with his wife, grandsons and family, gardening, reading, walking, and fishing.

Robyn S. Hess, PhD, 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 PhD in school psychology in 1993 from the University of Northern Colorado. She is currently Professor and Chair of School Psychology 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.

Jeremy Sharp, PhD

Dr. Jeremy Sharp is a licensed psychologist and founder of the Colorado Center for Assessment & Counseling (CCAC). He has been in private practice since 2009 and has worked in the mental health field for nearly fifteen years. Dr. Sharp earned his PhD 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 with 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, he is spending time with my two children, golden retriever, and amazing wife (who's also a therapist).

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 current president 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 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 proving programs and experiences in the arts for children with emotional and situational challenges; international psychology, and photography.

High Plains PIC Supervisors (Secondary and Rotations)

Michael Brinker, PhD

I am a licensed psychologist with a specialty focus in pediatric neuropsychology, practicing in Fort Collins, Colorado. I graduated with my PsyD in Clinical Psychology from the University of Denver in 2012. Following my graduate studies, I completed my APA/CPA accredited internship in neuropsychology at Hamilton Health Sciences/McMaster University, in Hamilton, Ontario, Canada. Following my internship, I completed a two-year post-doctoral residency in pediatric neuropsychology, as well as three additional clinical years at Northwest Neurobehavioral Health, in Boise, Idaho. During my time in Boise I was also an adjunct professor in the psychology department at Boise State University.

Throughout my career I have focused on providing neuropsychological assessment services to children, adolescents, and teenagers with a variety of presenting concerns, including ADHD, Autism, learning disabilities, and emotional challenges. Also, I have spent a majority of my clinical time developed a specialty for working with medically complex cases, including mild to moderate traumatic brain injury, chromosomal abnormalities, seizure disorder, oncology treatment, prenatal exposure, and genetic differences. Helping families to better understand these medically complex conditions, and their potential neurodevelopmental impact has become my primary career focus. In addition, during my time in Boise I have conducted research studies assessing the neurodevelopmental impact of prenatal methamphetamine exposure, and continue to look for opportunities to teach, and work with graduate students in psychology.

Personally, I grew up in Minnesota, and in my spare time I enjoy spending time with my wife and our two dogs, and training for triathlons. Often, you'll find me running around town with our two golden retrievers trailing along beside me. Ever since leaving for internship, my wife and I have been looking for an opportunity to make it back to Colorado, and we're excited to be in Fort Collins and call this town our new home.

Colleen Mondo, PhD

I am a licensed psychologist practicing in Fort Collins, Colorado. I earned my PhD in Clinical Psychology from Binghamton University in August 2015. I have almost 7 years of clinical experience in a wide range of settings; including community mental health centers, hospitals, primary care practices, and residential care facilities. I have also spent several years working in elementary school classrooms, both traditional and those for children with Autism Spectrum Disorders (ASD) and other developmental disorders. My passion is providing high-quality assessment and therapy services for children and adolescents.

I am experienced in assessing for concerns commonly encountered in childhood, such as ASD, ADHD, mood disorders, anxiety disorders, behavioral problems, and learning disorders. I am a firm believer that assessment not only informs treatment but can function as a kind of treatment

in and of itself. Through assessment, we take issues that can often feel overwhelming and vague and provide both a framework for understanding and a path for moving forward. I realize that testing can be a stressful proposition for children and families. To help lower stress during testing, I always try to take a thoughtful and warm approach during the experience, as we work together to identify concerns and create a plan for addressing them.

As a therapist, my goal is to provide well-researched interventions to my clients, delivered in a collaborative and compassionate style. I'm a bit of a nerd by nature and my training involved a strong grounding in clinical science, so you can trust that whatever treatment approaches we discuss will be grounded in what we know typically works for children. However, I am not a "one-size-fits-all" clinician. I believe a supportive and validating working relationship, where you feel heard, is the most important thing if real change is going to occur. I will work with you, your family, and other supports (teachers, doctors, etc) to create a treatment approach that best addresses your needs. I am comfortable treating a wide-range of presenting concerns, with special expertise in addressing anxiety disorders, mood disorders, behavioral problems, and social concerns in children.

In terms of personal background, I grew up in upstate New York and attended both undergraduate and graduate school at Binghamton University. I completed my predoctoral internship at the University of Rochester Medical Center (URMC) in Rochester, NY before moving onto a clinical postdoc in the San Francisco bay area at Kaiser Permanente-Walnut Creek's mental health clinic. My husband and I then moved to Fort Collins after hearing rave reviews regarding the overall quality of life here by friends and family living in the area. In my spare time I enjoy reading, cooking, and tabletop games (I'm personally very proud of a several- year-long undefeated streak at Pictionary). I also love spending time with my friends and family, as well as my sweet senior dog, Murray.

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 sites 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, useful manner that is appropriate for the intended audience. While each site varies on the number and type of referrals, interns complete a minimum of five (5) comprehensive psychological assessments during their internship year.

Interdisciplinary Collaboration and Consultation

Interns across training sites participate in activities related to interdisciplinary consultation and systems collaboration. Each consortium site provides opportunities for interns to provide education and guidance to other professionals regarding psychological issues, establish and

engage in collaborative relationships with other agencies (e.g., schools, community agencies, social services, juvenile justice system), and participate on interdisciplinary treatment teams.

Trauma-Informed Care

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

Aim, Competencies, and Learning Elements

As noted, High Plains PIC represents the collaborative effort of five 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 intermediate to advanced competency to demonstrate that they are prepared for entry level independent practice and licensure in the following areas:

1. Intervention
 - a. Establishes and maintains effective relationships with recipients of psychological services
 - b. Develops evidence-based intervention plans
 - c. Implements interventions informed by the current scientific literature
 - d. Demonstrates the ability to apply the relevant research literature to clinical decision making
 - e. Modifies and adapts evidence-based approaches
 - f. Evaluates intervention effectiveness
2. Assessment
 - a. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
 - b. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)
 - c. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process

- d. Selects and applies assessment methods that draw from the best available empirical literature
- e. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client
- f. Interprets assessment results to inform case conceptualization, classification, and recommendations
- g. Communicates findings in an accurate and effective manner sensitive to a range of audiences

3. Ethical and Legal Standards

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

4. Cultural and Individual Diversity

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

5. Research

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

6. Professional Values, Attitudes, and Behaviors

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

7. Interprofessional and Interdisciplinary Consultation

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

8. Supervision

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

9. Communication and Interpersonal Skills

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

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. Each site is a little different in terms of supervision. For example, at CCAC, one psychologist may oversee assessment and another reviews therapeutic interventions. Different supervisors may also provide supervision on different types of clients (e.g., adult vs. children). Regardless, interns receive a minimum of two (2) hours of individual supervision each week from a licensed psychologist, with

at least one (1) hour of that supervision from their primary supervisor. Supplemental weekly individual supervision is provided by supervisors of rotational experiences as needed. In addition, “on-the-fly,” informal supervision and consultation is encouraged and provided 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.

Weekly group supervision is required and conducted with all interns for two (2) hours per week, with the majority of these provided by Dr. Robyn Hess. Group supervision is conducted via high-quality, secure distance technology with in-person sessions occurring periodically. Group supervision, led by one of the Training Committee’s licensed psychologists, focuses on case presentation, professional development issues, and clinical topics. Interns will communicate their training status by using the title or designation such as “psychology intern” or “doctoral intern.”

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.

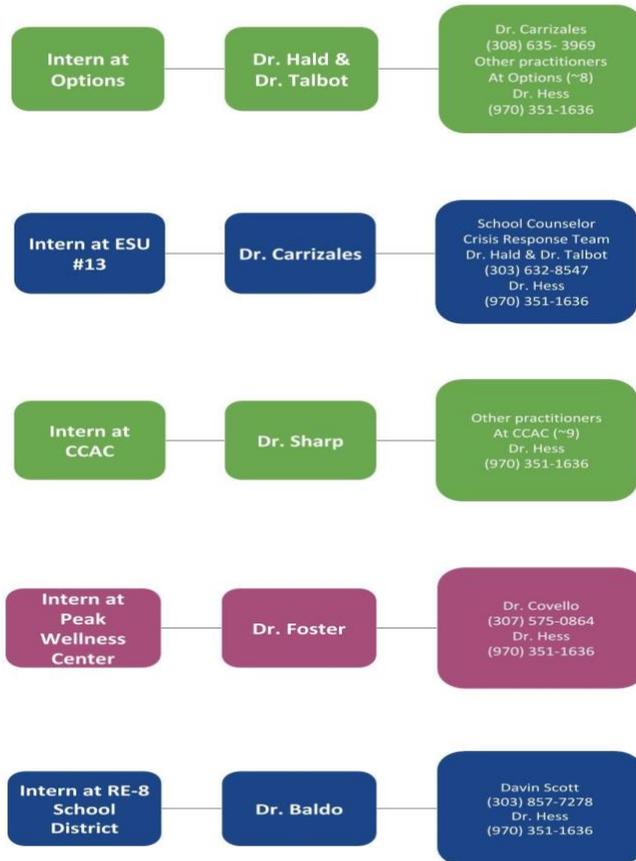
Group supervision is a bit different as there are interns who have different types of settings and experiences, the topics of supervision tend to be more general and topic based. Examples of previous topic areas from last year have included, “Entering into new systems”, “How can I adapt a program for 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 your individual supervision. Group supervisors are also encouraged to bring cases, ethical dilemmas, or general topics to the group for discussion. Group supervision leaders will be identified on the shared Google calendar.

Throughout the year, we will assign interns to peer group supervision. During these sessions, arranged well in advance, interns will have the opportunity to facilitate at least one hour of the group supervision time. This practice provides interns the opportunities to learn how to facilitate discussion, to 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 time of coverage in case of emergency or a

pressing question/concern. The supervision flow chart presented below outlines the primary contact/supervisor to reach out to followed by the secondary supports who can assist.

Supervision Flow Chart



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 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 (8 hours), in person or online didactics in either Greeley, Fort Lupton, Cheyenne, Scottsbluff, or Fort Collins. Given the pandemic, we are planning to host the majority of our didactics through videoconferencing. Periodically, interns will be asked to provide informal feedback on the didactics to determine whether they are meeting their needs and to assess whether there are other topics or presenters they would like to present. The didactic calendar for the 2021-2022 training year with proposed topics is attached to this handbook. Each year, the topics are modified to fit the interests and needs of the current cohort.

In the event 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 scheduled research meetings (generally bi-weekly/monthly depending on holidays), interns are introduced to different methods of program evaluation (e.g., creating logic models, single subject design, identifying disproportionality) as well as participatory action research. They will be encouraged to read and discuss relevant recent research. In their off weeks, interns are provided opportunities to work on their dissertations as needed or on other site related projects. For their projects, interns select from one of the following research opportunities in a self-selected area pending supervisor approval: site-specific program evaluation, grant writing, and/or partnership with a faculty member (either from UNC or their host institution) on an existing project. Interns may work together or individually. Every other week, interns are expected to participate in a 1 hour of scheduled research supervision meeting (typically planned for the hour

after group supervision) with the High Plains PIC Training Director, Dr. Robyn Hess. This supervision is provided via high-quality, secure distance technology with occasional in-person sessions throughout the year. Depending on the needs of interns, some of this time may be allocated to completing their dissertations.

Intern Cohesion

Creating an atmosphere of inclusivity, respect, and connection is of the utmost importance to the High Plains PIC Training Committee. Each member of the Training Committee has experienced the personal and 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 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 training activities conducted using high-quality distance technology. One time per week, interns participate in two hours of group supervision. Given the current pandemic, all didactic and group/research supervision are planned to occur through distance technology. We will continue to re-assess throughout the year and make adjustments as we are able and in ways that ensure the safety of our interns.

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. Two of the hours will be hosted by the Group for Rural Internship Training (GRIT). This group represents a broader group of rural internship training sites of which HP-PIC is a member. 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 2021.

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 will have a Google Doc spreadsheet shared with them and their site supervisors. Interns are expected to update this document weekly to allow themselves and others to monitor progress towards total hours. In Appendix A, a document entitled Google Hour 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 (e.g., for Head Start observations), 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 review these evaluations with interns during supervision and encourage an in-depth discussion with 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, 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. In some instances, some items may be rated lower than a 3 if there have been limited opportunities to demonstrate the rating element. 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 areas), 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 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 an intern receives an item score of less than 3 in any competency area, or if supervisors have reason to be concerned about the intern's performance or progress, the program's Due Process procedures may be initiated. If only 1-2 items are below proficiency (or there has not been an opportunity for the intern to demonstrate a specific skill) at mid-term, the intern and supervisor will develop a plan for how the intern can demonstrate competency by the end of the internship experience. The Due Process and Grievance Policy is found in the Intern Handbook. Supervisors are expected to base their ratings in part on in person or video review of the intern's performance.

All interns are expected to complete 2000 hours of training during the internship year. Interns are expected to have at least 25% (500 hours) direct client contact. Please note: in the current environment, any hours that would have previously counted as "in person" such as counseling,

intake, feedback, etc. but is not conducted via videoconferencing or telehealth, is considered a direct service hour. 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, 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 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 match letter. Written communication with feedback regarding intern progress is also provided to the intern's doctoral program at the mid- and endpoints of the training year. The final contact with the graduate program notes whether the intern has successfully completed the program. If successful completion comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures, the home graduate program will be contacted within two weeks. This contact is intended to ensure that the graduate program, which also has a vested interest in the intern's progress, remains informed and engaged in order to support an intern having difficulties. The graduate program is also notified of any further action that may be taken by High Plains PIC as a result of the Due Process procedures, up to and including termination from the program.

Stipend, Benefits, and Resources

High Plains Psychology Internship Consortium (HP-PIC) offers seven (7) doctoral internship positions. Interns are employed by the agency to which they are matched. Interns begin and end their training year in August. The current stipend for the 2021-2022 training year varies based on training site. The current stipends at PEAK Wellness Center and Options in Psychology, LLC training sites are \$25,000. Weld County Re-8 School District offers a stipend of \$22,000. The current stipends at the Colorado Center for Assessment and Counseling and the Educational Service Unit #13 are \$31,800.

In addition to a stipend, interns are provided with other benefits. Interns at Educational Service Unit #13 and Peak Wellness Center are provided with health insurance benefits. The interns at

Re-8, and Options in Psychology are provided with a supplemental stipend of up to \$250/month (or \$3,000 annually) allotted for the purchase of a health insurance plan. There are currently no benefits offered to interns at Colorado Center for Assessment and Counseling.

Two of the five training sites follow a school schedule (i.e., Re-8, ESU #13) which affords these interns several scheduled breaks throughout the academic year. As such, interns at these two 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 with two (2) hours per week of dedicated research time that may be used for dissertation and/or activities fulfilling the research requirement of the internship. ***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 sickness 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. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased pending Training Committee approval. Each intern has access to administrative and IT support through their primary training site. Each intern is provided with a workspace as well as access to a laptop computer and distance technology. Interns are also able to access the Applied Statistics and Research Methods Lab through the University of Northern Colorado, and receive full electronic access, including the ability to download books and journal articles, to the UNC library system.

Typically, interns are expected to travel to other consortium sites several times during the internship year and therefore, must have access to reliable transportation. However, due to the COVID-19, most of our training will take place via Zoom videoconferencing. Therefore, interns must have access to internet, and a computer with camera and microphone (provided by your sites). In the event we are able to travel, interns are reimbursed for their travel between sites for required training experiences at the standard mileage rate set by the State of Colorado. The voucher form is included in the Intern Handbook and instructions on how to complete and submit the document to the University of Northern Colorado are provided during Orientation.

Life in Rural High Plains

High Plains PIC is a consortium with training sites located in northern and eastern Colorado, south eastern 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. Four of the five 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 two internship sites in Colorado. One internship position is located in Fort Lupton, Colorado, a town with a population of approximately 8,000. It is close to Boulder and Longmont, and only 30 minutes from Denver International Airport. Fort Lupton offers entertainment through its museum, local winery, Coyote Creek golf course, and 12 parks. 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 position is at the Colorado Center for Assessment and Counseling, in Fort Collins, CO. Located in northern Colorado, Fort Collins is home to Colorado State University. Nestled at the base of the Rocky Mountains, Fort Collins offers exciting recreational opportunities and unique cultural offerings. Throughout the year, live music and entertainment, as well as great local dining, can be found throughout the historic downtown area. Fort Collins offers the convenience of a small town with all the amenities of a larger city. Although Fort Collins itself is not considered rural, because of its location, it draws from many neighboring counties in both Colorado and Wyoming that are considered to be rural.

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

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



Nebraska

Two internship sites are located in Scottsbluff, Nebraska. Scottsbluff has a population of around 15,000 and is considered the retail hub of the Nebraska panhandle. Across the North Platte River is the city of Gering, Nebraska with a population of 8,400 (a combined population of 23,400). These two cities in many ways function as one large community. The area contains 23 parks, pools, and the West Nebraska Arts Center, which includes Theatre West (a summer theater company) and the historic Midwest Theater (a grand old movie palace). The communities are located next to the Scotts Bluff National Monument, towering 800 feet above the North Platte River. Walking and biking trails connect Scottsbluff-Gering and Terrytown. In addition, the surrounding area provides plenty of opportunities for outdoor enthusiasts including golfing, horseback riding, state parks, hunting, fishing, biking, hiking, and bird watching. Some of the more well-known natural wonders of the area include Chimney Rock (20 miles from Scottsbluff), the Sandhills region (4 hours), and Toadstool Geological Park near the South Dakota border (90 miles). The area is also near Black Hills National Park and Badlands National Park in South Dakota (approximately 200 miles). Scottsbluff is located near several larger cities for those seeking more urban activities. Denver, CO is approximately 3 hours away with Cheyenne, WY, and Fort Collins, CO falling in between. Rapid City, SD is approximately 3 hours to the north on the way to the Black Hills area.



Wyoming

One of the internship sites is in Cheyenne, the capitol of Wyoming. Cheyenne has a population of about 63,600 and has a wide variety of recreational opportunities, depending on what interests you. The city has a great art scene, which the monthly Cheyenne Art Walk demonstrates. There's also the historic Atlas Theater, individual art studios, and the symphony orchestra to enjoy. Cheyenne has five parks, including the Curt Gowdy State Park. Whether you want to watch or play sports, the city has ample opportunities for both. There are two golf courses, a disc golfing course, a softball complex, bowling alleys, and the Cheyenne Capidolls Roller Derby league which takes place at the Ice and Events Center. Nature lovers will enjoy Vedauwoo Recreation Area, Terry Bison Ranch, and the Crystal and Granite Springs reservoirs. Cheyenne is also home to the world's largest outdoor rodeo, Cheyenne Frontier Days which occurs every summer and includes a carnival and concerts.

Application Process and Selection Criteria

The Consortium currently offers 7 full-time positions: 3 positions in northern Colorado (primary placement at Colorado Center for Assessment and Counseling and Re-8 school district), 3 positions in western Nebraska (primary placement at Educational Service Unit #13 or Options in Psychology), and 1 position in southeastern Wyoming (primary placement at Peak Wellness Center).

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

A complete application consists of the following materials:

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

All application materials must be received by December 1 in order to be considered. Applicants are notified about interview status on or before December 15. For the 2021-2022, videoconference interviews will be held in Colorado in early January.

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

1. APA-accredited doctoral program
2. A minimum of 350 intervention hours
3. A minimum of 50 assessment hours
4. Dissertation proposal scheduled or defended

5. Some experience or special interest in working with underserved and/or diverse populations, particularly those located in rural areas
6. Some experience or special interest in working with children and adolescents
7. School psychology applicants (**for school positions**)

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

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

In addition to education and training requirements and preferences specified above, High Plains PIC requires that matched interns meet additional site-level criteria, including a background check, to begin their training year. If a matched intern does not meet site-level criteria, the match agreement will be terminated and the intern will not be allowed to complete their internship within High Plains PIC. Additional information about site-level criteria is available upon request.

Consortium Contact Information

For more information about High Plains PIC, please contact:

Robyn Hess, PhD., ABPP Training Director (Robyn.Hess@unco.edu)

You may also visit the website: www.highplains-pic.org

High Plains PIC Quick Reference Sheet

Clinical, Research, and Professional Development Requirements

- Complete 2000 hours of clinical training in primary site (or primary and secondary sites) with at least 25% direct client contact hours
 - Complete elective minor rotation with affiliated organization (*optional*)
- Complete psychological assessments as assigned by supervisor, at least 5
- Engage diverse range of clients in behavioral health and/or educational interventions, including individual and group therapy
- Attend monthly 8-hour day of didactic seminars
- Complete two case presentations (1 therapy and 1 assessment)
- Provide 2 community-based professional development seminars (may be through videoconferencing)
- Provide 3 hours of group supervision to peers
- Present research findings during didactic seminar

Supervision Requirements

- Attend 2 hours per week of individual supervision with primary supervisor
- Attend 1 hour per week of individual supervision with elective minor supervisor (*optional*)
- Attend 2 hours per week of group supervision
- Attend research supervision as scheduled

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, and submit it to the Training Director.
- Complete Program Evaluation Form at the mid- and end point 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. 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 (HP-PIC)

Diversity and Non-Discrimination Policy

High Plains Psychology Internship Consortium (HP-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, HP-PIC places a high value on the representation of diversity among staff members and interns. HP-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 and expression, 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,” HP-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, HP-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. HP-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, HP-PIC maintains a 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.

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 a protection of intern rights and are implemented in order to afford the intern with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an 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.

Administrative Hierarchy and Definitions

HP-PIC's Due Process Procedures occur in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. Faculty roles included herein are defined as follows:

Supervisor: Any faculty member who provides direct supervision or teaching to an intern.

Training Director (TD): The supervisor who functions as the director of training. S/he leads the internship Training Committee and serves as a voting member.

Training Committee (TC): The governing body of the internship that includes at least one voting member/representative from each of the network members. The TC is overseen by the TD and makes decisions by consensus.

Informal Review

When a supervisor believes that an intern's behavior is becoming problematic, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. 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.

Formal Review

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. In some instances, some items may be rated lower than a 3 if there have been limited opportunities to demonstrate the rating element. 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 areas), 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 internship.

If an intern receives an item score of less than 3 in many 5+ competency areas (at mid-term), or if supervisors have reason to be concerned about the intern's performance or progress, the program's Due Process procedures may be initiated:

- A. The supervisor will meet with the Training Director (TD) and intern within 10 working days of the evaluation or failure to resolve the issue informally to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the intern's direct supervisor, an additional supervisor and member of the Training Committee will be included in the meeting.
- B. The intern will have the opportunity to provide a written statement related to his/her response to the problem.

C. After discussing the problem and the intern's verbal and/or written response(s), the supervisor and TD may:

1) Issue an "Acknowledgement Notice" which formally acknowledges:

- a) that the faculty is aware of and concerned with the problem;
- b) that the problem has been brought to the attention of the intern;
- c) that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
- d) that the problem is not significant enough to warrant further remedial action at this time.

This notice will be issued within 5 working days of the meeting among the supervisor, TD, and intern, and will be shared with both the intern and the Director of Clinical Training at the intern's graduate institution.

2) Place the intern on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan is shared with the intern and the Director of Clinical Training at the intern's graduate institution and includes:

- a) the actual behaviors or skills associated with the problem;
- b) the specific recommendations for rectifying the problem;
- c) the time frame for the probation during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately rectified.

This statement will be issued within 5 working days of the meeting and will be shared with the Director of Clinical Training at the intern's graduate institution. At the end of the remediation period as specified in "c" above, 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 also will be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

- D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have caused or have the potential to cause harm, the intern's placement within HP-PIC may be terminated. The decision to terminate an intern's placement will be made by the entire Training Committee and a representative of the training site's Human Resources and requires a discontinuation of participation by the intern within every aspect of the training program. The Training Committee will make this determination during a meeting convened within 10 working days of the original meeting discussed in Step A, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD has the authority, in his/her 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, he or she 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 HP-PIC.

Notifying the Sponsoring Doctoral Program

If either an Acknowledgment Notice or a Remediation Plan action occurs, the TD will inform the intern's sponsoring university within 5 working days of issuance of the notification, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university.

Once the Acknowledgment Notice or Probation is issued by the TD, it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation

period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

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, other trainee, or TD in an effort 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 member 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 member 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 HP-PIC.

If the review panel determines, in 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 employer 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 employer agency for 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 include group supervision, research group supervision, and periodic didactic seminars (once every fourth month). Group supervision occurs for two hours every week and is led by various core member of 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. Research group supervision occurs for one hour every other week and is led by Robyn S. Hess, PhD, ABPP, the Training Director of High Plains PIC and established researcher who serves as Chair and Professor of School Psychology at the University of Northern Colorado. Finally, didactic seminars are held once per month during an all-day in-person meeting. Seminars are led by members of the Training Committee, as well as other guest speakers who demonstrate expertise in a relevant area. Every fourth month (for a total of three times per year), the didactic seminar day is held via videoconference. High Plains PIC places high value on 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. The use of videoconference technology for supervisory experiences is consistent with High Plains PIC's model and training philosophy, as High Plains PIC places a strong training emphasis on access to behavioral healthcare, which increasingly relies on the use of telehealth services.

High Plains PIC also recognizes the importance of supervisory relationships. Given the geographical distance between training sites, this model allows the interns to form greater connection to the training faculty and licensed psychologists in Colorado and Nebraska than would be experienced otherwise. It is expected that the foundation for these supervisory relationships is cultivated during High Plains PIC's orientation, such that interns form relationships with the training faculty prior to engaging in videoconference group supervision and research group supervision. Given that High Plains PIC includes sites located across state lines, specific case consultation 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 including email and phone numbers, 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 instruction 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.

High Plains Psychology Internship Consortium (High Plains PIC)

Selection and Academic Preparation Requirements

High Plains Psychology Internship Consortium (High Plains PIC) currently offers 7 full-time positions: 3 positions in northern Colorado (placements at Colorado Center for Assessment and Counseling and Re-8), 3 positions in western Nebraska (placements at Educational Service Unit #13 and Options in Psychology), and 1 position in southeastern Wyoming (Peak Wellness Center).

Students interested in applying for the internship program should submit an online application through the APPIC website (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 1 in order to be considered. Applicants will be notified of their interview status by email on or before December 15. In-person interviews will be held in early January. Videoconference interviews will be provided in cases where travel is not an option.

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 in 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 High Plains PIC's Training Committee using a standard Application Rating Tool, and evaluated for potential goodness of fit with the internship program. At least two members of the Training Committee review and score each application. The Training Committee holds a selection meeting to determine which applicants to invite for interviews based upon the results of the ratings. As noted above, applicants are notified of their interview status on or before December 15 and in-person interviews are held in early January. Interviews are conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as indicated.

The Training Committee holds a meeting within two weeks of the final interviews being completed in order to determine final applicant rankings. The full application package and information gathered from the interview process is used to determine applicant rankings. The

list is finalized by consensus among the Training Committee members. High Plains PIC 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, Retention, and Termination Policy

High Plains Psychology Internship Consortium (HP-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

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 HP-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 HP-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 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 judgement in most situations; the intern has fully mastered this skill area and can handle complex situations independently. Supervision and training are consultative in nature.

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

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

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

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

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

In addition, all HP-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 HP-PIC Intern Handbook.

Maintenance of Records

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.

Communication with Graduate Program

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

High Plains Psychology Internship Consortium (High Plain PIC)

Stipend, Benefits, and Resources Policy

High Plains Psychology Internship Consortium (HP-PIC) offers seven (7) doctoral internship positions. Interns are employed by the agency to which they are matched. Interns begin and end their training year in August. The current stipend for the 2021-2022 training year varies based on training site. The current stipends at PEAK Wellness Center and Options in Psychology, LLC training sites are \$25,000. Weld County Re-8 School District offers a stipend of \$22,000. The current stipends at the Colorado Center for Assessment and Counseling and the Educational Service Unit #13 are \$31,800.

In addition to a stipend, interns are provided with other benefits. Interns at Educational Service Unit #13 and Peak Wellness Center are provided with health insurance benefits. The interns at Re-8, and Options in Psychology are provided with a supplemental stipend of up to \$250/month (or \$3,000 annually) allotted for the purchase of a health insurance plan. There are currently no benefits offered to interns at Colorado Center for Assessment and Counseling.

Two of the five training sites follow a school schedule which affords those interns several scheduled breaks throughout the academic year (e.g., winter break, spring break). Interns placed at those sites are expected to use the vacation days that align with their school calendar, and also receive 5 flex days and 2 professional days. Interns at the other two sites (i.e., CCAC, Peak Wellness, Options in Psychology) are provided with 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 with two (2) hours per week of dedicated research time that may be used for dissertation and/or activities fulfilling the research requirement of the internship.

HP-PIC interns also 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. Each intern is 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 Applied Statistics and Research Methods Lab through the University of Northern Colorado, as granted full electronic access to the University library system.

Finally, interns matched with HP-PIC are expected to travel to other consortium sites several times during the internship year 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. Whenever possible, interns are encouraged to car pool with other interns. If an individual chooses to take his or her 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 work day to travel between regional sites.

High Plains Psychology Internship Consortium (High Plain 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 (2019 rate is set at \$.52 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 his or her 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 as well as to didactic trainings. The University of Northern Colorado Reimbursement Form must be completed and submitted to the Training Director with 30 calendar days of the travel. Late reimbursement request will not be honored by High Plains PIC.



Authorization to Exchange Information

The Committee on Accreditation and the Office of Program Consultation and Accreditation of the American Psychological Association (APA) encourage close working relationships between internship programs and graduate programs in professional psychology. Doctoral programs and internship centers share a responsibility to communicate about trainees. More specifically, communication is required regarding preparation for training experiences, progress, and status in programs.

This form is intended to facilitate communication between the internship and doctoral program of the intern named below. Please provide the information in the spaces below. By signing this form, you are providing permission for your doctoral program and the High Plains Psychology Internship Consortium (High Plains PIC) to communicate about your functioning in both programs.

Intern Name: _____

Intern's Doctoral Program: _____

Director of Clinical Training: _____

Address of Doctoral Program: _____

Program Director's Phone # _____

Program Director's Email _____

I grant permission to High Plains PIC and the doctoral program listed above to exchange information pertinent to my internship, training, and professional development.

Intern Signature

Date

Please return the completed form to the High Plains PIC Training Director.

High Plains PIC Acknowledgement of Intern Handbook and Policies

I acknowledge that I have received, reviewed, understand, and agree to abide by the High Plains Psychology Internship Consortium (High Plains PIC) handbook and policies, relevant site-specific policies, and relevant ethical guidelines.

- High Plains PIC Handbook
- High Plains PIC Policies:
 - Due Process and Grievance Policy
 - Recognition of training status (doctoral intern or psychology intern)
 - Diversity and Non-Discrimination Policy
 - Intern Evaluation, Retention, and Termination Policy
 - Maintenance of Records
 - Communication with Doctoral Program
 - Stipend, Resources, and Benefits Policy
 - Intern Selection and Academic Preparation Requirements
- Site Specific Policies:
 - Educational Services Unit 13 Policies
 - Options in Psychology, LLC Policies
 - Peak Wellness Center Policies
 - Colorado Center for Assessment and Counseling Policies
 - Weld Re-8 School District Policies
- Relevant Ethical and Specialty Guidelines:
 - APA Ethical Principles of Psychologists and Code of Conduct
 - NASP Principles for Professional Ethics

In signing below, I also acknowledge that I have been provided with a hard copy of the above listed documents for my files.

Printed Name

Signature/Date

Appendices

Google Hour Log Categories

Intervention

Intake/Structured Interview – diagnostic interviews, social history for counseling
Individual Therapy – direct face to face with individual
Group Counseling – direct face to face with group
Family Therapy – direct face to face with two or more members of family
School (Behavior support planning) – developing bx support plan, gathering info, consulting re: plan
Clinical/progress notes – writing up notes from sessions/interactions
Record/chart Review – reviewing records of client/student
Intervention planning- reviewing materials, developing materials/plans, etc.
Progress monitoring (interventions) – gathering data to assess the effectiveness of intervention
Risk assess/Crisis Response – directly or as a support, conducting risk assessment or responding to crisis
Case management (coordinator school/community resources) – phone calls, emails, follow up re: specific client/student
Program development/Outreach programming – working alone or with others to develop new program or connection with external agency

Assessment

Intake/Structured Interview - diagnostic interviews, social history for assessment
Psychodiagnostic Test Administration – includes preparation and organizational activities related to administration
Observations & Interviews – observations at school, in the classroom, interviews with others about client/student
Scoring assessments
Assessment Report Writing – include all aspects of writing initial report, revising, etc.
Functional Behavioral Assessment – all aspects of gathering information for an FBA
Neuropsychological Assessment – assessment that includes neuropsychological measures

Risk assessments - conducting formal risk assessment
Providing Feedback to Clients/Patients – meeting with family/individual to discuss findings. In school setting, IEP meeting would be included

Legal and Ethical Practice

Professional development - specific to legal/ethical – didactic or other training on a topic related to legal or ethical aspects of practice
Professional development - special ed law - didactic or other training on a topic related to special education law
Review of professional standards and ethical decision-making -

Cultural and Individual Diversity

Learning about diverse populations (e.g., research, visiting local agencies) – any activity to learn more about a diverse client/student population to advance your own work
Professional development - specific to diversity – didactics, inservice, workshop
Promoting advocacy and social justice – activities directed towards changing a policy, adapting a program, etc. to increase inclusion and fairness

Research

Conducting or engaging in research – includes dissertation, action research projects, and case studies
Outcome assessments of programs/projects – larger program evaluation activities conducted in setting or community

Professional Values, Attitudes, and Behaviors

Reading/Research/Preparation – preparing for assigned tasks as appropriate. This area can be used to calculate time spent preparing office, forms, therapy rooms, etc. in preparation for your internship year.
Attending Didactics and other PD opportunities (includes two-day orientation, intern interviews, and trainer’s meeting)
Supervision (ind/group)
Supervision (conversation/consultation between interns) – or other professionals within the setting

Interdisciplinary Collaboration

Client consultation - talking to others about client/student
School consultation – talking with school personnel re: client/students
Team/Staff Meeting – attending meetings consistent with agency policy and practice
Conducting in-services – presenting to others on topics of interest
Evaluating consultation efforts – gather feedback from consultees re: the effectiveness of consultation
Systems intervention/Organizational consultation – conducting systems consultation re: agency policies or practices

Supervision

Supervision of other students (e.g., practicum students)
Didactics specific to supervision

High Plains PIC Intern Evaluation: To be completed by supervisor

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____ Training site: _____

Methods used in evaluating competency:

____ Direct Observation ____ Review of Audio/Video ____ Case Presentation

____ Documentation Review ____ Supervision ____ Comments from other staff/faculty

Scoring Criteria:

<p>5 Advanced - Skills comparable to independent practice at the licensure level. The intern demonstrates sound thinking and critical judgement in most situations; the intern has fully mastered this skill area and can handle complex situations independently. Supervision and training are consultative in nature.</p>
<p>4 Proficient - Minimal Supervision required - Intern is considered competent for entry-level practice in this area. The intern consistently integrates well-developed knowledge, skills, and ability in all aspects of professional practice. Functions proactively and independently in most contexts. Supervision is used to discuss complex/novel situations.</p>
<p>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.</p>
<p>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.</p>
<p>1 Remedial- Significant development needed - The intern shows significant deficiencies in this skill area, with little to no independent judgment. The intern is dependent upon direct observation and detailed preparatory instruction, and shows skill in this area that is below that expected of a beginning intern. Intensive supervision is required to attain the most basic level of competence OR intern has not attained the expected level of competence despite standard mentoring/supervision. Scores in this range at mid-term (or final) always trigger a review by the Training Director and Training Committee.</p>
<p>N/A--Not Applicable/Not Observed (only used at midterm)</p>

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. In some instances, some items may be rated lower than a 3 if there has been limited opportunities to demonstrate the rating element. 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 areas), 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 internship.

APA Profession Wide Competencies

Intern will achieve competence in the area of: Intervention	
Establishes and maintains effective relationships with recipients of psychological services	
Develops evidence-based intervention plans	
Implements interventions informed by the current scientific literature	
Demonstrates the ability to apply the relevant research literature to clinical decision making	
Modifies and adapts evidence-based approaches	
Evaluates intervention effectiveness	

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Intern will achieve competence in the area of: Assessment

Demonstrates knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	
Applies knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences	
Selects and applies assessment methods that draw from the best available empirical literature	
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	
Interprets assessment results to inform case conceptualization, classification, and recommendations	
Communicates findings in an accurate and effective manner	

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
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Comments:	
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Intern will achieve competence in the area of: Ethical and Legal Standards

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

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
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Comments:	
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Intern will achieve competence in the area of: Cultural and Individual Diversity

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	
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Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity	
Integrates knowledge of individual and cultural differences in the conduct of professional roles	
Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Intern will achieve competence in the area of: Research

Demonstrates the substantially independent ability to critically evaluate research

Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE

Comments:

Intern will achieve competence in the area of: Professional Values, Attitudes, and Behaviors

Behaves in ways that reflect the values and attitudes of psychology

Engages in self-reflection regarding personal and professional functioning

Demonstrates openness and responsiveness to feedback and supervision.

Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE

Comments:

Intern will achieve competence in the area of: Interprofessional and Interdisciplinary Consultation

Demonstrates knowledge and respect for the roles and perspectives of other professions

Applies knowledge about consultation in direct or simulated (e.g. role played) consultation

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE

Comments:

Intern will achieve competence in the area of: Supervision

Demonstrates knowledge of supervision models and practices

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE

Comments:

Intern will achieve competence in the area of: Communication and Interpersonal Skills

Develops and maintains effective relationships with a wide range of individuals

Produces and comprehends oral, nonverbal, and written communication

Demonstrates effective interpersonal skills

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE

Comments:

OVERALL RATING (average of broad competence area scores)

Comments on Intern's overall performance:

Intern Dispositions (used for feedback only)

Organizes time efficiently and meets obligations and deadlines

Is punctual and dependable

Demonstrates the ability to initiate and complete appropriate tasks

Recognizes own strengths and weaknesses

Reflects upon and takes responsibility for own behavior

Manages own stress and engages in appropriate self-care

Accepts suggestions and/or constructive criticisms from others and is willing to make necessary changes.

I acknowledge that my supervisor has reviewed this evaluation with me.

Intern Signature Date

Supervisor's Signature Date

High Plains PIC Supervisor Evaluation: *To be completed by intern at mid-point and end of training year and discussed with supervisor during intern evaluation meeting*

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Instructions: This form enables a supervisee to provide constructive feedback about their experiences with their supervisor. The ratings range from "Significant Development Needed" to "Significantly Exceeds Expectations." Rate only those items that pertain to your training experience during the past 6 months. If your contact with this supervisor was too limited to provide a valid rating for a particular prompt, please indicate "N/A." Once this form is completed, please review it with your supervisor, sign, and return to the Training Director. Please note that any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience.

Rating Scale:

- 1 **Significant Development Needed**--Significant improvement is needed to meet expectations
- 2 **Development Needed**-- Improvement is needed to meet expectations
- 3 **Meets Expectations**
- 4 **Exceeds Expectations**--Above average experience
- 5 **Significantly Exceeds Expectations**--Exceptional experience
- N/A--Not Applicable/Not Observed/Cannot Say

General Characteristics of Supervisor

Accessible when needed outside of scheduled supervision	-----
Allots sufficient time for supervision and schedules supervision meetings appropriately	-----
Promotes acquisition of knowledge, skills, and competencies	-----
Interested in and committed to supervision	-----
Sets clear objectives and responsibilities throughout supervised experience	-----
Up-to-date in understanding of clinical populations and issues	-----
Presents as a positive role model	-----
Maintains appropriate interpersonal boundaries with patients and supervisees	-----
Provides constructive and timely feedback on supervisee's performance	-----
Encourages appropriate degree of independence	-----
Demonstrates concern for and interest in supervisee's progress, problems, and ideas	-----
Communicates effectively with supervisee	-----
Interacts respectfully with supervisee	-----
Maintains clear and reasonable expectations for supervisee	-----
Promotes effective recognition and navigation of individual and cultural diversity	-----
Supports supervisee in successful completion of internship	-----

Comments:

Development of Clinical Skills

- Assists in coherent conceptualization of clinical work
- Assists in translation of conceptualization into techniques and procedures
- Effectively provides training in behavioral health intervention
- Effectively provides training in assessment and diagnosis
- Effectively provides training in systems collaboration and consultation
- Effectively assists in developing treatment goals
- Promotes clinical practices in accordance with ethical and legal standards
- Effectively provides training in trauma and trauma-informed practice

■	-	-	-	-	-
■	-	-	-	-	-
■	-	-	-	-	-
■	-	-	-	-	-
■	-	-	-	-	-
■	-	-	-	-	-
■	-	-	-	-	-
■	-	-	-	-	-

Comments:

Summary

Overall rating of supervision with this supervisor

#DIV/0!

Describe how the supervisor contributes to your learning:

Describe how supervision or the training experience could be enhanced:

Any other suggestions/feedback for your supervisor?

Intern's Signature

Date

Supervisor's Signature

Date

Training Director's Signature

Date

High Plains PIC Program Evaluation: To be completed by Intern

This evaluation is utilized by the internship program as a mechanism to elicit feedback that will lead to improvement and enhancement of the program. All responses are reviewed by the Training Committee, and your feedback is carefully considered. Any ratings of "poor" or "fair" will result in action by the Training Committee to address the problematic item, so please include detailed comments whenever applicable in order to help us respond most effectively. Upon completion of this form, please sign and share with your primary supervisor or, if you are more comfortable, sign and forward to the Training Director.

Intern: _____ Training Site: _____

Dates of Evaluation: _____ to _____

Scoring Criteria: 1=Poor; 2= Fair; 3= Average; 4= Very Good; 5= Excellent; N/A = Not Applicable

Cohort Experience: In this section, please provide ratings related to the activities that you participated in with your intern cohort.

Overall quality of orientation activities (mid-point rev only)	
Overall quality of didactic lectures	
Relevance of didactic lecture topics	
Overall quality of group supervision	
Overall quality of research group supervision	
Opportunities for peer support and socialization	

Comments:

Development of Clinical Skills: In this section, please rate the quality of your training within each of the program's identified competency areas. Please consider your experience with didactic training and supervision as well as direct clinical experiences.

Intervention

Quality of Training	
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Comments:

Assessment

Quality of Training	
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Comments:

Ethical and Legal Standards

Quality of Training	
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Comments:

Cultural and Individual Diversity

Quality of Training	
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Comments:	
Research	
Quality of Training	
Comments:	
Professional Values and Attitudes	
Quality of Training	
Comments:	
Interprofessional and Interdisciplinary Consultation	
Quality of Training	
Comments:	
Supervision (recall that, for the purposes of this evaluation, you are rating the training you received in this required area of competence, NOT the supervision you received)	
Quality of Training	
Comments:	
Communication and Interpersonal Skills	
Quality of Training	
Comments:	
General Ratings: In this section, please provide feedback about your overall experience of the internship program.	
General Areas	
Overall quality of training	
Comments:	
Breadth of clinical intervention and assessment experience	

Comments:

Satisfaction with number of client contacts

Comments:

Clarity of expectations and responsibilities of intern at training site

Comments:

Role of intern at the site

Comments:

Caseload was appropriate to meeting educational/training needs

Comments:

Climate of training environment as it relates to diversity

Comments:

Additional comments, suggestions, and/or feedback

Comments:

Intern's Signature

Date

