

*Colorado School Psychology
Internship Consortium*

CoS-PIC



**Intern Handbook
2024-2025**

Colorado School Psychology Internship Consortium (CoS-PIC)
CU Denver School Psychology Program

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Introduction

The Colorado School Psychology Internship Consortium (CoS-PIC) represents the collaborative effort of three agencies in the greater Denver, Colorado metro area to pool and share resources for the purpose of creating a high-quality internship opportunity that meets the unique clinical and workforce needs of the Denver metropolitan area. The aim of CoS-PIC is to prepare and retain high quality health service psychologists who provide culturally responsive behavioral healthcare to diverse children, adolescents, and families in school settings. The clinical training sites of The Adams-Arapahoe 28J School District (Aurora Public Schools; APS), and Douglas County School District (DCSD). The School Psychology Program at the University of Colorado Denver is a non-clinical site that contributes expertise and resources to the consortium.

Accreditation Status

CoS-PIC is not currently accredited by the APA. 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

CoS-PIC is a member of the [Association of Psychology Postdoctoral and Internship Centers](#) (APPIC #2530), and participates in the [APPIC Match Service](#). CoS-PIC agrees to abide by the [APPIC policy](#) that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Overview

CoS-PIC offers 10-month, full-time doctoral internships beginning in August each year. The clinical training sites, located in Denver and the wider metropolitan area provide a range of clinical and didactic experiences align with the APA Standards of Accreditation and future practice in diverse school settings. The training plan includes weekly shared experiences including group supervision and didactic seminars. The Program adheres to the 'Practitioner-Scholar' training model utilizing developmental, ecological, cognitive-behavioral, and behavioral theories and models of psychology.

The consortium includes the following training sites: The Adams-Arapahoe 28J School District (Aurora Public Schools; APS) and Douglas County School District (DCSD). Both sites may offer elective training experiences that differ based on site. Elective rotations are offered dependent upon the needs and interests of the intern(s) and the availability of supervisors.

In addition, the University of Colorado Denver (CU Denver) School Psychology (SPSY) Program serves as a non-clinical training site partner. A description of each site and the associated internship experience is below.

THE AURORA PUBLIC SCHOOLS (APS) – 2-4 full-time positions

APS Primary Supervisors: Lynn Emken, PsyD, (lkemken@aurorak12.org), Brittany Greiert, PhD (bsgreiert@aurorak12.org), and Jeremy Wilson, PsyD (jmwilson@aurorak12.org)

APS is an under resourced, urban school district that serves more than 40,000 pre-K to 12th grade students in 65 schools. The district has a very high concentration of poverty: 68% of students in APS are eligible for free or reduced lunch. Students come from 130 countries and speak 160 languages. Thirty-five percent of students are English language learners, with 78% of those speaking Spanish. Approximately 12% of APS students receive special education services. Interns will be placed in select schools within APS.

Intern Experience: Interns will be placed at one of the following sites (2023-24) + have a rotation:

- *Murphy Creek P-8 School* has over 680 students in grades Pre-K to 8th. Murphy Creek P-8 School's student population is 0.9% Native American, 5.2% Asian, 15.4% Black, 30.3% Hispanic, 38.0% White, 0.0% Native Hawaiian/Pacific Islander and 10.2% two or more races. Just over 14% of Murphy Creek students are English Language Learners, 5.1% are Gifted/Talented, 12.8% receive special education services, and 35.5% are eligible for free or reduced lunch.
- *Aurora Frontier P-8 School* has over 740 students in grades Pre-K to 8th. Aurora Frontier P-8 School's student population is 0.3% Native American, 15.3% Asian, 12.7% Black, 33% Hispanic, 31.8% White, 0.9% Native Hawaiian/Pacific Islander and 6.1% two or more races. More than 23% of Aurora Frontier students are English Language Learners, 5.1% are Gifted/Talented, 12.8% receive special education services, and 35.5% are eligible for free or reduced lunch.
- *Edna and John W. Mosley P-8 School* has 398 students in grades Pre-K to 8th. Mosley P-8 School's student population is 0.4% Native American, 2.6% Asian, 15.4% Black, 58.2% Hispanic, and 15.1% White. Approximately 38.2% of Mosley students are English Language Learners, 1.6% are Gifted/Talented, 17.9% receive special education services, and 71.3% are eligible for free or reduced lunch.

Rotation Options in APS (interns will be placed in one of these rotations):

District Assessment Team [1-2 interns]

This rotation is part of a district resource to provide a range of services primarily related to psycho-educational assessments in the context of special education evaluations. Direct and consultative supports are provided to new behavioral health staff as well as to veterans. The team provides a continuum of support from targeted to comprehensive evaluation and encompasses cognitive, social/emotional/ behavioral, adaptive, and executive functioning measures, as well as data collection assistance and testing related to autism spectrum disorders.

High School Rotation (1-2 interns)

This rotation is at one of two high schools (Aurora Central High School or Rangeview High School). The rotation involves providing the full range of school psychological services with a diverse high school population. Interns work with an on-site school psychologist in this role.

Neurosequential Model in Education (NME) Team [1 intern]

TENTATIVE ROTATION (Dependent on availability of supervision). This rotation is with the district team dedicated to promoting trauma-informed care in APS schools. The rotation involves providing individual student support for school teams who are looking for additional ideas in supporting students with challenging behaviors. The team collects information, conducts observations and assessments, and presents a written report of recommendations based in the NME. They may also provide consultation, coaching, or other supports as needed.

APS Bilingual Consultation Team (Spanish) [1 intern]

TENTATIVE ROTATION (Dependent on availability of supervision). This rotation is with the district team that travels to individual schools to provide culturally and linguistically sensitive bilingual assessment and professional consultation for ELL students in APS currently identified and/or referred for special education in a variety of settings.

DOUGLAS COUNTY SCHOOL DISTRICT (DCSD) – 1-2 full-time positions

DCSD Primary Supervisors: Stephanie Crawford-Goetz, PhD, (sacrawford@dcsdk12.org); and Brian Nutter, PhD (bnutter@dcsdk12.org).

DCSD is located in the towns of Castle Rock, Highlands Ranch, Lone Tree, and Parker, Colorado. It is in the southern part of the Denver metro area. The district is the third largest district in Colorado and serves approximately 68,000 students; and consists of 45 preschool program locations, 48 elementary schools, 9 middle schools, 9 high schools, 5 alternative schools, and 20 charter schools. Approximately 3,400 English Learners attend school in Douglas County in grades K-12, and 97 languages are represented. The top 6

languages in DCSD are Spanish, Chinese, Arabic, Vietnamese, Russian and Korean.

DCSD Intern Experience

- *Primary Site:* Interns are placed at a primary site for the first semester. The incoming intern is placed at a school based on their previous experience, their specific goals for the internship year, and this is decided in collaboration with the mental health director. They are placed at either an elementary, middle or high school.
- *Secondary Site:* Interns have a secondary site added during their second semester. This second school or rotation is assigned based on what would round out their experience. For example, the second school will be a school that provides experience with different grade levels from the primary school site or the intern will add an optional rotation the second semester (see below for more details on the optional rotations).
- *Priority:* A priority of this program is to make sure interns work with a variety of students of different ages and grades so that the intern is able to get a broad range of experiences with children at different developmental levels.
- *Goal:* This internship program is designed to set interns up to graduate as a well-rounded and highly marketable school psychologist.
- *Additional Experiences:* Interns also have the opportunity to participate in the following:
 - District Crisis Team - Interns are able to work on the team with experienced crisis responders in order to get an initial experience with this critical work when a traumatic event occurs such as a student or staff death.
 - BrainSTEPS Committee – Interns have an opportunity to attend a monthly meeting in which a highly trained multidisciplinary group comprised of school nurses, counselors, speech-language pathologists, occupational therapists, and psychologists come together to review complex cases to support school teams with Traumatic Brain Injury assessment and intervention.
 - Professional Development – Interns are required to take training for both suicide risk assessment and threat assessment. Interns have the opportunity to take PREPaRE crisis response training, grief counseling, behavioral supports, autism supports, mindfulness, and many more.

Optional Rotations in DCSD:

District Autism Team:

This rotation is with the district team that travels to individual schools to provide support to school teams who need additional support with functional behavioral assessments and behavior intervention plans for students identified with autism. The intern is exposed to complex cases working with staff members who are highly trained in behaviorism and autism. Interns have an opportunity to work with an autism specialist who is Board Certified Behavior Analysts (BCBA) and receive supervision hours that would count toward the intern who might be pursuing their own BCBA credential. Interns can also choose this rotation for their experience if they are not pursuing a BCBA and would like experience with this population and type of work.

District Behavior Team:

This rotation is with the district team that travels to individual schools to provide behavioral support to school teams who need additional support with both general education and special education students experiencing behavioral difficulties. Interns have an opportunity to work with a behavior specialist

The Consortium provides a range of clinical and didactic experiences that represent the necessary depth and breadth required for future professional psychological practice. Across training sites, interns will complete at least 25% or their time (an average of 10-15 hours per week) of face-to-face direct service delivery. In addition to offering a distinctive experience in diverse school settings, CoS-PIC offers the following major training emphases:

Behavioral Health Intervention

Interns receive training in Behavioral Health Intervention. Each consortium site provides opportunities for interns to work in outpatient and/or school settings to provide therapy (individual, group, and family), crisis, and academic interventions to individually and culturally diverse range of children and adolescents within a variety of evidence-based therapeutic modalities.

Psychological Assessment

Interns receive training in Psychological Assessment. Interns administer, interpret, and provide written syntheses of psychological test batteries. Assessments may include intellectual, achievement, personality, neuropsychological batteries, and/or other competency-based measures. In addition to administering these measures, interns utilize assessment writing skills to produce accurate, high quality, reports that communicate findings and recommendations in a clear, coherent, useful manner that is appropriate for the intended audience. While each site varies on the number and type of referrals, interns complete a minimum of five (5) comprehensive psychological assessments during their internship year.

Interdisciplinary Collaboration and Consultation

Interns participate in activities related to interdisciplinary consultation and systems collaboration. Each consortium site provides opportunities for interns to provide education and guidance to other professionals regarding psychological issues, establish and engage in collaborative relationships with other agencies (e.g., schools, community agencies, social services, juvenile justice system), and participate on interdisciplinary treatment teams.

Trauma-Informed Care

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

UNIVERSITY OF COLORADO DENVER SCHOOL PSYCHOLOGY PROGRAM (CU Denver)

CU Denver Primary Supervisor and CoS-PIC Training Director: M. Franci Crepeau-Hobson, Ph.D., (franci.crepeau-hobson@ucdenver.edu)

CU Denver's Doctoral Program in School Psychology prepares graduates for entry-level practice in school psychology, a substantive area of professional psychology. The program has been accredited by the American Psychological Association since 2018. This program houses the Training Director of CoS-PIC, Franci Crepeau-Hobson, PhD. Dr. Crepeau-Hobson is a licensed psychologist who has over 20 years of experience as a trainer in School Psychology. While there is not a clinical rotation offered within CU Denver, interns receive some of their didactic training and case consultation from the faculty, are provided with opportunities for additional group supervision, and have access to a variety of resources through the school psychology program including assessment kits and statistical consultation.

Internship Program Aim

The aim of CoS-PIC is to prepare and retain high quality and culturally competent health service psychologists who provide culturally responsive behavioral healthcare to children, adolescents, and families from diverse backgrounds in school settings.

As noted, Cos-PIC represents the collaborative effort of several school districts in the Denver metro area of Colorado to share resources for the purpose of creating a high quality, sustainable internship that meets the unique clinical and workforce needs of the region. CoS-PIC is designed to be in alignment with the framework of the American Psychological Association (APA) Standards of Accreditation (SoA). The profession-wide competencies and associated learning elements are listed below.

Profession Wide Competencies and Learning Elements

By the conclusion of the training year, all CoS-PIC interns are expected to achieve intermediate to advanced competency to demonstrate that they are prepared for entry level independent practice and licensure in the following areas:

1. Intervention

- a. Establishes and maintains effective relationships with recipients of psychological services;
- b. Develops evidence-based intervention plans specific to the service delivery goals;
- c. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables;
- d. Demonstrates the ability to apply the relevant research literature to clinical decision making
- e. Modifies and adapts evidence-based approaches;
- f. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

2. Assessment

- a. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology;
- b. Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural);
- c. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process;
- d. Selects and applies assessment methods that draw from the best available empirical literature;
- e. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the client;
- f. Interprets assessment results to inform case conceptualization, classification, and recommendations;
- g. Communicates findings in an accurate and effective manner sensitive to a range of audiences.

3. Ethical and Legal Standards

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

4. Cultural and Individual Diversity

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

5. Research

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

6. Professional Values, Attitudes, and Behaviors

- a. Behaves in ways that reflect the values and attitudes of psychology;
- b. Engages in self-reflection regarding personal and professional functioning;

- c. Actively seeks and demonstrates openness and responsiveness to feedback and supervision;
 - d. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
7. Interprofessional and Interdisciplinary Consultation
- a. Demonstrates knowledge and respect for the roles and perspectives of other professions;
 - b. Applies knowledge about consultation in direct or simulated (role played) consultation.
8. Supervision
- a. Applies knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals;
 - b. Applies the supervisory skill of observing in direct or simulated practice;
 - c. Applies the supervisory skill of evaluating in direct or simulated practice;
 - d. Applies the supervisory skills of giving guidance and feedback in direct or simulated practice.
9. Communication and Interpersonal Skills
- a. Develops and maintains effective relationships with a wide range of individuals;
 - b. Demonstrates a thorough grasp of professional language and concepts; produce, comprehend, and engage in communications that are informative and well-integrated;
 - c. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Intern Expectations

The CoS-PIC training program is a 10-month, full-time doctoral internship experience. Interns are expected to complete at least 1500 hours of training during the year. For interns who are seeking 2000 hours of training, it may be possible to establish a plan in advance to extend the duration and fulfill additional hours, when desired. At least 25% of interns' time is in face-to-face services to clients/ students. Interns are also expected to achieve the goals and objectives of the internship program, as stated above and to abide by the APA Code of Ethics, the requirements of the CoS-PIC training program, and the rules and regulations of the training site that employs them. Interns will communicate their training status by using the title or designation such as "psychology intern" or "doctoral intern".

CoS-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 included in the handbook, provided to all interns during orientation and are available for download at education.ucdenver.edu/cos-pic under the "Policies" tab.

Interns are expected to be active participants in shaping their training experiences in a variety of ways. Interns are required to take responsibility for their own learning by identifying individualized training goals, by self-observation, self-evaluation, and participation in continuing education. Interns are also expected to participate in the development and improvement of the training program itself by providing feedback and evaluation of supervisors and training experiences.

Training Emphases

The model of training of CoS-PIC may be considered "general" as interns may gain training experiences across a range of school-age clients from preschool through high school, with diverse types of psychopathology, challenges, and needs. Training in ethical and professional standards will be incorporated in supervision and seminar presentations to prepare interns for the highest standards of professional conduct. CoS-PIC's core facilities and affiliates are committed to the objectives, goals, and philosophy of CoS-PIC. The Consortium's members are strongly committed to offering a high quality internship experience with intensive supervision, didactic seminars, and opportunities for direct clinical experience.

Consistent with the mission of CoS-PIC, the overarching theoretical orientation represented across sites is a culturally responsive, developmental-ecological model. This perspective in understanding human growth, development, learning and maladaptive behaviors is integrated into service delivery and seminar trainings.

Services are provided within a culturally responsive framework and are nested within systems including the society (macrosystem), family, school as an organization (exosystem), classroom, family, and individual student. A culturally responsive, developmental perspective is provided as the cultural context and roles of these systems change as children mature. Through sequential and cumulative training experiences, interns are encouraged to become systematic, collaborative problem-solvers who can participate and facilitate the problem-solving of others in a variety of settings. The systematic approach to problem-solving includes moving through a sequence of stages. Although the specific labels for the stages may differ, they typically include problem identification, problem analysis, plan implementation, and plan evaluation. Throughout the internship experience, the importance of knowledge of and experience with a wide range of individual differences, including ethnicity, gender, age, culture, religion, race, SES, and lifestyle is emphasized. A central tenet of the internship experience is that students acquire the knowledge and skills to be culturally responsive leaders, innovators, and positive change agents in the service of children and families.

Program Structure

The Consortium offers 10-month, full-time internships beginning in August each year. The Consortium is comprised of several agencies and will provide a range of clinical and didactic experiences that represent the necessary depth and breadth required for future professional psychological practice. Across training sites, interns will complete at least 25% or their time (an average of 10-15 hours per week) of face-to-face direct service delivery. In addition to offering a distinctive experience in diverse settings, CoS-PIC offers the following major training emphases:

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Supervision

All interns receive a minimum of 4 hours per week of formal, scheduled supervision. Licensed psychologists serve as the primary clinical supervisor at each consortium site. Interns receive a minimum of two (2) hours of individual supervision each week from these licensed clinical supervisors. The additional two hours of supervision may be via weekly individual supervision provided by appropriately credentialed supervisors of elective rotational experiences or via group supervision. Some supervision can be conducted via high quality, secure distance technology. Consortium sites are welcome to collaborate on the provision of group supervision. In addition, “on-the-fly,” informal supervision and consultation is encouraged and provided CoS-PIC supervisors, as well as members of the interdisciplinary teams at each consortium site. As a whole, the consortium abides by an informal “open door” policy, encouraging interns, other trainees, and staff members to ask for assistance and consultation as needed.

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

Group supervision may be bit different as there are interns who have different types of settings and experiences, the topics of supervision tend to be more general and topic based. Examples of potential topic areas include, “How to encourage parent involvement?”, “Entering into new systems”, “How can I adapt a program for an older/younger child?” Additionally, interns are expected to bring cases (with blinded information) that they are working on to discuss in the larger group. This time is meant to supplement and not replace your individual supervision. Group supervisors are also encouraged to bring cases, ethical dilemmas, or general topics to the group for discussion

Didactics

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

Examples of didactic activities include case conferences, seminars, in-service training, and grand rounds. Interns will be provided with regular, scheduled didactics. Didactics can be in person or online didactics at one of the consortium sites. For all didactic presentations, interns will be given the opportunity to provide direct feedback via an electronic survey. The information gleaned from this survey is then used to inform future presentations. The didactic calendar for the 2023-2024 training year with scheduled topics is attached to this handbook. Each year, the topics are modified to fit the interests and needs of the current cohort. In the event an intern misses one of these established didactic sessions, the intern, his or her supervisor, and the Training Director will plan an alternative activity that is related to the presentations that were missed (e.g., reading articles on the topic and writing a brief reflection paper; attending an alternative training). Interns are only allowed to miss one didactic session per month.

Stipend, Benefits, and Resources

The annual stipend across each of the Consortium sites is at least \$25,000. In addition to a stipend, interns are provided with other benefits that vary by site.

CoS-PIC interns have access to additional numerous resources. Assessment and other training materials are provided by each training site, and additional materials that may be needed may be purchased by individual training sites. Additionally, each intern has access to administrative and IT support through their primary training site.

All internships follow a school schedule which affords several scheduled breaks throughout the academic year. As such, interns will use the days that align with their school breaks (e.g., winter break, spring break), plus additional time off/breaks determined by each individual site.

Research

Interns will continue to develop and apply research knowledge and skills relevant to evaluating, understanding, and promoting the cognitive, educational, and social-emotional development of youth. Research opportunities will vary across placement sites and will be determined based on the needs of the intern and the opportunities at the time of the internship. Interns may request time to complete dissertation work on an as needed basis with their primary placements.

Intern Cohesion

Intern Cohesion Creating an atmosphere of inclusivity, respect, and connection is of the utmost importance to the CoS-PIC Training Committee. The Training Committee is strongly committed to establishing a cohesive learning community, despite physical distance between sites. There are two critical pieces to achieving this goal, including monthly in-person meetings and the use of high-quality, secure distance technology on a weekly basis. First, interns are welcomed to the program during an orientation at the beginning of the academic year. During this time, interns are provided with all essential information to help them succeed during their training year, opportunities to establish connections and relationships with one another and the Training Committee, and a general orientation to the region. These relationships are then deepened throughout the course of the training year through shared weekly training activities conducted using high-quality distance technology. Each month, regularly scheduled didactics will be provided to the internship cohort. These hours may be in two to three-hour sessions, four-hour sessions, or one day-long didactic. During this time, interns will meet in-person or online at one of the consortium sites for these didactics that are focused further development of the Profession-Wide Competencies such as ethics, assessment, diversity, or advanced interventions. In between meetings, interns are encouraged to eat lunch together with no supervisors present. They are also encouraged to connect virtually or in person at any time, as needed and/or desired. In addition, interns will get together in person at a graduation celebration with the Training Committee in June 2023.

Logging Hours

During the internship experience, interns will be expected to maintain a log of their hours that is reviewed by their supervisor at least monthly. Interns can choose to use the *Time2Track* hours-tracking tool or other time tracking tool to track field experience hours or they can use the spread sheet that keeps a running total that is provided to them at the beginning of the academic year. Interns are expected to update this document weekly to allow monitoring progress towards total hours. At the end of each month, interns are to provide a copy of their log to their supervisor. This copy can be a hard copy for the supervisor to review and approve, or the intern can save it as a PDF with a signature field and email it to the supervisor. Supervisors will review their supervisee's logs with them monthly as part of supervision to ensure interns are accurately logging hours and are on track to finish. After supervisor approval, the log is to be sent to the Training Director, Dr. Franci Crepeau-Hobson (franci.crepeau-hobson@ucdenver.edu).

Intern Evaluation

CoS-PIC requires interns to demonstrate minimum levels of achievement across all nine (9) profession-wide competencies. Informal evaluation is ongoing throughout the training year. Supervisors are expected to provide interns with feedback on strengths, as well as communicate early and often in regards to areas of growth. Informal evaluation and feedback should be provided on an ongoing basis. Interns are formally evaluated by their primary supervisor twice per year, at the mid- and endpoints of their training experience. Evaluations are conducted using the CoS-PIC Intern Evaluation Form, which includes a Likert-type scale and comment spaces where supervisors include specific written feedback regarding the intern's performance and progress over the specified time period.

Supervisors review these evaluations with interns during supervision and encourage an in-depth discussion with opportunity for interns to raise questions or concerns as needed. Upon completion of this review, the intern and supervisor sign the evaluation and the intern receives a copy. The evaluation is submitted to the Training Director, who also reviews and co-signs before scanning into a secure electronic file, as well as provides a copy to the Director of Training of the intern's graduate program.

A minimum level of achievement on all profession-wide competencies assessed by evaluations is defined as a rating of "2" (Advanced Beginner) at the midterm evaluation and a "3" (Expected Level/Competent) at the final evaluation for each competency to demonstrate that interns are prepared for entry level independent practice and licensure. Although, average scores for competencies are computed, interns are expected to achieve a minimum score of "2" at midterm and a "3" on the final evaluation for each learning element associated with a competency. If an intern receives an item score of less than "2" at midterm, or less than a "3" on the final evaluation on any learning element, or if supervisors have reason to be concerned about the intern's performance or progress, the program's Due Process procedures may be initiated. If there has not been an opportunity for the intern to demonstrate a specific skill at mid-term, the intern and supervisor will develop a plan for how the intern can demonstrate competency by the end of the internship experience. Progress in the areas of concern will be monitored biweekly. The Due Process and Grievance Policy is found in the Appendix of this Handbook. Interns must receive a rating of "3" or above on all learning elements and profession-wide competencies to successfully complete the internship program.

In addition, all interns are expected to complete 1500 hours of training during the internship year. Interns are expected to have at least 25% direct client contact. Meeting the hour requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. In addition to the evaluations described above, interns must complete a self-evaluation form at the beginning and end of the internship. This evaluation is the Intern Evaluation Form also used by supervisors. Interns also complete an evaluation of their supervisors and a program evaluation at the mid- and endpoints of the internship. These evaluations are designed to facilitate feedback that informs any changes or improvements needed in the training program. All evaluation forms are available in the Appendix of this Handbook and in the shared Google drive.

Communication with Graduate Program

CoS-PIC believes that a close, working relationship with intern graduate programs is necessary to support interns in successful completion of the internship training year. The CoS-PIC Training Director and/or Training Committee will communicate pertinent information throughout the year. Formal communication with the graduate program begins after an intern successfully matches with CoS-PIC. At this time, the Director of Training of the graduate program is included in the match letter. Written communication with feedback regarding intern progress is also provided to the intern's doctoral program at the mid- and endpoints of the training year. The final contact with the graduate program notes whether the intern has successfully completed the program. If successful completion comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures, the home graduate program will be contacted within two weeks. This contact is intended to ensure that the graduate program, which also has a vested interest in the intern's progress, remains informed and engaged in order to support an intern

having difficulties. The graduate program is also notified of any further action that may be taken by CoS-PIC as a result of the Due Process procedures, up to and including termination from the program.

Intern Selection and Academic Preparation Requirements Policy

Requirements

Colorado School Psychology Internship Consortium (CoS-PIC) offer internships only to doctoral students in School Psychology programs. CoS-PIC currently offers 2-6 full-time positions:

Two to four positions at Aurora Public Schools; and one to three positions with the Douglas County School District.

Students interested in applying for the internship program will submit an online application (AAPI) through the APPIC website (www.appic.org). Each site within the consortium has a separate Match number, which applicants must use to apply for and rank sites individually.

Application

A complete application consists of the following materials:

1. A completed online application (AAPI)
2. Cover letter (part of online AAPI) stating interest in training site(s). Applicants may indicate their interest in more than one site within the consortium in one cover letter. The cover letter should be addressed to Dr. Franci Crepeau-Hobson, Director of Clinical Training,
3. A current Curriculum Vitae (as part of the online AAPI)
4. Three standardized reference forms, two of which must come from individuals who have directly supervised the applicant's work (as part of the online AAPI)
5. Official transcripts of all graduate coursework (as part of the online AAPI)
6. Supplementary materials: One full integrated assessment report (please redact appropriately).
7. APS HR application (for those applying to that site)

Selection Criteria

CoS-PIC will review all complete applications received by December 15 and base its selection process on the entire application package noted above.

Please note that CoS-PIC is partially affiliated with the [University of Colorado Denver School Psychology Program](#); therefore, applicants from CU Denver will be given priority for interviews, followed by students from the University of Denver and the University of Northern Colorado school psychology programs. Applicants from other school programs are still considered and encouraged to apply.

All application materials must be received by December 15 in order to be considered for an internship position. Applicants will be notified of their interview status by email on or before January 5. Virtual interviews will be held in late January.

CoS-PIC training sites will base selection process on the entire application package noted above; however, applicants from programs outside of CU Denver who have met the following qualifications prior to beginning internship are preferred:

1. APA-accredited school psychology doctoral program
2. A minimum of 300 intervention hours
3. A minimum of 50 assessment hours
4. Doctoral Research Project/Dissertation proposal scheduled or defended
5. Some experience or special interest in working with diverse populations, particularly those located in urban areas

Additionally, CoS-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 Consortium, and an interest in remaining in the diverse, underserved areas to join the workforce is considered a benefit in a potential intern.

In addition to education and training requirements and preferences specified above, CoS-PIC requires that matched interns meet additional site-level criteria, including a background check, to begin their training year. If a matched intern does not meet site-level criteria, the match agreement will be terminated and the intern will not be allowed to complete their internship within CoS-PIC. Additional information about site-level criteria is included in the site descriptions in the Intern Handbook and posted on the CoS-PIC website.

Participation in the APPIC Match (APPIC Member #2530)

Sites interview all candidates who appear to be a fit for their program. Interview times, format, and questions will be determined by each site. Candidates will also be encouraged to talk with current interns about their training experiences on an “off the record” basis. Current interns will not be part of the selection committee and will have no selection authority. When interviews are concluded, site supervisors will submit confidential rank order lists to the Internship Consortium Director who will input them into the National Matching Services computer system.

The full application package and information gleaned from the interview process are utilized to determine applicant rankings. CoS-PIC participates in the national internship matching process by submitting its applicant rankings to the National Matching Service. CoS-PIC abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Questions regarding the application or interview process may be directed to CoS-PIC’s Director of Clinical Training, **Dr. Franci Crepeau-Hobson** (franci.crepeau-hobson@ucdenver.edu) or go to education.ucdenver.edu/cos-pic.

Colorado School Psychology Internship Consortium Quick Reference Sheet

Clinical, Research, and Professional Development Requirements

- Complete ≥ 1500 hours of clinical training in primary site and elective minor rotation with affiliated organization (optional) with at least 25% direct client contact hours
- Complete psychological assessments as assigned by supervisor, at least five (5)
- Engage diverse range of clients in behavioral health and/or educational interventions, including individual and group therapy
- Attend scheduled didactic seminars each month
- Complete two case presentations (one direct intervention and one assessment)
- Provide 2 community-based professional development seminars (may be through videoconferencing)
- Present research findings during didactic seminar

Supervision Requirements

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

Evaluation Requirements

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

- Complete Program Evaluation Form at the mid- and end point of the training year. Sign the form and submit it to the Training Director.
- Complete brief evaluations of all didactic seminars.
- Complete a weekly activity log of your training hours using the provided Google hourly log. Share the log with your primary supervisor on a weekly basis, unless otherwise arranged.
- Submit time off requests 30 days in advance, as feasible

Miscellaneous Requirements

- Complete a weekly activity log of your training hours using the provided Google hourly log. Share the log with your primary supervisor at least monthly, unless otherwise arranged.

Diversity and Non-Discrimination Policy

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

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

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

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

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty member raises a concern about the functioning of a psychology intern. These procedures are a protection of intern rights and are implemented in order to afford the intern with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive. These procedures are not intended to replace existing procedures at Member Districts/Sites. Instead, they are used in those situations where such policies and procedures do not apply.

Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the intern include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

CoS-PIC: CoS-PIC has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

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

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

- 1) the intern does not acknowledge, understand, or address the problem when it is identified;
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
- 3) the quality of services delivered by the intern is sufficiently negatively affected;
- 4) the problem is not restricted to one area of professional functioning;
- 5) a disproportionate amount of attention by training personnel is required;
- 6) the trainee's behavior does not change as a function of feedback, and/or time;
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 8) the intern's behavior negatively impacts the public view of the agency;
- 9) the problematic behavior negatively impacts the intern cohort;
- 10) the problematic behavior potentially or actually causes harm to a patient; and/or,
- 11) the problematic behavior violates appropriate interpersonal communication with agency staff.

Administrative Hierarchy and Definitions

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

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

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

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

Informal Review

When a supervisor believes that an intern's behavior is becoming problematic, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. This process should be documented in writing in supervision notes and discussed with the Training Director and Training Committee, but will not become part of the intern's professional file.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating below a "2" on any competency on the midterm evaluation or a rating below a "3" on the final intern evaluation, the following process is initiated:

A. The supervisor will meet with the Training Director (TD) and intern within 10 working days of the evaluation or failure to resolve the issue informally to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the intern's direct supervisor, an additional supervisor and member of the Training Committee will be included in the meeting.

B. The intern will have the opportunity to provide a written statement related to their response to the problem.

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

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

- a) that the faculty is aware of and concerned with the problem;
- b) that the problem has been brought to the attention of the intern;
- c) that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
- d) that the problem is not significant enough to warrant further remedial action at this time. This notice will be issued within 5 working days of the meeting among the supervisor, TD, and intern, and will be shared with both the intern and the Director of Clinical Training at the intern's graduate institution.

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

- a) the actual behaviors or skills associated with the problem;
- b) the specific recommendations for rectifying the problem;

- c) the time frame for the probation during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately rectified. This statement will be issued within 5 working days of the meeting and will be shared with the Director of Clinical Training at the intern's graduate institution. At the end of the remediation period as specified in "c" above, the TD will provide a written statement indicating whether the problem has been remediated. This statement will become part of the intern's permanent file and also will be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have caused or have the potential to cause harm, the intern's placement within CoS-PIC may be terminated. The decision to terminate an intern's placement will be made by the entire Training Committee and a representative of the training site's Human Resources and requires a discontinuation of participation by the intern within every aspect of the training program. The Training Committee will make this determination during a meeting convened within 10 working days of the original meeting discussed in Step A, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD has the authority, in their discretion, to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the intern's Director of Training at the intern's home doctoral program would be contacted within 5 working days of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Appeals Process

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

Notifying the Sponsoring Doctoral Program

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

Once the Acknowledgment Notice or Probation is issued by the TD, it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

Grievance Procedures

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

an intern raises a grievance about a supervisor, staff member, trainee, or the internship program, the following steps will be taken:

Informal Review

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

Formal Review

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

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

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

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

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

Grievance Procedures

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

Informal Review

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

Formal Review

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

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

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

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

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

Intern Evaluation, Retention, and Termination Policy

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

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

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

A minimum level of achievement on all profession-wide competencies (and learning elements) assessed by evaluations is defined as a rating of "2" for each learning element at midterm and a rating of "3" for each learning element at the final evaluation. The rating scale for each evaluation is a 4-point Likert scale with the following rating values:

- 1= Novice Skill Level
- 2= Advanced Beginner Skill Level
- 3= Competent Skill Level (readiness for entry level practice)
- 4= Proficient/Expert Skill level

If an intern receives a score of less than "2" at midterm or a "3" on the final evaluation on any learning element, or if supervisors have reason to be concerned about the intern's performance or progress, the program's Due Process procedures may be initiated. The Due Process guidelines are found in this Handbook, which is reviewed in depth during Internship Orientation.

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

Additionally, all CoS-PIC interns are expected to complete at least 1500 hours of training during the internship year. Interns are expected to have at least 25% direct client contact and will receive at least two hours of individual supervision by a licensed psychologist per week, as well as at least two hours of group supervision per week. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program.

In addition to the evaluations described above, interns must complete a self-evaluation form at the beginning and end of the internship. This evaluation is the same CoS-PIC Intern Evaluation Form used by supervisors

and is intended to help identify areas of strength and areas of growth for program planning. Interns also complete an evaluation of their supervisors and a program evaluation at the mid- and endpoints of the internship. These evaluations are designed to facilitate feedback that informs any changes or improvements needed in the training program. All evaluation forms are available in the CoS-PIC Intern Handbook.

Maintenance of Records

Intern records, including, at a minimum, a description of the training experience, all formal evaluations, final logs, and certificates of completion are maintained indefinitely by the Training Director in a secure digital file.

Communication with Graduate Program

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

APPENDIX A

CoS-PIC Intern Evaluation

To be completed by supervisor

Intern: _____ Supervisor: _____

Date of Evaluation: _____

Methods used in evaluating competency:

Direct Observation (**required**) Review of Audio/Video Case Presentation

Documentation Review Supervision Comments from other staff/faculty

Part I Directions: Please use the following four-point rating scale to evaluate the Internship student's skill development. Circle or highlight the rating for each item. For those areas where you have had no opportunity to observe or the skill is not applicable to the setting, circle NO (option for Mid-term Evaluation Only).

NOTE: Highlighted rating area is for the intern MID-TERM evaluation

WHITE rating area is for the intern's FINAL evaluation

STUDENT IS RESPONSIBLE FOR RETAINING THIS FORM

4 – Proficient/Expert: Demonstrates exceptional skill; similar to a seasoned practitioner.

3 - Competent: Demonstrates independence in this area; Intern is ready for independent practice

2 – Advanced Beginner: Beginning to demonstrate independence in task completion with supervision.

1 - Novice: Needs substantial improvement in this area; requires close supervision in this area

NO - No Opportunity to observe student in this area (option for mid-term only)

As indicated above, “3” is anchored as “Competent”, i.e., the level expected at the end of internship and that of beginning health service psychologists, so students are expected to be ranked at a 3 or 4 in all areas by the end of internship in order to meet the Minimum Level of Achievement (MLA). At mid-term, the MLA is a 2 on each learning element.

NOTE: This form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. As described in the CoS-PIC Intern Evaluation, Retention, and Termination Policy, a score less than 2 on any learning element at *midterm* will trigger the development of remediation Plan.

A score of less than 3 on an individual learning element or broad competency on the *final* evaluation will initiate the program's Due Process procedures. Interns must receive a rating of 3 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level independent practice and licensure, and to successfully complete internship.

APA Profession Wide Competencies

Competency Area: Intervention	Rating (circle)				
Establishes and maintains effective relationships with recipients of psychological services	1	2	3	4	NO
	1	2	3	4	
Develops evidence-based intervention plans	1	2	3	4	NO
	1	2	3	4	
Implements interventions informed by the current scientific literature	1	2	3	4	NO
	1	2	3	4	
Demonstrates the ability to apply the relevant research literature to clinical decision making	1	2	3	4	NO
	1	2	3	4	

Evaluates intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	1	2	3	4	NO
	1	2	3	4	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO
	1	2	3	4	
Comments:					
Competency Area: Assessment					
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1	2	3	4	NO
	1	2	3	4	
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)	1	2	3	4	NO
	1	2	3	4	
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	1	2	3	4	NO
	1	2	3	4	
Selects and applies 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	1	2	3	4	NO
	1	2	3	4	
Interprets assessment results 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	1	2	3	4	NO
	1	2	3	4	
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences	1	2	3	4	NO
	1	2	3	4	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO
	1	2	3	4	
Comments:					
Competency Area: Ethical and Legal Standards					
Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	1	2	3	4	NO
	1	2	3	4	
Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists	1	2	3	4	NO
	1	2	3	4	
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines	1	2	3	4	NO
	1	2	3	4	
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	1	2	3	4	NO
	1	2	3	4	
Conducts self in an ethical manner in all professional activities	1	2	3	4	NO
	1	2	3	4	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO
	1	2	3	4	
Comments:					
Competency Area: Cultural and Individual Diversity					
Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from themselves	Rating (circle)				
	1	2	3	4	NO
	1	2	3	4	
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities	1	2	3	4	NO
	1	2	3	4	
Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles	1	2	3	4	NO
	1	2	3	4	
Demonstrates the ability to apply a framework for working effectively with areas of	1	2	3	4	NO
	1	2	3	4	

individual and cultural diversity	1	2	3	4	
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own	1	2	3	4	NO
	1	2	3	4	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO
	1	2	3	4	
Comments:					
Competency Area: Interprofessional and Interdisciplinary Consultation	Rating (circle)				
Demonstrates knowledge and respect for the roles and perspectives of other professions	1	2	3	4	NO
	1	2	3	4	
Applies the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior	1	2	3	4	NO
	1	2	3	4	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO
	1	2	3	4	
Comments:					
Competency Area: Communication and Interpersonal Skills	Rating (circle)				
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1	2	3	4	NO
	1	2	3	4	
Demonstrates a thorough grasp of professional language and concepts; produce, comprehend, and engage in communications that are informative and well-integrated	1	2	3	4	NO
	1	2	3	4	
Demonstrates effective interpersonal skills and the ability to manage difficult communication well	1	2	3	4	NO
	1	2	3	4	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO
	1	2	3	4	
Comments:					
Competency Area: Professional Values, Attitudes, and Behaviors	Rating (circle)				
Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	1	2	3	4	NO
	1	2	3	4	
Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.	1	2	3	4	NO
	1	2	3	4	
Actively seeks and demonstrate openness and responsiveness to feedback and supervision.	1	2	3	4	NO
	1	2	3	4	
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	1	2	3	4	NO
	1	2	3	4	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4	NO
	1	2	3	4	
Comments:					

Competency Area: Supervision	Rating (circle)			
Applies knowledge of various models 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 others, and peer supervision with other trainees.	1	2	3	4 NO
	1	2	3	4
Applies the supervisory skill of observing in direct or simulated practice.	1	2	3	4 NO
	1	2	3	4
Applies the supervisory skill of evaluating in direct or simulated practice.	1	2	3	4 NO
	1	2	3	4
Applies the supervisory skills of giving guidance and feedback in direct or simulated practice.	1	2	3	4 NO
	1	2	3	4
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4 NO
	1	2	3	4
Comments:				
Competency Area: Research	Rating (circle)			
Demonstrates the substantially independent ability to critically evaluate research to inform clinical decision-making.	1	2	3	4 NO
	1	2	3	4
Disseminates research or other scholarly activities (e.g., case conference, presentation, publications at the local (including the host institution), regional, or national level	1	2	3	4 NO
	1	2	3	4
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE:	1	2	3	4 NO
	1	2	3	4
Comments:				
OVERALL RATING (average of broad competence area scores)	1	2	3	4
	1	2	3	4
Comments on Intern's overall performance MIDTERM EVALUATION:				
Comments on Intern's overall performance FINAL EVALUATION:				

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

Intern Signature

Date

Supervisor's Signature

Date

CoS-PIC Supervisor Evaluation

To be completed by intern at end of training year

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Instructions: This form enables a supervisee to provide constructive feedback about their experiences with their supervisor. The ratings range from "Significant Development Needed" to "Significantly Exceeds Expectations." Rate only those items that pertain to your training experience during the past 9 months. If your contact with this supervisor was too limited to provide a valid rating for a particular prompt, please indicate "N/A." Once this form is completed, please review it with your supervisor, sign, and return to the Training Director. Please note that any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience.

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

General Characteristics of Supervisor	Rating				
Accessible when needed outside of scheduled supervision	1	2	3	4	5
Allots sufficient time for supervision and schedules supervision meetings appropriately	1	2	3	4	5
Promotes acquisition of knowledge, skills, and competencies	1	2	3	4	5
Interested in and committed to supervision	1	2	3	4	5
Sets clear objectives and responsibilities throughout supervised experience	1	2	3	4	5
Up-to-date in understanding of clinical populations and issues	1	2	3	4	5
Presents as a positive role model	1	2	3	4	5
Maintains appropriate interpersonal boundaries with patients and supervisees	1	2	3	4	5
Provides constructive and timely feedback on supervisee's performance	1	2	3	4	5
Encourages appropriate degree of independence	1	2	3	4	5
Demonstrates concern for and interest in supervisee's progress, problems, and ideas	1	2	3	4	5

Communicates effectively with supervisee	1	2	3	4	5
Interacts respectfully with supervisee	1	2	3	4	5
Maintains clear and reasonable expectations for supervisee	1	2	3	4	5
Promotes effective recognition and navigation of individual and cultural diversity	1	2	3	4	5
Promotes effective recognition and navigation of individual and cultural diversity	1	2	3	4	5
Comments:					
Development of Clinical Skills	Rating (circle)				
Assists in coherent conceptualization of clinical work	1	2	3	4	5
Assists in translation of conceptualization into techniques and procedures	1	2	3	4	5
Effectively provides training in behavioral health intervention	1	2	3	4	5
Effectively provides training in assessment and diagnosis/disability identification	1	2	3	4	5
Effectively provides training in systems collaboration and consultation	1	2	3	4	5
Effectively assists in developing treatment goals	1	2	3	4	5
Promotes clinical practices in accordance with ethical and legal standards	1	2	3	4	5
Effectively provides training in trauma and trauma-informed practice	1	2	3	4	5
Comments:					
Summary	Average Rating				
Overall rating of supervision with this supervisor	1	2	3	4	5

Describe how the supervisor contributes to your learning:
Describe how supervision or the training experience could be enhanced:
Any other suggestions/feedback for your supervisor?

Intern's Signature

Date

Supervisor's Signature

Date

Training Director's Signature

Date

Final Evaluation of the Intern Program

Please use this scale to rate your experiences during the internship. If a question does not apply, do not rate the item.

- | 5. Excellent | 4. Good | 3. Satisfactory | 2. Improvement needed | 1. Unsatisfactory |
|--------------|--|-----------------|-----------------------|-------------------|
| 5. | Excellent - exceptional for this level of training | | | |
| 4. | Good - is recognizably above satisfactory for this level of training | | | |
| 3. | Satisfactory - average at this level of training | | | |
| 2. | Improvement Needed - clearly below what is generally expected at this level of training | | | |
| 1. | Unsatisfactory - unacceptable for this level of training. | | | |

Please rate your overall training experience.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the didactic experiences you received.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the site's ability to provide sufficient rotations/opportunities to gain a well-rounded internship experience.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the site's provision of training with multicultural populations.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the site's provision of training with clients with a range of disabilities/disorders.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the site on its representation of its training program in promotional materials.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate how well the site communicated the internship goals and objectives.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate how well the internship goals and objectives were achieved.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the overall organization and structure of this internship site.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the availability of the Training Director and/or Site Administration.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate this site's ability to change/challenge your knowledge/skills/attitudes and values over the course of the internship.

Excellent Good Satisfactory Improvement needed Unsatisfactory

Please rate the site in its ability to provide experiences to develop the needed competencies for independent practice.

Excellent Good Satisfactory Improvement needed Unsatisfactory

What were the most positive aspects of this internship site?

What recommendations would you offer for improving the internship training of this Site?

Signature of Psychological Intern

Date

CoS-PIC Acknowledgement of Intern Handbook and Policies

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

___ CoS-PIC Handbook

___ CoS-PIC Policies:

___ Due Process and Grievance Policy

___ Diversity and Non-Discrimination Policy

___ Intern Evaluation, Retention, and Termination Policy

___ Maintenance of Records

___ Communication with Doctoral Program as described in the Handbook

___ Stipend, Resources, and Benefits Policy

___ Intern Selection and Academic Preparation Requirements

___ Site Specific Policies:

___ Aurora Public Schools Policies

___ Douglas County School District Policies

___ Relevant Ethical and Specialty Guidelines:

___ APA Ethical Principles of Psychologists and Code of Conduct

___ NASP Principles for Professional Ethics

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

Printed Name

Signature/Date