



Colorado Psychology
Internship Consortium

Internship Handbook

2023-2024

For more information about CO-PIC visit
www.co-pic.org or contact:

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Aim: The Colorado Psychology Internship Consortium's (CO-PIC) aim is to prepare and retain psychologists to provide high quality behavioral health care for Coloradans of all ages.

The Colorado Psychology Internship Consortium (CO-PIC) represents the collaborative effort of five organizations - Bright Future Foundation, Vail Health Behavioral Health, Code-4 Counseling, Your Hope Center, and STRIDE Community Health Center- to share resources and faculty for the purpose of providing a diversified educational program for psychology interns. Training takes place in 5 training sites across two geographic areas of Colorado: Eagle County and the Metro Denver Area.

Accreditation Status

The Colorado Psychology Internship Consortium (CO-PIC) received full accreditation by the Commission of Accreditation in October 2018.

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

CO-PIC is an APPIC member and agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information for any intern applicant.

Program Structure and Focus Areas

The Colorado Psychology Internship Consortium (CO-PIC) offers a one-year, full-time doctoral internship beginning and ending in July each year. The 2023-24 training year will begin on July 24, 2023. The Consortium comprises five sites: three sites in Eagle County and two in the Denver Metro Area. The Consortium provides a range of clinical and didactic experiences that represent the necessary depth and breadth required for future professional practice with Colorado's rural and underserved populations. Interns have a primary placement at one site. All interns meet in-person for shared training activities at least three times throughout the internship training year, and participate in training together virtually via videoconference on a weekly basis. Across training sites, interns complete an average of 10-20 direct contact hours per week.

Required Major Training Emphases

All sites offer the following major training emphases:

Behavioral Health Intervention

Interns across training sites spend approximately 20-25 hours per week in activities related to Behavioral Health Intervention. The consortium provides opportunities for interns to work in outpatient settings to provide individual, group, family and/or couples therapy to people from a diverse range of age groups, ethnic groups, and socioeconomic levels within a variety of therapeutic modalities. Across the consortium, service settings may include schools, primary care clinics, counseling centers, shelter/emergency safe houses, offices of the district attorney, and school-based health centers.

Consultation and Systems Collaboration

Interns across training sites spend approximately 5-10 hours per week in activities related to Consultation and Systems Collaboration. In this capacity, interns learn about community health and human service agencies and how to effectively collaborate across systems (e.g., schools, health, etc.) and professional disciplines (e.g., educators, social workers, clergy, medical staff, etc.). Examples of specific topic areas may include: Psychologists as Leaders, Coordinated Community Response (e.g., suicide prevention coalitions, disaster preparedness and response, etc.), and Grant Writing and Project Management.

Psychological Assessment

Interns across training sites spend approximately 3-5 hours per week in activities related to Assessment. Assessment experience is provided at each consortium site. Interns at every site are expected to administer, interpret, and provide written synthesis of psychological measures. Assessments may include intellectual, achievement, personality, forensic, integrated assessments focused on improving health outcomes, and/or competency-based measures. Interns have opportunities to write reports and make recommendations that convey meaningful information to clients and collateral parties. While each site varies on the number and type of referrals, interns engage in an average of four hours of assessment per week.

Elective Focus Areas

All sites offer elective training opportunities, which differ across sites. Please refer to the individual site descriptions for more information. Elective opportunities are determined based upon supervisor approval, the resources within each training site, and the specific interests and experience of the intern. Interns may spend approximately 3-5 hours per week engaged in elective training activities.

CO-PIC Goals and Objectives

Overarching Program Aims:

The aim of CO-PIC is to train and retain psychologists to increase access to mental health care for under-resourced Coloradans.

Training Competencies:

Our program offers one-year, full time internship positions at three sites in Colorado. It is expected that by the conclusion of the internship year, interns will be competent in the following areas:

Competency 1: Interns will achieve competence appropriate to their professional developmental level in the area of **Behavioral Health Intervention**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Case conceptualization and treatment planning
- ❖ Crisis intervention
- ❖ Therapeutic skills
- ❖ Group therapy provision

Competency 2: Interns will achieve competence appropriate to their professional developmental level in the area of **Evidence Based Practice in Assessment**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Diagnostic skill
- ❖ Instrument selection, administration, and scoring
- ❖ Test interpretation
- ❖ Clinical formulation
- ❖ Report writing
- ❖ Communicating results

Competency 3: Interns will achieve competence appropriate to their professional developmental level in the area of **Consultation / Interprofessional / Interdisciplinary**

Objectives related to this goal include the achievement of competence in the following:

- ❖ Multidisciplinary collaboration
- ❖ Theories and methods of consultation

Competency 4: Interns will achieve competence appropriate to their professional developmental level in the area of **Supervision**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Theories and methods of supervision
- ❖ Effective provision of supervision

Competency 5: Interns will achieve competence appropriate to their professional developmental level in the area of **Cultural and Individual Diversity**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Cultural awareness
- ❖ Effects of cultural considerations on clinical activities
- ❖ Evidence-informed approach to cultural considerations

Competency 6: Interns will achieve competence appropriate to their professional developmental level in the area of **Research**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Application of scientific knowledge to practice
- ❖ Program evaluation
- ❖ Scholarly Activities

Competency 7: Interns will achieve competence appropriate to their professional developmental level in the area of **Ethical and Legal Standards**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Knowledge of ethical, legal, and professional standards
- ❖ Adherence to ethical principles and guidelines

Competency 8: Interns will achieve competence appropriate to their professional developmental level in the area of **Professional Values and Attitudes**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Professional awareness
- ❖ Interpersonal relationships
- ❖ Self awareness
- ❖ Clinical documentation
- ❖ Case Management
- ❖ Effective use of supervision

Competency 9: Interns will achieve competence appropriate to their professional developmental level in the area of **Communication & Interpersonal Skills**.

Objectives related to this goal include the achievement of competence in the following:

- ❖ Provide clear effective written communication
- ❖ Exemplify respectful and professional interpersonal skills

Supervision

One licensed psychologist serves as the primary clinical supervisor at each consortium site. All interns have the opportunity to receive supervision from at least 4 doctoral-level licensed psychologists over the course of the year. Interns receive a minimum of four hours of supervision per week, which includes a minimum of 2 hours per week facilitated by their primary site supervisor who is a licensed psychologist. Interns receive additional supervision based on their rotation or individual training plans by appropriately credentialed supervisors. Individual supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals. Supplemental weekly individual supervision is provided by supervisors of elective focus area experiences, as needed, and may be provided by other appropriately credentialed professionals.

Telesupervision Policy

Rationale for Telesupervision: CO-PIC values clinical and professional supervision and wants to provide every opportunity for interns to receive high-quality supervision during their training year. Given that CO-PIC is a distance consortium, telesupervision is a necessary format to allow the cohort to receive supervision from multiple consortium supervisors, regardless of location. Whenever possible, it is the expectation that interns receive in-person supervision; however, the

program recognizes that circumstances may arise that create the need to consider alternative routes to delivery of high-quality supervision. Because consistent access to and continuity of supervision is foundational to training and practice, the program has adopted a Telesupervision Policy to guide the provision of supervision via a virtual format. The use of videoconference technology for supervisory experiences is consistent with CO-PIC's model and training aim as CO-PIC places a strong training emphasis on access to behavioral healthcare in rural and underserved areas, which often includes the use of telehealth services.

Adherence to APA Standards and Regulations: The internship program adheres to the telesupervision requirements issued by the APA Commission on Accreditation (APA CoA) through its Standards of Accreditation and corresponding Implementing Regulation. Notably, this policy does not supersede, reduce or alter supervision requirements in the internship Supervision Policy.

APA CoA Definitions and Distinctions:

1. Telesupervision: supervision (as defined in the supervision policy) of psychological services through a synchronous audio and video format where the supervisor is not in the same physical location as the trainee.
2. In-Person supervision: supervision of psychological services where the supervisor is physically in the same room as the trainee.

APA CoA Guidelines and limits: The internship program observes the guidelines and limits set forth by the APA CoA regarding Telesupervision which are as follows:

1. Telesupervision may not account for more than one hour (50%) of the minimum required (as defined in the SoA) two weekly hours of individual supervision, and two hours (50%) of the minimum required (as defined in the SoA) four total weekly hours of supervision.
2. Supervision beyond the minimum number of required hours may utilize methods are modalities that are deemed appropriate by CO-PIC.

Criteria for Telesupervision Usage: Telesupervision will be used in the following circumstances:

1. To provide regularly scheduled group supervision to the entire CO-PIC intern cohort.
2. When specialized clinical supervisory expertise is contingent upon using telesupervision and would otherwise be unavailable to the trainee.
3. When public health issues impact the safety of in-person supervision.

Privacy and Compliance: Approved telesupervision of clinical services will be conducted using HIPAA compliant software. No non-HIPAA compliant software will be allowed for telesupervision use. In an effort to protect privacy and confidentiality, telesupervision sessions are never recorded. All interns are provided 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 intern's site IT department.

For all clinical cases discussed during telesupervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all CO-PIC supervisors, including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

Required Intern Shared Training Opportunities

CO-PIC interns meet in person at least six times during the training year. Interns participate in three structured in-person meetings throughout the training year including: a 2-day shared orientation at the outset of the training year, a 1-day mid-year meeting, and a 2-day wrap-up / graduation celebration at the end of the training year. Additionally, interns are brought together an additional three times per training year to attend the Annual University of Denver Post-Doctoral Symposium, and two local/state/regional conferences or presentations that vary year to year based on availability and interns' interests.

COVID-19 Update: Please note, CO-PIC is monitoring the outbreak of COVID-19 and will make every effort to offer these training opportunities in person, if it is safe to do so. If the current climate poses a risk to safety, training opportunities may be held virtually to minimize COVID-19 exposure risk. Similarly, in-person community training opportunities may be held virtually in accordance with CDC guidelines.

Research

Research opportunities vary across consortium sites.

Stipend, Benefits, and Resources

The annual stipend across all consortium sites is \$28,348. Health benefits are provided to all interns by their primary internship sites. Specific benefits vary across sites. Annual vacation, professional, and sick leave are provided to all interns and are consistent with each site's HR policies for first year staff. Each site will provide information in writing regarding the specific benefits offered.

Interns are connected to the Colorado Psychological Association (CPA) Board, members, and educational/networking activities for leadership and professional development opportunities.

CO-PIC interns have access to numerous resources. Funding for travel within the state of Colorado is provided in order for interns to complete required training experiences. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased using consortium funding with Training Committee approval. Each intern additionally has access to administrative and IT support through their primary training site.

Application Process and Selection Criteria

The Consortium offers five full-time positions. 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 the cover letter)
3. A current Curriculum Vitae (as part of the online AAPI)

4. A minimum of two standardized reference forms, two of which must be from persons who have directly supervised your work (as part of the online AAPI). Please submit no more than four letters.
5. Official transcripts of all graduate coursework
6. Supplementary materials:
 - One full assessment report integrating both cognitive and personality measures
 - One-page clinical case conceptualization

***All samples must be de-identified, removing all identifying client information. Breaches of confidentiality within submitted samples will disqualify your application for further consideration and your program's Director of Clinical Training will be notified.*

All application materials must be received by **November 16, 2022** in order to be considered. If applicants are invited to interview, they will be notified by email on or before the **November 30, 2022** deadline. Interviews will be scheduled in mid-January and will occur either in person or via videoconference. In-person interviews are strongly preferred; however, due to COVID precautions, virtual interviews may be offered for the 2023 interview cycle.

CO-PIC will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 500 intervention hours;
2. A minimum of 50 assessment hours;
3. Dissertation proposal defended;
4. Current enrollment and good standing in an APA-accredited doctoral program; and
5. Some experience or special interest in working in rural areas and with underserved populations.

In addition to the preferences noted above, CO-PIC takes into consideration the potential commitment or interest of any prospective intern to remain in Colorado following internship. Developing a strong behavioral health workforce is an important consideration for the state, and an interest in remaining in Colorado to join the workforce will be considered a benefit in a potential intern.

All interns who match to CO-PIC sites must provide proof of citizenship or legal residency and must successfully pass a background check before beginning employment. The intern at STRIDE and VHBH also must provide results from a tuberculosis (TB) screening test from the previous 12-months. **All CO-PIC sites require interns to provide proof of vaccination for COVID by the start of internship.** Interns may also be required to maintain vaccination status with boosters as suggested by the CDC throughout their internship year. Instructions for providing information or completing the background check will be sent out to all who match after the match is complete.

CO-PIC's training is based on the Practitioner-Scholar model. CO-PIC trains interns to practice as psychologists who are effective consumers of research and who utilize scholarly inquiry to inform their practice. CO-PIC offers generalist training, with the opportunity for specialized

elective training that varies across training sites. More information about each training site and the resources and opportunities offered by each is provided below.

Questions regarding the application or interview process may be directed to the CO-PIC Training Director, Dr. Stacie Freudenberg (stacie@mybrightfuture.org).

Intern Expectations

The CO-PIC training program is a year-long, full-time doctoral internship experience. Interns are expected to complete 2000 hours of training during the year. Interns are also expected to achieve the goals and objectives of the internship program, as stated below, and to abide by the APA Code of Ethics, the requirements of the CO-PIC training program, and the policies and procedures of their employer.

CO-PIC has a comprehensive Due Process procedure which outlines the processes for addressing concerns about intern performance, as well as interns' concerns about training. These procedures are provided in hard copy to all interns during orientation and are available for download at www.co-pic.org under the menu item "Policies and Procedures".

CO-PIC Intern Weekly Hour Breakdown

Training Type	Hours
Behavioral Health Intervention	20-25
Consultation & Systems Collaboration	5-10
Assessment	3-5
Didactic	2-3
Site Specific Focus Area	3-5

CO-PIC Training Sites

The consortium includes the following sites:

Bright Future Foundation (Eagle County, CO)

2 Full-Time Funded Positions

General Information

Location: Bright Future Foundation is situated within the Colorado's mountain resort community of the Eagle River Valley; most commonly referred to as the Vail Valley or Eagle County. Eagle County is located 100 miles West of Denver International Airport and spans approximately 1,700 square miles of mountainous terrain within the central Rocky Mountains. We are most well known as home to two World Class Ski Resorts: Vail Resorts and Beaver Creek Resort Company. Eagle County is comprised of 12 towns that range in population from 15 to 10,266. Most recent

census data indicates a total population of 55,127. Over half (62%) of the county's population identifies as Hispanic or Latino. Approximately 31% speak a language other than English in their home.

Bright Future Foundation provides outpatient services at a variety of settings including: our counseling offices, our safehouse/emergency shelter, local hospital/medical facilities, law enforcement agencies, and the justice center. Bright Future Foundation maintains two office locations: 1) Executive Administrative Office-located in Avon, 2) Bright House Office-located in Gypsum. Interns may be placed at either office for their internship year. Although local transit options are available, Bright Future Foundation requires interns to have reliable transportation to travel between sites as needed. Local transportation options can be limited and time consuming, especially given the geographical breadth of our service population.

Organization:

Incorporated in 1983, Bright Future Foundation has been serving survivors and families impacted by interpersonal violence in Eagle County for over 30 years. In 2017 and 2020, Bright Future Foundation was named Eagle County's Nonprofit of the Year by the Vail Valley Partnership. As Eagle County's only domestic violence and sexual assault survivor response agency, Bright Future Foundation strives to break the generational cycle of violence by delivering services that provide immediate relief to families and individuals in need. Specifically, we provide services to survivors and families impacted by interpersonal violence, which includes: Gender-Based Violence, Interpersonal Violence, Domestic Violence, Emotional Abuse, Sexual Assault, Stalking, Child Maltreatment, Human Trafficking, Dating Violence, and Bullying. All interns gain substantial experience providing clinical services to survivors impacted by acute, chronic, and cyclical abuse.

Bright Future Foundation utilizes proactive and culturally sensitive services that create sustainable emotional, behavioral, and community change. Core services are available in both English and Spanish and include: 24/7 Crisis Hotline, Counseling/Psychological Services, Freedom Ranch Safehouse/Emergency Shelter, Victim Advocacy, Legal Advocacy and Representation, School-Based Violence Prevention, Transitional Housing Program, Youth Advocacy, and the Buddy Mentorship Program.

Direct clinical services include individual psychological services for adults, adolescents, and occasionally families. Bright Future Foundation has been elected as the only non-profit in the 5th Judicial District to provide court-appointed parenting classes that focus on parenting through divorce, conflict resolution, and collaborative parenting.

We provide several training opportunities to interns throughout the academic year, including attendance at the Colorado Organization for Victim Assistance (COVA) and the Colorado Coalition Against Domestic Violence (CCADV)/Colorado Coalition Against Sexual Assault (CCASA) conferences. Bright Future Foundation also places strong importance on the development of a work/life balance. As such, we provide opportunities (as available) to attend social and cultural events held in the community, such as the Bravo Music Festival, the International Dance Festival, as well as musical and musical theatre productions.

Population Served

Survivors and Families Impacted by:

- ❖ Gender-Based Violence
- ❖ Interpersonal Violence
- ❖ Domestic Violence
- ❖ Sexual Assault
- ❖ Stalking
- ❖ Human Trafficking
- ❖ Dating Violence
- ❖ Bullying
- ❖ Acute, Chronic, and Cyclical Abuse

African American 3 %; American Indian 0 %; Asian American 1 %; Euro-American 21%; Hispanic American 75%; Mid-Eastern American %; Gay/Lesbian/Bisexual 15%; Rural clients: 100%.

Eagle County provides a unique field placement opportunity, as a large number of clients are undocumented or temporary visa workers and often encounter gender-based violence in which their immigration status is directly threatened. Additionally, many of our clients experience substantial, chronic trauma in their country of origin, including terrorism and genocide. Due to our site's resort community location, we also have cases directly involving human trafficking.

The Internship Experience

Interns placed at Bright Future Foundation are engaged in a variety of services offered by our organization. The intern's primary clinical responsibilities are within our counseling and psychological services program. This includes individual and, occasionally, family therapy, as well as the completion of psychological assessments. Interns will have the opportunity to create and facilitate therapy groups if they so choose. Interns will actively participate in a multidisciplinary team and are thoroughly trained and supervised on therapy cases and psychological assessments to ensure a high level of competence. Additional intern responsibility includes providing coverage for our 24/7 crisis line, crisis response for forensic and sexual assault nurse exams, community-based consultation services, facilitating community trainings/workshops, and facilitating court-appointed workshops focusing on "Parenting through Divorce."

Bright Future Foundation embraces an integrative view with regard to the therapeutic approach to clinical work that frequently incorporates modalities such as Feminist Theory, CBT, Mindfulness, Somatic Experiencing, Relational, Intergenerational Trauma Transmission Awareness, Seeking Safety, and Assertiveness Training. Bright Future Foundation strongly supports continuing education and training. We also encourage and provide alternative therapy treatments such as canine-assisted therapy, art therapy, and activism-oriented interventions.

Interns will receive a minimum of two hours of individual supervision each week from their primary supervisor (licensed psychologist). An additional 2 hours of supervision will be provided by appropriately licensed professionals and may include individual and/or group supervision. Interns also participate in bi-weekly didactics with the CO-PIC intern cohort. Supplemental weekly individual supervision may be provided by other appropriately credentialed professionals and by supervisors of elective focus area experiences, as needed. Additionally, interns will participate in our agency's weekly multidisciplinary case consultations.

Dr. Freudenberg has extensive experience working with culturally diverse populations. In addition, our organization employs advocates who are bilingual/ bicultural. These individuals are available for supervision, as well as consultation services. Additional training opportunities focused on cross-cultural foundations of trauma are provided throughout the academic year through local trainings and consortium didactic training.

Interns will receive assessment experience with both child and adult populations. Bright Future Foundation provides two types of assessment services:

1. (Major Focus) Psychological evaluations for asylum and immigrant populations seeking documentation status through VAWA Visa, U-Visa, or T-Visa.
2. (Minor Focus) Academic/ learning assessments, which focus on the identification of learning disabilities, attention-based disabilities, or mood disorders.

The intern will receive supervision and training on all assessments utilized at Bright Future Foundation which may include, but are not limited to: Wechsler Intelligence Scale for Children (WISC-V), Wechsler Adult Intelligence Scale (WAIS-IV), Weschler Individual Achievement Test (WIAT-III); Minnesota Multiphasic Personality Inventory (MMPI-II), Minnesota Multiphasic Personality Inventory for Adolescents (MMPI-A), Thematic Apperception Test (TAT), Projective Drawings, Sentence Completion, Gray Oral Reading Test (GORT-5); Comprehensive Test of Phonological Processing (CTOPP-2); Beery Test of Visual Motor Integration; Trauma Symptom Checklist for Children (TSCC), Behavioral Assessment System for Children (BASC), Multidimensional Anxiety Scale for Children (MASC-II), Children's Depression Inventory (CDI), CAPS-5, PCL-5, PHQ-9, GAD-7, BAI, BDI, Full Clinical Interview, and Mental Status Exam.

Elective Focus Areas:

The intern will have the opportunity to create and focus on at least 2 elective focus areas during the internship year. Elective focus areas are selected based on intern interest and community need. Examples of previously created specialty areas are:

- ❖ School-based Intervention
- ❖ Primary Prevention Campaigns/Social Norm Campaign/Youth Outreach Services
- ❖ Crisis Counseling and Emergency Response
- ❖ Grant Writing/Program Development
- ❖ Trial Consultation/Expert-Witness Testimony/Legal Response
- ❖ Law Enforcement Consultation/Training
- ❖ LatinX Community Outreach
- ❖ Suicide Prevention Training, Assessment, and Leadership
- ❖ Legislative/Policy Development
- ❖ Healing Trauma Through Activism Trainings
- ❖ Anti-stigma Campaigns
- ❖ LGBTQ+ Outreach

Additional Areas of Focus:

In addition to direct client service, interns may have the opportunity to provide weekly individual clinical supervision to a masters or doctoral level extern. Interns receive supervision on the provision of supervision and are exposed to didactic discussions that focus on the theories of supervision, reflective supervision, and ethical responsibilities of supervisors.

All interns actively participate in coordinated community response meetings, as well as community outreach opportunities. Bright Future Foundation coordinates and provides leadership across a variety of community councils. These include Speak Up Reach Out (SURO) suicide prevention coalition, Eagle County's Sexual Assault Response Team (SART), Child Protective Team (CPT), Child Fatality Review Team, The Total Health Alliance Initiative, and DVOMB perpetrator review team. Specific areas of focus are determined based on community need and intern interest.

Psychology trainee qualifications needed

Interest and experience in social justice, trauma treatment, gender-based violence, and crisis intervention are strongly recommended. **Bilingual (Spanish/English) students are strongly encouraged to apply.**

Code-4 Counseling (Lone Tree, CO)

2 Full-Time Funded Positions

General Information:

Code-4 Counseling is located in the South Metro area of Denver (northern Douglas County directly adjacent to Arapahoe County), located 18 miles south of Denver's downtown. Code-4 Counseling provides mental health services to local responder agencies including Douglas County Sheriff's Office, Arapahoe County Sheriff's Office, South Metro Fire Rescue, Lone Tree Police Department, as well as a number of additional responder agencies in the Denver Metro region and across the state of Colorado. Public transportation is easily accessible within Lone Tree with five Bus & Rail stops in Lone Tree; however, much of our work is done on-site for agencies outside of our physical office location; therefore, Code-4 Counseling requires interns to have reliable transportation to travel between sites and to respond immediately to crisis needs should they arise. Keep in mind that some travel may include mountain driving during winter months.

Organization:

Code-4 Counseling, LLC was founded by Dr. Sara Metz and her husband, Nick Metz (retired Chief of Police) in September 2017 with a mission of supporting the people and organizations that serve and protect our communities each day. Direct clinical services include both individual psychological services for sworn and civilian responder personnel (law enforcement, fire, EMS) and their family members (adolescent dependents, spouses/partners) as well as couples counseling. In addition, we respond to agencies that require assistance following a critical incident (officer-involved shooting, line-of-duty death, or other traumatic event impacting personnel). Code-4 Counseling also offers customized consulting and training mental health services to emergency responders and front-line healthcare professionals across the state of Colorado, and beyond. Training and consulting opportunities may include providing mental health training to personnel, assisting in the completion of an agency wellness program needs assessment, facilitation of psychoeducational webinars for personnel and their families, etc.

Population:

Emergency Responder and Frontline Healthcare Professionals in need of support managing issues related to:

- ❖ Work-related trauma exposure
- ❖ Post-trauma stress symptoms
- ❖ Substance abuse
- ❖ Grief and Loss

- ❖ Suicidal Ideation
- ❖ Relationship distress

The Internship Experience:

Interns placed at Code-4 Counseling are engaged in a variety of services offered by our organization. The intern's primary clinical responsibilities are within our counseling and psychological services program. This includes individual and couples counseling, as well as occasional family counseling. Responsibilities will also include phone intakes, safety plan development, and follow-up care for new clients, some of whom may be in crisis. Interns will also have the opportunity to assist with training if they choose and if they are determined to be both comfortable and skilled at public speaking. Interns are thoroughly trained and supervised on therapy cases to ensure a high level of competence. Additional intern responsibility may include crisis response for critical incidents or clients in crisis (these can occur 24/7 so reasonable flexibility is needed), engaging in "ride-along" opportunities with police and fire personnel, fire station and dispatch center visits and wellness checks, facilitating psychoeducational workshops and therapy groups, developing handouts, and assisting with wellness needs assessments (one-on-one interviews, facilitating focus groups, report writing, etc.).

Code-4 Counseling, LLC embraces an integrative view with regard to the therapeutic approach to clinical work that frequently incorporates modalities such as Cognitive-Behavioral Therapy, Dialectical Behavioral Therapy, Solution-Focused Therapy, and Cognitive Processing Therapy. Additionally, Code-4 emphasizes the Gottman Institute when working with couples and offers the opportunity for interns to receive specialized training in this approach if they choose. We have a strong focus on training and providing trauma-informed care given the exposure to trauma the majority of our clients experience. We also encourage alternative therapy treatments such as canine-assisted therapy (Code-4 has two therapy dogs, Elton and Lync, that are often available to both clients and clinicians at the office).

Interns will receive a minimum of two hours of individual supervision each week from their primary supervisor (licensed psychologist) and at least one additional hour of group supervision and case consultation with our entire team. Interns also participate in bi-weekly didactics with the CO-PIC intern cohort. Supplemental weekly individual supervision will be provided by other credentialed professions and by supervisors of elective focus area experiences as needed.

Elective Focus Areas:

Interns will have the opportunity to create and focus on an elective focus during the internship year. Elective focus areas are selected based on intern interest and agency need. Examples of specialty focus areas may include:

- ❖ Suicide Prevention and Intervention Training
- ❖ Responder Relationship Support Workshops

- ❖ LGBTQ+ Outreach for responder and healthcare personnel
- ❖ Post-trauma Growth initiatives
- ❖ Substance Abuse support groups
- ❖ Crisis Counseling and Emergency Response
- ❖ Responder and Healthcare Wellness Program Needs Assessments

Additional Areas of Focus:

In addition to direct client service, interns will have the opportunity to provide weekly individual clinical supervision to a masters or doctorate level extern. Interns receive supervision on the provision of supervision and are exposed to didactic discussions that focus on the theories of supervision, reflective supervision, and ethical responsibilities of supervisors.

Psychology trainee qualifications needed:

Interest and experience working with responder and/or front-line healthcare professionals is strongly recommended. Experience providing trauma-informed care is required.

Your Hope Center of Eagle River Valley (Eagle County, CO)

- 1 Full Time Funded Position- Crisis Response Track
- 1 Full-Time Funded Position- School Based/Child Track

General Information

Location: Your Hope Center is situated within the Colorado's mountain resort community of the Eagle River Valley; most commonly referred to as the Vail Valley or Eagle County. Eagle County is located 100 miles West of Denver International Airport and spans approximately 1,700 square miles of mountainous terrain within the central Rocky Mountains. We are most well known as home to two World Class Ski Resorts: Vail Resorts and Beaver Creek Resort Company. Eagle County is comprised of 12 towns that range in population from 15 to 10,266. Most recent census data indicates a total population of 52,197. Over half (62%) of the county's population identifies as Latinx. Approximately 31% speak a language other than English in their home.

Through a collaborative effort with our community partners, Your Hope Center extends a beacon of hope to those in emotional crisis and offers a continuum of comprehensive care. Your Hope Center's 24/7 crisis response team responds to various locations in the community to conduct crisis assessments, interventions, recommendations, and follow-services. These locations include Vail Health Hospital, The Eagle County Detention Center, Medical offices and community residences. At times, law enforcement dispatches the crisis clinician to community locations as well including Hotels and business establishments. The Hope Center School Based team provides outpatient services within 14 schools in Eagle County.

Although local transit options are available, Your Hope Center requires interns to have their own transportation. Local transportation options can be limited and time consuming, especially given the geographical breadth of our service population. The interns own transportation is necessary to respond immediately to agency needs.

Organization

The mission of Your Hope Center is that through a collaborative effort with our community partners, Your Hope Center extends a beacon of hope to those in emotional crisis and offers a continuum of comprehensive care. Your Hope Center provides both Mobile Crisis Co-Response Services and School-Based Intervention. Your Hope Center is an inclusive, professional agency that values and respects clients, families, community partners and employees. The organization recognizes the infinite worth of every individual, and we are honored to serve all community members.

Michelle Muething and Sandy Iglehart, along with other members of a visionary team, founded The Aspen Hope Center as a result of a needs assessment conducted in 2009 by the University of Colorado's Helen and Arthur E. Johnson Depression Center. The Aspen Hope Center was launched providing a mobile crisis program to assist first responders in diffusing crisis events creating a much needed resource for individuals experiencing a mental health crisis.

In October of 2018, Your Hope Center was created and has grown into an independent 501(c)3 as of January 2021 to build upon the model created in Aspen, CO and provide mental health support in the Eagle River Valley to meet the specific needs of our community. Your Hope Center partners with First Responders, Eagle County School District and organizations throughout the region to keep our community members safe.

In addition to crisis services and in partnership with Eagle County Schools, Your Hope Center school-based clinicians address the rise of socio-emotional challenges facing children and teens through access to walk-in therapeutic services in thirteen schools in our community. Students can receive counseling, at no charge, throughout the school day from Hope Center school-based therapists. Hope Center therapists work with teachers, administrators, and school counselors to provide direct support to students with individual or group counseling sessions.

We provide several training opportunities to interns throughout the academic year, including advanced suicide risk assessment, psychological autopsy training, threat assessment, crisis response, safety planning, and Trauma Focused CBT (TF-CBT). Interns will also have the opportunity to participate in additional trainings offered by our partner agencies.

Population Served

Your Hope Center provides crisis response services to all individuals across the lifespan experiencing a mental health crisis, regardless of race, ethnicity, culture, and gender identification. Your Hope Center's school-based services offer therapy services to school aged individuals so that they may receive comprehensive, barrier free access to therapeutic services. Additionally, the Hope Center typically serves individuals who experience barriers to access to

treatment including financial difficulties as well as individuals lacking stable and appropriate housing.

The Internship Experience

Interns placed at Your Hope Center are engaged in a variety of services offered by our organization. Interns will receive a minimum of two hours of individual supervision each week from their primary supervisor (licensed psychologist). An additional 2 hours of supervision will be provided by appropriately licensed professionals and may include individual and/or group supervision. Interns also participate in weekly didactics with the CO-PIC intern cohort. Supplemental weekly individual supervision may be provided by other appropriately credentialed professionals and by supervisors of elective focus area experiences, as needed.

There are two distinct internship tracks available at Your Hope Center: Crisis Response and the School Based/Child Team.

Crisis Response Track (1 FT funded position)

Your Hope Center offers 24/7 crisis support for Eagle County residents. Within the crisis track, the intern will spend four days of the week responding to crisis needs in the community, both in person and via phone. Your Hope Center offers a mobile crisis co-response model where interns will co-respond to mental health calls with law enforcement and paramedics to facilitate risk assessments, de-escalation, and resource connection. Additional intern responsibility includes providing coverage for our 24/7 crisis line on a rotating basis. The crisis response intern will also spend one full day dedicated to didactics, supervision, and training. The intern's primary clinical responsibilities are within our crisis response team and include crisis evaluations, phone intakes, safety plan development, collaboration with other agencies, and follow-up care. Interns will work with individuals in crisis across the life-span. Additionally, interns will receive crisis related assessment experience to include, at minimum, the utilization of the Full Clinical Interview, Mental Status Exam, and Columbia Suicide Severity Rating Scale to assess suicide risk. Additionally, interns will participate in monthly team meetings with the crisis team as well as monthly meetings with partner agencies including Community Paramedics and local law enforcement agencies.

Interns placed in the Crisis Response Track will also have the opportunity to provide short-term intensive community based-stabilization as part of our Community Stabilization Program (CSP). This program provides brief youth, individual, and family therapeutic support to individuals needing intensive stabilization that do not require hospitalization. Clinical interventions in this program may include: safety planning; motivational interviewing; CBT; communication skills building; setting healthy boundaries. This program often provides intensive outpatient services for individuals being discharged back to our community from a higher level of crisis care. Evening and weekend hours may be necessary to facilitate CSP programming and crisis response.

School Based/Child Track (1 FT Funded Position)

Supporting the well-being of our youth is a top priority at Your Hope Center. Your Hope Center therapists are co-located in 14 schools throughout the Eagle River Valley. Within the school based/child track, interns will spend four days a week providing school based counseling to children and adolescents in elementary and high school. Interns will be offered school placements based on intern experience and interest. These services will include individual therapy, group therapy, family therapy, formal psychological assessments, and professional consultation and systems collaboration. Interns will also spend one full day dedicated to didactics, supervision, and training. Interns will work closely with teachers, administrators, and school counselors to provide direct support to students with individual or group counseling sessions. Interns interested in providing services in the schools will have the opportunity to develop a case load within the school setting to include longer term individual therapy, group therapy, family therapy, and collaboration with other professionals within the school and assessments. Additionally, interns will participate in monthly team meetings with the school team, as well as monthly meetings with partner agencies.

The intern will receive supervision and training on all assessments utilized at the Hope Center, which may include, but are not limited to: Wechsler Intelligence Scale for Children (WISC-V), Wechsler Adult Intelligence Scale (WAIS-IV), Weschler Individual Achievement Test (WIAT-III); Thematic Apperception Test (TAT), Projective Drawings, Sentence Completion (Johns), Gray Oral Reading Test (GORT-5); Comprehensive Test of Phonological Processing (CTOPP-2); Beery Test of Visual Motor Integration; Conner's Continuous Test of Auditory Attention; Trauma Symptom Checklist for Children (TSCC), Behavioral Assessment System for Children (BASC), Multidimensional Anxiety Scale for Children (MASC), Children's Depression Inventory (CDI), Child Behavior Checklist (CBCL), CAPS-5, PCL-5, PHQ-9, GAD-7, BAI, BDI, Full Clinical Interview, and Mental Status Exam.

Elective Focus Areas (both tracks):

The interns will have the opportunity to create and focus on at least 2 elective focus areas during the internship year. Elective focus areas are selected based on intern interest and community need. Examples of possible specialty areas are:

- ❖ School-based Intervention
- ❖ Primary Prevention Campaigns/Social Norm Campaign/Youth Outreach Services
- ❖ Crisis Counseling and Emergency Response
- ❖ Program Development
- ❖ Law Enforcement Consultation/Training
- ❖ Latinx Community Outreach
- ❖ Suicide Prevention Training, Assessment, and Leadership
- ❖ Anti-stigma Campaigns
- ❖ LGBTQ+ Outreach
- ❖ Community Stabilization Program

Additional Areas of Focus:

In addition to direct client service, interns may have the opportunity to provide weekly individual clinical supervision to a masters or doctoral level extern. Interns receive supervision on the provision of supervision and are exposed to didactic discussions that focus on the theories of supervision, reflective supervision, and ethical responsibilities of supervisors.

All interns actively participate in coordinated community response meetings, as well as community outreach opportunities. Your Hope Center partners with multiple community partners including Community Paramedics, Law Enforcement Agencies, The Detention Facility, Vail Health, Speak up Reach Out, Hearts Rein, Bright Future Foundation, Eagle County School District, and the Department of Human Services. Specific areas of focus are determined based on community need and intern interest.

Psychology trainee qualifications needed:

Interest in crisis assessment and response is required for the crisis track. Experience in crisis intervention and short term therapy are strongly recommended. Experience and interest in working with children and adolescents are strongly recommended for the school-based track. Bilingual (Spanish/English) students are strongly encouraged to apply.

Contact Information

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STRIDE (Denver Metro Area)

1 Full Time Funded Position

General Information

STRIDE is a nonprofit organization and federally qualified health center (FQHC) whose vision is individuals empowered to live the lives they want through personalized, compassionate healthcare. STRIDE prides itself in providing low cost healthcare in Colorado. Our network of services is spread across twenty-three health centers located throughout the metropolitan Denver area, in Arapahoe, Jefferson, Douglas and Adams Counties and in the Cities of Aurora, Lakewood, Edgewater, Englewood, Littleton, Centennial, Arvada, and Parker; essentially horseshoeing the city and county of Denver, Colorado. No families or individuals are ever turned away because of their inability to pay. STRIDE's mission is to *Partner with the Community to Provide Excellent, Culturally Sensitive Health Services to Meet the Needs of Each Individual...Every Touch, Every Time*. STRIDE is committed to expanding and creating an infrastructure that provides excellent healthcare and wraparound services to our communities.

Organization:

STRIDE is one of the largest Regional Care Collaborative Organization (RCCO) and Medicaid providers in the state. In fiscal year 2013, STRIDE served nearly 40,000 individuals; 74% of those served being at or below poverty level. An analysis of recent data revealed nearly 80% of accountable care patients assigned to STRIDE have a behavioral health component to their medical conditions. This highlights the continued need to integrate behavioral health while also addressing primary care needs. STRIDE has evolved over the last two decades to become a leader in providing integrated health care to its patients. As a result, patients with co-occurring disorders have experienced an increase in access to care and better health outcomes.

The Mission of the STRIDE Behavioral Health Team is to support the total health and wellness of individuals by providing collaborative care as a part of an integrated health care team through consultation, counseling, education, and advocacy. The Vision is to promote total wellness by improving behavioral health and relies on innovation, passion, respect, diversity, equality/equity, empowerment, and quality. Behavioral health providers (BHPs) provide the following core services to patients, staff, and the organization:

- ❖ Consultation with medical and dental providers;
- ❖ One-time encounters with patients in the exam room for resources/referrals or teaching of life skills;
- ❖ Meeting with patients before, during, or after a medical appointment for follow-up care;
- ❖ Meeting patients outside of medical appointments for individual or group counseling;
- ❖ Facilitation of mental health holds and crisis intervention;
- ❖ Case management and care coordination

STRIDE collaborates with four community behavioral health partners that provide the majority of the behavioral health staff at STRIDE. This relationship allows access to a breadth and depth of services and expertise that may not otherwise be available to STRIDE patients in a primary care setting. In addition, the relationship creates enhanced capacity for services at STRIDE and access to immediate behavioral health care all in one location for patients.

The Internship Experience

The intern at STRIDE is provided an immersive experience into primary care and that highlights the integration of behavioral health and health psychology into a health care delivery system. The majority of the internship focus is on the delivery of integrated care services to patients and working side by side with medical and dental providers. In addition, there are opportunities to work with other interdisciplinary departments to provide direct and programmatic services to patients, staff, and community partner organizations. The intern can also expect to be exposed to principles of population health management, community-based care, and health system integration. While the majority of training may focus on adult care, there are opportunities to

work with more specific populations such as older adult and pediatrics. Specific medical conditions/populations that will likely be opportunities for concentration include; diabetes, chronic pain/pain management, postpartum, obesity, and hypertension.

Elective Focus Areas:

- ❖ School based intervention
- ❖ Crisis counseling and emergency response
- ❖ Grant writing and management
- ❖ Program development, Traumatic grief and loss, Life skills development, Suicide prevention training and program leadership

***As an integrated primary care center, the intern at STRIDE is required to have a TB skin test. The intern is also strongly encouraged to receive a flu vaccine during their internship year and ensure all vaccines are up to date. TB test and vaccine(s) will be provided by STRIDE at no cost to the intern.**

Vail Health Behavioral Health (Formerly Eagle Valley Behavioral Health) (Eagle County, CO)

1 Full Time Funded Positions in Primary Care

1 Full-Time Funded Position in Sport Psychology

Location Information

Vail Health Behavioral Health (VHBH) (Formerly Eagle Valley Behavioral Health- EVBH) is a non-profit organization based in Vail, Avon, and Edwards, Colorado and provides services across Eagle County. Eagle County is an economically and ethnically diverse county situated in the mountains of central Colorado. The county includes the world-class ski towns of Vail and Beaver Creek, as well as the towns of Minturn, Avon, Edwards, Eagle, Gypsum, Basalt and surrounding areas. The annual population is currently 53,320. However, due to the influx of tourists and second homeowners, the resting population of our community can vary dramatically depending on the season. Our community is best known as home to two world-class ski resorts: Vail Resort and Beaver Creek Ski Resort. It is estimated that Vail alone receives over 1.6 million skier visits annually. Eagle County's population has increased 25% over the last ten years and is projected to increase to 60,579 (another 14%) by 2020. The local economy is driven by tourism, construction and ranching. The median household income level is \$72,214.

Organization:

The mission of VHBH is to lead community collaboration efforts to transform the Eagle Valley's behavioral health system. VHBH was created to integrate Eagle County's fragmented and inadequate behavioral health system. VHBH serves as a central hub for integration and coordination of all behavioral health resources, providers, and organizations, which previously operated autonomously lacking in formal or systemic collaborative structure. VHBH strives to

eliminate barriers and increase access to behavioral health care targeting all segments of the social, environmental, and healthcare continuum. VHBH acts as the central backbone organization in the Eagle River Valley to develop strategic plans for funding, implementing and measuring the impact of behavioral health initiatives, while leading community collaboration to transform our valley's behavioral health system. Our vision is to imagine a day in Eagle Valley when we spend as much time, effort and resources on our behavioral health as we do our physical health. In addition to community collaboration and system consultation, VHBH coordinates an internal, psychologically-informed, culturally-responsive Employee Behavioral Health Assistance program (EAP) and provides organizational consultation support for behavioral health organizations and service providers across our community.

Population Served

African American 1 %; American Indian 1 %; Asian American 1%; Euro-American 40 %; Hispanic American 54%; Mid-Eastern American 3%; Gay/Lesbian/Bisexual 15%; . Rural clients: 100%.

The Internship Experience

Interns at VHBH are engaged in a variety of behavioral health services offered through our organization with major areas of focus that strongly align with the areas of focus within COPIC: Behavioral Health Intervention, Community Consultation and Systems Collaboration, Supervision, and Psychological Assessment. VHBH is a leader and coordinator of several behavioral health collaborations, work groups, community-based initiatives, and is viewed as a central hub for the integration and coordination of all behavioral health resources, providers, and organizations within our community. Interns at VHBH have opportunities to engage in behavioral health systems collaboration at state and national systemic level through policy advocacy and leadership development with the Colorado Psychological Association. **Interns will provide outpatient therapy through VHBH to the Eagle Valley Community.** Additionally, there are **two specialty focus areas available for interns at VHBH**: integrated primary care (2 FT funded placements) and sport psychology (1 FT funded placement).

Integrated Behavioral Health/Primary Care Track (1 intern)

Interns with an interest in integrated primary care primarily provide clinical services through Colorado Mountain Medical (CMM). CMM's interns primary clinical responsibilities include brief screenings and intervention, the provision of brief and solution-focused individual, family, couples, and group therapy with children, adolescents, and adults, and the provision of supervision to other trainees. Behavioral Health Intervention occurs at CMM via referrals for behavioral health services from Primary Care providers. Interns may also receive referrals for solution focused, short-term work from the employee assistance program (EAP) for Vail Health employees. CMM interns are also uniquely involved in a leadership role in many Community Consultation and Systems Collaboration opportunities. Interns will also have an opportunity for rotations focused on: integrated primary care, crisis and mobile co-response, critical incident debriefing, Latinx community engagement, public health collaboration, early childhood engagement, family and parent engagement, and school-based intervention services include: diabetes, chronic pain/pain management, postpartum, obesity, and hypertension.

Sport Psychology Track (1 Intern)

The sport psychology specialty intern will work to integrate behavioral health within a busy and dynamic Sports Medicine Clinic providing Physical Therapy, Occupational Therapy, Brain and Balance Care, and Sport Psychology services as a part of the Vail Health healthcare system. Interns are placed at the Edwards and Vail Clinics which are approximately 15 miles apart, thus interns are required to have access to reliable transportation to go between sites. Please note there are employee shuttles between sites that interns may use to go between clinics. Interns with previous experience in Sports Psychology are preferred, but previous experience is not required to apply for this position.

VHBH's use of sport psychology is aimed at helping eliminate stigma associated with the use of behavioral health and to increase access to behavioral health care by opening new doors within the healthcare continuum. Vail Health Behavioral Health works to develop strategic plans for implementing and measuring the impact of behavioral health initiatives, while leading community collaboration to transform our valley's behavioral health system. Our vision is to imagine a day in Eagle Valley when we spend as much time, effort and resources on our behavioral health as we do our physical health. In addition to community collaboration and system consultation, VHBH is a part of a community Employee Behavioral Health Assistance program (EAP) that serves multiple organizations in the Vail Valley.

The sport psychology specialty will see interns provide mental health, psychological assessment, and performance psychology services to sports medicine patients and regular consultation to sports medicine staff. Interns have opportunities to assist with psychological assessments used in the evaluation for pre-surgical screening and can expect to complete 8-12 full batteries during the training year. A typical day at VHBH includes post-surgical patients in the morning, attending interdisciplinary treatment team meetings and/or providing interdisciplinary consultation, and then conducting psychological assessments and participating in supervision in the afternoons.

Elective Focus Areas:

Elective training tracks are selected by the intern and can be selected for the year or on a semester basis. Possible elective areas of focus include:

- ❖ Crisis counseling and co-responder model of risk assessment
- ❖ Suicide prevention, mental health first aid, and community engagement
- ❖ Wellness, vicarious-trauma, and burn out prevention
- ❖ Early Childhood parenting classes, parent engagement, and psychological assessment
- ❖ Psychological Assessment (both adult and children available)
- ❖ Substance Abuse
- ❖ Community Outreach/Latinx Community Outreach
- ❖ Integrated Primary Care (CMM only)

- ❖ LGBTQ+ Community Engagement
- ❖ Research/Grant Writing/Development
- ❖ Orthopedic Surgery: Observation of orthopedic surgeries (Howard Head only)
- ❖ Alpine Skiing Events: Interns who are capable of skiing may provide consultation during alpine skiing events (Howard Head only)
- ❖ Pain Management

Consortium Contact Information

For more information about CO-PIC please visit www.co-pic.org or feel free to contact:

Stacie Freudenberg, Psy.D.
CO-PIC Training Director
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Supervising Faculty Contact Sheet

Bright Future Foundation

Primary Site Supervisor: Stacie Freudenberg, Psy.D. - stacie@mybrightfuture.org
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STRIDE Community Health Center

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Vail Health Behavioral Health

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Your Hope Center

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Code-4 Counseling

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Office: 303-517-1516

Secondary Site Supervisor: Cari Cornish, Ph.D.- Cari@code4counseling.com
Office: 303-887-1194

CO-PIC Didactic Policy

Attendance at the weekly Didactic seminar, group supervision, and other scheduled group training activities are mandatory for all interns in the Colorado Psychology Internship Consortium and is required for successful completion of the internship. Attendance at these scheduled activities take priority over other site obligations each week.

A schedule for didactics and supervisions will be distributed at the beginning of each training year and may be updated throughout the year. Attendance at each seminar and supervision meeting is tracked by CO-PIC. An intern is permitted no more than three absences during the calendar year. Missing one full day of scheduled didactics and supervision constitutes as one absence. Similarly, missing one hour of supervision or one hour of didactics in any given day may also constitute one full absence, unless previously approved by the Training Director as an exception. After the second absence, interns will receive a written warning from the Training Director. After the third absence, the Training Director will initiate the CO-PIC Due Process procedures. When missing a seminar, interns must discuss the absence with their Primary Supervisor and the Training Director via email, as soon as they are aware they will miss a didactic or didactic day.

Interns who miss didactic or supervision because of a serious emergency, or for a serious illness should alert the Primary Supervisor and Training Director as soon as possible via email. Whether these absences are counted towards the maximum of three allowable absences will be decided on a case-by-case basis. For all didactic absences, interns must submit a 1-2 page review of a research article related to the didactic or supervision topic. This review must be submitted to the Primary Supervisor and Training Director and is due one week from the absence.

Dissertation and Professional Leave Policy

The Colorado Psychology Internship Consortium is an intensive program which seeks to provide comprehensive training to doctoral interns and is devoted to intern's professional development. Interns are allotted five days of professional leave for dissertation defense, conference attendance, and other professional activities; provided that this leave does not prevent the intern from completing the 2000 hour training requirement. Dates of leave must be pre-approved by the intern's primary supervisor as well as the CO-PIC Training Director. Any specific questions regarding this policy can be directed to primary site supervisors and/or the CO-PIC Training Director.

Diversity and Non-Discrimination Policy

The Colorado Psychology Internship Consortium strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal

growth, and strengthens communities and the workplace. Every effort is made by CO-PIC to create a climate in which all staff and interns feel respected, comfortable, and in which success is possible and obtainable. CO-PIC strives to make every effort to increase awareness, dispel ignorance, and increase comfort with multicultural experiences. CO-PIC's training program includes an expected competency in diversity training, and multiple experiences are provided throughout the year to be sure that interns are both personally supported and well-trained in this area.

CO-PIC welcomes applicants from diverse backgrounds. The training program believes that a diverse training environment contributes to the overall quality of the program. CO-PIC provides equal opportunity to all prospective interns and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or any other factor that is not directly relevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship. If an applicant or intern requires accommodations, he or she should contact the internship training director to initiate this process.

Diversity Recruitment and Retention Plan

CO-PIC's Diversity and Non-Discrimination Policy states, "The Colorado Psychology Internship Consortium strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace." In an effort to enhance the diversity of the training program, CO-PIC has created a formal Diversity Recruitment Plan to support the recruitment and retention of diverse interns and staff.

Interns

The CO-PIC Diversity and Non-Discrimination Policy states, "CO-PIC welcomes applicants from diverse backgrounds. The Consortium believes that a diverse training environment contributes to the overall quality of the program. CO-PIC provides equal opportunity to all prospective interns and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship." CO-PIC is also proactive about seeking diversity in its intern cohorts. In an effort to systematize its recruitment and retention of diverse applicants, CO-PIC will undertake the following:

- ❖ CO-PIC maintains its Diversity and Non-Discrimination Policy on its public website, and includes information about its focus on Diversity training in its Student Brochure.
- ❖ CO-PIC maintains a required competency on diversity issues in its training curriculum and multiple experiences are provided to each cohort to ensure that interns are both personally supported and well-trained in this area. These experiences include, but not be limited to, an emphasis on specific training experiences focusing on treatment of diverse populations and a required one hour weekly didactic multicultural seminar. The multicultural seminar addresses

issues related to diversity, cultural sensitivity, and competence, including, but not limited to the racial/identity developmental models. It is intended to support continued development of multicultural competence by fostering an appreciation for culture and individual difference among clinicians; developing insight into clinicians' own multicultural identity and the limits of one's worldview; understanding of multiculturalism; facilitating better care to clients of the CO-PIC consortium sites by addressing cultural components of difficult cases; and creating a rich learning environment for continued progress toward multicultural competency. CO-PIC evaluates its interns on their achievement of competence in this area through ongoing supervision as well as written evaluations.

Staff

CO-PIC places a high value on the representation of diversity within the staff of its training sites. In an effort to systematize its recruitment and retention of diverse staff, CO-PIC will undertake the following:

- ❖ CO-PIC will post staff openings on diversity-related listservs and newsletters, such as those of APA's Divisions 44 and 45.
- ❖ CO-PIC will maintain information on its public website (located on the welcome page) highlighting the program's commitment to and focus on diversity in its staff hiring practices, and will welcome interested applicants to contact the faculty to discuss openings.
- ❖ CO-PIC will create employment opportunities for its past interns, as positions are available and appropriate. The CO-PIC interns are drawn from a highly diverse applicant pool and several specific strategies are utilized to ensure the recruitment of diverse interns, as described above. This strategy will promote access to staff that are representative of the diversity that is sought in the intern recruitment process.
- ❖ CO-PIC will provide opportunities for experience and continuing education around topics of diversity for its staff as funding allows.

Due Process & Grievance Procedures

**All “meetings” referenced in this document may be conducted using videoconference due to the geographic distance of the consortium*

Due Process Procedures: For situations in which a supervisor or other faculty member raises a grievance about the behavior or performance of a psychology intern:

Definition of Problem Behavior

For purposes of this document, intern problem behavior 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 intern's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments 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 academic 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, remediation efforts, 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 causes harm to a patient; and/or,
11. the problematic behavior violates appropriate interpersonal communication with agency staff.

Administrative Hierarchy and Definitions

CO-PIC's Due Process procedure occurs 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.

- ❖ Internship Training Director (ITD): The supervisor who functions as the program-level director of training. S/he leads the Internship Training Committee and serves as a voting member.

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 learning element in the supervisory evaluation, the following process is initiated:

1. The supervisor will meet with the Internship Training Director (ITD) and intern within 10 working days to discuss the problem and determine what action needs to be taken to address the issue. If the ITD is the intern's direct supervisor, an additional supervisor and member of the Training Committee will be included in the meeting.
2. Following this meeting, the intern will have the opportunity to provide a written statement related to his/her response to the problem.
3. The supervisor and ITD will then meet within 3 working days to discuss the problem and the intern's response. During this meeting the supervisor and ITD may:
 - i. Issue an "Acknowledgement Notice" which formally acknowledges:
 1. that the faculty is aware of and concerned with the problem;
 2. that the problem has been brought to the attention of the intern;
 3. 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,
 4. that the problem is not significant enough to warrant further remedial action at this time.
 5. This notice will be issued within 5 working days of this meeting.
 - b. Place the intern on "Probation" which defines a relationship such that the faculty, through the supervisors and ITD, 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 ITD. A written Probation statement is shared with the intern and the Director of Clinical Training at the trainee's graduate institution and includes:
 1. the actual behaviors or skills associated with the problem;
 2. the specific recommendations for rectifying the problem;

3. the time frame for the probation during which the problem is expected to
 4. be ameliorated; and,
 5. the procedures designed to ascertain whether the problem has been appropriately rectified.
 6. This statement will be issued within 5 working days of the decision. At the end of this probation period, the ITD will provide a written statement indicating whether or not 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.
- c. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within CO-PIC may be terminated. The decision to terminate an intern's placement would be made by the entire Training Committee and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would 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. If the problematic behavior is the result of a failed probation, the training committee will convene within 10 days of the end of the probation period to discuss the possibility of an extended/modified probation and/or termination of the intern from the program. Each training site will receive one vote, with the ITD serving as the tie breaker if needed. The ITD may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. If the decision to terminate an intern is made, the respective site's Human Resources Department would be involved in the process and APPIC would be notified of the proceedings.

Appeals Process

If the intern wishes to challenge the decisions made, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing- an email will suffice- to the ITD within 5 working days of notification regarding the decision made in step b or c above. If requested, the Appeals Hearing will be conducted by a review panel convened by the ITD 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 a specific member of the Training Committee, site administrator, or adjunct faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. 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 the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

Notifying the Sponsoring Doctoral Program

If either the Acknowledgment Notice or the Probation action occurs, the ITD will inform the intern's sponsoring university within 5 working days, 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 ITD, 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 Procedure

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:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or ITD in an effort to informally resolve the problem.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the ITD. If the ITD is the object of the grievance, the grievance should be submitted by another Training Committee Member. The individual being grieved will be asked to submit a response in writing. The ITD (or other Site Director, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the ITD or other Site Director may 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:

1. the behavior associated with the grievance;
2. the specific steps to rectify the problem; and,
3. procedures designed to ascertain whether the problem has been appropriately rectified.

The ITD or other Site Director will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the ITD or other Site Director in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the ITD or other Site Director will convene a review panel consisting of him/herself and at least two other members of the Training Committee within 10 working days. The intern may request a 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. The review panel has final discretion regarding outcome.

If the review panel determines 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. The panel will reconvene within 10 working days to again review written documentation and determine whether the issue has been adequately resolved.

Intern Evaluation and Retention Policy

The Colorado Psychology Internship Consortium requires that interns demonstrate minimum levels of achievement across all training competencies, as outlined in the CO-PIC Competency Grid. Interns are formally evaluated by their primary supervisor 2 months into the internship year (September), 6 months into the internship year (January), and 11 months into the internship year (July). Evaluations are conducted using a standard rating form, which includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. The evaluation form includes information about the interns' performance regarding all of CO-PIC's expected training competencies and the related goals. Supervisors review these evaluations with the interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback.

A minimum level of achievement on each evaluation is defined as a rating of "3" for each learning element. The rating scale for each evaluation is a 5-point Likert scale, with the following rating values: 1=Significant Development Needed, 2=Development Needed, 3=Meets Expectations, 4=Exceeds Expectations, and 5=Significantly Exceeds Expectations. On the first formal evaluation (2-months), a score of less than 3 on any individual element or broad competency will result in close monitoring by program supervisors. If an intern receives a score less than 3 on any individual element on the formal evaluations, or if supervisors have reason to be concerned about the student's performance or progress, the program's Due Process procedures will be initiated. The Due Process guidelines can be found on www.co-pic.org and in the Intern Handbook. Interns must receive a rating of 3 or above on all individual elements and competencies to complete the program successfully.

Additionally, all CO-PIC interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement, attending required training experiences (e.g., didactic seminar), and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Feedback to the interns' home doctoral program is provided at the culmination of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program 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 doctoral program also will be contacted within 30 days. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the intern's progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by CO-PIC as a result of the Due Process procedures, up to and including termination from the program.

In addition to the evaluations described above, interns must complete a self-evaluation form, supervisor evaluation, and program evaluation concurrent with the evaluations completed by their

supervisors (September, January, and July). Interns are also required to complete a didactic evaluation form each week following the CO-PIC didactic seminar and an Orientation Feedback Form following the CO-PIC orientation. The supervisor evaluation, program evaluation, didactic evaluation, and orientation feedback forms allow interns to provide the program feedback to inform any changes or improvements in the training program. All evaluation forms can be located on www.co-pic.org and in the Intern Handbook.

Intern evaluations, certificates of completion, and intern hour logs are maintained indefinitely by the CO-PIC Training Director in a secure digital file along with records related to Due Process procedures. Additionally, a record of the intern training experience will be maintained indefinitely in the intern file. Grievance records are kept in a separate secure digital file, as described in the Grievance Procedures. Intern evaluations and the certificates of completion are shared with the Director of Clinical Training at the intern's home doctoral program at the mid-point and end of internship year. Remediation plans and notices of termination are shared with the home doctoral program's Director of Clinical Training on an ongoing basis, as needed.

Intern Travel Reimbursement

The Consortium provides funding for expenses incurred during mandatory internship travel. Major expenses, such as hotel costs, will be paid for in advance by the training site. Interns are not expected to pay out-of-pocket for any significant travel expense. It is likely that some minor travel expenses may be incurred and interns may submit documentation for reimbursement of certain out-of-pocket expenses while traveling for required CO-PIC activities. Interns are provided a per diem, per day allowance for meals while traveling. This per diem is calculated using the standard IRS travel meal deduction allowance. This applies only to purchasing meals that are not made available to the intern by CO-PIC, and only during required CO-PIC travel. CO-PIC will not reimburse for alcohol. Interns may also be reimbursed for necessary public transportation expenses.

In order to be reimbursed for meals and transportation, interns must save their original receipts and provide them to their primary training site **within 30 days of travel**. Please note- *receipts are required for reimbursement*.

Videoconference & Training Policy

The Colorado Psychology Internship Consortium (CO-PIC) uses videoconferencing to provide weekly group training to all interns. This format is utilized in order to promote 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. Weekly didactics in this format are required for all current CO-PIC interns for a minimum of four (8) hours monthly, at a regularly scheduled time. Didactics are led by each member of the CO-PIC training faculty, on a rotating basis. CO-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. Additionally, the use of videoconference technology for didactic and supervisory experiences are consistent with CO-PIC's model and philosophy as CO-PIC places a

strong training emphasis on rural behavioral healthcare, which often includes the use of telehealth services.

CO-PIC recognizes the importance of professional and supervisory relationships. Group didactic experiences are led by each member of the core CO-PIC training faculty on a rotating basis, in order to provide all interns with the opportunity to experience a breadth of mentoring relationships beyond their primary supervisor. Given the geographical distance between training sites, this model allows interns to form greater connection to the entire training faculty than would be experienced otherwise. It is expected that the foundation for these relationships will be initially cultivated during CO-PIC's two day orientation, such that interns will have formed relationships with the entire training faculty prior to engaging in videoconference didactics. For all clinical cases discussed during group didactics, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all CO-PIC supervisors including email, office phone numbers, and cell phone numbers.

All CO-PIC videoconferencing occurs over a secure, HIPPA compliant telecommunications using 2-way simultaneous audio and visual components. Sessions using this technology are never recorded. 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 site IT departments.

CO-PIC Intern Orientation Feedback Form

Please describe the aspects of the orientation that you liked and would suggest continuing in future years.

Please describe any aspects of the orientation that you disliked or would suggest changes to for future years.

Please provide any other feedback that you feel would be useful in planning orientation for future CO-PIC cohorts.

CO-PIC Intern Evaluation: *To be completed by primary supervisor(s)*

Intern: _____ Supervisor: _____

Date: _____

Evaluation Interval (Please Circle): **Initial** **Mid-Year** **Final**

Assessment Methods used (check all that apply)

- Direct Observation* *Video tape* *Audiotape* *Case Presentation*
 Review of Written Work *Review of Raw Test Data* *Review of Process Notes*
 Discussion of Clinical Interaction *Feedback from other staff*

1 Significant Development Needed --Significant improvement in functioning is needed to meet expectations	
2 Development Needed - Some improvement in functioning is needed to meet expectations	
3 Meets Expectations --Functions adequately for level of training	
4 Exceeds Expectations --Functions above average for level of training	
5 Significantly Exceeds Expectations --Functions exceptionally for level of training	

The Minimum Level of Achievement (MLA) is a 3 on learning elements associated with each competency. Interns must earn a 3 on all learning elements for each competency in order to meet the MLA at each evaluation period. If an Intern drops below the MLA, the Due Process proceeding will be initiated in order to support them in meeting the MLA.

Competency 1 - Evidence-Based Practice in Behavioral Health Intervention

Develops integrated treatment plan utilizing client input, consultation with others, and available records	
Demonstrates ability to use and prioritize evidence-based interventions specific to service delivery goals that incorporates an integrative model of service delivery.	
Seeks supervision and consultation to inform intervention treatment goals and plans, as appropriate	
Appropriately assesses for risk of harm to self or others	
Demonstrates capacity to manage high-risk clinical situations effectively and ethically	
Builds rapport with most clients	
Demonstrates self-awareness and impact of self on therapeutic relationship	
Appropriately uses and responds to non-verbal communication	
Demonstrates flexibility in building therapeutic relationship and implementing treatment based upon client's perspective/context	
Demonstrates the ability to evaluate the outcomes of interventions continuously, and adapt approaches accordingly	
Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking	
Demonstrates an understanding and ability to effectively communicate individual theoretical approach to client interventions	
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!

Comments:

Competency 2 - Evidence-Based Practice in Assessment

Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
Utilizes historical, interview, and psychometric data to diagnose accurately	
Uses effective decision-making process to determine diagnosis	
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect 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 service recipient.	

Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
Demonstrates skill in using multiple instruments within specified assessment domains	
Identifies and synthesizes relevant data into a cohesive understanding of client's functioning and treatment needs	
Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	
Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 3 - Consultation and Interprofessional/Interdisciplinary Skills	
Demonstrates an understanding of using a team approach to provide clinical services	
Collaborates respectfully with supervisors and staff across disciplines within own agency	
Collaborates respectfully with professionals across agencies	
Demonstrates the ability to provide consultation to individuals, families and other health care professionals regarding general behavioral health issues and concerns on behalf of the client	
Demonstrates a knowledge of theories and methods of consultation	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 4 Supervision	
Demonstrates knowledge of models of supervision	
Applies knowledge of supervision in direct or simulated practice* with psychology trainees, or other health professionals. (*Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with other trainees and peer supervision with other trainees)	
Applies the supervisory skill of observing in direct or simulated practice	
Applies the supervisory skill of evaluating in direct or simulated practice	
Applies the supervisory skills of giving guidance and feedback in direct or simulated practice	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	

Competency 5 Cultural and Individual Diversity	
Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).	
Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.	
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	
Demonstrates an understanding of individual need to consult regarding cultural concerns as they arise	
Considers cultural issues in case conceptualization and diagnosis	
Demonstrates understanding of own cultural background and its impact on work with diverse clients	
Utilizes scholarly literature and other resources to inform practice with diverse clients	
Demonstrates an understanding of how the current theoretical and empirical knowledge base relevant to addressing diversity in all professional activities including research, training, supervision/consultation, and service	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 6 Research	
Utilizes supervision to discuss how to apply scientific knowledge in work with clients	
Demonstrates knowledge of theories and methods of program evaluation	
Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications)	
Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 7 Ethical and Legal Standards	
Demonstrates knowledge of and acts in accordance with APA Ethical Principles	
Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organization, local, state, regional, and federal levels	
Demonstrates an understanding of and acts in accordance with relevant professional standards and guidelines	
Consults with supervisor on ethical issues or potential issues in clinical work	
Demonstrates ethical conduct with clients, co-workers, and others	
Demonstrates the ability to use a systemized approach in dealing with ethical concerns	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 8 Professional Values, Attitudes, and Behaviors	
Demonstrates awareness of internship setting and systemic functioning, and works appropriately within that setting	
Demonstrates behavior that reflects the values and attitudes of psychology, including integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others	

Attends and engages in scheduled appointments, training activities, and meetings consistently and on-time	
Demonstrates ability to effectively manage conflict resolution skills as necessary	
Engages in self-reflection and demonstrates understanding of the impact of self on others	
Practices effective self-care	
Demonstrates professionalism across all settings/situations related to professional role	
Completes all required documentation in a timely manner	
Demonstrates effective management of clinical responsibilities	
Follows proper procedure in protecting client information and case files	
Demonstrates openness and non-defensiveness in supervision	
Demonstrates willingness and ability to integrate feedback to improve clinical skills and to further professional development	
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 9 Communication and Interpersonal Skills	
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	
Provides a clear overview to other professionals regarding behavioral health issues to foster collaboration and consultation.	
Demonstrates the ability to develop and maintain relationships and communicate effectively and professionally to all audiences	
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
OVERALL RATING (average of all required broad competency scores)	
#DIV/0!	
Comments on Intern's overall performance:	
Supervisor's Signature _____ Date _____	

CO-PIC Program Evaluation: <i>To be completed by intern</i>	
Intern: _____	Supervisor: _____
Date: _____	
Evaluation Interval (Please Circle): September Mid-Year Final	
<p>This Program Evaluation is utilized by CO-PIC to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and your feedback is carefully considered. Any ratings of 1 or 2 will result in action by the Training Committee to address the problematic item, so please include detailed explanatory comments wherever applicable in order to help us respond most effectively.</p>	
<p>1 = Poor; 2 = Fair; 3 = Good; 4 = Excellent</p>	
Please answer the following questions regarding your experience at CO-PIC.	
Overall quality of training	
Breadth of clinical intervention experience	
Satisfaction with number of client contacts	
Clarity of expectations and responsibilities for intern	
Role of intern at site	
Case load at Primary Site was appropriate to meet educational needs	
Comments:	
Please rank the following CO-PIC biweekly group training activities	
Didactic Seminar	
Supervision Seminar	
OD/SUD Seminar	
Multicultural Seminar	
Grant Writing Seminar	
Comments:	
Overall Quality of Training in Major Areas of Professional Functioning - Please consider training you have received through didactic seminars and professional development opportunities, as well as experiential training.	
Competency 1: Evidence-Based Practice in Behavioral Health Intervention	
Comments:	
Competency 2: Evidence-Based Practice in Assessment	
Comments:	
Competency 3: Consultation / Interprofessional / Interdisciplinary	
Comments:	
Competency 4: Supervision	
Comments:	
Competency 5: Cultural and Individual Diversity	
Comments:	
Competency 6: Research	
Comments:	

Competency 7: Ethical and Legal Standards	
Comments:	
Competency 8: Professional Values and Attitudes	
Comments:	
Competency 9: Communication and Interpersonal Skills	
Comments:	
Please circle your primary CO-PIC training site:	
<i>STRIDE CHC Bright Future Foundation Eagle Valley Behavioral Health</i>	
Please answer the following question regarding your overall supervisory experiences within CO-PIC.	
Helpfulness of supervision	
Ability of supervisors	
Frequency of supervision	
Supervisors as professional role models	
Effectiveness of teaching	
Site Specific Weekly Didactic	
Comments:	
Please write in your Elective Focus Area at your training site and rank the quality of the training experience:	
Comments:	
Please provide any other feedback and recommendations that you believe might be helpful or might improve the internship:	
Please provide any feedback that you think would help improve this program evaluation survey:	

Supervisor's Signature _____
Intern's Signature _____

CO-PIC Intern Self-Evaluation: To be completed by Intern	
Intern: _____ Supervisor: _____	
Date: _____	
Evaluation Interval (Please Circle): September January July	
1 Significant Development Needed --Significant improvement in functioning is needed to meet expectations	
2 Development Needed - Some improvement in functioning is needed to meet expectations	
3 Meets Expectations --Functions adequately for level of training	
4 Exceeds Expectations --Functions above average for level of training	
5 Significantly Exceeds Expectations --Functions exceptionally for level of training	
NOTE: If, during the first evaluation (September), an intern obtains a 2 or less on any individual or broad competency, it will trigger a targeted and intentional supervision plan related to improvement of those specific competencies. Supervision will monitor performance closely and increase scores in those areas. This may also include activities of additional assigned readings, formal/informal training, etc. If on any subsequent evaluation (January and/or July) an intern obtains a 2 or less on any individual or broad competency, Due Process procedures will be initiated (Appendix F9 of Intern Handbook).	
Competency 1 - Evidence-Based Practice in Behavioral Health Intervention	
Develops integrated treatment plan utilizing client input, consultation with others, and available records	
Demonstrates ability to use and prioritize evidence-based interventions specific to service delivery goals that incorporates an integrative model of service delivery.	
Seeks supervision and consultation to inform intervention treatment goals and plans, as appropriate	
Appropriately assesses for risk of harm to self or others	
Demonstrates capacity to manage high-risk clinical situations effectively and ethically	
Builds rapport with most clients	
Demonstrates self-awareness and impact of self on therapeutic relationship	
Appropriately uses and responds to non-verbal communication	
Demonstrates flexibility in building therapeutic relationship and implementing treatment based upon client's perspective/context	
Demonstrates the ability to evaluate the outcomes of interventions continuously, and adapt approaches accordingly	
Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking	
Demonstrates an understanding and ability to effectively communicate individual theoretical approach to client interventions	
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 2 - Evidence-Based Practice in Assessment	
Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
Utilizes historical, interview, and psychometric data to diagnose accurately	
Uses effective decision-making process to determine diagnosis	
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect 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 service recipient.	
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
Demonstrates skill in using multiple instruments within specified assessment domains	
Identifies and synthesizes relevant data into a cohesive understanding of client's functioning and treatment needs	
Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	

Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 3 - Consultation and Interprofessional/Interdisciplinary Skills	
Demonstrates an understanding of using a team approach to provide clinical services	
Collaborates respectfully with supervisors and staff across disciplines within own agency	
Collaborates respectfully with professionals across agencies	
Demonstrates the ability to provide consultation to individuals, families and other health care professionals regarding general behavioral health issues and concerns on behalf of the client	
Demonstrates a knowledge of theories and methods of consultation	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 4 Supervision	
Demonstrates knowledge of models of supervision	
Applies knowledge of supervision in direct or simulated practice* with psychology trainees, or other health professionals. (*Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with other trainees and peer supervision with other trainees)	
Demonstrates an understanding of the supervision process	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 5 Cultural and Individual Diversity	
Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).	
Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.	
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	
Demonstrates an understanding of individual need to consult regarding cultural concerns as they arise	
Considers cultural issues in case conceptualization and diagnosis	
Demonstrates understanding of own cultural background and its impact on work with diverse clients	
Utilizes scholarly literature and other resources to inform practice with diverse clients	
Demonstrates an understanding of how the current theoretical and empirical knowledge base relevant to addressing diversity in all professional activities including research, training, supervision/consultation, and service	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 6 Research	

Utilizes supervision to discuss how to apply scientific knowledge in work with clients	
Demonstrates knowledge of theories and methods of program evaluation	
Demonstrates the ability to critically evaluate and disseminate, via professional publication or presentation, research or other scholarly activities	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 7 Ethical and Legal Standards	
Demonstrates knowledge of and acts in accordance with APA Ethical Principles	
Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organization, local, state, regional, and federal levels	
Demonstrates an understanding of and acts in accordance with relevant professional standards and guidelines	
Consults with supervisor on ethical issues or potential issues in clinical work	
Demonstrates ethical conduct with clients, co-workers, and others	
Demonstrates the ability to use a systemized approach in dealing with ethical concerns	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 8 Professional Values, Attitudes, and Behaviors	
Demonstrates awareness of internship setting and systemic functioning, and works appropriately within that setting	
Demonstrates behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	
Attends and engages in scheduled appointments, training activities, and meetings consistently and on-time	
Demonstrates ability to effectively manage conflict resolution skills as necessary	
Engages in self-reflection and demonstrates understanding of the impact of self on others	
Practices effective self-care	
Demonstrates professionalism across all settings/situations related to professional role	
Completes all required documentation in a timely manner	
Demonstrates effective management of clinical responsibilities	
Follows proper procedure in protecting client information and case files	
Demonstrates openness and non-defensiveness in supervision	
Demonstrates willingness and ability to integrate feedback to improve clinical skills and to further professional development	
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	
Competency 9 Communication and Interpersonal Skills	
Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	
Provides a clear overview to other professionals regarding behavioral health issues to foster collaboration and consultation.	
Demonstrates the ability to develop and maintain relationships and communicate effectively and professionally to all audiences	
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	
AVERAGE SCORE FOR BROAD COMPETENCY	#DIV/0!
Comments:	

OVERALL RATING (average of all required broad competency scores)	#DIV/0!
Comments on Intern's overall performance:	
Supervisor's Signature _____	Date _____
Intern's Signature _____	Date _____

CO-PIC Didactic Evaluation Form

(please submit your completed form within one week of the scheduled didactic)

Date: _____

Didactic Title: _____

Please rate the following statements on a scale of 1-5:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1. The presenter(s) were well prepared for the presentation: _____
2. The material presented was enriching and informative: _____
3. The material presented will be useful in my work as a psychologist: _____
4. This didactic should be presented again for future interns: _____

Please rate the following statement on a scale of 1-5:

	1	2	3	4	5
	Very Poor	Poor	Neutral	Good	Excellent

5. Overall I would evaluate this didactic as: _____

Please provide your comments to the following questions:

6. What aspect of the presentations did you like most and why?

7. What aspect did you like least and why?

8. What are some of your suggestions for improving this didactic experience?

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 and 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 this internship to communicate about your functioning in both programs.

Intern Name: _____

Intern's Doctoral Program: _____

Director of Doctoral Program: _____

Address of Doctoral Program: _____

Academic Program's Director's
Telephone Number: _____

Academic Program's Director's e-mail: _____

I grant permission to the Colorado Psychology Internship Consortium and the doctoral program listed above to exchange information pertinent to my internship, training, and professional development.

Intern Signature

Date

Acknowledgement

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

Acknowledgment – *CO-PIC Handbook*

I acknowledge that I have received and reviewed the Colorado Psychology Internship Consortium’s (CO-PIC) training handbook. I agree to abide by CO-PIC’s policies and procedures and have been provided with a copy of the documents to keep in my files.

Signature

Date

Print Name

Acknowledgment – *Due Process and Grievance Procedure*

I acknowledge that I have received and reviewed the Colorado Psychology Internship Consortium’s (CO-PIC) Due Process and Grievance Procedures. I understand and agree to abide by these policies and procedures and have been provided with a copy of the documents to keep in my files.

Signature

Date

Print Name