



High Plains Psychology Internship Consortium



Intern Handbook 2018-2019



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Introduction

High Plains Psychology Internship Consortium (High Plains PIC) represents the collaborative effort of five agencies in eastern Colorado 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 Colorado and Nebraska. 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 Converge Day Treatment Center (Brush, 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 is a non-clinical site that contributes expertise and resources to the consortium.



Accreditation Status

High Plains PIC is not currently accredited by the APA. High Plains PIC has been granted a site visit in Fall 2018; however, there is no guarantee that we will be successful in our pursuit of accreditation. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

APPIC Membership Status

High Plains PIC (#2406) is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates in the APPIC Match Service. High Plains PIC agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Overview

High Plains PIC offers one-year, full-time doctoral internships beginning and ending in early August each year. The Consortium is comprised of five agencies located in rural Colorado 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: Converge Day Treatment Center, Educational Service Unit #13 (ESU13), Options in Psychology, LLC, and the Colorado Center for Assessment and Counseling (CCAC). In addition, the Department of School Psychology at the University of Northern Colorado serves as a non-clinical training site partner. One intern is placed at each of the clinical sites: in eastern Colorado at Converge, two interns in western Nebraska at ESU13 and Options in Psychology, LLC, one intern is placed in northern Colorado at CCAC. A description of each site and the associated internship experience is below.

[Converge Day Treatment Center – 1 Full-Time Position](#)

APPIC Program Code: 240611

Converge Primary Supervisor: Monica Buettel, Ph.D. (mpbuettel@gmail.com)



General Information. Converge Day Treatment Center (Converge) is a nonprofit day treatment center located in Brush, Colorado that provides services to children, adolescents, and their families from the surrounding rural and underserved communities. Converge is dedicated to serving children and strengthening families through the convergence of high-quality, effective education and therapeutic interventions that are both family-focused and child-centered. Converge aims to provide exceptional academic instruction and therapy services to children and adolescents with emotional disabilities and/or autism spectrum disorders. Converge also works to reduce the need for residential treatment, and promote the successful transition of students with serious emotional disabilities back into their regular school settings. Services provided

include academic instruction, individual therapy, group therapy, family therapy, and additional services provided in collaboration with community agencies (e.g., equine therapy, aquatic therapy, and parenting courses).

Intern Experience. Interns placed at Converge have the opportunity to serve on a therapy team within a day treatment facility school setting, providing a broad range of evidence-based services including psychological evaluations, functional behavior assessments, individual and systems consultation, and therapeutic/behavioral interventions. Therapeutic and behavioral interventions include individual therapy for students, play therapy, family therapy, and group therapy. Interns are directly involved in identifying problems and needs, and then researching, recommending, and assisting in the implementation of evidence-based interventions. The intern is an integral member of the educational and therapeutic team, with daily opportunities for collaboration and consultation with staff members, parents, affiliated agencies, and other stakeholders. In addition, there are numerous opportunities to participate in program evaluation and research on the implementation and effectiveness of specific evidence-based treatment programs. As part of the service model, doctoral level school psychology and counseling practicum students and externs are routinely placed at Converge. Interns have the opportunity to directly participate in clinical supervision activities with these students. In addition, Converge participates in a wide variety of activity-based treatment modalities, including therapeutic horseback riding, swimming, Special Olympics, horticulture programs, and team sports. As such, Converge provides a unique opportunity for interns interested in integrating activities into therapeutic treatment with children.

Educational Service Unit #13 (ESU13) – 1 Full-Time Position

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, EDU13 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 intern matched with ESU13 is 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 \(Options - 1 Full time position with a 1 day rotation at Western Nebraska Behavioral Health Clinics; Options also offers a Minor-Rotation Elective Experience for the ESU13 Intern\)](#)

APPIC Program Code: 204614

Options Primary Supervisor: Mark Hald, Ph.D. (mhald@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. In addition to this primary experience, all Options interns complete a minor rotation one day per week at Western Nebraska Behavioral Health (WNBH). WNBH has several clinics located in primary care medical settings throughout the rural Nebraska Panhandle. Interns have the opportunity to work in close proximity to medical providers to address a wide range of emotional and behavioral issues among children, adolescents, adults, families, and couples. For example, interns working in the Chadron Medical Clinic (located in Chadron, NE with a population around 5,850) work with residents of several rural communities around the area. Services are provided in a primary care setting, with interns meeting patients in exam rooms in an effort to decrease stigma related to seeking mental health services and provide better coordination of care with medical professionals. Interventions are evidence-based and primarily behavior and/or cognitive behavior therapy with psychological evaluations performed on an as needed basis. Interns also participate in “brown bag” lunches with medical staff on topics related to integrated care. The primary supervisor at WNBH is Dr. Jones-Hazledine, a licensed psychologist and former Assistant Professor with the Munroe-Meyer Institute at the University of Nebraska Medical Center.

[The Colorado Center for Assessment and Counseling \(CCAC - 1 Full-Time Position\)](#)

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.

University of Northern Colorado Department of School Psychology (UNCDSP)

UNC Primary Supervisor and High Plains PIC Training Director: Robyn Hess, Ph.D., ABPP (robyn.hess@unco.edu)



The University of Northern Colorado, located in Greeley, CO, is a Carnegie Research Intensive Institution that 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. A sample of potential elective rotations includes:

- Center for Healing Trauma and Attachment, Inc. (Fort Morgan, CO)
- Nebraska Autism Spectrum Disorders Network Western Region (Scottsbluff, NE)
- Hooves on the Horizon (Brush, CO)
- Re-1 Valley School District (Sterling, CO)

High Plains PIC Primary Faculty

Monica Buettel, PhD

Dr. Buettel is the Executive Director of Converge Day Treatment Center in Brush, CO, as well as the Director of the center's Special Education Services. She serves as the primary supervisor Converge, she provides group supervision and didactic seminars, and is a member of the High Plains PIC Training Committee. Dr. Buettel earned her PhD in School Psychology from the University of Northern Colorado in 2007 and holds several licenses/certifications (Professional Special Services License School Psychologist, Nationally Certified School Psychologist, Licensed Psychologist, Director of Special Education K-12). She has extensive expertise and experience in low-incidence disabilities and autism spectrum disorders. Her professional career has included several publications and many presentations, and she has provided supervision to school psychology practicum, extern, and intern students for the past 7 years. Of note, in 2011 she earned the distinction of being named the Colorado School Psychologist of the Year. In her free time, she enjoys traveling, hiking, swimming, and enjoying a quiet life on their small farm.

Katherine Carrizales, PhD

Dr. Carrizales is a nationally certified school psychologist and licensed psychologist who is an educational and therapeutic consultant 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 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 Circle of Security trainer/educator and a licensed psychologist in the state of Nebraska. 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.

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 and a licensed school psychologist. 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 is highly regarded as both a researcher and practitioner. She 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).

High Plains PIC Supervisors (Secondary and Rotations)

Lois Christiansen, PhD

Dr. Christiansen is a licensed psychologist and school psychologist at Sterling Public Schools in Sterling, CO. She supervises a one half day per week rotation in the school setting for the intern placed at Converge Day Treatment. Dr. Christiansen is the regional representative to the Colorado Society of School Psychologists (CSSP) and serves on their statewide Crisis Response team. She is also the CSSP representative to the Courage to Risk conference.

Doreen Hills, MA, LPC

Doreen Hills is a Licensed Professional Counselor, Nationally Certified Counselor, Clinical Certified Juvenile Treatment Specialist, Clinically Certified Forensic Counselor, Certified EMDR Therapist, and Clinically Certified Trauma Professional. Doreen is also appointed by the Governor of the State of Colorado as the Vice Chair for the Board of Licensed Professional Counselor Examiners for Department of Regulatory Agencies (DORA). She has been a mental health provider for over 15 years and has worked in various mental health settings in New York, Philippines, and Colorado. Doreen also received her Certification in Traumatic Stress under Bessel Van Der Kolk's Justice Research Institute (JRI).

Catherine Jones-Hazledine, PhD

Dr. Catherine Jones-Hazledine is a clinical psychologist and owner of the Western Nebraska Behavioral Health Clinic where the intern placed at Options in Psychology completes a minor rotation one day per week. She specializes in working with children adolescents. Dr. Jones-Hazledine was trained at the University of Chicago and the University of Nebraska-Lincoln. She worked as an Assistant Professor with the Munroe-Meyer Institute at UNMC for seven years prior to starting Western Nebraska Behavioral Health. Dr. Jones-Hazledine frequently provides presentations and trainings on a variety of topics. She is an accomplished, experienced clinician, recently earning the Nebraska Rural Health Association Outstanding Rural Health Provider Award in 2016.

Anne Talbot, Psy.D.

Dr. Talbot is a licensed psychologist and partner with Options in Psychology, LLC in Scottsbluff, NE. Her role in High Plains PIC is to act as a secondary supervisor for the intern who is placed at Options and for the ESU#13 intern who completes a minor rotation at this site. She has postdoctoral training in neuropsychology and a broad range of clinical experience working with adults, adolescents, and children. She is the current president of the Nebraska Psychological Association.

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 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. One licensed psychologist serves as primary clinical supervisor at each consortium site. 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 elective rotational experiences as needed. Weekly group supervision is required and conducted with all interns for two (2) hours per week, with the majority of these occurring on Tuesday morning from 9-11. 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. 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.

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 four 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, "How to encourage parent involvement?", "Entering into new systems", "How can I adapt a program for an older/younger child?" 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.

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. In the coming year, 2018-2019, we will host monthly, full day (8 hours), in person didactics in either Greeley, Brush, Scottsbluff, or Fort Collins. Every fourth month (approximately) we will host an online didactic day. For all didactic presentations, interns are given the opportunity to provide direct feedback via an electronic survey. The information gleaned from this survey is then used to inform future presentations. The current didactic calendar with proposed topics is attached to this handbook.

In the event and intern misses one of these established didactic days, the intern, his or her 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 biweekly research meetings, interns are introduced to different methods of program evaluation (e.g., creating logic models, single subject design, identifying disproportionality) and 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, single case study, 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 in-person meetings 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 (one day at a site in CO and one day in NE). 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. Every Tuesday (except for one time per month), interns participate in two hours of group supervision. Didactics will generally take place on Fridays (with 1-2 exceptions). During this time, interns will meet in-person at one of the sites in Brush, Scottsbluff, Fort Collins, or Greeley for a day of didactics that are focused on a specific theme such as ethics, assessment, diversity, or advanced interventions). Group supervision will be held another day of the week in the event there is a conflict between a planned didactic day and group supervision (as will happen in August). Every other week, 1 hour of research supervision will occur after group supervision. In between meetings, interns are encouraged to eat lunch together with no supervisors present. They are also encouraged to connect virtually at any time, as needed and/or desired. In addition, interns will get together in person at a graduation celebration with the Training Committee in August 2019.

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.

A minimum level of achievement on all profession-wide competencies assessed by evaluations is defined as a mean rating of "3" (Expected Level/Intermediate Skill) for each competency to demonstrate that interns are prepared for entry level independent practice and licensure. Although, average age scores for competencies are computed, interns are expected to achieve a minimum score of 3 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. The Due Process and Grievance Policy is found in the Intern Handbook. Interns must receive a rating of 3 or above on all learning elements and profession-wide competencies to successfully complete the internship program. For any item that is rated as either less than 3 or NA at mid-term, the supervisor and intern will develop a plan for how this specific item will be addressed through expanded opportunities or additional practice.

In addition, all interns are expected to complete 2000 hours of training during the internship year. Interns are expected to have at least 25% direct client contact. Meeting the hour requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program.

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

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 four (4) doctoral internship positions. Interns are employed by the agency to which they are matched. Interns begin and end their training year in August and the current stipend for the 2018-2019 training year is \$22,000 for all clinical training sites, with the exception of Options in Psychology, LLC, which provides a stipend of \$28,352, as required by stipulations of a grant subaward.

In addition to a stipend, interns are provided with other benefits. Interns at Converge Day Treatment Center and Educational Service Unit #13 are provided with health insurance benefits. The intern at Colorado Center for Assessment and Counseling is provided with a supplemental stipend of up to \$250/month (or \$3,000 annually) allotted for the purchase of a health insurance plan. Given the discrepancy in stipends, the intern matched with Options in Psychology, LLC does not receive additional health insurance benefits or an additional stipend.

Two of the four training sites follow a school schedule (i.e., Converge, 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.

Finally, interns matched with High Plains 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. 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 Colorado and Nebraska

High Plains PIC is a consortium with training sites located in northern and eastern Colorado, 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. Three of the four 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

As noted, one internship position is located in Brush, Colorado, a town with a population of approximately 5,500. It is close to Fort Morgan, Colorado, which has a population of approximately 11,450. First-time visitors to eastern Colorado are often surprised to find that it is flat. In fact, the High Plains are characterized by wide-open spaces with blue skies, expansive prairies, and friendly small towns. Pawnee National Grassland, located in northeastern Colorado, contains several hiking trails and camping spots. Jackson Lake State Park boasts sandy beaches and warm water for swimming, boating, and fishing. Festivals fill the calendar year-round in the region including the Brush Rodeo, Fort Morgan's SwingFest, and the Hot Air Balloon Festival in Brush. In addition, the area is filled with recreational activities including golfing, antiquing, cycling, and even an 18-hole disc golf course.

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 2-hour drive from Fort Morgan, 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

The third and fourth internship position is 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.



Application Process and Selection Criteria

The Consortium currently offers 4 full-time positions: 1 position in eastern Colorado (primary placement at Converge Day Treatment Center), 1 position in northern Colorado (primary placement at Colorado Center for Assessment and Counseling), and 2 positions in western Nebraska (primary placement at Educational Service Unit #13 or Options in Psychology).

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

A complete application consists of the following materials:

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

All application materials must be received by December 1 in order to be considered. Applicants are notified about interview status on or before December 15. In-person are held in Colorado in early January. Videoconference interviews will be provided in cases where travel to Colorado is not an option.

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 ESU13 only**)

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 and physical exam, 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
- 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
- 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 1 hour every other week of research supervision

Evaluation Requirements

- Review completed Intern Evaluation Form with primary supervisor at the mid- and endpoint of the training year. Sign the form and your primary supervisor will submit it to the Training Director.
- Complete Supervisor Evaluation Form at the mid- and endpoint of the training year. Review the evaluation with your supervisor, sign, 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.
- Complete brief evaluations of all didactic seminars. These evaluations are done online and will be automatically submitted 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 30 days 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.

High Plains Psychology Internship Consortium (HP-PIC)

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

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating below a "3" on any competency on a supervisory evaluation, the following process is 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.

Please sign this acknowledgement page and return to the internship Training Director.

Acknowledgment

I acknowledge that I have received and reviewed the Due Process procedures of the High Plains Psychology Internship Consortium. I agree to abide by the procedures outlined in this document. I have been provided with a copy of the document to keep in my files.

Print Name

Signature

Date

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 4 full-time positions: 1 position in eastern Colorado (placement at Converge Day Treatment Center), 1 position in northern Colorado (placement at Colorado Center for Assessment and Counseling), and 2 positions in western Nebraska (placements at Educational Service Unit #13 and Options in Psychology).

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 ESU#13 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 and/or Nebraska 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 and physical exam, 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 assessed by evaluations is defined as a rating of "3" for each competency. The rating scale for each evaluation is a 5-point Likert scale with the following rating values:

- 1= Significantly Below Expected Level
- 2= Below Expected Level/Novice Skill Level
- 3= Expected Level/Intermediate Skill Level
- 4= Above Expected Level/High Intermediate Skill
- 5= Significantly Above Expected Level/Advanced Skill

If an intern receives a score of less than 3 on any competency, or if supervisors have reason to be concerned about the intern's performance or progress, the program's Due Process procedures may be initiated. The Due Process guidelines are found in the HP-PIC Intern Handbook, which is reviewed in depth during Internship Orientation.

Interns must receive a rating of 3 or above on all learning elements and profession-wide competencies to demonstrate that they are prepared for entry level independent practice and licensure, and to successfully complete the internship program.

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 four (4) doctoral internship positions. Interns are employed by the agency to which they are matched. Interns begin and end their training year in August and the current stipend for the 2018-2019 training year is \$22,000 for all clinical training sites, with the exception of Options in Psychology, LLC, which provides a stipend of \$28,352, as required by stipulations of a grant subaward.

In addition to a stipend, interns are provided with other benefits. Interns at Converge Day Treatment Center and Educational Service Unit #13 are provided with health insurance benefits. The intern at Colorado Center for Assessment and Counseling is provided with a supplemental stipend of up to \$250/month (or \$3,000 annually) allotted for the purchase of a health insurance plan. Given the discrepancy in stipends, the intern matched with Options in Psychology, LLC does not receive additional health insurance benefits or an additional stipend. Two of the four 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, 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. 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 and Colorado sites for in-person meetings. Mileage is reimbursed at the current State of Colorado rate (2018 rate is set at \$.48 per mile). In order to be reimbursed for travel between sites, interns must complete the University of Northern Colorado Reimbursement Form and submit it to the Training Director with 30 calendar days of the travel. Late reimbursement request will not be honored by High Plains PIC.

In addition to mileage, the intern matched with Educational Services Unit 13 in Scottsbluff, NE has access to agency-owned vehicles. As an employee of ESU13, the intern may check out a vehicle for required travel between sites located in Nebraska. For travel to Colorado for in-person meetings, the ESU13 intern must use his or her own personal vehicle in order to submit a travel voucher for reimbursement mileage.



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 Doctoral Program: _____

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
 - 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
 - Converge Day Treatment Center Policies
 - Colorado Center for Assessment and Counseling 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

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:

1 Significant Development Needed --Significant improvement in functioning is needed to meet expectations
2 Below Expected Level - Some improvement in functioning is needed to meet expectations and achieve competence
3 Intermediate Skill --Functions adequately, meets expectations, and demonstrates intermediate competence
4 Above Expected Level --Functions above average, exceeds expectations, and demonstrates intermediate to advanced competence
5 Advanced --Functions well above average, consistency exceeds expectations, and demonstrates advanced Competence
N/A --Not Applicable/Not Observed/Cannot Say

NOTE: This form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. As described in the High Plains PIC Intern Evaluation, Retention, and Termination Policy, a score less than 3 on an individual learning element or broad competency will initiate the program's Due Process procedures. Interns must receive a rating of 3 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level independent practice and licensure, and 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	#DIV/0!

Comments:

Intern will achieve competence in the area of: Assessment

Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	- - - -
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)	- - - -
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	- - - -

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 sensitive to a range of audiences	- - - - -

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	#DIV/0!
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Comments:

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, regulations, 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	#DIV/0!
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Comments:

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 one understands and interacts with people different from oneself	■ - - - -
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	■ - - - -
Demonstrates 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	#DIV/0!
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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	#DIV
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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

#DIV/0!

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

#DIV/0!

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

#DIV/0!

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

#DIV/0!

Comments:

OVERALL RATING (average of broad competence area scores)

#DIV/0!

Comments on Intern's overall performance:

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	
---------------------	--

Comments:

Assessment

Quality of Training	
---------------------	--

Comments:

Ethical and Legal Standards

Quality of Training	
---------------------	--

Comments:

Cultural and Individual Diversity

Quality of Training	
---------------------	--

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